

A close-up photograph of two young children with light brown hair looking intently at a tablet computer. The child on the left is pointing at the screen with their right index finger, while the child on the right leans in to look. The background is a soft, out-of-focus light color.

The Future of Learning

A Vision on How to Support
the Workforce of the Future

Is Your Organisation Ready
for Digital Learning?





Part 1: Why?

Today's Business Landscape

We are living in an increasingly interconnected world where information is openly and freely available to anyone with access to the Internet. With data becoming more easily accessible for people to actively compare their situation, employees expect more of their employer and raise the bar for personal development.

Today's war for talent is drastically affecting the human-resources discipline, while machines and robots take over more routine jobs every year. This immediately raises the question what it means for business and, more specifically, learning. Clearly, we must focus our attention on teaching human skills such as collaborative knowledge creation, creativity, and critical thinking.

We can conclude that it is getting more difficult to recruit the right people for the right job, but more importantly, to retain these people in the long term. It is getting more difficult to stay ahead of the develop-

ment shift our focus from the classroom to the work floor. In order to tackle the aforementioned challenges, it is imperative that learners develop competencies in their daily lives. The problem in learning, however, is the mismatch between the established leadership of the current generation and the needs of the future workforce—Generation Swipe.

We already see that people from different generations get into a more comfortable position when it comes to learning in general, since acquiring complete information before engaging in a particular activity is no longer necessary. This creates an entirely different learning mindset, which means that we can no longer impose training on employees for business improvement.

When looking at the structure of this traditional learning setup, we find that 'broadcasting' merely results in sharing information—teaching *knowledge*. Yet, educators have lost the privilege to control this informa-



Do you ensure that employees develop their *human* skills in the organisation?

Educators have lost the privilege to control the sharing of information.

ments around us and the demands of employees. It is getting more difficult to prioritise business improvement.

In other words, we can no longer rely on existing learning and development programmes to prepare our people for the future. We need to listen more carefully and actively support employees in their development. Where it counts.

Zooming in on this concept of performance support, we find that we need to

tion flow in today's globalised world, as well as the relevance of using a 'one-to-many' curriculum.

This means that formal training is not sufficient, as the gap between an organisation's programmes and people's daily needs is widening. The fact that everywhere in our lives the next choice is just a swipe away implies that the system and the learner need to interact differently. In today's business, the learner is in the driver's seat.



Do the learning programmes in your business change along with the company culture?



Part 2: How?

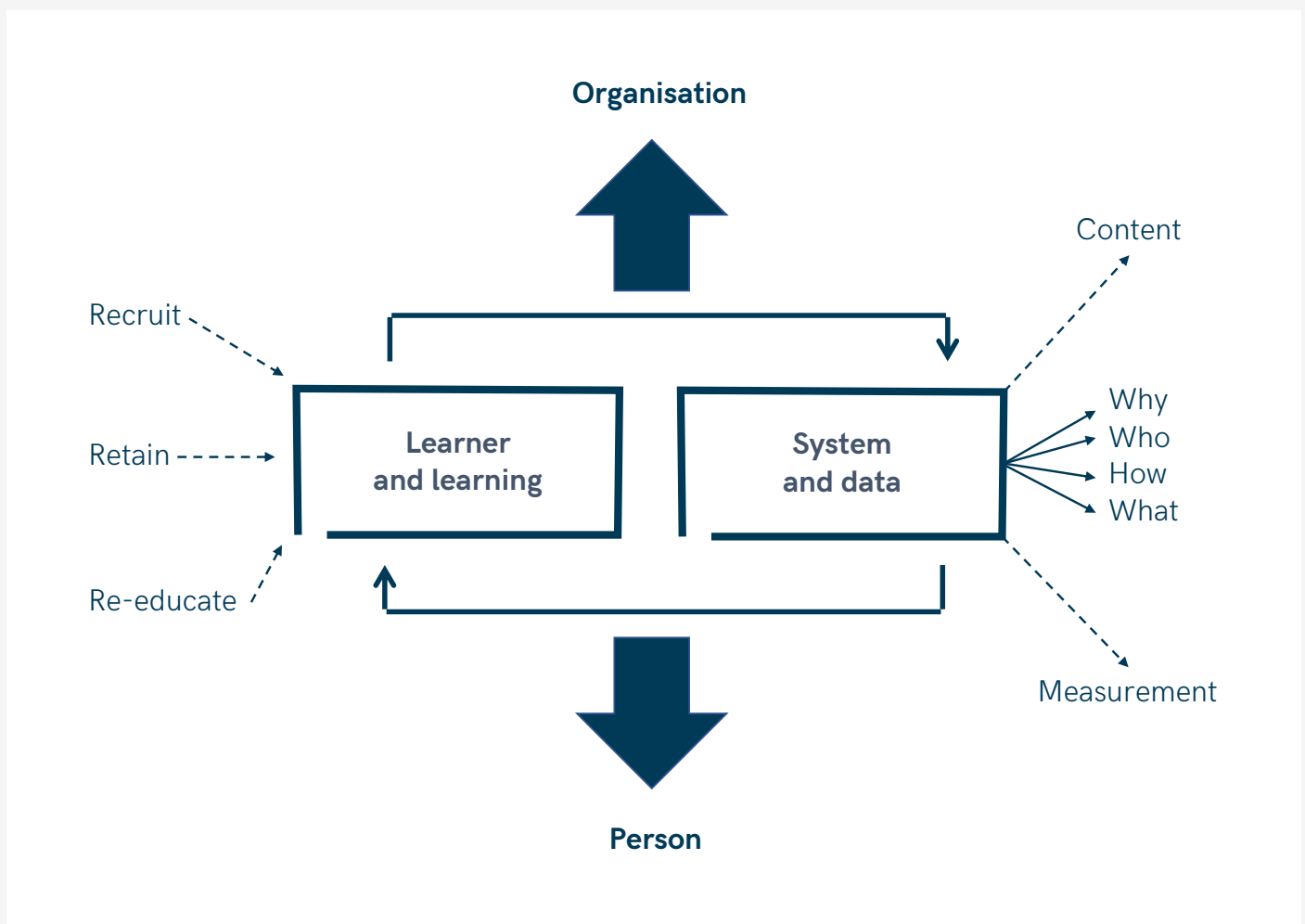
Tomorrow's Technology

So what *is* the future of learning? Without a doubt, computer technology—data—is going to play a dominant role in the way we structure the human-resources discipline. Experiential learning is not new, nor is adaptive learning, but tomorrow's solution to these issues is the use of advanced algorithms that automatically create such adaptive learning journeys. And that continue doing so as the company evolves.

Digital Learning is a term that encompasses everything associated with said future of learning. We depart from the concept of e-learning, as it is about more than simply digitising content. In essence, we are con-

cerned with *bringing the process of learning to the learner*. This way, we can close the gap between business improvement and learning programmes. This way, the system changes from a reactive to a proactive role.

Most importantly however, learners are free to be creative and critical with Digital Learning, which are essential skills in tomorrow's business world. In doing so, we must accept that information no longer exists in one specific place and that learning is about *facilitating* the right process, at the right time, for the right people. Therefore, we need a system that comes to the learner when they most need it.





Part 3: What?

The Future of Learning

We believe that the role of Digital Learning is to bring back the relevance of learning on an individual level and unite management and staff on a social level. With data, business-improvement projects can be more effectively translated into learning programmes that fit the organisation's unique situation.

Since the core of Digital Learning is about engagement and innovation, it offers benefits on two sides: (i) learners can make the most out of the information needed for the activity that they are expected to engage in, or further along in a particular journey, and (ii) management can better align these programmes with strategic objectives thanks to learning insights that the data provides.

Putting aside the technology for a moment, the key of Digital Learning is that we see it as underlying mechanism for employees to develop themselves and learn from each other, in line with company-specific processes. We believe that learning will become a process of social engagement.

Accordingly, we see the future of learning as an academy that integrates learning in everyday activities. For this academy to be successful, the firm needs a strong organisational learning vision to allow for the flexibility needed in adaptive learning. In the safe environment of a digital system, technol-

that are able to offer support to individuals throughout the organisation when needed.

Just like marketing has become an integrated discipline across the organisation in the last couple of years, so will the learning academy be aggregated from all areas. We just need to put learning back on the agenda.

Need our help?
Contact us now



As trusted learning advisor we take pride in preparing your organisation for the future of learning. You can find us through the below channels.

www.q-staff.eu
office@q-staff.eu
+31 (0) 43 350 01 44



Does your company have a *well-aligned* learning academy based on a vision?

Adaptive learning requires a vision.

ogy will be able to add value when it is linked to the firm's business(es). Only then, learning officers can become the engaged mentors

LPSS



In Digital Learning,
traditional resources
remain offline, like
they're supposed to.



Developing People in Hospitality

www.q-staff.eu

office@q-staff.eu

+31 (0) 43 350 01 44

Jeruzalemweg 2

6222 NG Maastricht

The Netherlands