

Human Capital Management in the Wandering Context of Events – Challenges for the Managerial Staff

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Chapter 5

DIGITAL TRANSFORMATION OF EMPLOYEE LEARNING AND DEVELOPMENT IN THE ORGANIZATION

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5.1. Introduction

New technologies currently have an impact on almost all spheres of the functioning of individuals – how people rest, learn, travel, and how they build and maintain relations with others. As mentioned in the previous chapter, these also translate into the style and manner of work as well as the competencies sought in the labor market; they also often change the organizational culture of companies and affect the well-being of their employees. The global effect of the spread of digital technologies is the complete transformation of social, economic and political systems. Enterprises have always evolved along with technological advances, hence with the exponential acceleration of inventiveness, organizations are in a way forced to constantly adapt to new solutions that affect how, where, by whom and why work is provided.

Due to the COVID-19 pandemic, many employees have learnt to use new technologies when working from home, and in different time zones, and thus developed completely new skills. The world of work is no longer defined by the location of the people employed in it. Employees can connect and cooperate by simply clicking the icon of a given app on a computer or smartphone. This is a manifestation of the next step in the evolution of work. Technological acceleration under the influence of the pandemic experiences was also indicated by the results of a study carried out by Forbes (2020), in which as many as 97% of managing directors surveyed confirmed that the pandemic significantly accelerated the technological revolution in the companies they manage, and 79% admitted that it also increased budgets for digitization and technology development in the organization. Technologies in the workplace are not only innovations tested in R&D departments. Modern solutions

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can be used at every stage of the employment cycle – from recruitment, through competency development, building commitment, motivating, appraisal, satisfaction and commitment study, to internal communication.

The pandemic, and the resultant accelerated technological progress also significantly redefined the area of learning and development (L&D) in organizations. In this context **the goal of this chapter** is to characterize and highlight the role of selected digital technologies used in employee development processes in contemporary organizations. The chapter is of an overview character, and the study is devoted to the analysis of the issue of digitalization of employee development processes in an organization. The author used qualitative methods based on a critical analysis of the literature on the subject, reports, and industry articles. The chapter presents the transformation process in the area of learning and development and shows the main differences between digital and traditional L&D. The negative impact of the excess of digital tools and educational materials on the effectiveness of the learning process is also emphasized.

5.2. The overview of a new context for employee learning and development

As described in the previous section, the pandemic and technological progress contributed to the redefinition of the learning and development area (L&D) in organizations. Expectations change, developmental forms evolve, new tools and training needs emerge. This change mainly consists of the need for a quick shift towards the use of digital learning, for which the demand has increased radically, both on the part of stakeholders and the learners themselves (Mikołajczyk, 2021). In the last two years, e-learning has become the main training format in most companies. According to the data provided in the Fosway (2020) report, one can observe a five-fold increase in the use of virtual classrooms for high-value development programs such as leadership development. The use of virtual classes for coaching and mentoring also increased nineteen times, with as much as a 400% increase observed in the case of using virtual classes for conducting external training. In another study (Fosway, 2021), only 2% of the respondents – L&D participants in organizations stated that organizations would return to traditional training formats once the pandemic was over. The development of human capital with the use of digital technologies is currently becoming the most appropriate response to ongoing changes – for many companies, it is also simply a necessity just not to go out of the market. This is because of the growing pressure to increase the competitiveness of enterprises and the need for innovation. The flattening of organizational structures usually results in: a greater number of teams, dispersed work, virtual and hybrid structures, higher employee turnover and the evolution of the management method, the essence of which is the rejection of the approach based mainly on issuing orders and controlling employees. Companies have

increasingly realized that in order to meet challenges, they must rely on employees who proactively take matters into their own hands, have autonomy, and expand their competencies. Figure 5.1 shows the current use of digital technologies in an organization.

According to Blanchard's Annual Survey Assessing L&D Trends (2022), which was attended by 800 HRD representatives from organizations around the world, employees are overloaded, tired, and “too busy” to participate in various forms of development. Online training programs are seen as less engaging compared to face-to-face initiatives. About 25% of employees did not receive any for their development from L&D departments in the past year. During the pandemic, companies shifted their focus from employee development to other issues, and employees realized they needed to adopt an “all-hands-on-deck” approach – often at the expense of personal development. The results of the Cedefop study of European companies also confirmed that a more stable and predictable economic environment positively influences decision-making about learning in the workplace (Kankaraš, 2021).

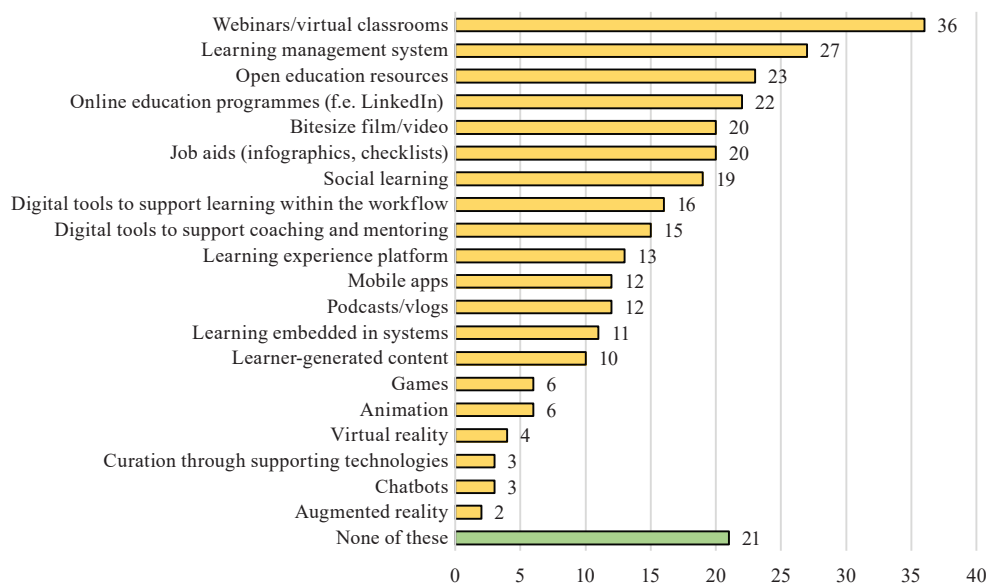


Figure 5.1. Current use of digital technologies within employer organizations (% of organizations, $N = 1.217$)

Source: own work based on (Crowley and Overton, 2021).

In Poland, despite the pandemic, employers have invested in the development of staff (PARP, 2021a). In recent years, the number of employers with a separate budget for development activities has increased from 35% to 42%. The most popular methods of supporting the development of employees' competencies were: briefings,

coaching, mentoring, and job shadowing. It has also definitely accelerated the digitalization of development services. The possibility of developing competencies through remote training was used primarily by white-collar employees, and 42% of them declared that they had participated in this form of training for professional purposes. In 2020, the highest number of employees – in the education sector (59%), the specialist services sector (43%), and the health and social care sector (33%) – participated in online work-related training. This is quite an upward trend, especially in the context that the perception by managers of the value of learning in the workplace and the level of demand for skills are among the key factors determining the scope of learning opportunities.

Learning in the workplace has also been found to be the most important predictor of employee well-being (Kankaraš, 2021). According to the results of the research described in the report “Youth in the labor market 2021” (PWC, Well.hr, and Absolvent Consulting, 2021), almost 50% of the respondents considered that it would be difficult for them to accept the lack of development opportunities in the organization. It is also worth noting that as many as 70% of employees declared that they would consider changing the workplace if the employer did not invest in their skills development (Microsoft, 2020). Moreover, according to the respondents, employee training should currently be a less time-consuming process, preferably offered during work and in small segments, as well as be efficient and adapted directly to the current duties of the given employee.

5.3. Transformation of learning and development in the organization

Forward-looking organizations limit traditional development activities conducted in training rooms and create so-called skill academies/capability academies (often online), and the participating employees develop their competencies in the flow of work, combining independent and group project-based learning (Palmer, 2022). These “skill academies” reduce costs and make learning more accessible and effective (Dörner and Rundel, 2021). Encouraging learning at work and raising qualifications is of key importance for the long-term building of an organization’s competitive advantage, and the key to success is the wise investment in digital HRD. Table 5.1 shows the stages of corporate learning and development evolution over the last decade.

Nowadays, new digital tools supporting the acquisition of knowledge are important in the process of employee development, such as: artificial intelligence (AI) which actively supports the L&D department, adaptive learning, microlearning and virtual reality (VR), and augmented reality (AR). The use of artificial intelligence in the L&D department of a successfully digitized company makes it possible to analyze the employee’s work and select appropriate development forms that can ultimately increase his/her productivity (Trenerry et al., 2021). The use of the aforementioned

Table 5.1. The evolution of corporate learning and development

			LXP Arrives	Zoom, Teams, Viva	
	e-Learning & Blended	Talent-Driven Learning	Digital Learning	Learning in Flow of Work	Capability Academies
Formats	Course Catalogue Online University	Learning Path Career Trick	Video, Self-Authored Mobile, YouTube	Microlearning Creator Economy Intelligent Skills Systems	Capability Academies (often online)
Philosophy	Instructional Design Kirkpatrick	Blended Learning Social Learning	70-20-10 Taxonomies	Learning Experience	
Users	Self-Study Online Learning	Career-Focused Lots of Topics	Learning on Demand Embedded Learning	Everyone, All the Time, Everywhere	
Systems	LMS as e-Learning Platform	LMS as Talent Platform	LMS as Experience Platform	Many Systems, LXP, LMS, Mobility, Skills, Integrated	
	1998-2002	2005-2012	2012-2019	2022	2022+

Source: own work based on (The Josh Bersin Company, 2022).

tools is conducive to the personalization of the learning process – it enables the adjustment of training materials to the profile, preferences, and individual needs of employees; this is guaranteed by the functionalities appearing in most new generation e-learning platforms (the so-called Learning Experience Platform/Learning Engagement Platform). LXP platforms (e.g. EdCast, Degreed, LinkedIn Learning Hub) provide users with access to learning libraries, including internal and external catalogues of courses, videos, podcasts, blogs, articles, “knowledge pills”, microlearning simulations, and quizzes. AI adaptive-learning algorithms analyze both the individual preferences of the user and his/her increase in knowledge. In addition, there are also AI-powered tools used to create development content, such as Synthesia, Frase and Jasper.

Digitalization, in the context of L&D, not only means something fundamentally different than simply developing an employee using technologies that overlap with an already existing range; it is more about the development processes being closer to the needs of employees and able to be implemented in the course of work, in various ways that could not be applied in the traditional understanding of L&D. When designing online modules or micro-training segments, one should focus on the minimum amount of content needed to achieve the goal. The message should be short, concentrated on a partial skill/topic, available online, and easily reproducible on a variety of devices. This involves a fundamental redesign of the

way employees experience development activities within the organization and their greater personalization. L&D digitalization means user orientation at every level and designing development activities taking into account the user experience (UX). Table 5.2 presents the key differences between traditional and digital L&D in the organization.

Table 5.2. The main differences between traditional and digital L&D

Digital L&D	Traditional L&D
User (employee)-centric	Content(program)-centric
Focused on performance (the work)	Focused on learning
Performance Consulting explores friction in the work and across different parties	Training Needs Analysis looks for common problems to be aggregated and solved with training
Solutions (predominantly digital resources and conversations) developed with the client	Solutions (predominantly courses and programs) developed with subject matter experts (SMEs)
Minimum Viable Product (MVP) (or prototype) made available to the client very quickly to be tested and to collect data	Solutions developed before being piloted
MVP iterated constantly, based on user feedback, to increase its value over time	The program delivered consistently across departments and geographies
Solutions provide continuous value and support to users	Solutions are generally 'one and done' experiences
Performance improvement is the measure of success	Attendance, completion, assessment, and satisfaction are key measures of success

Source: own work based on (*The L&D Disruption Playbook...*, 2019).

Employees work in a hybrid manner, therefore organizing traditional training is now becoming a big challenge. A solution that is increasingly indicated by various organizations is the mixing of various forms of online development (LinkedIn Learning, 2021), e.g. Virtual Instructor-Led Training with user self-paced asynchronous learning. However, it should always be remembered that introducing too many new tools may carry a certain risk related to the difficulty in focusing the learner and result in so-called "distracted learning" (Schmidt, 2020). Artificial intelligence and virtual training are currently not able to replace everything that employees have used so far in development projects. The human being is still an indispensable element of the training processes – the trainer, supervisor and colleagues. The effective digitalization of development processes also requires appropriate organizational conditions. Organizations need leaders who understand the functionalities of these solutions and promote them among employees to ensure the effectiveness of the digitized L&D processes. In the near future, almost all jobs will require digital skills on the part of workers (Digital Poland and CIONET, 2022). Digital readiness means a high level of general competencies related not only to

technology, but also cognitive alertness, adaptability and a culture of teamwork in all areas of the company. A balanced learning ecosystem, open to the needs and feedback of employees, is one of the key elements in bridging the gap in digital competencies.

5.4. Selected digital technologies used in employee development

The digitalization of the L&D area in the organization concerns not only remote work, but also the use of bots, various mobile applications, artificial intelligence, virtual and augmented reality in development activities. In recent years, the technology has matured to such an extent that almost everyone can use it via mobile devices, including cloud solutions. At the same time, the e-learning market has matured and is ready to adopt AI solutions (Clark, 2020). Figure 5.2 presents selected technologies used in employee learning and development.

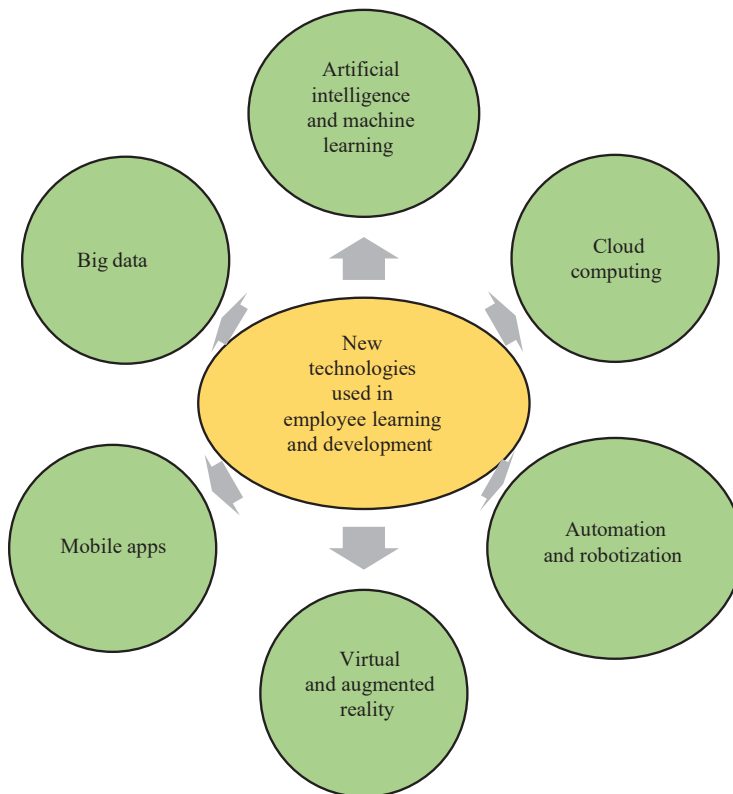


Figure 5.2. Selected technologies used in employee learning and development

Source: own work based on literature review.

One of the examples of apps is coaching with the use of artificial intelligence (Bersin, 2021). One can download coaching and development apps that help set goals and monitor progress, as well as provide development tools and manage practice in dealing with clients (e.g. Wysa, Rocky, Woebot, and Driven). Conversational chatbots that use advanced machine learning while talking to the user are also available in this type of app. Thanks to the use of AI, the conversation becomes more detailed – the bot refers to the user’s previous answers, gives advice and carefully constructs questions. In addition, it is also possible to complete diagnostic tests, learn about other knowledge resources selected in accordance with the development goals of a given user, or perform exercises in mindfulness, yoga and meditation. Sometimes these apps use therapeutic techniques, e.g. CBT, as well as support the user through additional functions by providing them with the possibility of using the advice of a “reach coach” – a qualified psychologist who will guide the user through advanced coaching sessions in accordance with his or her needs. An interesting solution in this area is also the slightly more advanced AIDA coaching system, developed by Saffron Interactive (2021), offering video-coach support using AI (other such AI-enabled coaching platforms include BetterUp, CoachHub and Torch). The users of this system record their responses, and also save or respond to the multiple-choice options that the coach shows them in the video (AI VideoBot). The coach then responds to the user with short, conversational clips. In this way, the learner conducts a conversation, and the AI coach, if necessary, provides input data, information and directs him/her to other resources in the system, such as e-learning courses, articles, and websites.

Another example of digital L&D is the use of various mobile apps that enable employees to develop specific skills, and the actions recommended to the employees are adapted to their current predispositions. There are many solutions of this type, both in the free and commercial options. After installing a specific app on a smartphone, the employee can start using it in accordance with the previously set purpose. For example, the Bunch app is dedicated to the development of leadership skills. When using the app, the personal leadership trainer learns more about the user by analyzing the result of the diagnostic test and gives advice according to his or her leadership style and defined goals. The app provides useful tips from the best leadership coaches in the world to motivate to become a better leader. In the Deepstash app, the users receive a daily dose of knowledge in the field of science selected by them in the form of small cards – “knowledge pills” condensing the content of books, articles, movies or podcasts. All the content that the users collect in the app, also from other users, builds their knowledge library. Thanks to apps such as Habit Tracker, Loop and Habitica, the users can work on their habits and long-term goals. They can add daily, weekly and monthly goals and track their progress, and are free to choose the names, colors and icons of habits; in the Habitica app, they can shape their habits in the form of a game.

Thanks to the constant development of virtual and augmented reality, depending on the skills to be developed by the employees, immersive simulations can be created so that users can experience and perform specific activities, instead of watching or listening about them. Propagators of the use of VR and AR in training unanimously agree that the future of employee training is not an e-learning platform, but an engaging educational platform, the so-called Immersive Learning Platform, which is an experience-based training methodology that uses Virtual Reality (VR) to simulate real-world scenarios and train employees in a safe and engaging environment. It combines the sense of VR presence with advanced learning theory, data science, and spatial design to improve efficiency and user engagement. Work efficiency in a virtual environment is close to the performance indicator in a real environment. By using VR to immerse employees in real work situations, Immersive Learning enables the use of proven behavioral learning best practices. This helps to increase learners' engagement, preparation, knowledge retention and confidence. Delivered via a cloud-based platform, Immersive Learning delivers these enterprise-wide benefits (Strivr, 2020).

The report published by PwC (2020) presents the results of a study comparing the effectiveness of training in soft skills conducted in a stationary form (in a training room), e-learning, and with the use of virtual reality. The study was conducted in a group of new managers in the United States who received the same training in one of the three possible modalities. After comparing the results, it was found that the participants of the training using VR completed them four times faster than in the training room and 1.5 times faster than during e-learning. Moreover, they felt almost four times more emotionally attached to the content than the classroom trainees and more than twice as much as the e-learning recipients, were four times more focused during the training than their e-learning colleagues, and almost 275% more confident in using the acquired skills after completing the training. Although the results of the study clearly show the advantages of using VR in training, the innovative technology by itself, without substantive development and maintaining other elements of the learning process, will not completely replace the other methods, both traditional and digital. Only when combined with other elements of the development process, this can become a breakthrough in the field of competence development.

Currently, there are many proposals for immersive simulations for employees. The VR simulator prepared by Talespin, developed with employees in the HR industry in mind, allows managers to practice the process of dismissing employees in a virtual environment. The company has prepared a number of scenarios as part of the Virtual Human project, in which the recruiter must inform the virtual employee that his/her employer is terminating the contract. The behavior of the dismissed virtual employee depends on how the person responsible for the interview handles the whole situation. Mursion Inc. has created a virtual reality environment in which developing professionals can practice and improve a variety of complex interpersonal skills. The VR simulator enables employees to test their communication

skills through the app using a combination of artificial and human intelligence (live actors) to adapt interactive scenarios in real-time. The simulation covers everything from leadership development, customer service, performance reviews, training in diversity and integration to conflict resolution in the office.

With the progressive development of VR and AR and the spread of remote work, programs enabling virtual meetings are becoming more and more popular (e.g. AltspaceVR, Wonda VR, vSpatial, Virbela). Collaboration in virtual reality is becoming desirable on the enterprise market, and international companies are looking for the possibility of using these devices in various areas – from employee training to project workshops. As one of the most popular apps, the virtual reality set can be used to organize conferences, seminars, congresses and workshops, replacing videoconferences or webinars – based solely on the image and sound transmitted live from a computer camera and smartphone. To be able to participate in such a meeting, one must first generate one's avatar, and then employ it to take and using the VR goggles, computer or smartphone and the appropriate app, to participate in the planned meeting. The sense of the presence of the participants is one of the main advantages of virtual reality meeting systems compared to typical videoconferences. Even though avatars look at each other and not at real people, the latter have eye contact with the interlocutor. The devices can be different for all the participants, this does not affect the process and the display of the application.

Virtual meeting software allows users to collaborate in a variety of virtual spaces. The office does not have to be in a business facility, but it can be either an old castle, an island or a production unit. This technology is being developed dynamically and is intensively tested by organizations that work mainly in distributed teams. In some apps, an additional functionality, especially useful in project teams and industrial companies, is the ability to create and edit 3D models.

5.5. Final conclusions and overview summary

Along with the digitalization of content and development methods, the market of development systems is also evolving rapidly. The tasks of L&D teams in organizations that are moving from the role of administrator and creator of training content are also changing, smoothly moving towards being a partner and business advisor. The new role requires new competencies that can certainly be built online, using virtual reality and artificial intelligence, applying the best available educational methods on the market. For a long time, L&D departments were responsible for creating and managing the training process. Currently, when it is no longer necessary to recreate many educational resources because they are available on the market, and their management is taken over by the employees themselves with the support of AI, the main task of L&D departments should be to constantly research skills and competence gaps, creating the appropriate conditions for employees to learn during their work and development, as well as indicating appropriate directions or

development materials. In addition, what dominates, is a simplification understood as shortening, simplifying the developmental forms – in accordance with easy and agile access to educational content, guaranteeing quick results in the work environment.

Today it is difficult to imagine the development of specialists and training without the use of technology. Employee retention is fostered by digital transformation, which allows for the effective and quick cultivation and updating of employees' skills and knowledge. Moreover, digital transformation solutions cover all the basic training functions, from implementation to self-education, and can be used independently (LXP and AI), or as a necessary addition to traditional employee training that can enhance their experience (mobile technologies, VR, AR). What is needed now is an approach to employee development that takes into account both the dynamic nature of the workplace, technological progress, and the equally dynamic potential of people to rediscover themselves.

The potential of AI in development activities has not yet been fully exploited, even in a minimal way, nevertheless the change can take place by leaps and bounds. As soon as the necessary conditions are met (which requires, among others, building sufficiently large databases, and miniaturization of hardware), overnight it may become possible to implement development projects with a virtual trainer, coach or mentor who will know the strengths and the weaknesses of their student/subordinate, as well as precisely plan optimal development and career paths. Personalized support available 24 hours a day, 7 days a week or an 'invisible' learning assistant who can regularly involve employees in the development or a virtual tester of their skills and knowledge, is still the future and burdened with many limitations, because everything a chatbot 'knows' comes from the data it has been fed. Human beings are most often responsible for the production of content that is the basis for teaching AI, thus it is their mistakes, bias, worries and traumas that result in the formation of stereotypical, discriminatory data, which the algorithm later repeats – despite the lack of its own emotions.

L&D departments may face another challenge related to the digitalization of development processes in order to implement them in the so-called metaverse, whose vision was outlined at the end of 2021 by the head of Meta (formerly Facebook), M. Zuckerberg. The metaverse can be seen as a further combination of the digital and physical world. It includes elements of immersive technologies such as virtual reality (VR) and augmented reality (AR), as well as software platforms, virtual collaboration tools, and other digital experiences. It is, in a way, a new version of the Internet built out of a huge number of three-dimensional virtual spaces connected with each other and permanently existing, focused on a social connection – spaces in which people interact with each other, but also create their content (DeSignore, 2021). Today, one can only guess what final shape the metaverse will take, however, to be able to create it, modern hardware is needed, i.e. equipment necessary to be able to access it (including VR goggles, AR glasses and haptic gloves, etc.). The second

condition for the emergence of a new Internet is a more modern infrastructure that will allow to maintain a constant and stable connection between millions of people in real time, which also requires enormous computing power. Time will tell whether in the metaverse, apart from buying, selling, creating and consuming digital goods, there will also be space for innovative development activities.

Naturally, one of the most important elements of the digital transformation in a company is training new employees, and providing constant professional support with the use of modern technologies to those already employed. A better approach to employee training also increases employee engagement, making them more willing to listen to digital transformation plans as digital transformation is based on digital adoption – then employees make full use of all new digital tools and applications. It is clear that workers who undergo interactive, on-demand e-training to use these tools will learn skills faster and more efficiently than those who receive unattractive analogue passive guidance. It also seems important to see these modern technologies as elements of cooperation and process improvement, and not as replacing people in the organization. In developmental processes, the excess of digital educational tools and materials has the opposite effect – people do not learn (Cain, Leonard, Gabrieli, and Finn, 2016; May and Elder, 2018; Uncapher, Thieu, and Wagner, 2016). In this case, less is more. Close and positive contact with another person is one of the basic human needs. In a digitized reality, authentic relations matter the most.

Finally, one can say that the goal of this chapter has been achieved. The author characterized and highlighted the role of selected digital technologies used in employee development processes in modern organizations, presenting the transformation process in the field of learning and development, and showing the main differences between digital and traditional L&D. Moreover, future trends related to the technological support of employee learning and development, as well as the expectations toward the HRM department services in this scope, have also been outlined.

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