

HOW THE WORKFORCE LEARNS IN 2016

Traditional L&D is not obsolete. It's just incomplete.





HELLO.

✦ Only 38% of learning and development (L&D) professionals think they're ready to meet the needs of tomorrow's learners¹. This doesn't mean traditional approaches to L&D are obsolete. They just aren't enough anymore. At least not for today's workers.

To help L&D teams better engage employees, Degreed surveyed 512 people to understand how today's workforce really builds their skills and fuels their careers. Here's what we learned about the demand for learning and development.

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THE ECONOMICS OF WORKPLACE LEARNING

Nearly two-thirds of L&D leaders think workers should connect with learning resources at least once-a-week in order to be effective.² Yet many of those same people report that employees are tuning out corporate training.³ L&D, they say, is “wildly out of sync” with how people learn.⁴ The reality, of course, is more nuanced.

People don't only build knowledge and skills once in a while, through structured, formal training. We also grow every day—informally—through experiences and interactions. If you really want to build a culture of learning, you need it all: Formal and informal, job training and career development, L&D and self-service.

The operative word here is “and.” Business requirements are colliding with what employees need and want. The thing is, the conventional L&D toolkit doesn't work as well for today's hyperkinetic workers. Only 18% would recommend their employers' training and development opportunities. The supply is not meeting the demand.

WHAT YOU CAN DO:

To meet the needs of tomorrow's learners, L&D priorities, practices and organizations all need to adapt to a whole new set of demands. Right now. To start, get a better understanding of how today's workforce really learns.

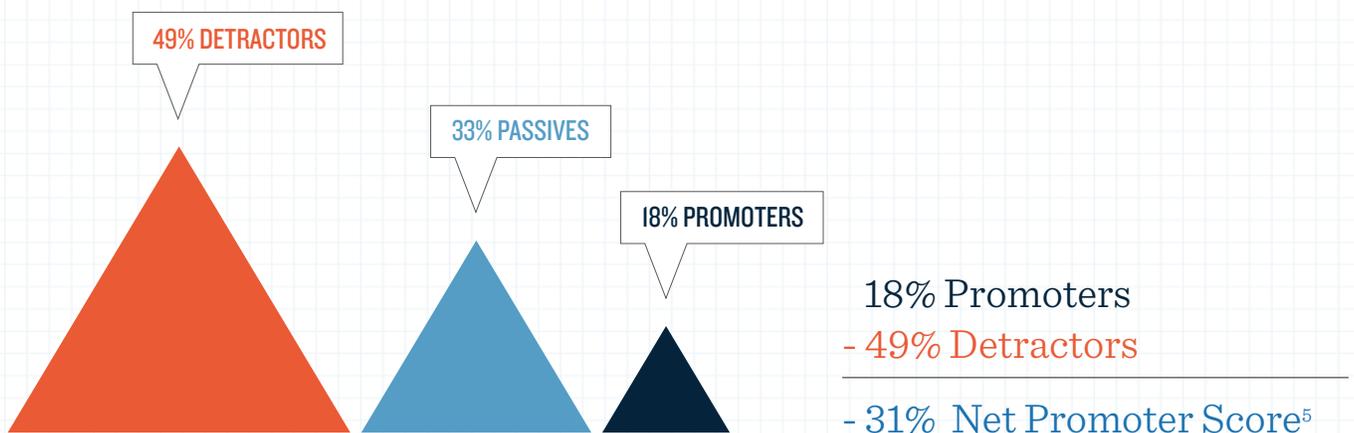
“What is dangerous is not to evolve.”

AMAZON

JEFF BEZOS, FOUNDER AND CEO

TRADITIONAL L&D IS NOT ENOUGH FOR TODAY'S WORKFORCE

How likely are you to recommend your employer's learning and development opportunities to a colleague?



² Source: Brandon Hall Group, Social Learning 2014: Gaining Importance, 7/2014

³ Bersin by Deloitte, The Real Challenge with Learner Engagement: L&D Has a Marketing Problem, 1/2015

⁴ Towards Maturity, In-Focus: The Consumer Learner at Work, 2/2016

⁵ Net Promoter Score is a simple measure of employee (or customer) engagement and loyalty. It is measured on a scale from -100 (bad) to +100 (good).

For more information, see <http://www.netpromotersystem.com>

THE WORKFORCE LEARNS SOMETIMES AND ALL-THE-TIME

Formal, L&D-led training is still a valuable part of how workers learn. Around 70% of people told us they take live, virtual or e-learning courses from their employers at least once a year. However, on average, they only do so once every three or four months.

Informal, self-serve learning connects the dots in-between. Almost 85% said they learn things for work by searching online at least once a week. Nearly 70% learn from peers or by reading articles and blogs every week, and 53% learn from videos in any given week.

WHAT YOU CAN DO:

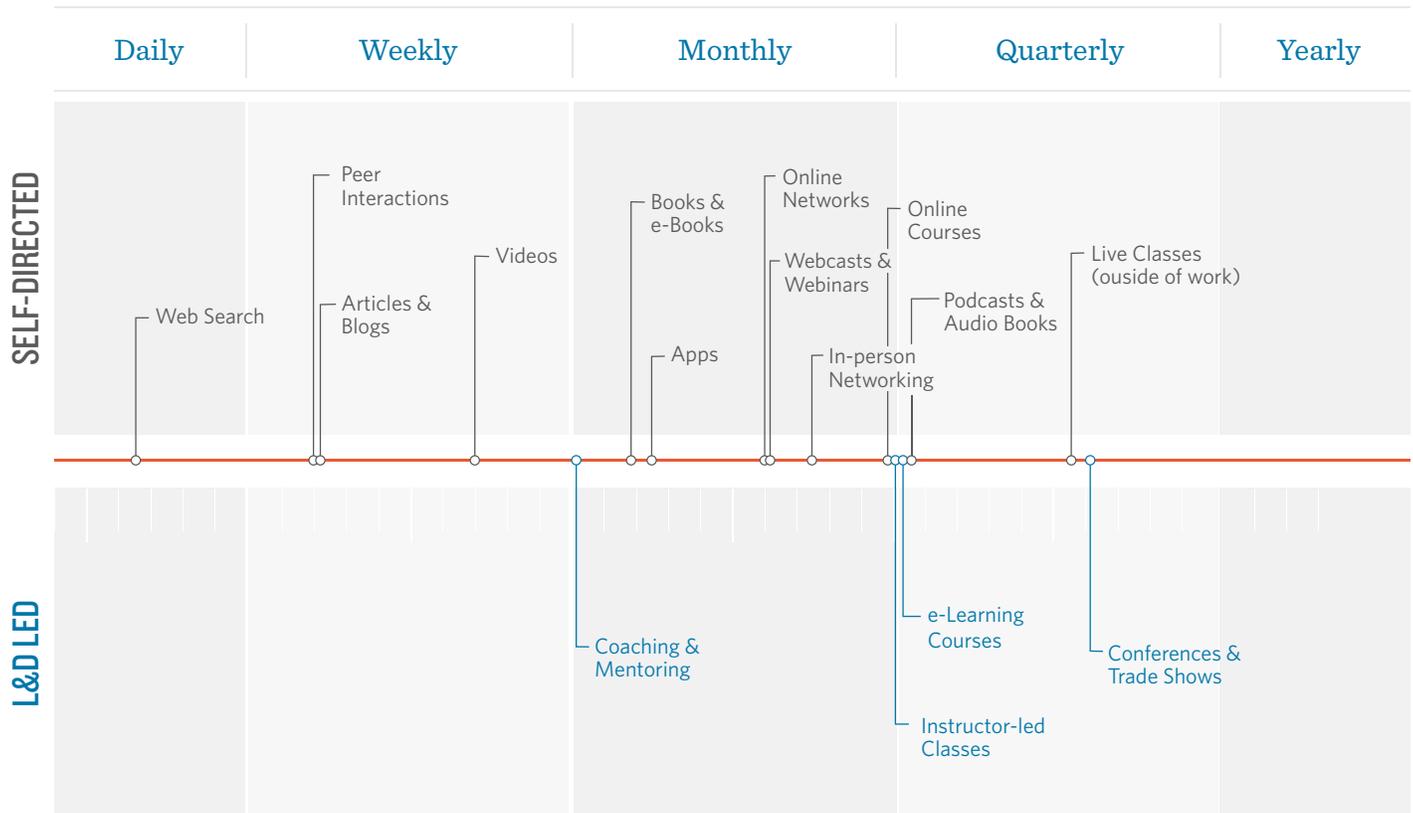
People progress every day, in a variety of ways – not just sometimes, in courses or classrooms. So build L&D environments that enable self-directed development as well as formal training, through both micro-learning and macro-learning.

“Satisfied employees have the tools, training and resources to do their jobs well.
Engaged employees learn and grow every day.”

BAIN & COMPANY

ERIC GARTON & MICHAEL C. MANKINS, PARTNERS

HOW THE WORKFORCE REALLY LEARNS IN 2016



THE WORKFORCE DEMANDS TRANSFORMATION AND TRAINING

Workers spend about 1% of the average work week (37 minutes) on their employers' training.⁶ However, they invest 3.3 hours a week on their own.⁷ Over 60% would put in even more time if they received some kind of credit or recognition.⁸

People want more than what they can find in the typical L&D course catalog, though. Three in four told us they invested their own money (\$339, on average) in career-related development over the last 12 months.

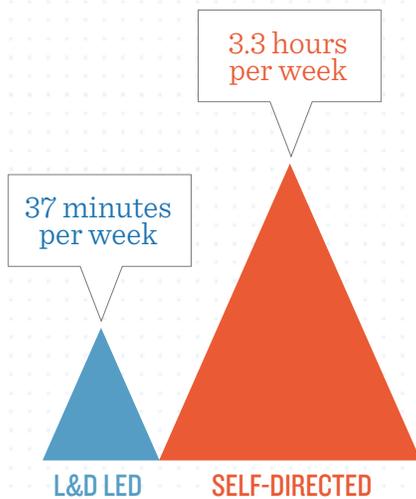
WHAT YOU CAN DO:

People will readily invest in development opportunities that fuel their growth and enrich their lives. So don't just train workers; transform them - and do it through informal, on-demand learning as well as structured, scheduled training.

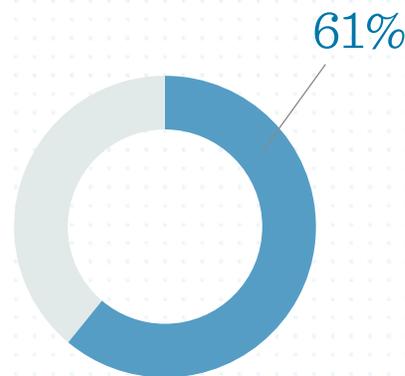
“It's the getting a little better every day that leads to great things.”

HILTON WORLDWIDE
KIMO KIPPEN, CHIEF LEARNING OFFICER

WORKERS ARE EAGER TO INVEST IN THEIR CAREERS



Workers spend up to **5x more time learning on their own** each week than from their employers.



61% would put in **even more time** on their own if they got some kind of professional credit.



3 of 4 people invested their own money (an average of \$339 each) in career related learning last year.

⁶ Based on an average US work week of 46.7 hours per Gallup's 2014 Work and Education Survey.

⁷ Degreed, Bring Your Own Learning, 2/2015

⁸ Degreed, The Importance of Informal Learning, 7/2014

THE WORKFORCE LEARNS AT WORK AND BEYOND

Workers don't confine their development to offices, shops, factories and warehouses—or to “normal” working hours. While 85% of people said they learn at work, 67% do so on personal time and 18% are learning during travel or commutes.

Learning now travels across screens, too. The people we surveyed estimate that 70% of the time they spend learning on electronic devices still happens on PCs. But smartphones (17%) and tablets (13%) account for 30% of their digital development.

WHAT YOU CAN DO:

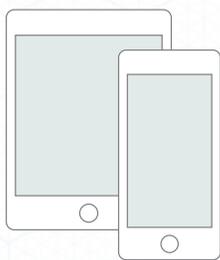
People can already learn anywhere, anytime, all by themselves. So spend less time worrying about how to manage and track workers' training and more time figuring out how to channel and feed their curiosity.

“We play the role of facilitators and motivators more than anything else.”

MASTERCARD

JANICE BURNS, CHIEF LEARNING OFFICER

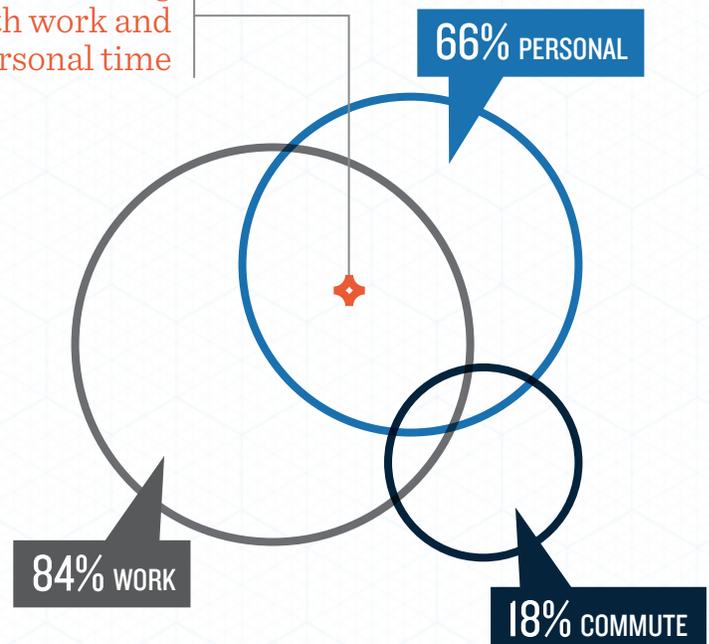
LEARNING HAPPENS EVERYWHERE



77%

of workers say they do at least some of their learning on a smartphone or tablet.

39% during both work and personal time



THE WORKFORCE FINDS LEARNING VIA L&D AND EACH OTHER

Workers have more options for development than ever before, but they still want guidance. When they need to learn something new, though, they are most likely to ask their boss or mentor (69%) or their colleagues (55%) for recommendations.

Many people also take matters into their own hands—literally. Around 47% search the Internet and 43% browse specific resources. But just 28% search their employers' learning systems and only 21% rely on their L&D or HR departments.

WHAT YOU CAN DO:

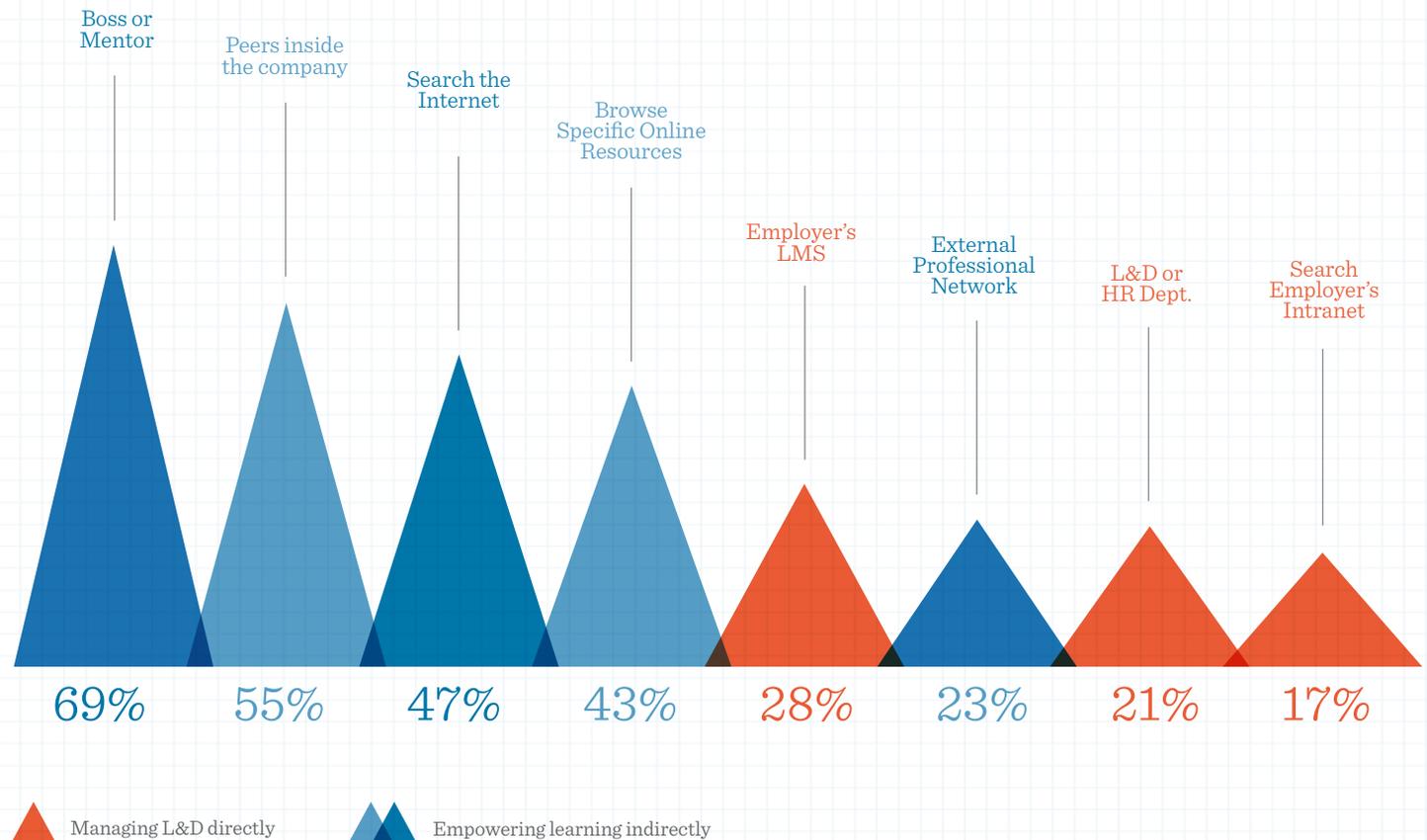
Learning follows the the path of least resistance. Speed, simplicity and easy access matter most. So make self-driven learning meaningful by curating the right resources and tools, and by engineering useful connections and interactions.

“Put the support structures in place to make [learning] happen and then get out of the way.”

GOOGLE

KAREN MAY, VP OF PEOPLE DEVELOPMENT

THE PATHWAY TO LEARNING STARTS AT SOCIAL AND SEARCH



THE WORKFORCE WANTS FRICTION-FREE L&D

Most workplace learning infrastructure doesn't really work for today's workers. They only use their organization's learning systems once every four months. That's only partly because those systems are mainly used for structured, formal training.

Workers highlighted three main points of friction. For starters, they don't have a lot of time for learning; work comes first. They also don't feel like they get adequate guidance or direction. And they don't think their employers value a lot of the learning they already do.

WHAT YOU CAN DO:

People are not restricted to the resources they get from L&D. So do more than build (or buy) shorter, more engaging content. Build an environment and a culture that make the entire L&D experience smoother, more useful and more rewarding.

“We're not concerned with instructional design, just with two things: design and utility. Our solutions are indistinguishable in quality from the best that our people see every day in their lives as consumers. Solutions that people choose to use.”

BP

NICK SHACKLETON-JONES, DIRECTOR OF LEARNING INNOVATION & TECHNOLOGY

WHAT'S MISSING FROM WORKPLACE LEARNING



THE OPERATIVE WORD IN L&D IS “AND”

Balancing organizational imperatives with individual ones is now a crucial requirement for L&D teams. “Either / or” won’t work. You need control and autonomy, training and development, formal and informal, sometimes and anytime.

That’s easier said than done, of course. Mindsets are stuck. Budgets are fixed. Processes are set. However, the best L&D organizations are finding balance. And for them, the transformation starts with thinking, investing and working differently.

WHAT YOU CAN DO:

Change comes hard - even for agents of change like CLOs.⁹ But the first step to recovery is recognizing the problem. So take our simple diagnostic (on the following page) and see how much more balanced your organization’s L&D could be.

“We just don’t view our job as teaching people. We really view our job as inspiring people to learn. If we can get that right, the rest of it sort of comes.”

DECKERS BRANDS

STEPHANIE DEMIRIS, DIRECTOR OF GLOBAL LEARNING & ENGAGEMENT

HIGHER-IMPACT L&D ORGANIZATIONS ARE BETTER BALANCED

More mature learning organizations deliver...

-20%

Less training via ILT, vILT and e-learning

+29%

More learning via on-the-job experiences

+13%

More learning via social interaction

+90%

More learning via on-demand resources

Data source: Bersin by Deloitte 2015 Corporate Learning Factbook, 6/2015

⁹Chief Learning Officer, CLOs: Agents Of Change, 2/2015

LEARNING TO THINK, INVEST AND WORK DIFFERENTLY

Change is hard. To successfully evolve priorities, adapt processes and shift investments, you need to do three things: First, figure out where you are now. Next, help others envision a better future. And then, do the hard work to bridge the gaps.

You have to do the hard part. But to help get you started, we've developed this simple diagnostic. Just identify where you are along each of these dimensions to see how ready you are today to meet the demands of tomorrow's workforce.

THINK DIFFERENTLY

PURPOSE	Training				Transforming
	1	2	3	4	5
PRIORITIES	Business Requirements				Employee Expectations
	1	2	3	4	5
OWNERSHIP	L&D and HR				Workers and Managers
	1	2	3	4	5
DELIVERY	Pushed to Employees				Pulled by Employees
	1	2	3	4	5
STRUCTURE	Formal Training				Informal Learning
	1	2	3	4	5

INVEST DIFFERENTLY

WHY	Compliance				Performance
	1	2	3	4	5
WHO	Expert Created				Employees Generated
	1	2	3	4	5
WHAT	Content				Experiences
	1	2	3	4	5
HOW	Long-form				Micro-learning
	1	2	3	4	5
WHEN	Sometimes				All-the-time
	1	2	3	4	5

WORK DIFFERENTLY

ROLES	Managing Directly				Empowering Indirectly
	1	2	3	4	5
METHODS	Creating and Facilitating				Curating and Connecting
	1	2	3	4	5
PROCESSES	Standardizing				Personalizing
	1	2	3	4	5
TOOLS	Courses				Resources
	1	2	3	4	5
DATA	Reporting				Guiding
	1	2	3	4	5

ABOUT THIS RESEARCH

DEMOGRAPHICS:

Sample: 512 respondents throughout the United States; recruited via Survata during Q4 2015

Genders: 41% Male
59% Female

Ages: 57% Millennials
42% Generation X
1% Baby Boomers

Levels: 13% Directors, VPs or C-level executives
15% Managers or supervisors
31% Salaried employees,
34% Hourly workers
7% Freelance or contract workers

Organizations: 16% 5,001+ employees
17% 1,001 to 5,000 employees
20% 251 to 1,000 employees
47% fewer than 250 employees

TEAM:

Todd Tauber | VP Product Marketing

Todd leads the market insights and product marketing team at Degreed. Before joining Degreed, he led the L&D practice at Bersin by Deloitte, Deloitte Consulting's human capital research business. His thought leadership has been featured by Chief Learning Officer magazine, SHRM and the Association for Talent Development as well as in The Atlantic, Quartz and The Wall Street Journal.

Temple Smolen | Research Consultant

Temple is a freelance research consultant with a background in eLearning and education technology. She is the former Director of Research and Publications for The eLearning Guild and the author of several e-learning research reports and industry articles. Temple holds a BS degree from University of California at Davis, and an MBA degree from UCLA Anderson.

Caitlin Probst | Managing Editor

Mona Huang | Marketing Analyst

ABOUT DEGREED:

Degreed is the only learning platform engineered for the way today's workforce really learns: Every day, in the flow of work. Degreed integrates internal L&D solutions and external training content with the world's largest ecosystem of free and low-cost learning tools – nearly 3 million courses and microlearning resources from thousands of sources – so everyone can discover, curate, share and track all kinds of learning. All in a single, unified system.

GET TO KNOW US EVEN BETTER:

Ready to transform your employees' learning experience? Get in touch today to find out how Degreed can help simplify, amplify and optimize your L&D.

 @degreed

 info@degreed.com

 linkedin.com/company/degreed

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