27th Technical Convention 2019
The 4th Industrial Revolution ("4IR") | *Building the Power Utility of the Future, Today*

Asset Management skills and competence development to ensure success

Presented by Tim Beavon
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Hosted by

CITY OF CAPE TOWN
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PEOPLE ARE OUR MOST VALUABLE ASSET?

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Definition: Asset

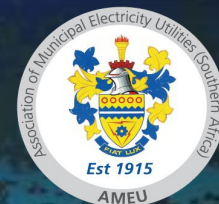An item, thing or entity that has **potential or actual value** to an organisation.

ISO 55000: 2014

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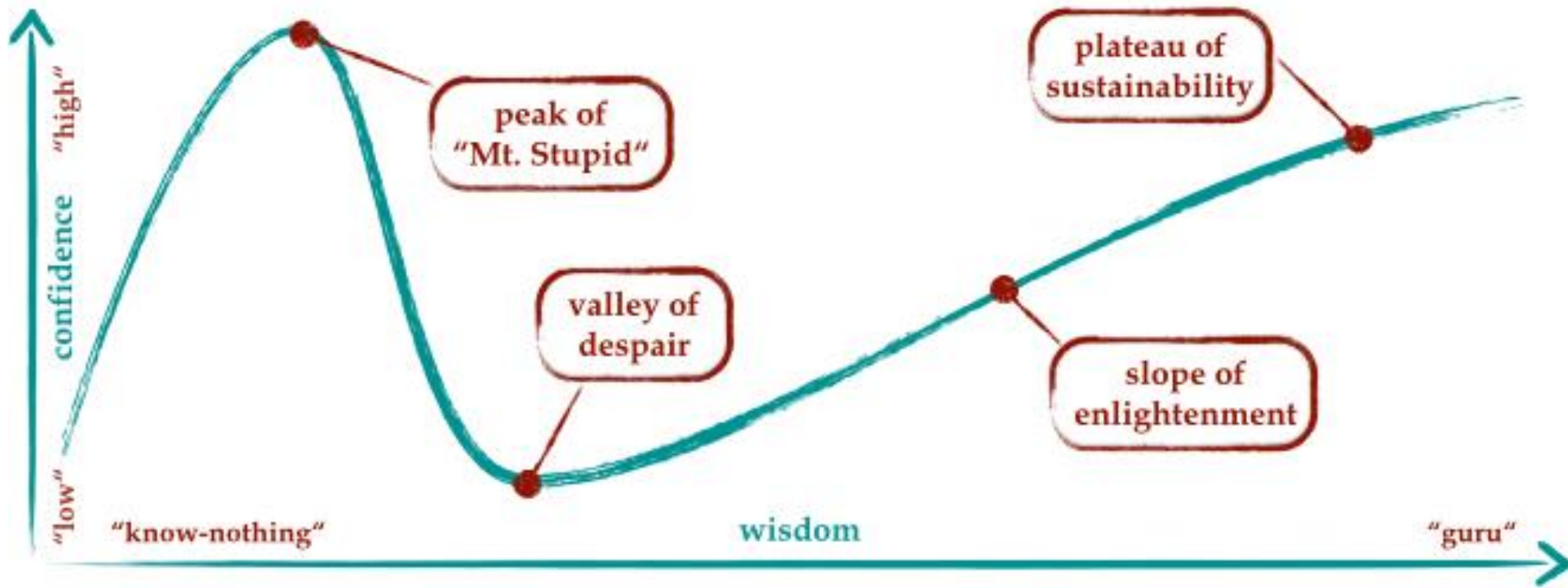**The 4th Industrial Revolution ("4IR")**
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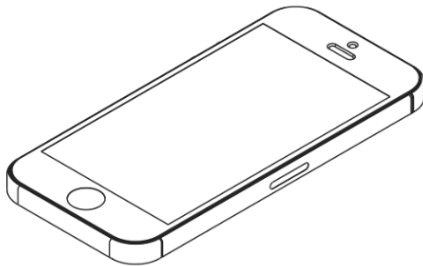# Challenge 1: Closing the Gap

Dunning-Kruger effect

Challenge 2: The Modern Learner

Now for a quick quiz:

Go to **www.menti.com** and use the code **84 42 06**

1 Grab your phone

2 Go to www.menti.com

www.menti.com
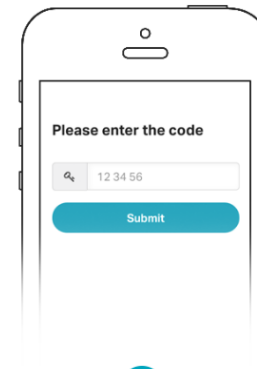
3 Enter the code 84 42 06 and vote!

Please enter the code

12 34 56

Submit

MEET THE MODERN LEARNER

As training moves to more digital formats, it's colliding with new realities in learners' jobs, behaviors, habits, and preferences.

Today's employees are overwhelmed, distracted, and impatient. Flexibility in where and how they learn is increasingly important. They want to learn from their peers and managers as much as from experts. And they're taking more control over their *own* development.

OVERWHELMED...

1% of a typical workweek is all that employees have to focus on training and development

Number of times online every day
early days of the Internet **5** | today **27**

41 % of time workers spend on things that offer little personal satisfaction and do not help them get work done.

Knowledge workers are constantly distracted with millions of websites, apps, and video clips.

DISTRACTED...

Most learners won't watch videos longer than **4** minutes

People unlock their smartphones up to **9** times every hour

2/3 of knowledge workers actually complain that they don't have time to do their jobs

IMPATIENT...

Online, designers now have between **5** and **10** seconds to grab someone's attention before they click away

Workers now get interrupted as frequently as every **5** minutes—ironically, often by work applications and collaboration tools

Sources:
"The Overwhelmed Employee: Simplify the Work Environment" *Deloitte University Press*
"The Knowledge Worker's Day" *Basex*
"Make Time For the Work that Matters" *Harvard Business Review*
"Collaboration & Social Tools Drain Business Productivity, Costing Millions in Work Interruptions" *harmon.ie*
"We're Creating a Culture of Distraction" *joelrunyon.com*
"Study Says We Unlock Our Phones a LOT Each Day" *TIME*
"Involuntarily Causes Distraction and Stress at Work" *HR Magazine*
"IT Training Gets an Extreme Makeover" *Computerworld*
"Network Performance: Does It Really Matter To Users And By How Much?" *University of Massachusetts*
"Worldwide Mobile Worker Population 2011 - 2015" *IDC*
"Ambivalence is Not a Strategy" *Flex+Strategy Group*
"The Rise of the Extended Workforce" *Accenture*
"Engaging Disengaged Learners" *Towards Maturity*
"Just-in-time Information through Mobile Connections" *Pew Research*
"Here's a Google Perk Any Company Can Imitate: Employee-to-Employee Learning" *Fast Company*

Bersin by Deloitte.

UNTETHERED

Today's employees find themselves working from several locations and structuring their work in nontraditional ways to accommodate their lifestyles. Companies are finding it difficult to reach these people consistently and even harder to develop them efficiently.

37% of the global workforce is expected to be "mobile" by the end of 2015

30% of full-time employees do most of their work somewhere other than the employer's location

20% of workforce comprised of temps, contractors, and freelancers

ON-DEMAND

Employees are accessing information—and learning—differently than they did just a few years ago. Most are looking for answers outside of traditional training and development channels. For example:

To learn what they need for their jobs, employees access:
search engines online courses
70%+ **50-60%**

People are increasingly turning to their smartphones to find just-in-time answers to unexpected problems

COLLABORATIVE

Learners are also developing and accessing personal and professional networks to obtain information about their industries and professions.

~80% of workforce learning happens via on-the-job interactions with peers, teammates, and managers

Learners are:
asking other people
sharing what they know

at Google, **55%** of training courses are delivered by an ecosystem of **2,000+** peer learners

EMPOWERED

Rapid change in business and organizations means everyone needs to constantly be learning. More and more people are looking for options on their own because they aren't getting what they need from their employers.

2½ to 5 Half-life (in years) of many professional skills

38% of workers who say they have opportunities for learning and growth at their workplace

62% of IT professionals who report having paid for training out of their own pockets

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Welcome to the New World of Learning

Micro-learning

Providing small nuggets of learning in limited time slots available

Customised and personalised

Learning pathways that align with corporate goals and job requirements

On-demand learning

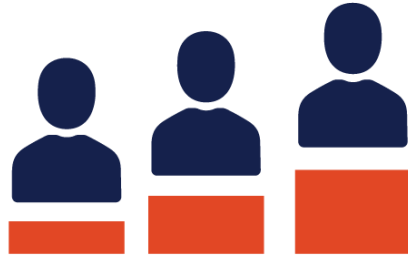Learning when and where required, using numerous platforms

Welcome to the New World of Learning

Applied and practiced

Reinforced in practice through scenarios, workplace exercises, group discussions and repetition

Emotionally stimulating

Appealing to the learner's senses and often includes elements of gamification

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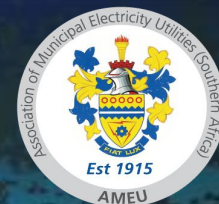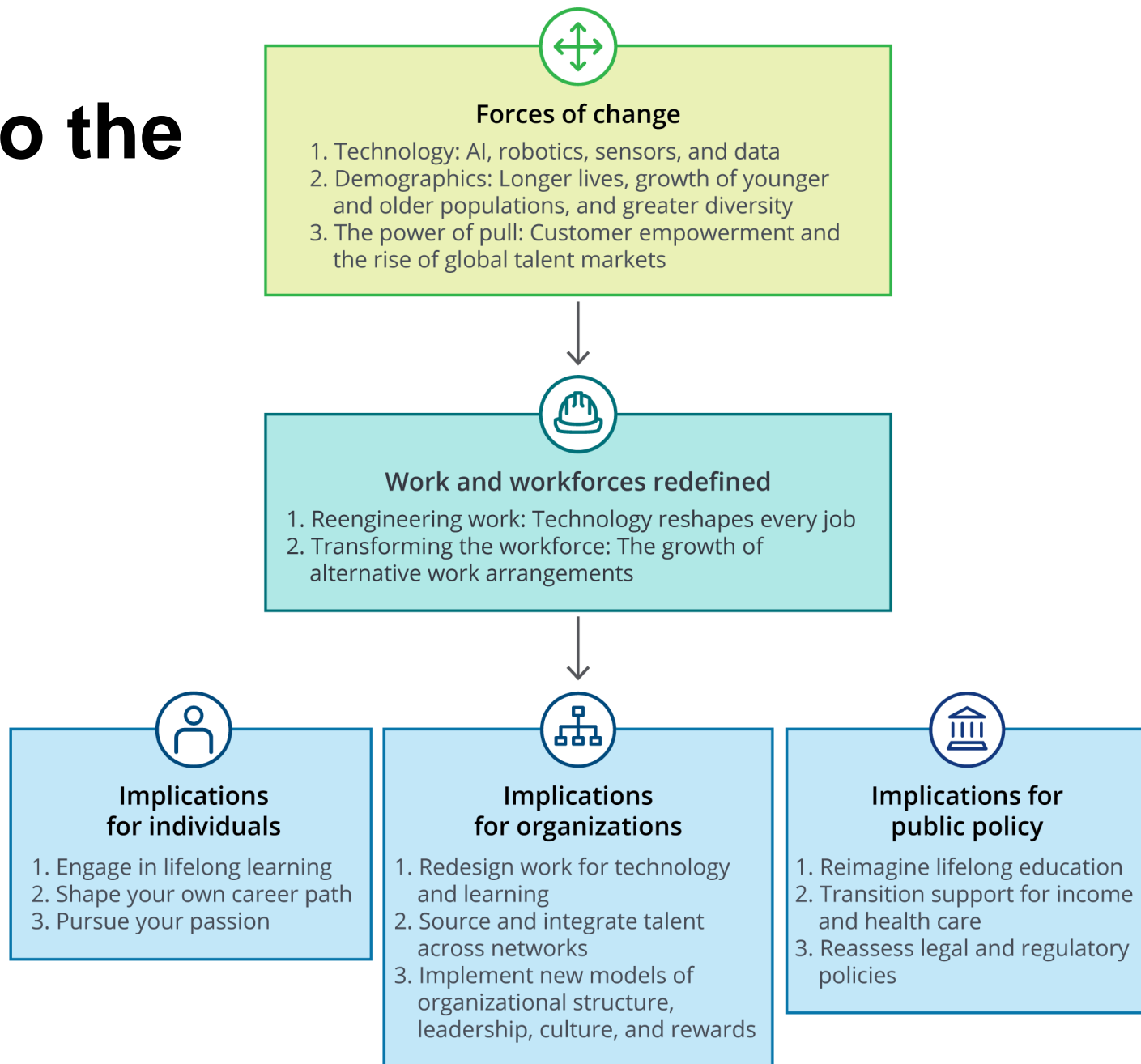*Building the Power Utility of the Future, Today*

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Looking to the Future

Figure 1. A framework for understanding the future of work

Forces of change

1. Technology: AI, robotics, sensors, and data
2. Demographics: Longer lives, growth of younger and older populations, and greater diversity
3. The power of pull: Customer empowerment and the rise of global talent markets

Work and workforces redefined

1. Reengineering work: Technology reshapes every job
2. Transforming the workforce: The growth of alternative work arrangements

Implications for individuals

1. Engage in lifelong learning
2. Shape your own career path
3. Pursue your passion

Implications for organizations

1. Redesign work for technology and learning
2. Source and integrate talent across networks
3. Implement new models of organizational structure, leadership, culture, and rewards

Implications for public policy

1. Reimagine lifelong education
2. Transition support for income and health care
3. Reassess legal and regulatory policies

Source: Deloitte analysis.
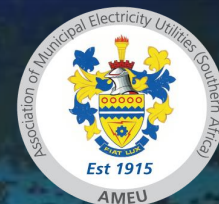
This is what we should reward…..

- Emotional Intelligence
- Teaming
- Social Intelligence
- Sense-making
- Critical Thinking
- Adaptive Thinking

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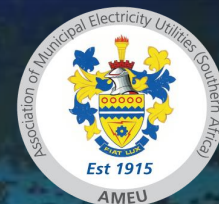*Building the Power Utility of the Future, Today*

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