Theses and Dissertations

2021

Forward solutions in digital learning transformation: a study in navigating 21st-century organizational learning for learning & development professionals

Malika Afiya Viltz-Emerson

Pepperdine University

Graduate School of Education and Psychology

FORWARD SOLUTIONS IN DIGITAL LEARNING TRANSFORMATION:

A STUDY IN NAVIGATING 21ST-CENTURY ORGANIZATIONAL LEARNING FOR

LEARNING & DEVELOPMENT PROFESSIONALS

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Learning Technologies

by

Malika Afiya Viltz-Emerson

June, 2021

Kay Davis, Ed.D. – Dissertation Chairperson

This dissertation, written by

Malika Afiya Viltz-Emerson

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Kay Davis, Ed.D., Chairperson

Paul Sparks, Ph.D.

Maria Brahme, Ed.D.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

DEDICATION

To my husband, John L. Emerson IV, who has been my champion and support. Thank you for being my sounding board. Your patience, kindness, understanding, laughter, and empathy is unmatched in this world. You redefine unconditional love, for this I'm fortunate.

To my girls Makayla Viltz Emerson and Zoey Viltz Emerson, my loves, find your passion. Keep the knowledge flowing, learn, love and be kind, especially in a world where others are not. The world is a better and brighter place with you in it.

To my dad, Edward G. Viltz, often people consider me your clone, which is a compliment. Your unconditional love, friendship and perspectives have kept me afloat for many years. I admire your many accomplishments, understand some of the struggles you've endured and appreciate the wisdom you've provided.

My mother Adlene Walker, you pushed me to remain authentic, often I was *beating to my own drum*. You reminded me to stay optimistic, curious, caring, and loving. You are missed.

For Grandmother Germaine Poche-Dugas, thank you for your charisma, authenticity, passion for learning and education, which is what I've tried to model for myself. You are missed.

To Paula S. Viltz (Mama Paula), for guidance, support, instilling the importance of learning, reminding me to stand-up for myself, not to cover and embrace my empowerment.

All my siblings (Simeon Viltz, ShaRita Alexander, Dominique Giordani, Erika Cross, LaVance Walker & Annette Hudson), bringing their uniqueness and diverse perspectives to situations, and provding me the space to accept differences with understanding and patience.

My nieces and nephews, Adia, Kahri, Courtney, Aiden, Terry Jr., Billy, Joy, Oliver, Giselle and Sophia, being your aunt is a pleasure you've made a postive difference in my life.

To Nicole Jungstand, thank you for the encouragement and friendship.

ACKNOWLEDGEMENTS

This journey has lasted the better part of a decade, much has happened during that time, and many people have helped me over the years through this program; their patience, support and encouragement, deserves recognition and a thank you.

Dr, Kay Davis, Chairperson. I can never truly express how grateful I am for your time these past years. You have been beyond patient and guided me with your wisdom, resilience, and empathy. You are an amazing human being whom I respect and admire. I was fortunate to have you as my champion during this journey. You bring new light to the word understanding and I've enjoyed the friendship which has blossomed as part of this process, especially the troubling times we faced in 2020 and beyond with COVID-19 and many injustices making headline news. Thank you for being my Chair!

Dr. Paul Sparks. We started this journey during my master's program, your support and encouragement is one of the reasons I started the doctoral journey. You're an amazing professor and a great collaborator. Your sense of humor and kindness can't be matched. Thank you for being on my committee!

Dr. Maria Brahme. This journey introduced us and I'm thankful for that. I appreciate you always leaving the door open for questions and guidance, and the extra time you spent providing me input on the dissertation and manuscript. Thank you for being on my committee!

Special thanks to my dad, for his unconditional love; he supported me through many challenges and provided me the foundation of good business aptitude and the importance of learning. Special thanks for my mom who is not here to see this accomplishment, you always made me feel special, even when the world did not, thank you for reminding me to push forward and to strive for better. Special thanks to Mama Paula, who showed me a better path forward.

Special thanks to my Grandmother Germaine, you were a life learner and educator who lit up the room, you were a ray of sunshine for me, thank you for teaching me the importance of learning and the doors it could unlock.

To all my siblings, thank you for being my advocate through this process. There were many times I had to pass on family adventures, but you understood and for that I'm grateful.

For Sue Emerson, Steve Emerson, Kevin Emerson, Kevin Cross, Ashley Walker, and Devin Foreman, thank you for the support and welcoming me into your families.

To all my supportive friends, I disappeared for a while, but you did not treat me as a ghost upon my return, appreciate the understanding and patience.

Special thanks to my two girls, Makayla and Zoey, for being you and bringing smiles over to me when I needed them the most.

John my love, thank you for being a great father and husband, but most of all thank you for being my biggest fan and advocate; and for not letting me give up.

Introduction: The world isn't waiting for us today—it's asking, what's next? To address this, Malika's providing blueprints to lead learners and organizations through rapid changes, including that of digital transformation, focusing on culture, organizational transformation, and every phase of learning & development. Ensuring leaders and learners are Ready today as she architects, build and implements what's next. Ready today - Prepare for what's next.

Synopsis: Malika's held leadership roles within Human Capital for companies such as Microsoft, Grubhub, Deloitte, CognitiveArts/NIIT and Xerox Professional Services. And in a variety of industries including Software, Consumer Products, Transportation, Retail, Higher Education, k-12 Education, Healthcare, Telecommunications, Insurance and Public Sector.

Professional in Human Capital Management with experience in organizational development, product development, Go-To-Market strategies, measurement strategy, performance and learning strategies. Specializing in human resources strategy, talent strategies, program management, learning solutions, corporate culture, process improvement, leadership development, change management, project management, and emerging technology.

Approach: As a leader, Malika's approach to people management is transformational, coaching, and inclusiveness. Malika's program and people management style are collaborative, data-focused, strategic, and driving for impact.

Malika develops innovative approaches to learning and organizational transformation needs. Her methods provide road maps to the future and an optimal sustainable path full of performance improvements to help achieve goals. Working diligently to document the real-world employee learning and performance challenges and identify the future state; recommending the appropriate tools, processes, and plan to eliminate the gaps.

EDUCATION

2021   Pepperdine University, Malibu, CA
       Ed.D., Learning Technologies

       Pepperdine University, Malibu, CA
       Master of Arts, Organizational Education, Technology & Leadership

       Northwestern University, Evanston, IL
       Bachelor of Science, Organizational Behavior

ABSTRACT

While there is a substantial volume of information on digital transformation in companies and basic knowledge of the learning functions in organizations, there is little academic research on the skilling required of Learning and Development Practitioners or Professionals (LDPs) and the impact 21st century digital transformation has on their role. This mixed methods study shares lived experiences and the perceptions of LDPs and identifies challenges with which they are faced. Overall, the study explores transformation of LDPs within the construct of organizations and the digital evolution. The study reviews how LDPs are adapting to the rapid changes and the evolution of their learning environments, their input on the support they receive, and how adapting their skills and capabilities are crucial for future success. Furthermore, it identifies the changes that impact the Learning and Development function (L&D) and the effects on LDPs' roles, redefining and reimagining the purpose of organizational learning as it makes up the new ecosystem of learning driven by technology. It aimed to provide insights and answer questions on how LDPs are being supported by their leaders, are leaders removing roadblocks or adding new ones.

The study used data, insights, and input from 56 learning practitioners currently impacted by agile organizational practices and the evolution of their role. Guiding the study were several key research questions which focused on the culture and support of learning by LDPs. Do LDPs feel they have opportunities to cultivate new skills and capabilities for the 21st century, and how have the adapted their practices to embrace digital learning. This study revealed 4 key conclusions related to creating a culture of learning for LDPs and provding an ecosystem which will contribute to their success and the broader community of practice.

The study concluded with recommendations for future research and obtaining additional input of learning practitioners via interviews to seek out viewpoints which were not easily captured in surveys. Although additional points of view were welcomed, further recommendations identified excluding higher education practitioners to drive to more corporate organization results.

Chapter 1: Introduction

Introduction

Today, digital technology is transforming our lives; from the way we interact with each other to how we experience our world. The 21st-century workforce is increasingly mobile, globally connected, and digitally based. Digital learning has had a profound effect on organizations and employee development, performance, and learning. As a result, organizations seek strategies and guidance to handle the rapid growth, rapid change, and evolution of their learning and development (L&D) functions. For learning and development professions (LDPs), a reskilling effort is required to help themselves, their learners, and organizations to stay relevant and competitive. Shifting and evolving LDPs' capabilities and organizational redesign is not a new concept; it is an evolving expectation.

The purpose of this study was to explore and provide insight into the viewpoints and experiences of LDPs as they identify and navigate the challenges encountered with organizational learning, new skills, reskilling, upskilling and passing the knowledge on to today's learners in organizations that increasingly rely on the use of digital technology. Organizational learning has emerged as an important tool to facilitate change (Boyce, 2003; Kezar, 2005, 2013). Organizational learning is "the process through which organizations change or modify their mental models, rules, processes or knowledge, maintaining or improving their performance" (Chiva et al., 2014, p. 689).

Organizations will require support and space for a redesign and be open to change to overcome challenges that arise from rapid change (Mohrman & Lawler, 2011). This study was exploratory and exposed some of the perceptions, challenges, and opportunities for LDPs within organizations as their role evolves in digital learning transformation and new learning themes. In this study, LDPs are highly referenced, but this did not exclude learning practitioners. For this

1

study, the use of the terms learning and development professional and learning and development practitioners were used interchangeably. Because some respondents referred to themselves as professionals and others as practitioners, the survey was designed to capture both. Although there is no true definition that clearly provides the differences between the two, in the learning and development industry, it is common to identify a practitioner as someone who is formally educated and holds a degree in the discipline and has the microscopic, close-up, here-and-now view of learning, often applying theory. The professional offers the telescopic long-distance and future view, has more real-world, applicable in-role experience, and belongs to the profession of learning. This does not mean practitioners do not have real-world experience, and they too may work in this profession, and it does not preclude a professional from having obtained a formal degree in the discipline. A learning professional in this study could have a role or job title including, but not limited to, program manager, content developer, chief learning officer (CLO), human resource manager, project manager, instructional designer, learning specialist, and more.

Organizations now include multiple generations in their corporate makeup, which includes an increased number of millennials. These multitiered generations are learning to embrace informal learning, social learning, mobility, and the global nature of their responsibilities. Most companies have a workforce composed of four generations. Millennials work alongside Baby Boomers and Gen-Xers, and now Gen-Zers are starting to enter the workforce as well (Palmer & Blake, 2018). Organizations and their LDPs are trying to keep pace with the transformation of learning development and a corresponding digital framework. LDPs are experiencing a shift away from the older learning practice of only creating courses. Now LDPs are seen as consultants bringing end-to-end solutions from blueprint, design, build, develop, and implement the learning; they are also tasked with onboarding leaders who are not familiar with learning practices, developing functional operating procedures, and partnering with

2

the business, have a base line understanding of marketing for their learning output and collect and analyze data.

To build the skills needed to support modern learners and 21st-century digital transformation, new alignments and partnerships are crucial. Being able to understand the expertise economy on a holistic basis and LDPs' industry skills, organizational skills, and the skills the LDPs have as an individual is the currency of the future (Palmer & Blake, 2018). Some of these new partnerships and approaches would be to treat learners as consumers and customers, the rationale is due to the commitment most organizations make to their customers and the level of effort and budget allocations to secure customers; a successful way to do this would be to set alliances across the organizations and partner with business leaders, marketing, Artificial Intelligence (AI), user design, and data analytics teams.

Companies in nearly every industry are wrestling with the upheaval and opportunity presented by digital forces. Even those born in the digital age struggle to remain relevant (Deloitte, 2016a). Due to the rapid change of technological and societal conditions, individuals and organizations need to adapt and develop further to keep pace. In that regard, workplaces have changed, and the high complexity of work-related processes requires highly skilled and adaptable employers (Benson et al., 2002). Williams (2010) states, "for an effective workplace learning culture to develop, the employee needs to practice self-directed learning by taking responsibility for their own development, obtain support to critically reflect on their own profession and be empowered to enhance the profession" (p. 628).

Employers are also seeking new strategies and guidance on how to better define and align their employees' performance, engagement, development, and learning functions. Digital workplace learning calls for a reconsideration of the design of learning environments, with a special focus on learning technologies (Noe et al., 2014).

The 21st century has brought a multitude of changes in technology, learning, and development practices. Agility has become a central organizational capability. In an effort to keep pace with the business principles, priorities, and industry changes, LDPs are being asked to align more with product development deployments by being more agile in their design, development, and launch processes; this also requires additional skills and differs from the skills needed in previous decades (van Dam, 2017).

The 21st century is experiencing a new kind of intangible for many organizations, and that is Human Capital Management (HCM), organizations are investing in their people and their leaders with Learning and Development (van Dam, 2017). *Human capital is the people, their performance, and their potential in the organization* (Thomas et al., 2013, p. 3). With this notoriety for L&D and LDPs comes higher demands, it is no longer enough to facilitate and regurgitate information when needed, the individuals who will success in the 21st century are the ones who accept rapid changes and acquire new core competencies and skills in the workplace (van Dam, 2017).

> It is thought that 21st century people require a different set of skills in order to cope with the complexity and the faster pace of life, such as problem solving and identification skills, developing critical facilities, understanding the value of experimentation, and the ability to collaborate. (Paraskeva et al., 2010, p. 1)

In addition, learners "must be able to see connections and synthesize information both within a body of knowledge and across disciplines" (Mishra et al., 2013, p. 10). These changing skills among learners require an *upskilling* and *reskilling* of LDPs to keep pace and to make adjustments to how they design and build learning for the new organizational needs. And although no one person has been credited with coining the terms, both upskilling and reskilling are common terms in the business and learning and development (L&D) communities; upskilling

4

can be referenced as a process or action, addressing skills a person has a fundamental knowledge of and taking the foundation of a skill and bringing it current. And reskilling focuses on teaching additional skills and changing a mindset regarding an old skill.

Not only is the skill set needed for LDPs to change, the way in which these skills are employed has changed as well. Learning has become a social process, accomplished through a group of people rather than the individual (Paraskeva et al., 2010). Learners are consuming through multiple mediums, and this requires LDPs to create multiple types of learning experiences; traditional classroom settings are no longer acceptable. This change impacts LDPs and it may not come naturally for them to alter their approach.

Deloitte (2016b) conducted research which identified that the L&D profession is currently in the middle of a minor crisis, and employees are not recommending corporate learning systems, this is not because corporate trainers are not intelligent or do not work hard, but rather because the digital workplace has emerged much faster than expected, and it is taking some time to build the next-generation solutions employees expect. As Brown et al. (2014) have noted:

> From the 18th century to the 20th century, we lived in the era of the S-curve – an era of relative stability with regards to social and cultural development. This era is characterized by episodes of technological systems being created and taking over a locale before being disseminated throughout the whole world. What would follow was a long period of stability, spanning 50 to 70 years. During this extended stable period, institutions were reinvented to help society understand how to operate in this period, teaching practices from teacher training worked, career paths were clear, and skills lasted a lifetime. (p. 2)

Problem Statement

It is crucial for LDPs to connect with the needs of the business and its modern learners. By using data that were not previously available to L&D, learning from the past, and anticipating an outlook, LDPs could create a road map for future skilling of their learners and develop new skills for themselves. L&D has been in flux for the past decade, and with these constant changes, it has been difficult to have a view beyond just one year to develop a blueprint or identify a road map to prepare for what is next. Most of these challenges LDPs are experiencing involve the emergence of new technologies, the multigenerational workforce, and rapid organizational changes. Even with new approaches and methodologies introduced and adopted, there has not been a clear path to success. According to Waite (2018), there is an ongoing challenge for modern workers and organizations to stay relevant, companies across industries can be rendered obsolete within years. Today's modern learners are apprised that role-based learning changes quickly and skills learned today may quickly change or become obsolete tomorrow, the ability to readily be able to reskill, upskill and learn new skills is critical and valuable today and tomorrow. LDPs are blueprinting their alignment, process, and tools to stay relevant and useful, often questioning their relevance, when, in fact—as the research and knowledge base will show—these LDPs are needed now more than ever (Mager-Lightfoot, 2018).

As skills continue to rapidly shift toward a more digital transformation, organizations are grasping on to ways to learn more about the 21st-century learner, part of this shift requires LDPs and their modern learners to upskill and reskill as quickly and effectively as possible. In the past, organizations relied on people designated as trainers to keep employees current and provide development opportunities (Bersin, 2017a). Instructor-led training, or stand-up facilitation, was the norm; training professionals placed learners in a room for several hours with a binder and

6

slide deck, walking them through instructional developed content. Although this was the previous norm, it is unlikely to provide the necessary support for today's learners.

Towards Maturity (2017) is a group of analysts that provides independent industry research to help learning professionals build world-class learning organizations. According to Towards Maturity, LDPs who have led their organizations through different stages of maturity are now fully coordinated with every part of the organization and have achieved positive outcomes for their organizations. It is a long never-ending journey for LDPs, they realize that the importance and the change will continue.

In 1970, Malcolm Knowles discussed the need for learning communities to be open and readily open to change. This theory is relevant today because several decades later, communities remain faced with the same challenges posed by rapid change. Learning organizations provide LDPs and their learners in both formal and informal settings, and opportnity to develop learning communities, which agility, change, and innovation is embraced (Joo & Shim, 2010). Driving towards a culture of learning within the orgazation is critical, it provides employees and opportnity to solve problems, upskill and reskills in real time, and organizations maintain knowledge and respond to diverse demands (Joo & Shim).

Although some may feel the models for organizational learning are broken, it is more the case that learning has not kept up with societal advances, changes, and culture. Regardless of the type of company, for a company to sustain they require agility and culture, and organizational learning is not an option it is a requirement (Ortenblad, 2002).

Adult learners face varying challenges: (a) an overload of information, (b) complexity of the information, (c) short-term versus long-term vision, (d) learning initiatives, and (e) the formats in which the learning is delivered (Merriam et al., 2007). These same challenges often are a direct result of the LDPs not meeting the needs of the learners (employees). In many

7

organizations, learning models are still broken, and some leaders have become focused on the *event model*, wherein a training event is held, followed by everyone being sent back to work. An event approach is not likely to work for complex skills and long-term retention (Quinn, 2014).

Although learning continues to evolve, LDPs are struggling with the rapid rate of change brought by the digital evolution. In many cases, employees are curating self-directed content by developing their own learning paths by tapping into social and informal methods to learn. However, identifying these challenges can provide an opportunity for LDPs to maximize digital learning, provide the best user experience for the modern learner, report and measure against results, and align and correlate to the effect on business. The learning functions in organizations play a pivotal role in eliminating learning obstacles, and the learning functions create enabling structures and take care of assessing an organization's L&D practices. Investing in the leadership for LDPs assists individuals in finding purpose, in eliminating personal obstacles, and in facilitating structures for personal learning and receiving feedback and benefits from learning outcomes (Thakur & Chaudhuri, 2015).

Corporate learning has evolved rapidly over the past decade. What started as an effort to put instructor-led training online (the early days of e-Learning) has rapidly evolved into competency-based learning, video-based learning, massive open online courses, and micro-learning solutions. Operations, business, and human resource (HR) leaders have had to keep pace with all this change and try to build platforms and programs that are modern and current (Bersin, 2017a).

The following themes presented in the study best represent the challenges faced by LDPs: (a) digital learning transformation; (b) navigating the modern learner experience; and (c) aligning with the business priorities (d) skilling modern learners, and (e) skilling and reskilling.

8

LDPs are focusing on alignment with business, learners and their own expectation; working to close the gaps across all lines of business, this is another element and the foundation of a learning transformation. Such alignment provides skills and knowledge, relying less on event-based learning. According to Quinn (2014), learning professional have an opportunity to do better, there is more which can be done to improve their skills, and the current approach is wrong. LDPs have taken a many forward steps since 2014, and still there are more steps to climb, it is a continuous journey, and LDPs are still not approaching matters with the full landscape in mind, this is partially due to the ongoing barriers put in their path set in place by the organizations they are there to support.

LDPs are still facing challenges to implement organizational learning (Garvin et al., 2008; Taylor et al., 2010) partially due to it being a concept or theory in nature and has not seen a lot of real-work application and practical guidance (Garvin et al., 2008; Reich, 2007; Taylor et al., 2010) and there is still confusion in organizations reagarding organizational learning as a concept in companies (Wu & Chen, 2014).

Statement of the Purpose

The goal of this exploratory embedded mixed-methods study was to explore and provide insight into the viewpoints and experiences of LDPs as they identify and navigate the challenges encountered with skilling themselves and today's modern learners in organizations that increasingly rely on the use of digital technology. LDPs were asked to share their experiences of working within the digital evolution, their role in leading organizational learning programs, how they upskill their learners, and the initiatives they take to reskill themselves. Their perceptions regarding the evolving role of the LDPs were also explored.

9

Research Questions

The following research questions guided the collection of data from L&D professionals:

1. How do learning and development professionals see their roles changing within the rapid and continual digital evolution?

2. How have LDPs adapted their practices to embrace digital learning?

3. Do learning and development professionals feel they have opportunities to cultivate new skills and capabilities for 21st century learning practices in their organizations?

Theoretical Framework

The foundation for this study relied on two primary theoretical and conceptual areas. The first was the evolving role of learning and development professionals who are supporting employees within a highly digital environment and with modern and innovative learning strategies. The second area involved specific skill sets required of the learning practitioner, including abilities to upskill, reskill, and change within the constraints of their organizations, while having a growth mindset and adopting a more strategic role.

The theoretical framework for this study included theories associated with 21st century learning practices, growth mindset, culture of learning and how it correlates to the learning and development function, and the effect digital transformation has on learning development professionals' skilling needs. These areas of study were examined through the lens of how LDPs perceive their readiness for what is next and their preparedness to develop for modern learners. As part of the theoretical framework the researcher used theories by Burke and Smith (2016) Learning Agility and Agility Inventory, Carol Dweck (2015) model on growth mindset, Siemens' (2005) Connectivism Learning as Network Creation, and Downes (2005) An Introduction to Connective Knowledge as foundational support.

Definitions of Terms

Blended Learning: Also referred to as hybrid learning, blended learning combines the brick-and-mortar school (physical) with online technology (digital) by combining them to provide differentiated instruction to learners, based on their individual needs (Staker & Horn, 2012).

Communities of Practice: A community of people who are like minded, they share commonalities and interest in the same concepts, the group learns together, the community interacts regularly, and the group has a common approach to knowledge sharing, best practices and taking on challenges (Lave & Wenger, 1991).

Digital Learning: Any set of technology-based methods that can be applied to support the learning process. For corporate organizations, digital technologies enable the implementations of customized learning environments, even on small scale (Ifenthaler, 2018).

Digital Native: Individuals who grew up in the digital age; they were born into a world replete with digital technology, which arrived in the last decades of the 20th century. These individuals rely heavily on computers and technology; it is a part of their day-to-day routine. Because they were exposed to technology at an early age, many feel it is a necessary part of their lives (Prensky, 2001).

Formal Learning: Formal learning is planned out, with specific measurements of success identified prior to the learning activity (Ambrose & Ogilvie, 2010). It has previously been the most common form of learning. Usually structured as role-based and *curriculum-driven* that's designed and formulated by the organization to be completed in a specific timeframe (van Dam, 2017).

Human Capital Management: In today's modern business use of HCM, refers to a set of practices organizations use as part of their people management, it includes but not limted to, learning and development, culture, diversity and inclusion, talent acquisition, human resources, all leading to optimizing employees to increase their value to the company. (Bamboo HR, 2020).

Informal Learning: Activities initiated by people in work settings that result in the development of their professional knowledge and skills, the individual is responsible for his or her own learning. Informal learning occurs in the learner's natural settings (Ellinger, 2004).

Instructional Design: A systematic process that is employed to develop education and training programs in a consistent and reliable fashion (Reiser, 2007).

Learning Organization: "An organization of this type possesses the ability to continuously adapt, renew, and revitalize itself in response to the changing environment" (Marquardt, 2011, p. 29).

Organizational Learning: Organizational learning is "a dynamic process of creation, acquisition and integration of knowledge aimed at the development of resources and capabilities that contribute to better organizational performance" (López et al., 2005, p. 228).

Personalized Learning: Tailoring learning experiences based on the characteristics and needs of the individual learner (Pane et al., 2015).

Reskilling – Learning new skills, provding you the foundation for a new job or the evolution of a current job, reskilling provides training on an entire new set of skills (Clark, 2020).

Self-Directed Learners: When people choose to take responsibility for their own learning and learning experiences, and continuous learning becomes a natural part of their lives, they are referred to as self-directed learners (Stockdale & Brockett, 2011).

Social Learning: Social learning theory explains human behavior regarding continuous reciprocal interaction among cognitive, behavioral, and environmental influences (Bandura, 1977).

Upskilling – Provides an opporttnity to keep relevant, refining and enhancing skills you currently have, upskilling is key when trying to improve upon existing skills and deepening current capabilities in the same or simialr area of expertise (Clark, 2020).

Significance of the Study

> *Digital transformation is just as much about people as it is about technology.*
> *Modern HR and people operations are essential to steer the cultural and*
> *development shifts during this transformation process.*
> *– Melanie Simpson, VP Human Resources at Microsoft*

Learning and development as a function has grown increasingly significant to organizations and their business leaders; for LDPs, this means rapid changes in their capabilities and skills, what they do, and how they do it. L&D function and the LDPs who support the function, a growth mindset and embracing the new ways of learning are crucial. This research intended to identify the readiness perception LDPs have for embracing the 21st-century learners, their approach, and how prepared they are for the continuous changes in digital evolution and the upskilling they need in their role. Learning culture and the characteristics of learners are core elements in adult learning environments (Sarsar & Yilma, 2018).

Although research on learning in the workplace grew significantly at the beginning of the century (Malloch et al., 2010), there continues to be a need for research in digital workplace learning and how L&D can bridge gaps between the organization, modern learning, and digital technology. Today's leaders and learners have a significant dependency on digital technology, and one aspect of the LDPs' role is to identify how to design programs that meet learners' needs.

13

Although significant improvements have been made within L&D, according to Quinn (2014), the rate of improvement is slow and not meeting the needs of business leaders in organizations.

During this research that was first conceptualized in 2016 and for which data were gathered in 2019, the Covid-19 pandemic changed so much about the work environment. Prior to 2020 in the 21st century, learning programs were already leveraging digital tools however there was almost equal amount of in-person facilitated and instructor lead courses (Nevins & Matar, 2020) When the in-person workplace shutdown took place in March of 2020 organizations were forced to rethink how to continue with learning and development. Companies who were slow to adopt digital scrambled to shift to e-learning and virtual training for growth of their people, other companies who already had a digital format, took the opportunity to grow their digital capabilities and broaden their global learning footprint (Nevins & Matar, 2020),

Summary

Digital transformation continues to evolve, the skills and capabilities needed are more profound for LDPs; although this shift requires reskilling, upskilling, and changes in previous operating models, in many ways, it is natural for L&D as a function and LDPs to evolve to fit in. The changing landscape of digital transformation has a ripple effect on modern learning and development practices. The job of LDPs is to understand what employees' jobs are; learn about the latest tools and techniques to drive learning, development, and performance; and take those techniques and apply them to work in a way that is more relevant and modern. LDPs have been evolving for decades, this current transformation requires more upskilling than in previous decades, and LDPs will need to learn to do it again and with a vastly new set of technologies and experiences (Bersin, 2017a).

Digital learning is going to continue to evolve, and it is essential for LDPs to innovate and adapt to these changes. In an age of disruption, business and HR leaders are being pressed to

14

rewrite the rules that dictate how they organize, recruit, develop, manage, and engage the evolving 21st-century workforce (Volini, 2017).

The workforce is changing, becoming increasingly digital, global, and diverse. And the expectations and demands organizations have on LDPs and L&D are evolving faster than ever. Although some view this as a challenge, L&D professionals could use this as an opportunity to reimagine HR, talent, and organizational practices. This study explored perceptions and experiences of L&D professionals as they have attempted to evolve their practices to meet the needs of modern learners in highly digital settings.

Chapter 2: Review of Literature

The past several decades has seen a change in human capital management and the human resources learning and development function. The emergence of digital technologies has introduced rapidly changing operational and business models and the need for agility while still being innovative, the shelf life of knowledge is brief. As part of this change, there has been a shift in how organizations have utilized the human resource's function; this has evolved from a basic benefits resource into being a resourceful department (Komm et al., 2021).

According to Afiouni (2013) who's research focused on the adoption of HCM into today's business terms, the definitions have HCM in business has evolved over the years. For this study, the foundational definition of HCM is individual collaborating for the common of the organization sharing their personal traits as intelligence and encompassing knowledge sharing toward the ability to learn (Abeysckera & Guthrie, 2005), the workforce crearticty, their attitudes and motivation structuring core competencies in structured way (Gates & Langevin, 2010), embracing the talent and intellectual agility of the organizations workforce (Santos-Rodrigues et al. 2010), and the basic ability to apply skills and expertise to bring success for the organization (Choudhury & Mishra, 2010).

Gilley et al. (2002) defined human resource development (HRD) as a field that "facilitates organizational learning, performance, and change through organized interventions, initiatives and management actions for the purpose of enhancing an organization's performance capacity, capability, competitive readiness, and renewal" (pp. 6–7). Part of this change in HR led to the growth and in some cases a new birth of its learning function. Organizations that are striving to become learning organizations need to ensure their core function is learning and carry that sentiment at all levels of top-down leadership (Quinn, 2014).

16

The growth of the learning function comes at a time at which organizations are focusing on a growth mindset, digital transformation, and a culture of learning, and these companies want to be known to their customers, competitors, and in industry as a learning organization. Setting the overall tone of an organizations culture must surpass words on a paper, it is the leader's responsibility to provide the time and space to foster a culture of learning however, it's up to the individuals to embed themselves and evolve the culture (Hung et al., 2011). The way employers interact with employees has a direct correlation and impact on assumptions, attitudes, performance, and behaviors these elements can influence the direction of a company's culture and can act as a catalyst to implementing a Organization of learning (Sorensen, 2002).

Both in the past and currently there have been several frameworks on the learning organization, mostly building off each other over time. The learning organization concept started to obtain broader recognition when Senge (1990) introduced *The Fifth Discipline*. Senge's introduction came during a time when digital evolution was in the early stages. Senge coined the term learning organization and defined it as one that continually adapts to the reality around it. Learning must be an integral part of doing business rather than a separate function that is called upon only when needed.

Merriam et al. (2007) concluded that in support of strategies and adult learning principles, learning organizations are valued and at the heart of the company, and this is a critical piece to have in an organizational culture. Researchers have acknowledged that learning can manifest itself in changes in beliefs/cognitions or actions/behavior (Easterby-Smith et al., 2000). A learning organization is one that is efficient at the transfer of new knowledge throughout the company (Sinha, 2012). It is wise to put the organization and its culture into context to support L&D professionals, although L&D was not always a supported department, and L&D

17

professionals have spent significant amounts of time with senior leaders discussing relevance and importance.

People are continually improving their ability to learn, and organizations now understand that people are their greatest assets. Organizations have physical resources and assets which can be purchased or sold (Rothaermel, 2012), but tangible abilities and capabilities are embedded and routed in the processes of the employees, and in organizations their *knowledge economy* are the employees (Grant, 1996; Mahoney & Kor, 2015). Some organizations, though they have provided a path and made a culture of learning part of their mission, are missing the mark on how to truly excel in the HCM space, specifically L&D, as it requires not only supporting L&D but also putting the right leaders, budget, and resources in place to support LDPs; they are the heart of the organization.

The 21st-Century Learning Organization

A common approach to organizational learning (OL) is viewed across three critical domains, people, process, and technology, OL is a collective of best practices and knowledge of individuals and applies across the organizations, to where it becomes organizational knowledge (Basten & Haamann, 2018). Remaining agile, focusing on a culture of learning, and keeping that competitive edge are critical for organizations to succeed (Templeton et al., 2002). Organizations struggle with OL concepts mostly due to the lack of application and the high emphasis on theory (Garvin et al., 2008; Reich, 2007; Taylor et al., 2010); however, OL does aim to guide organizations through from theory to practice "the process through which organizations change or modify their mental models, rules, processes or knowledge, maintaining or improving their performance" (Chiva et al., 2014, p. 689).

Learning and development have evolved overtime. Approximately 15 years into the 21st century, organizations started to grow and shift their learning and development functions. This

18

included moving L&D away from human resources and aligning the function with the business and operations. The more traditional learning and development function of leadership training, manager development, and more continues to reside in HR or in a newly formed learning group.

Merriam et al. (2007) noted the following:

The heart of the learning organization is its willingness to allow their employees and other stakeholders related to the organization to suspend and question the assumptions within which they operate, then create and examine new ways of solving organizational problems and means of operating. This process requires that people at all levels of the organization be willing to think within a systems framework, with an emphasis on collective inquiry, dialogue, and action. (p. 46)

This organizational design change led to LDPs focusing more on skilling, upskilling, and role-based learning aligning closer with the business outcomes, goals, and principles of the organization. By design, if funded and supported, the effort provides more agility and growth of learners and LDPs. Some organizations developed corporate university, corporate academies, and global learning groups. About 100 years ago, learning became a focus at companies such as General Motors (GM). These companies started providing their employees with offerings related to role-based learning, skilling the employees on the fundamentals needed regarding how to operate and function in their organization. For example, GM equipment and process can be like those of their competitors, but there are nuances to be learned specific to GM. In later decades, other companies followed suit and developed corporate universities. In 1956, GE developed a leadership center, McDonalds developed Hamburger University in 1961, and now global companies such as Apple, Accenture, Boeing, and Deloitte have created learning institutions for their employees and in some cases for their customers and clients (Benson-Armer et al., 2016).

19

The evolution of L&D is continuing and the work to develop learning, skills and upskill talent can be complex, it includes myriad nodes that are necessary to form a cohesive strategy. The Gartner Learning Innovations Survey in 2020 brought forward this L&D Innovations Bullseye which shows the challenging environment in which the L&D practice finds itself (see Figure 1). Prioritizing across the three critical nodes: learning channels, learning methods, and learning management is daunting at best. Green signifies where most are investing in the next two years.

The shift in organizational design is not only transforming the L&D function; it is also affecting the role of LDPs. Although a redesign in an organization is not the only evolution influencing LDPs, the digital evolutions play a significant role in the disruption of how learning used to occur and how it was formally facilitated. LDPs' responsibilities are becoming ever-more relevant, evolving to adjust to modern learners and digital learning. The opportunities for LDPs to be more relevant have never been greater (Volini, 2017). During the 20th century, LDPs were slowly starting to move away from learning binders and VHS tapes for learning and shifting to engage with new digital technology being offered. Currently, new core skills exist that LDPs should have in today's ecosystem, including but not limited to program management, project management, data analytics, analysis, marketing, strategy, and an understanding of the consumerization of content for learning.

> The 90s saw the move from ring binders to multimedia CD's and electronic documents. Training videos became much more affordable and instead of shelves of printed files, training rooms had servers full of PDFs. L&D professionals used to meet with publishers selling their wares, every few months. Now they search online, curating and aggregating relevant content on a daily basis. (Lloyd, 2014, p. 1)

Figure 1

The L&D Innovation Bullseye
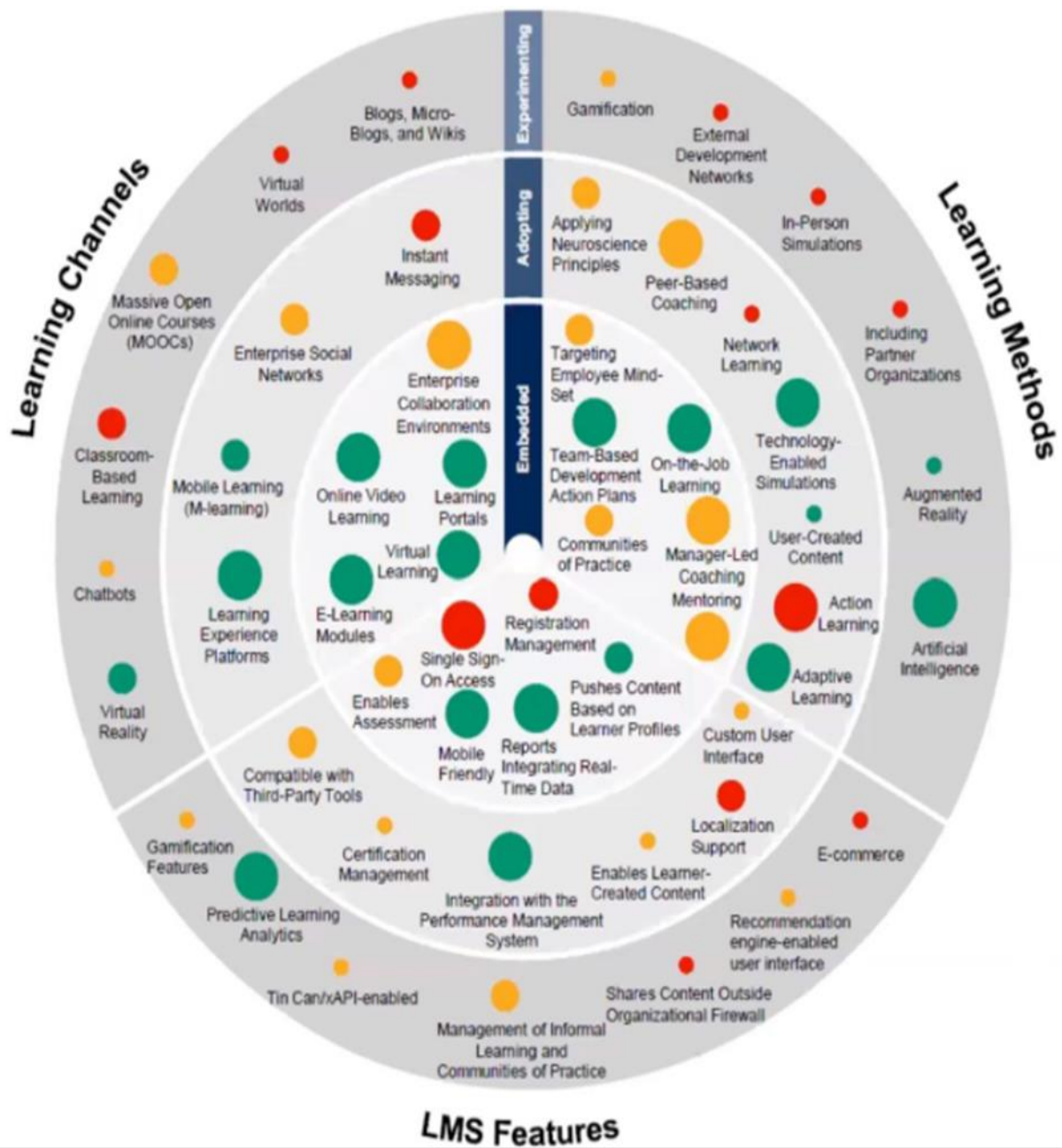
Note. See Appendix A for permission.

From *Gartner Learning Innovations Report*, by Gartner Learning Innovations, 2020
(https://www.gartner.com/). Copyright 2020 by Gartner Learning Innovations. Reprinted with
permission.

LDPs play a solutions partner role for business operations and will for the foreseeable future. This is not a trend; continuous alignment to the company's overall business drivers and priorities are the key to achieving results. This opens the door to the business having input into how L&D spends its dollars on future programs and involvement with strategies for retention, engagement, and performance (Wentworth, 2014). There will always be shifts in the learning ecosystem and changes in the design of learning. The learning and design ecosystem from the 19th and 20th centuries looks vastly different from that of the 20th century and compared with the 21st-century ecosystems and the design of learning for the current digital workplace. As learning goals grow and change, so will learning design (Ifenthaler, 2012).

> I remember my early days at IBM (in the 1980s) when the first videodisk player came into the office. It was an expensive, complicated, difficult to use system, but it brought revolutionary new approaches to learning to an entire marketplace of IT, software, and project management professionals. Just as we learned to harness learning technology on mainframes, PC, and the browser, now we can learn to harness new models of learning in the digital age – falling back on all our skills in listening, problem-solving, and consulting with employees and managers. There are some big disruptions taking place in L&D, perhaps more than I have seen in over a decade, but now the future is clear, and I look forward to hearing your stories, so we can all learn from each other. (Bersin, 2017a, p. 3)

LDPs have progressed to playing a larger role than in previous years, becoming more consultative and evolving to be a solutions partner. As things now stand, LDPs are a part of the entire HCM ecosystem, especially in the L&D area. The broader employee experiences are affected, and business leaders have come to understand that they can no longer operate within

old paradigms. LDPs have come to embrace forward and new ways of thinking about their company, the talent, and the role they pay in global social issues (Volini, 2017; see Figure 2).

As LDPs prepare themselves, organizations, modern learners, and the learning function to be current, they are also preparing for what is next, the rapid digital evolution. Although the shift in skills for LDPs seems profound, according to Bersin (2017a), in many ways, it is a natural evolution in what L&D has already been doing. The job is to understand what employees' jobs are, to learn about the latest tools and techniques to drive learning and performance, and to then apply them to work in a modern, relevant, and cost-effective way. LDPs have been doing this for decades, and now they must simply learn to do it again, albeit with a new, vast set of technologies and experiences. As skills emerge, evolve, and sometimes expire, learning and development functions and LDPs play a crucial role in advancing their knowledge base to prepare themselves and their learners for upskilling and reskilling in a digital age. Reskilling essentially means employee skills must be updated and changed. Having reskilling be a part of an employee development plan allows organizations to be more productive and for the organization to stay current (Miller, 2018).

In 2016, McKinsey & Company surveyed approximately 120 global senior learning L&D leaders to obtain a more in-depth view of capability building and their present state regarding corporate learning (Benson-Armer et al., 2016). The bulk of the respondents expected corporate learning to change significantly within the next 3 years, in both capabilities and new agility required to keep up with the rapid of business pace. More than 60% of their respondents said they planned to increase their L&D spending, and 66% wanted to increase the number of formal learning hours per employee (Benson-Armer et al.). The McKinsey & Company research also identified a level of dissatisfaction the L&D leaders had with the status quo; only 57% of the respondents stated they believed their L&D is very or fully aligned with business priorities, 52%

23

are able to meet strategic objectives, and 40% indicated their initiatives are either ineffective or

neither effective nor ineffective in assessing the capabilities and gaps of employees (Benson-

Armer et al.; see Figure 1).

Figure 2

How Corporate Training Has Evolved
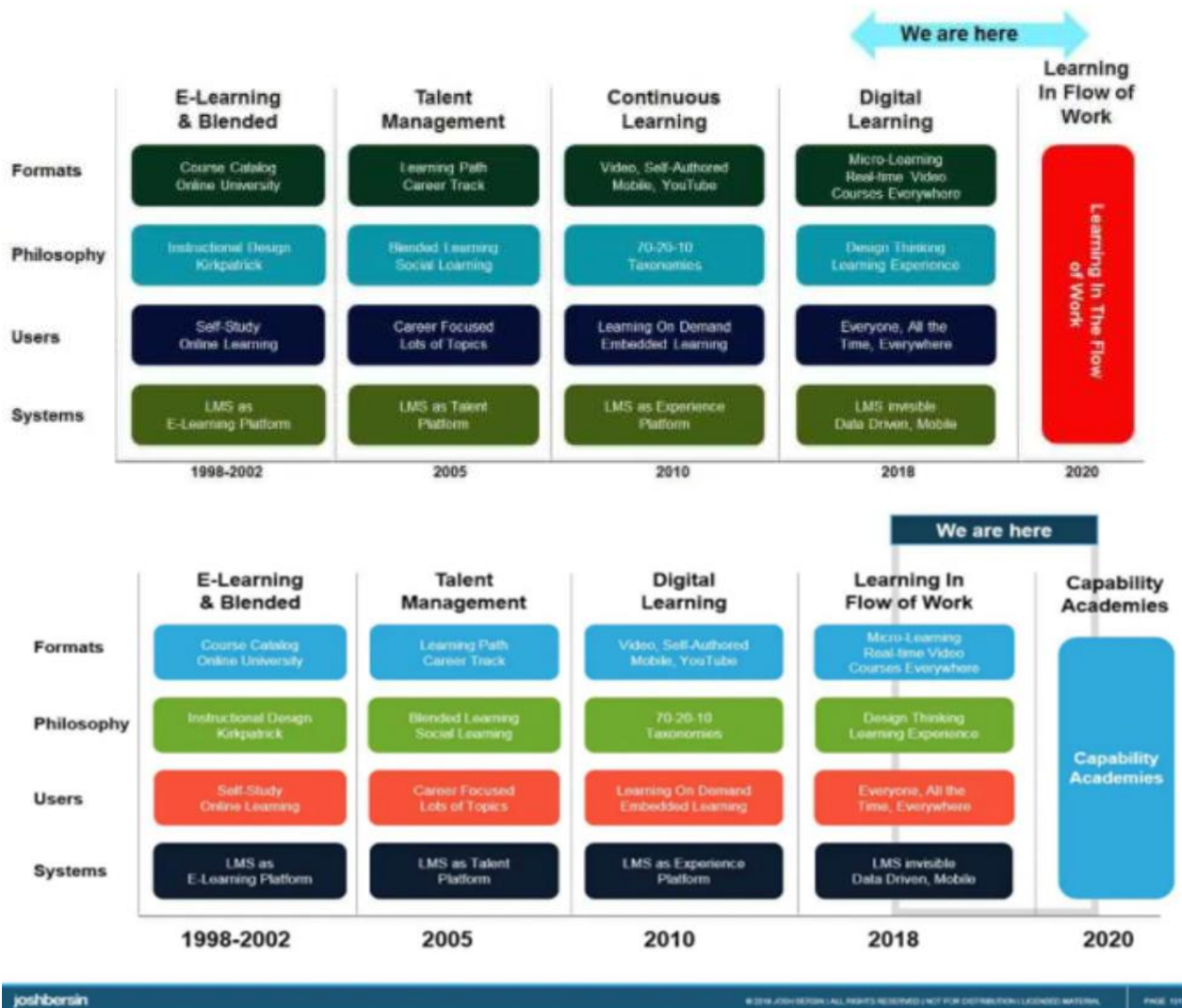
Note. See Appendix A for permission.

From *A New Paradigm for Corporate Training: Learning in the Flow of Work*, by J. Bersin,

2018 (https://joshbersin.com/2018/06/new-paradigm-for-corporate-training-learning-in-the-flow-

of-work). Copyright 2018 by J. Bersin. Reprinted with permission.

LDPs are realizing a shift in how they have traditionally operated. They are learning to stay apprised and ahead of the rapid change of pace fostered by digital learning and a more diverse workforce. The evolution of digital learning is ongoing, but there are always ways to anticipate some of the changes in their daily tasks to come. The function of training has evolved from being a provider of relatively straight-forward instruction on a limited set of topics, to becoming a curator of a learning ecosystem that supports a wide range of learning needs, including formal, informal, and social" (Ambrose & Ogilvie, 2010, p. 12).

To continue to provide value to their organizations, LDPs will need to change their mindsets, innovate, and adopt strategies that will keep them relevant in the ways they upskill and reskill. LDPs must plan for their future, the future of their modern learners, and the learning organization and must have a direct correlation with business priorities that positively affect organizational competitiveness and profitability. LDPs' competitive advantage comes with managing their current performance and skills while also developing their skills and competence in addition to that of their learners (Adhikari, 2010). The need to keep what you are currently doing is crucial, reskilling and upskilling is not about stopping your current flow of work, it is about learning as you go, and keep the flow of learning moving forward (Willyerd & Mistick, 2016).

Connecting in the 21st Century Learning Organization

One way to do this is for LDPs to connect themselves with the business and communities of practice to understand emerging skills' needs, making connections between the learners' personal interests and the organizational skills needed and connecting with the right development experiences within or outside the organizations. Today's LDPs must support learning environments that are designed to facilitate the ultimate outcomes for a modern learner. As

25

Volini (2017) noted, "Although it is hard to predict which emerging business practices will endure, it is impossible to ignore the need for change" (p. 2).

Community of practice is the empowering others, and social interactions, learning and knowledge sharing are the foundations of a Community of Practice (Wenger, 1998; Wenger-Trayner et al., 2015), a Community of Learning crossing boundaries and learning from others and it aims to bring everyone to a common goal, a community of learning purpose is to engage and promote activities and interactions that allow for individual socially constructed learning. Wenger (1998) believes shared practices, learning, meaning, and identity are contextual and connected to common – shared practices of individuals in a group of community, his theory is based on the idea of connections that are established and maintained through dimensions of practice: mutual engagement, joint enterprise and shared repertoire. These dimensions are ties to an idea Wenger (1998) identifies as social learning characterizes as:

- Meaning: learning as experience

- Practice: learning as doing

- Community: learning as belonging

- Identity: learning as becoming.

Organizations are starting to understand the benefit of implementing CoP, although some organizations rename or do not realize they are following the methodology it often exists. One popular CoP in organizations in the past several years is Employee Resources Groups (ERGs) although most ERGs are focused on Diversity Best Practices. In the past decade senior. leaders started to realize the benefits ERGs provided to their competitive edge and assisted these groups/communities assisted in overall retention, recruitment, marketing, and training & development (Janzer, 2019).

26

According to Janzer (2019),

The first employee resource groups were *Workplace Affinity Groups*, created in response to racial strife of the 1960s. Joseph Wilson, the celebrated former Xerox CEO, developed the concept following race riots in Rochester, NY in 1964. Wilson and his black employees designed and launched the National Black Employees Caucus in 1970 to address racial tension and the issue of workplace discrimination. The traditional definition of an ERG is an "employer-recognized group of employees who share the concerns of a common race, gender, national origin or sexual orientation--characteristics protected in some instances by law and in many organizations as matter of company policy. (p. 2)

Other organizations bring individuals together across the company to lead common goals which span across multiple areas.

Sometimes we must take risks to have a meaningful impact. I was reminded of the urgency of now, and the important role organization can play in accelerating meaningful progress enabling intentional learning and action.

– Lindsay-Rae McIntyre, Chief Diversity Officer at Microsoft

Organizations are starting to tap into all of their resources and realize how critical L&D and other related HCM functions are to their success, these organizations will continue to struggle with implementing the programs if they do not have a guide and framework which moves from conception to practice (Garvin et al., 2008; Taylor et al., 2010) and they will continue to confuse the purpose and outcomes of a OL and CoP (Wu & Chen, 2014; see Figure 3).

Figure 3

Enablers for Communities of Practice
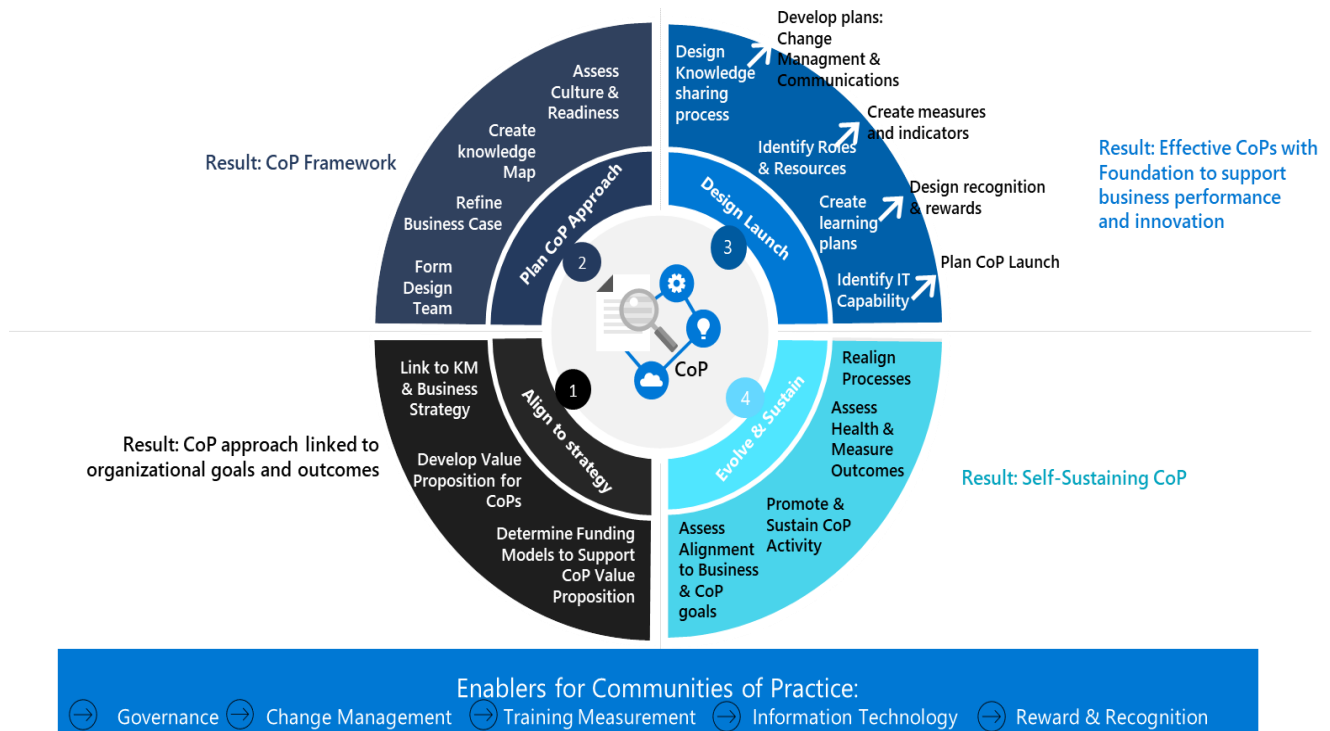
Agility in Skills Development

In the early work of Lombardo and Eichinger (2000), a hypothesis was developed widely known as the 70/20/10 model. This model is a review of current and future needs and how people learn. Although the model wording has slightly adapted to a particular program, or organizational need, the core is that 70% of what we learn is from experiences, 20% of our knowledge and how we learn is from other people, and 10% of our expertise knowledge comes from formal learning. According to Lombardo and Eichinger, learning agility is the "willingness and ability to learn new competencies in order to perform under first time, tough, or different conditions" (p. 323). In 2012, DeRue et al. introduced a new hypothesis on learning agility, identifying it as flexibility and speed. The notion of flexibility was about removing behaviors

which has no current relevance, and not allowing those behaviors to impact the present (DeRue et al.). The notion of speed references how quickly someone can change their behaviors and adjust to their current environment (DeRue et al.). Individuals who can adapt and modify their behaviors have a wider view, more knoweldge retention and impactful learning experience (DeRue et al.).

In 2016, Burke and Smith began the process of expanding on and simplifying previous definitions and theories on learning agility. They did not believe there were three types of learning agility, but rather he worked toward a singular concept. Burke and Smith (2016) identified behaviors as a better way of gaining an understanding of organizational learning and not the cognitive processes taking place. They continued their research. They approached learning agility from a behavioral perspective and developed a system of measurement known as the Burke Learning Agility Inventory, which is observable and behavior-based measurable concepts. The Burke Learning Agility Inventory includes 38 observable items and includes nine independent dimensions.

Burke and Smith's (2016) research and inventory helped identify concepts and behaviors that are vital in rapidly changing environments and swift growth of new skills and reskilling. It provides an opportunity for individuals to learn from newer and challenging experiences, it suggests that agile learning requires and identifies ways to be more effective and meaningful in learning, understanding, and balancing new information, see new perspectives, and learning from past experiences (Burke & Smith, 2016; see Figure 4).

29

Figure 4

Burke's Inventory Learning Agility
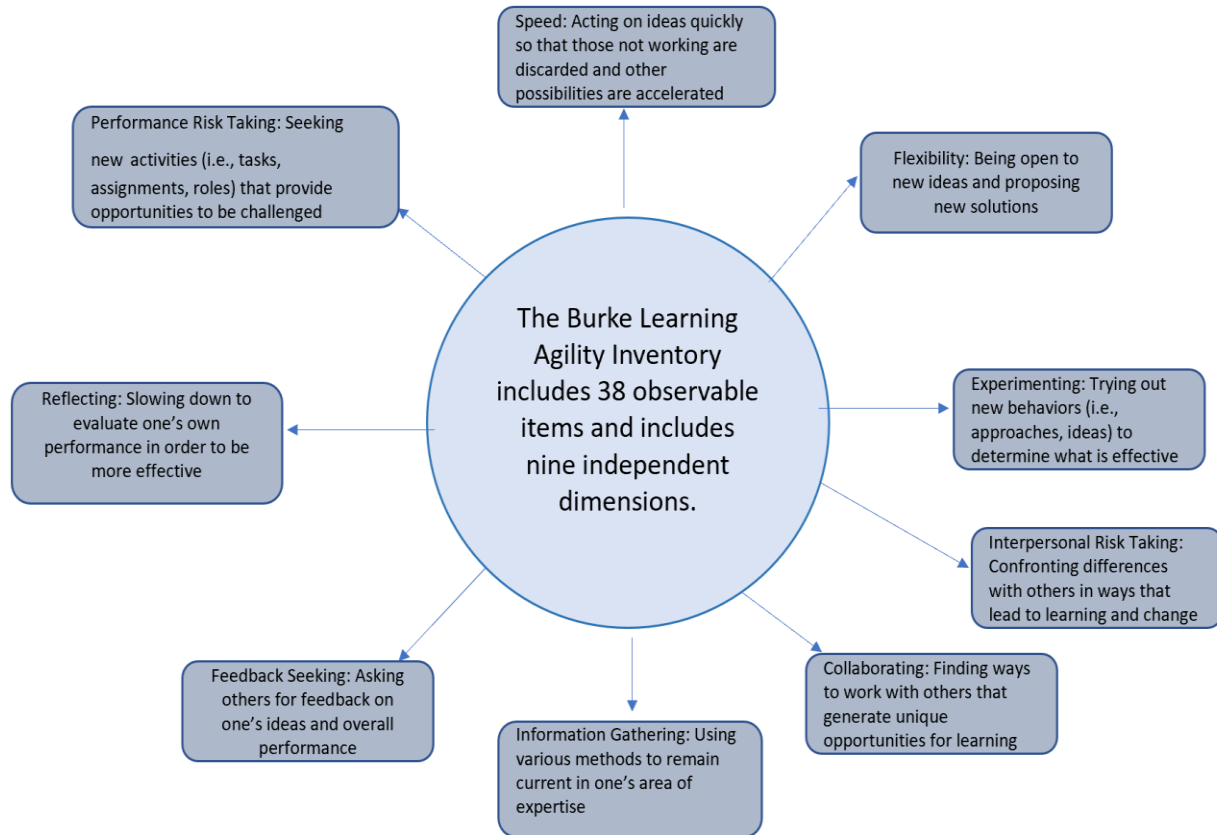
Adapting and transforming to this new digital age has notably required a shift in mindset and skills for LDPs. Agility is a core attribute for the digital evolution, allowing LDPs to be able to become more agile in practices and the delivery of learning for them and for the learners the LDPS support. In organizations, it is imperative to stay competitive, be the first to market, be the first to solve, and to do this knowledge, skills, and capabilities are crucial. "Driven by the accelerating pace of change in new technology, global competition, and other dynamic forces, industry has had to become far more agile and efficient" (Ambrose & Ogilvie, 2010, p. 12). LDPs are aware and supportive of the needs of the organization and realize leaders are trying to keep up with the rapid changes occurring and prepare and being able to prepare their

30

teams is crucial and have them adapt quickly is crucial. Learning agility is a key skill needed during the continuous and rapid changes; it opens a person to staying adaptable and flexible and keeps the door open for complexity to develop the skills that are more relevant.

Peter Drucker (2005) was a management consultant, educator, and author, he once said, "We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn" (para. 11). LDPs often see themselves as life learners, and they will go over and beyond for their learners, but they do not take the time to invest in their own development. If you do not take care of yourself, how can you take care of others, LDPs will need to pivot their mindset in order to remain relevant and support their learners, if their skills are not updated, innovative and forward thinking they will be holding themselves and their learners back, having the agility to develop what is next will drive their and the organization's success. Organizations are always seeking a competitive advantage, this requires rapid development of skills for learners and the LDPs responsible for that learning, sustainability is key for the competitive edge, in order to maintain, the need for people who have the latest skills and how to build them is crucial (Palmer & Blake 2018).

To have an advantage in industry and with their employers, companies have to learn to sustain themselves in the new era of learning—being able to succeed and fail and take away best practices from both is the new norm (Marquardt, 2011). The digital transformation also equates to a learning transformation, and organizations will need to engage in these new learning processes with individuals at all levels in the company (Marquardt). Digital evolution is continuously changing how LDPs reinvent themselves with new and future skills.

Workplace Culture of Learning

Workplace learning is as agile as its definitions, which is continues to be redefined. Gil and Mataveli (2017) suggested that workplace learning is multilayered and should be analyzed.

31

Gil and Mataveli identified learning as taking place on three levels: workplace learning institutional, group, and individual. Companies recognized benefits, such as retention, competitive advantage, and economic gains when a culture of learning was supported (Pedler et al., 1989). Work was about producing or doing things to earn a living. Learning was about education: it occurred in life before work.

"Training might be necessary at first in the workplace, but everything else that was needed for a lifetime employment could pick up from experienced fellow workers" (Boud & Garrick, 1999, p.1). It had been anticipated that the next 4 years could be a repeat of the skills shortage in the 1950s, which led to the Industrial Training Act and the era of systematic training, it was an approach to skill people in the areas of manual and clerical skills, it was also use on administrative, managerial work and technical skills of that era (Pedler et al., 1989). In the 1960s and early 1970s, there were challenges and identified gaps between skill development and job performance (Pedler et al., 1989). In the early 1980s, additional challenges developed due to poor organizational performance and bureaucracy and over controls, leaders not supporting L&D and LDPs to develop their own skills and build the organizations to support the learners (Pedler et al., 1989).

> Workplace learning includes training as formal learning, informal and incidental learning can achieve both individual and organizational performance by individual learning. It will be more logical to employ the team workplace learning more than training as it would demonstrate various learning activities. (Jacobs & Park, 2009, p.134)

Learning organizations have been studied for decades, yet most of the literature predates 2000, and despite its recognized importance in the literature and in models of learning organizations (Marquardt, 2011). This led to LDPs gaining new attention more than ever and the learners they supported becoming greater assets. L&D had new and increased budgets, and

32

during that time, these led to training rooms, and the learning system at that time, three-ring binders, filled with materials of up-to-date skilling, process, and knowledge to keep learners current and drive toward the overall success of the organization (Lloyd, 2014). In both the 20th and 21st century, there have been numerous definitions and interpretations of workplace culture and a culture of learning, for adult learners, the majority of the learning obtained will consist of *workplace learning*, usually a direct correlation to their specific role in an organization (Billett, 2001; Boud & Middleton, 2003).

According to Grossman (2015), a learning culture consists of a community of workers instilled with a *growth mindset*, a company that fosters a learning culture provides employees who want to learn and apply what they have learned to contribute to knowledge sharing, the growth of others, and the overarching success of the company. In his book *The Fifth Discipline*, Peter Senge (1990) stressed the importance of developing *a-learning for all-culture* and coined the concept of the learning organization. Palmer and Blake (2018) noted that the focus of a learning culture is to build on the skills of employees through targeted programs and initiatives.

In Deloitte's 2016 Global Trends report, it was shown that 84% of executives agreed that learning is an important issue. The report also described the importance of learning professionals' development, of employee engagement, and of building a strong workplace culture (Deloitte, 2016b). A culture of learning in an organization is a vital aspect of an organization's success. Such a culture promotes, supports, and facilitates an employee's development and a growth mindset to contribute to organizational development and performance, which is crucial (Rebelo & Gomes, 2009). As part of their evolving role, LDPs will be the guides leading organizational leaders and outlining the importance of fostering the learning culture. Business leaders are embracing the idea that it is critical to have a skills-based business strategy for their company and that culture is integral to that strategy. An increasing

33

number of leaders of companies are forward thinking and are speaking about learning as part of their overall company strategy (Palmer & Blake, 2018).

The Mindset Model

It took decades for the mindset model to make its way to academia and organizations; prior to its explosion in 2016, it was primarily used in psychology to identify a cognitive process (French, 2016). Dweck (2016a) brought a 21st-century view and meaning to mindset, identifying that it has further reach and use than just a cognitive process. The thought was that mindsets were attributes and open to interpretation (Dweck, 2016a).

> With the new model, Dweck identifies two areas of mindset: fixed and growth. If we ban the fixed mindset, we could create a false growth-mindset: (1) we're all a mixture of fixed and growth mindsets, (2) we will probably always be, (3) if we want to move closer to a growth mindset in our thoughts and practices, we need to stay in touch with our fixed-mindset thoughts and deeds. (para. 2)

According to Dweck (2016b) growth mindset has become a *buzz word* in organizations and can often appear in their *mission statements,* this is true for companies such as Microsoft. Satya Nadella, Microsoft CEO, has worked diligently towards the growth mindset and moving the concept past just a missions statement to make it a *lived culture*, and it's a continuous process which has not reached every aspect of the Organizations, their one of many who have made an effort to strive for the growth mindset change. Organizations that embrace a growth mindset open the door for its employees to experience empowerment and to be more collaborative and innovative. The opposite of those positive attributes is an orientation that would have employees with primarily fixed mindset, leading them to be highly focused on *cheating* and *deception* (Dweck 2016b). In a recent interview Dweck (2012) said,

34

In a fixed mindset [individuals] believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset [individuals] understand that their talents and abilities can be developed through effort, good teaching, and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it. (p. 9)

According to Dweck (2016b), most people assume they are open-minded and are surprised to learn they have biases, both growth and fixed mindset pair well together and they both incorporate growth, in order for someone to evolve they require both a growth and a fixed mindset–a mixture. The Growthmindset is often seen as method for recognition, and the ability to learn from one's mistakes, being able to share knowledge and learn from others (Dweck). Organizations that use Growthmindset as a part of their mission statement have to move past the words otherwise they do not mean anything and there's nothing attainable, processes and rewards systems are some of the ways to move the Organization forward in a way that would embody the actionable items associated with a Growthmindset (Dweck). By encouraging learning from the past and failures and making a lessons learned a positive thing and part of the organizations culture embodies a Growthmindset and opens the door for additional risk taking, punish boundaries and more collaboration (Dweck).

Although misconceptions are identified, this does not clear the path for a growth mindset, in part due to our own fixed-mindset triggers. There are those who questions Dweck's theories. Alfie Kohn (2015) stated that he believes that Dweck is viewing things from a point of view of a research psychologist and not an educator or a learning practitioner. He also stated his discontent with the broader idea and the assumption that what most learners need is an adjustment to their mindset. Additionally, with other methods and theories now surfacing and pushing Dweck's

35

model calling it biased and lacking statistical methods, other researchers have stated that Dweck's mindset research overpromised and underdelivered (Denworth, 2019; Singal, 2017).

Growth Mindset and the Organization

Organizations have adopted a growth mindset as part of their culture. At its core, growth mindset is about development, change, and learning from the past and from new experiences. If an organization can remove roadblocks and embrace agility and rapid change, it will allow a forward path for L&D to drive more real-time relevant learning (Dweck, 2015). The NeuroLeadership Institute's (NLI), Weller and Derler (2018) conducted a global study of top-tier business and universities that were using growth mindset as part of their learning culture and what effects and insights were found.

As part of the NLI research, Weller and Derler (2018) identified three core benefits that growth mindset affords organizations:

Change agility: The most common reason leaders adopt growth mindset, according to our survey, was digital transformation. We reason this is because growth mindset helps people stay continually adaptive, rather than adaptive solely for specific change events. To be change agile, leaders must first recognize that change is the default. They must embrace new challenges as opportunities, not as threats to traditional ways of working.

Strong employee value proposition: Organizations that effectively deliver on their EVP can decrease annual employee turnover by just under 70% and increase new hire commitment by nearly 30%, according to recent data. Growth mindset is critical in this regard because it helps employees see their own potential. Instead of focusing on their shortcomings, they can focus on the progress they've made and target areas for improvement, creating stronger engagement in the long run.

36

A culture of innovation and learning: At its core, growth mindset helps employees think
and perform in new, untested ways. It champions experimentation, even if it leads to
failure, because experimentation is how organizations have always arrived at innovation.
By creating a culture where failure *is* an option, leaders give their employees permission
to take risks that could yield outsized gains. This is important because sticking to what's
worked in the past won't always work in the future. (p. 3)

LDPs will be able to perform and achieve more if a growth mindset is adopted in its
current models. The mindset models and theories directly correlate with the growth mindset in
organizations globally. The growth mindset will open the door to even those most resistant, with
the stronger fixed mindset, liking things the way they use to be, not even as they are. If provided
the right support from their leaders, LDPs can change and bring others along on the journey.
Figure 5 displays a diagram of what organizations experience from their learners when growing
their learning culture.

Organizations that have an imbedded growth mindset as part of their culture, if done
correctly, are seeing the value it adds. After an acquisition with a French telecommunications
company, Nokia was concerned about its culture, the caliber of conversations and biases that
would affect decisions. To foster a growth mindset culture, it enrolled its line managers in a 2-
year learning program that would help balance the merged workforce by providing the same
journey as it embraced the changes. As a result, 90% of the feedback conversations were
perceived as more constructive, and managers' ability to listen and encourage growth jumped by
10% (NeuroLeadership Institute, 2018). Cigna Corporation needed a more agile approach to the
way it was working. The rapidly changing market required swift improvements and innovation.
After introducing a growth mindset model, 85% of employees shared that they were able to
apply a growth mindset to the work they do and have more frequent conversations with

37

managers and coworkers to obtain input, and 78% better understood how their contributions affect their organizations' success (NeuroLeadership Institute, 2018).

Microsoft Corporation's mission is to empower every person and every organization on the planet to achieve more (Nadella, 2017), this is part of their growth mindset and their CEO Satya Nadella, provides guides on what that means at Microsoft. Nadella said that the only way to achieve their mission was by living their culture. As part of its growth mindset initiatives, Microsoft has eight pillars to help foster growth and guide employees. Microsoft culture indicates they are insatiably curious, risk takers and truth seekers–even when the truth challenges the beliefs one hold, employees have open mildness and they look to failure as their greatest teacher and view humility as a sign of strength.

Microsoft's culture is to choose good words, move from a culture of I don't know to one of I don't know yet mindset. And make progress from short-term thinking to getting smarter over time. Most of all Microsoft is keen on a culture of learn from others; know it all to learn it all. The Growthmindset is to try new things from failure to experimentation and learn from mistakes, to be self-aware from snap judgment to awareness of your own strength and weaknesses. Satya Nadella, Microsfoot CEO states, this is how we grow, individually and together–this is how we innovate.

Digital Learning

Although it is difficult to predict which emerging business practices will endure, it is impossible to ignore the need for change (Volini, 2017). Digital learning is defined as any set of technology-based methods that can be applied to support learning processes (Ifenthaler, 2017)**.** Technologies such as AI, mobile platforms, and social collaboration systems have reshaped and transformed the way we live, work, and communicate (Hogle, 2018). Digital learning describes the behavior of everyone in a learning ecosystem, including the digitally savvy employee-

learners, managers, instructional designers, eLearning developers, training managers, and chief learning officers (Hogle).

Stephen Downes (2005) wrote:

At its heart, connectivism is the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks. Knowledge, therefore, is not *acquired*, as though it were a thing. It is not *transmitted*, as though it were some type of communication. (para. 1)

Siemens' (2005) Connectivism: Learning as Network Creation and Downes'(2005) An Introduction to Connective Knowledge have provided a theoretical framework for understanding learning theory relevant and applicable for the digital age, it provides a more comprehensive model for 21st century learners and agile enough to provide an outlook regarding what's next. Adopting new ways and being able to adapt lie at the heart of the theory, and it uses tools such as MOOcs and social media to foster collaboration and growth. In 2005, Siemens identified eight principles of connectivism:

- Learning and knowledge rests in diversity of opinions.
- Learning is a process of connecting.
- Learning may reside in non-human appliances.
- Capacity to know more is more critical than what is currently known.
- Nurturing and maintaining connections is needed for continual learning.
- Ability to see connections between fields, ideas, and concepts is a core skill.
- Accurate, up-to-date knowledge is the aim of all connectivism learning.
- Decision-making is a learning process. What we know today may change tomorrow. The right decision today may be the wrong decision tomorrow.

39

According to Siemens (2005) organizations are trying to move forward, but they were slow to join, and even though they are not adopting new models which support the new tools from a learning perspective they have placed themselves at a disadvantage which puts more pressure on L&D and LDPs to prepare for what's next, as they're still working on today. Connectivism can provide insight into learning skills and tasks needed for learners to flourish in a digital era (Siemens, 2008). What is known changes rapidly, and LDPs are making decisions today while still identifying what the decision is for tomorrow. Everything evolves so rapidly. "The capacity to know is more critical than what is actually known" (Siemens, 2008, para. 6).

The use of digital technology in workplace learning can provide an abundance of solutions to support work and work-related learning activities (Littlejohn & Margaryn, 2014). Although research on learning at the workplace has significantly grown over the past few years (Malloch et al., 2010), there is still limited literature on the impact of the L&D professionals and how their reskilling plays a role in the modern learner experience. The 21st-century digital work-based learning is regarded as an opportunity for developing workplace competencies and promoting productivity of personnel (Ifenthaler, 2018).

21st Century Digital Learner

Digital evolution is continuously changing how learning and development professionals reinvent themselves with new and future skills. According to van Dam,

Globalization, increased competition, complexity, uncertainty, emerging technologies, different generations in the workforce, and a shorter shelf life of knowledge all converge to fuel the need for the constant reskilling and up-skilling of the workforce. Additionally, people expect organizations to continuously build the capabilities that keep them on the cutting edge of their profession. (van Dam, 2012, p. 49)

Standing by and watching the demise of skilling is not the answer for LDPs or their learners, forward design thinking is crucial for learners (Miller, 2018). Today's employees expect more from their organization, such as lifelong learning, learning autonomy, and assistance navigating their path. McKinsey Global Institute (2017) predicted 14% of the global workforce will have to switch occupations or acquire new skills by 2030 as a result of automation and artificial intelligence. And according to the World Economic Forum's Future of Jobs Report 2018, by 2022, the core skills required to perform most roles will change by about 43%, requiring 101 days of upskilling.

Digital workplace learning calls for a reconsideration of the design of learning environments, with a special focus on learning technologies (Noe et al., 2014). Digital learning now has a broader reach in its mobility and accessibility, providing an informal and self-directed user approach. Learning is a journey that is continually evolving: it entails a path that needs to involve, embrace, and engage the learners (Dineen, 2018). The multigenerational content of the workforce means that leaders within an organization need to take generational differences into consideration to avoid misunderstandings and miscommunications (Smola & Sutton, 2002). Every generation brings something into the workplace (Myers & Sadaghiani, 2010). Cox and Holloway (2011) stated, "There is always an enculturation within organizations. New generations must acclimate themselves to the organization, and the older generations must learn to work with the newer generations" (p. 23).

Capability Models

Digital learning requires a new set of skills, capabilities, and thought processes in HR and L&D. It is no longer enough to consider oneself a *trainer* or *instructional designer* by career. Although instructional design continues to play a role, L&D now needs to focus on *experience design*, *design thinking*, the development of *employee journey maps*, and much more

41

experimental, data-driven solutions in the flow of work. L&D approaches new solutions, and it is focused on understanding and addressing the *employee experience* rather than on just injecting new training programs into the company (Bersin, 2017b).

Learning capabilities models are methods and analytics which provide a guide for LDPs to identify key skills and competencies required to develop themselves, their learners and their organizations, these models can be seen as disruptive although they provide the best approach to manage new solutions, tools and processes to drive learning and performance (Bersin, 2017b). Many learning capabilities models have a self-assessment approach, and the output is a development plan. Bersin has a capability model approach which identifies the traditional capabilities needed, and what's new and enhanced, the Bersin model focuses on the technical capabilities needed for L&D (see Figure 5).

Figure 5

New Capabilities Needed

Note. See Appendix A for permission.

From *A New Paradigm for Corporate Training: Learning in the Flow of Work*, by J. Bersin, 2018 (https://joshbersin.com/2018/06/new-paradigm-for-corporate-training-learning-in-the-flow-of-work). Copyright 2018 by J. Bersin. Reprinted with permission.

42

Another approach to a learning capability model is the Talent Development Capability

Model, this model was developed as a blueprint for impact and helps with setting new standard

for L&D and LDPs (see Figure 6). The model allows for more personalization and it reviews

trends impacting L&D and LDPs, such as digital transformation, data analytics and alignment

between L&D and the business groups in the organization.

Figure 6

Talent Development Capability Model

There are 7 capabilities in this focus area. Communication, Cultural Awareness & Inclusion, Emotional Intelligence & Decision Making, Project Management, Compliance & Ethical Behavior, Colloboration & Leadership, Lifelong & Learning

This area of practice embodies the foundational or enabling abilities all working professionals should possess to be effective in the business world. These largely interpersonal skills, often called soft skills, are needed to build effective organizational or team culture, trust, and engagement.

Building Personal Capability

This area of practice embodies the knowledge and skills talent development professionals should possess to be effective in their roles of creating the processes, systems, and frameworks that foster learning, maximize individual performance, and develop the capacity and potential of employees.

Developing Professional Capability

There are 8 capabilities in this focus area. Learning Sciences, Technology Application, Instructional Design, Knowledge Management, Training Delivery & Facilitation, Career & Leadership Development, Evaluating Impact and Coaching.

Impacting Organizational Capability

There are 8 capabilities in this focus area. Business Insight, Performance Improvement, Talent Strategy & Management, Consulting & Business Partnering, Organzation Development & Culture, Change Management, Future Readiness and Data & Analytics.

This area of practice embodies the knowledge, skills, and abilities needed by professionals to ensure talent development is a primary mechanism driving organizational performance, productivity, and operational results.

In the Talent and Development Capability Model, there are key three areas of focus in the

capaibltiy model: Building Personal Capability, Developing Professional Capability, and

Impacting Organization Capability. In Building Personal Capability there are seven capabilities and 49 knoweldge and skill statements, in developing professional capaibltiy there are eight capabilities and 72 knowledge and skills statements and in impacting Organization capability there are 8 capabilities and 69 knowledge checks (Association for Talent Development [ATD], 2019).

Summary

In today's global world, organizations that fail to adjust their learning practices and solutions will struggle with organizational growth and/or productivity. Digital revolution has placed an emphasis on reskilling, upskilling, new skills, and global workforce trends have *elevated* the imperative of LDPs and L&D as a function (Brassey et al., 2019). People are continually improving their ability to learn together; the organizations that will truly excel in the future will be those that discover how to tap people's commitment and capacity to learn at all levels.

An organization's greatest asset is its people, and most organizations have come to understand that people learn from one another and real-life on-the-job experiences, fostering an environment where they have the time and space to be a *learn it all* culture. Organizations under that technology is playing a critical role in the way we work and the nature of work itself, organizations are *acutely* aware of the significant L&D provides to the business ecosystem (Nielsen et al., 2020). Organizations should continue to invest in workplace culture and address retention issues; there is a tremendous opportunity to be a workplace where people love to be employed, and the rules of work are changing. Being a part of the core strategy and ensuring L&D is equipped to lead through transformation is required to stay competitive, relevant and keep up with the needs of the business (Nielsen et al., 2020). Often LDPs put all their energy into developing others' skills, but they forget to focus on themselves. LDPs also have a focus on

fostering a culture change management and agility, they can sometimes forget to be acceptance of the change, it's beneficial to pull from systems and process which have worked well in the past but crucial to have forward thinking and support the *next generation* of learning when systems have worked well in the past (Nielsen et al., 2020).

45

Chapter 3: Methodology

The purpose of this study was to contribute to the ongoing importance LDPs in organizations and the growing need for innovative strategies in modern and digital learning. The study has specifically explored the perceptions and experiences of LDPs' use of digital technologies, their digital learning transformation, the support they receive from leaders in their organizations, how they are embracing the modern learning evolution, and what the ways in which they are helping their learners navigate modern learners' experience.

Restatement of Research Questions

The following research questions guided the collection of data from LDPs:

1. How do learning and development professionals see their roles changing within the rapid and continual digital evolution?

2. How have LDPs adapted their practices to embrace digital learning?

3. Do learning and development professionals feel they have opportunities to cultivate new skills and capabilities for 21st century learning practices in their organizations?

Research Approach and Methodology

This study fits the description of pragmatic research—which integrates more than one research approach. Pragmatism is the philosophical underpinning for using a mixed-methods research paradigm (Creswell, 2009; Denscombe, 2008; Feilzer, 2010; Johnson et al., 2007), as it focuses its attention on a situation and uses pluralistic approaches to derive knowledge about that situation.

Pragmatism provides a third alternative in cases in which researchers decide that neither quantitative nor qualitative approaches alone will provide adequate findings for the particular research questions considered (Denscombe, 2008). For pragmatists, there is indeed such a thing as reality, but it is ever changing, based on our actions. Pragmatism "sidesteps the contentious

46

issues of truth and reality" (Feilzer, 2010, p. 8), and "focuses instead on 'what works' as the truth regarding the research questions under investigation" (Tashakkori & Teddlie, 2003, p. 713). Pragmatism as a global view is occurs not from conditions instead it's a set of repercussions, situations and actions (Creswell, 2009).

Research Design

This study employed an embedded mixed-method design to take advantage of both quantitative and qualitative methods to obtain views of learning and development professionals. In addition, an exploratory approach was appropriate as learning & development practices are changing rapidly given the current challenges in the workplace. A mixed methods approach is an accepted practice which provided robust data analysis; this allowed the researcher to take advantage of the strengths of both quantitative and qualitative methods within one study (Creswell & Plano-Clark, 2018; Ivankova et al., 2006).

Exploratory research has been described as a series of questions asked by a researcher to discover the topic, and it is primarily used when there is little known about the topic phenomenon (Gray, 2014). This method is useful when the issue under study is in constant change such as what is happening in the work environment based on digital transformation. Exploratory research glances at the broad spectrum of the research being studied. An exploratory, mixed methods approach provided the potential for contributing to the community of practice for learning and development and a produced a roadmap and/or strategy for future adoption of new learning and development practices.

A single data collection process was used in targeting learning and development professionals. A mixed-methods approach with use of an online survey provided the researcher with a general overview of the participants' views and opinions (Cameron, 2009), the survey included closed and open-ended questions and was distributed using *Qualtrics*.

47

Role of the Researcher

For an experienced professional, efforts to stay current with both theoretical and practical research are a top priority in meeting the needs of organizational and digital learning. This researcher's epistemology aligns with taking a pragmatic, exploratory approach to the research. Therefore, a mixed-methods approach was identified for this study, as it values both quantitative and qualitative data. By using best practices honed from this researcher's industry experience, and 20 years of employing quantitative methods through use of survey data and qualitative methods through subject-matter expert interviews, this study provides meaningful insights for LDPs and the organizations that employ them. This research provided an outside-in perspective for both LDPs and organizations struggling with (a) the alignment, execution, and purpose of LDPs, (b) navigating the modern learner experience, and (c) digital learning transformation.

The researcher is a professional in human capital management with experience in organizational development, performance, and learning strategies. Specialization includes (a) human resources strategy, (b) talent strategies, (c) program management, (d) learning solutions, (e) corporate culture, (f) process improvement, (g) leadership development, (h) change management, (i) project management, and (j) emerging technology. The researcher has worked in various leadership roles within human capital for companies such as Microsoft, Grubhub, Deloitte, CognitiveArts, NIIT, and Xerox Professional Services. As a consultant, the researcher has worked with the client bases that include a variety of industries, including consumer products, transportation, retail, beverage, higher education, K–12 education, health care, telecommunications, insurance, and public sector organizations. The experiences and relevance of the researcher provides real-world knowledge impeding the LDPs' communities and L&D as a function.

The researcher's focus has been to help companies make their organizations more effective while being innovative and incorporating the right process and technology. Methods have included supplying road maps to the future, ensuring an optimally sustainable path for performance improvements to help achieve organizational goals. Furthermore, the researcher works diligently to document the real-world employee performance challenges and identify the future state of skilling required for employees and LDPs; recommending the appropriate tools, process, and plan to eliminate identified technology and learning and skilling the gaps.

As both a practitioner and working professionally in Human Capital Management, organizational and people readiness issues are an area grounded in my worth, and my experiences and opinions surrounding the topic have practicality and usefulness. As a leader in the industry, it is my responsibility to continue contributing to the community of practices providing insights and recommendations for my colleagues to succeed and drive for impact.

Ensuring Study Validity

Rigorous methods were applied to ensure the validity of the study. To ensure study validity, plausibility and credibility must be considered (Gray, 2014). Study validity was supported by following protocols and validation prior to use. Silverman (2005) identifies validity as "another word for truth" (p. 224). Silverman recommends five strategies for validity of findings:

1. engaging in the refuting principle by refuting assumptions against data as the researcher proceeds through the research,
2. using the constant comparative method by comparing one case against another,
3. doing comprehensive data treatment by incorporating all cases into the analysis,
4. searching for deviant cases by including and discussing cases that don't fit the pattern, and

49

5. making appropriate tabulations by using quantitative figures when these make senses as in mixed-method designs" (p. 209-226).

Reflexivity was applied to ensure the researcher's bias was minimized while analyzing and interpreting the data gathered results. According to Creswell (2009), reflexivity describes the "identification of personal values, assumptions and biases at the outset of the study" (p. 207). Due to researcher's industry knowledge, it could show bias in aligning with survey respondents, appropriate steps were followed to ensure personal experiences did not impact how the survey responses were interpreted.

Data Sources

LinkedIn networking and LinkedIn Groups were the primary sources for identifying participants to obtain data for this study. At the time of this study, the researcher's LinkedIn network included 3,000 connections, which were not limited to the target population, only those identified by the survey criteria were asked to participate. The data sources used involved a group with a large member population, The Learning, Education, and Training Professionals Group established in 2007, is a group for training professionals, including project managers, instructional designers, developers, learning environment engineers, learning officers and classroom trainers. The Learning, Education, and Training Professionals Group is an active group sharing best practices, ideas and resources related to training and education, at the time of this study there were 299,720 members in this group.

The Learning Guild Group established in 2008 with active members, is a world-wide community of practice for learning professionals: designers, developers, and managers, their goal is to create a place where learning professionals can share their knowledge, expertise, and ideas to build a better industry and better learning experiences for everyone, at the time of this survey the total number of members in the Learning Guild was 62,710.

50

The last group used as a data source was The Chicago Learning Leaders established in 2008 with a current active members list of 1,639 members, the Chicagoland Learning Leaders is a local collaboration group managed by the Executive Learning Exchange, a consortium of learning and talent development professionals committed to promoting greater visibility, influence, and professional opportunities among its members. Their objectives focus on increasing awareness of progressive learning solutions, sharing best practices, and facilitating greater collaboration among members by identifying areas of mutual interest. The Chicagoland Learning Leaders encourage members to lead their company's functions to be involved with progressive learning initiatives and supporting innovative learning solutions.

The data sources for this study spanned across multiple industries, there was not any areas excluded. The goal was to achieve majority of the input from companies. Respondents self-selected the industry which best aligned to their current role, and ($n = 20$; 36%) was Higher Education, with the next top industry respondents identifed with ($n = 14$; 25%) was the Consulting Industry. Other industries were Software 15%; $n = 8$), finance (7%; $n = 4$), Computers & Electronics (7%; $n = 4$), Healthcare (7%; $n = 4$) and Telecomm, other options for industry were Transportation Retail and Consumer Goods.

Participants provided input for the data collection process. Their perceptions, knowledge, and attitudes in the areas of digital transformation, modern learners, organizational support, and self-development were captured.

Target Population

The subjects for population targeting were learning and development professionals and practitioners globally, across fortune 500 Companies with a full-time employee target of 5,000 plus. Learning and development professionals were targeted using practitioners' network and LinkedIn community groups. The roles target for this study were Performance Consultant,

51

Learning Program Manager, Chief Learning Officer, Human Resources Leader and above, Instructional Designers, Learning Consultants, Content Specialist, Trainers or Facilitators and Other learning support and leader functions.

Additional criteria for participation included professionals who had related experience in areas within human capital management, such as, but not limited to, organizational development, learning, development, human resources, or talent management. Subjects work for (a) any organization or institutions foreign or domestic and (b) identifies with one of the following generations (Baby Boomer, Gen X, Millennial, Gen Y). Millennials or Gen Y birthdates: 1977–1995, Generation X: Born 1965–1976, Baby Boomers: Born 1946–1964 (The Center for Generational Kinetics, 2016). Specific job titles and roles vary from organization to organization; however, the participants' primary responsibilities were focused on learning that affects employees within organizations. Some focus areas included but were not limited to, digital learning, modern learning, 21st-century learning, skilling, employee development, leading learning program initiatives. Targeting these populations provided the research insights into the participants' perceptions and organizations that could have an impact on their digital transformation journey.

Data Collection Strategies & Procedures

Participants were recruited via researcher professional network and by the LinkedIn platform through the posting of an invitation on the researcher's LinkedIn newsfeed and specific relevant LinkedIn groups that focus on the general subject matter of the study. Some of the focused Linked groups included eLearning Guild, CLO, Society of Human Resources (SHRM), Learning Professionals Network, Association for Training & Development.

Forty-five invitations were sent to the researchers LinkedIn connections via private group message to individuals who had a title in their LinkedIn profile which mapped to the identified.

target population. An additional three invitations were posted electronically in one of the identified LinkedIn communities' groups, explaining the study purpose and information about how to contact the researcher. A link to the online survey was provided and included informed consent at the beginning of the survey. To ensure data were represented by different individuals, settings within the survey administration tool were set to only allow the participants to take the survey once. To increase participation, participants were asked to assist researcher in identifying other potential participants by sharing the newsfeed and link to the survey, a technique known as snowball sampling. The research is not sensitive, and therefore requesting individuals to share the survey link with colleagues who meet the qualifying criteria was beneficial. There were 56 responses to the survey.

Procedures

Prior to completing the online survey, subjects were provided an informed consent (see Appendix B); the consent included (a) the option to opt in and agree to participation or (b) the option to opt out. This informed consent was embedded at the very beginning of the online survey, and subjects were not able to move past the consent portion until an option was chosen. If subjects chose to participate, they were taken to the online survey; if subjects opted out of the survey, they were redirected to another page with a note thanking them for their consideration. Subjects who opted in were provided an estimated time for completion and provided an option to save and return to the survey during a later time, while also being informed of the surveys close date. The survey remained open for 2 weeks after the launch, and once completed by subjects, a response note providing a thank-you was included. The survey did not collect any personal or private data and was anonymously recorded. This provided an opportunity for practitioners to share responses through research without fear of any professional or organizational recriminations. Upon completion of the survey, subjects were offered the chance to download

their recorded responses and provided information about how they could contact the researcher if they wanted to obtain a summary of all responses. One request was received.

Survey

The online survey (see Appendix C) was administered using the Qualtrics survey tool. The survey captured both qualitative and quantitative responses. It contained a variety of questions pertaining to how LDPs perceive their roles in their current work environment, and their readiness for digital transformation and learners. The survey asks subjects to identify their current role, industry, years of work experience related to L&D and which generation they identify with. Items regarding role included. There were 10 questions focused readiness 5 on an LDPs individual readiness and 5 focused on the readiness of their organizations. Both open and closed ended questions were included. Qualitative open-ended items were used to capture more in-depth comments, and a Likert scale was used to capture quantitative data.

An online survey was chosen as the main source of data gathering due to its ability to reach subjects across the world; it allowed participants to respond in one session or save and return to complete. According to Gray (2014), online surveys allow participations to be anonymous and offer more authentic responses. They also support efforts to maintain privacy issues and allay concerns regarding more sensitive topics. Online surveys provide greater reach. Snowball sampling (also known as chair-referral sampling) is the random sampling method applied when extending the reach in cases when its challenging, rare or difficult to obtain participants (Dudovskiy 2018). The process in applying the snowball sampling can be applied in seven key steps according to (Dudovskiy 2018):

1. Establish a contact with one or two initial cases from the sampling frame. This stage is usually the most difficult one.

2. Request the initial cases to identify more cases.

54

3. Ask new cases to identify further cases (and so on)

4. Stop when:

5. Your pre-specified sample size has been completed.

6. There are no further cases left.

7. Pursuing further cases will make the project unmanageable due to the large size.

Dudovskiy (2018) outlines the key advantages of following this process would be to (a) provide the potential and ability to obtain and recruit hard to access and hidden population, (b) collection of the core data in a time and cost-effective way, (c) provides completion in a short duration of time and (d) little planning is required to start the core data collection process. With this study snowball sampling was applied, a participant informed their colleagues, networks and peers about the survey and shares the open access link for others to participate. At the end of the survey, participants saw an option to download the consent form and their individual response.

Once the survey was drafted by the researcher, a small group of industry professionals was assembled to review and discuss the content. Changes were made based on the group's expert opinions, providing content validity for the survey. After the validity was confirmed, the survey was entered into the survey administration tool (*Qualtrics*); a pilot run was conducted to ensure the survey worked and generated responses.

Human Subject Considerations

The sources of data within this study were adults who were asked to respond to survey questions. Participants were informed of how confidentiality would be handled, and personal identity and organizational identity were protected. This research qualified as being exempt under category two (Protection of Human Subjects, 2018), as there was minimal risk to participate (see Appendix D).

There are industry benefits to this research that could directly affect how professionals conduct their day-to-day operations. This research is meant to inform L&D professionals and their communities of practice on trends and possibilities on design strategies for digital learning and modern learners. Additionally, participation in this study may determine if the quality of their current learning environments needs transformation. Finally, participants benefit by being able to bench mark their skills and that of the employees in the organization with others, capturing the best practices.

Participation in this research was voluntary, and informed consent was provided at the beginning of the survey. The researcher contact information was provided to participants and potential participants to further clarify, if needed, questions and/or concerns regarding the survey. If potential participants in receipt of the email/survey choose to participate, a link to the survey is provided in the introduction email or via LinkedIn messaging service. The act of starting and completing the survey confirms informed consent, which will be outlined in the introduction as well.

Data Analysis

A mixed-methods design enabled the researcher to use both qualitative and quantitative data in the interpretation phase of this study. Each set of data was first analyzed and reviewed separately. Quantitative survey data was collected using the online survey administration tool (Qualtrics) and analyzed through use of spreadsheet software. The data were displayed and represented in the form of tables, graphs, and figures. Thematic analysis was used for the qualitative content captured through the survey.

According to Gray (2014), "a theme captures something important about the data in relation to the research question and represents a level of patterned response or meaning within the data" (p. 609). Using *HyperResearch*, a predetermined set of codes and grouping based on

literature associated with learning and development function and roles was used as the initial

codebook (see Appendix E). Some additional codes and themes emerged through the coding

process. To ensure reliability of the interpretation, a peer reviewer was engaged, and all thematic

analysis reviewed rigorously. After review, the two sets of data (quantitative and qualitative)

were compared without any modifications (Almpanis, 2016) to assist in formulation of study

conclusions. Study conclusions were based on the findings of both types of survey data.

Chapter 4: Findings

The purpose of this exploratory mixed-methods study was to explore viewpoints and experiences of LDPs as they identify and navigate the organizational challenges encountered with skilling themselves and today's modern learning environments and the increased dependencies on digital technology. The professionals were asked to complete a survey regarding their readiness for current technology and how to prepare for what is next in digital transformation.

Guiding Research Questions

The survey conducted as part of the study was designed to answer the following research questions:

1. How do learning and development professionals see their roles changing within the rapid and continual digital evolution?

2. How have LDPs adapted their practices to embrace digital learning?

3. Do learning and development professionals feel they have opportunities to cultivate new skills and capabilities for 21st century learning practices in their organizations?

This chapter describes the findings from both the quantitative and qualitative results of the study. The survey's quantitative findings provide demographic data of the survey respondents. The survey's qualitative findings further identified the perceptions and readiness of the survey respondents.

Using a pragmatic research approach, the research provided an outside-in perspective for both LDPs and organizations struggling with (a) the alignment, execution, and purpose of LDPs, (b) navigating the modern learner experience, and (c) digital learning transformation.

58

Description of the Survey Respondents

In this study, the terms learning and development professional and learning and development practitioners will be used interchangeably. Some respondents referred to themselves as professionals and others as practitioners; the survey was designed to capture both.

The primary criteria for the survey were LDPs who have (a) at least 6 years of related experience, and (b) identify with one of the following generations (baby boomer, Gen X, Millennial, Gen Y). Millennials or Gen-Yers were Born between 1977 and1995; Generation-Xers were born between 1965 and 1976, and Baby Boomers were born between 1946 and1964 (The Center for Generational Kinetics, 2016). Specific job titles and roles varied from organization to organization; however, the respondent's primary responsibilities were focused on learning that affects employees within organizations. Some focus areas included but were not limited to digital learning, modern learning, 21st-century learning and skills, skilling, employee development and/or performance, and leading learning program initiatives.

Subjects were recruited via a posting on LinkedIn general newsfeed and the following targeted LinkedIn groups; CLO, SHRM, Learning Professionals Network, and the Association for Training & Development, this resulted in 56 responses to the online survey.

Findings

The survey included 16 items, and there were 56 ($n = 56$) responses; findings are organized by the core sections of the survey. Demographics are presented first, including (a) years of experience, (b) generation, (c) length of experience in their field, (d) role, (e) role within organization, and (f) industry. Questions about personal skills and attitudes using a 5-point Likert scale were followed by questions regarding frequency of use of resources and tools within the organization. Finally, subjects were asked to respond to several open-ended questions explaining their experiences within the organization.

59

Participant Demographics

Of the 56 respondents, the vast majority 73% ($n = 41$) had more than 12 years of experience. The next largest group included those between 4 and 9 years, totaling 20% ($n = 11$). Four people, or 7% ($n = 4$), had only 1 to 3 years of experience. No respondents had less than 1 year or from 10 to 12 years (see Figure 7).
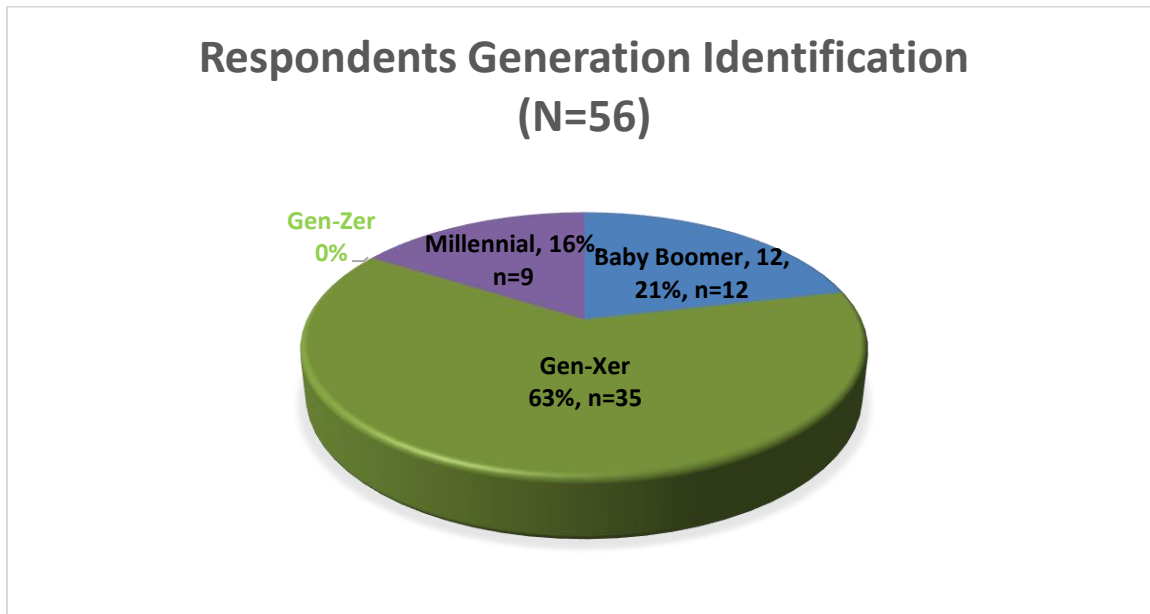
Figure 7

Respondents Years of Experience
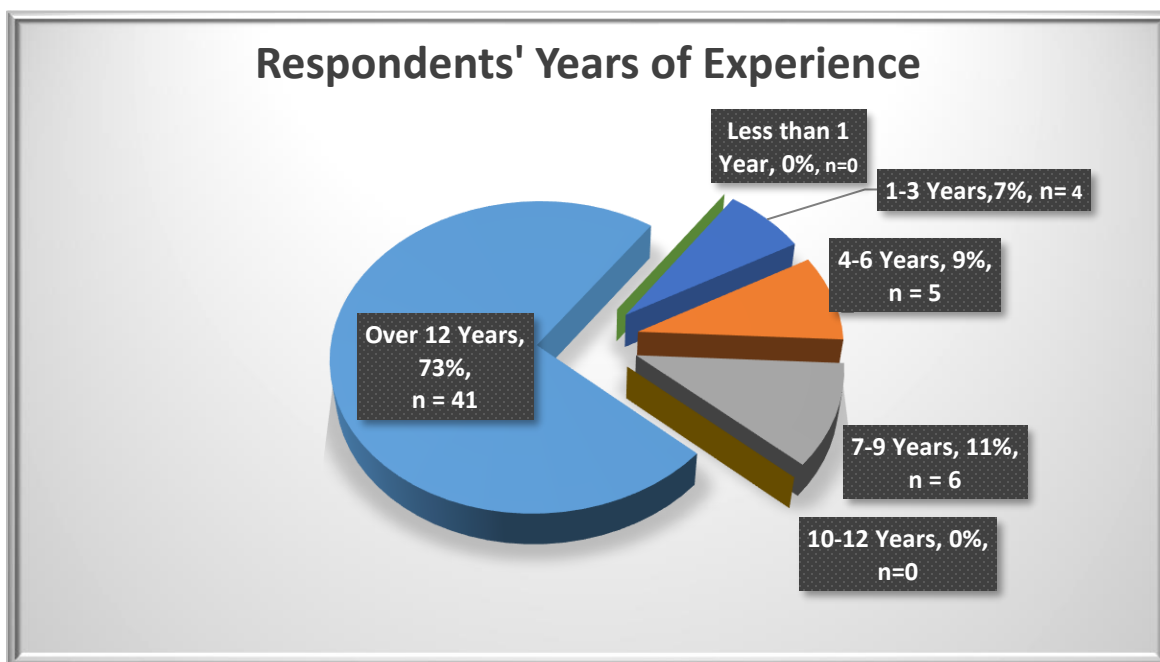
Note. Respondents years of experience ($N = 56$).

More than half of the 56 subjects 63% ($n = 35$) identified as Gen-Xers. Twenty-one percent ($n = 12$) identified as Baby Boomers. Sixteen percent ($n = 9$) identified as Millennial, (see Figure 8).

Figure 8

Respondents Generation Identification

Respondents Generation Identification (N=56)

- Gen-Zer 0%
- Millennial, 16%, n=9
- Baby Boomer, 12, 21%, n=12
- Gen-Xer 63%, n=35

Note. Respondents' generation identification (*N*=56).

As shown in Figure 9, the largest industry represented by the sample is that of higher education, with 20 individuals or 36%. The next largest group included those reporting they were in a consulting role (*n* =14; 25%). Eight of the respondents (15%) indicated they are working in the software industry. Three other smaller groups involved computer and electronics, finance, and health care, with one individual reporting working in telecommunications.

As shown in Figure 10, just under half of the respondents were from organizations with fewer than 5,000 (*n* = 24; 42%). There was an almost equal distribution for organizations with five to 10,000 employees (*n* = 12; 22%) and more than 50,000 employees (*n* =11; 20%). The other nine respondents were from organizations ranging from 10,000 to 50,000 employees.

Figure 9

Represented Industries

Higher Education
(36%, 20)

Consulting
(25%, 14)

Software
(15%, 8)

Finance
(7%, 4)

Computer & Electronics
(7%, 4)

Healthcare
(7%, 4)

Telecom
(2%, 1)
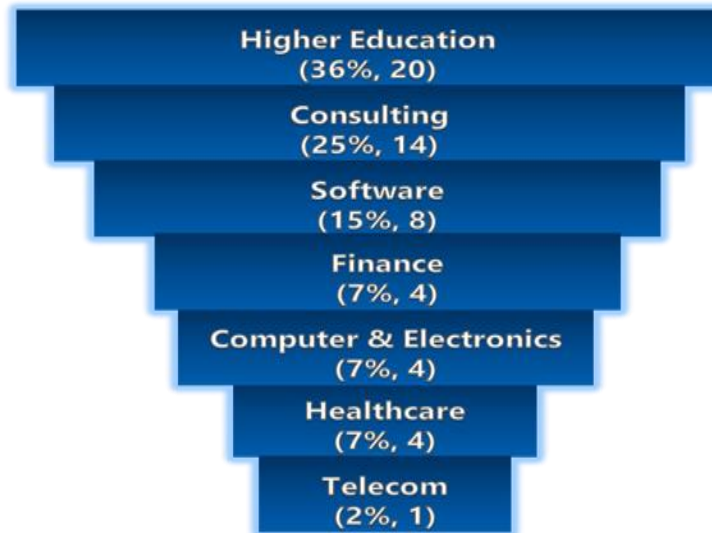
Note. Respondents aligned to specific industries (*N*=55)

Figure 10

Organization Employee Size

| 42% Under 5,000 | 22% 5,000-10,000 | 9% 10,000-20,000 | 7% 20,000-50,000 | 20% Over 50,000 |

■ Under 5,000 ■ 5,000-10,000 ■ 10,000-20,000 ■ 20,000-50,000 ■ Over 50,000
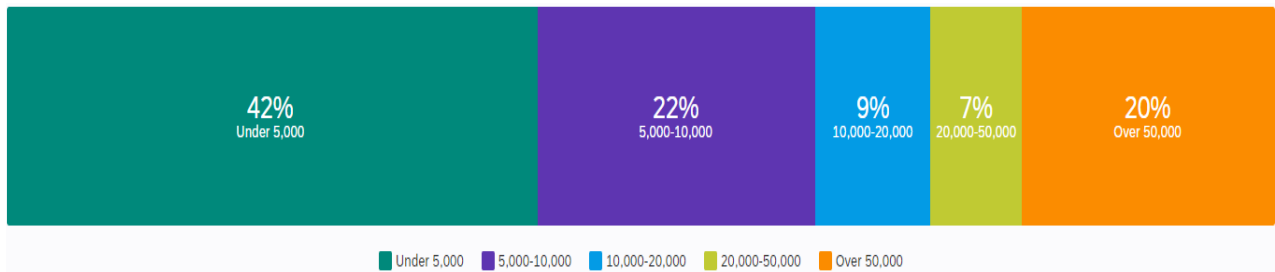
Note. The number of employees in respondents' overall organization (*N* = 55).

Figure 11 shows the role respondents align to in their respective organizations. Under other, learning practitioner was the most common role, with 30% (*n* = 17), followed by learning program manager at 23% (*n* =13), and instructional designer 16% (*n* = 9), making up the top three indefinable roles in an organization. There was an almost equal distribution for the remaining indefinable roles, with 7% (*n* = 4) for learning consultant and trainer or facilitator, and

62

5% (*n* = 3) chief learning officers and performance consultant, human resources leader manager and above, content specialist, and learning project manager roles identified at 2% (*n* = 1).

Figure 11

Respondents' Role in the Organization
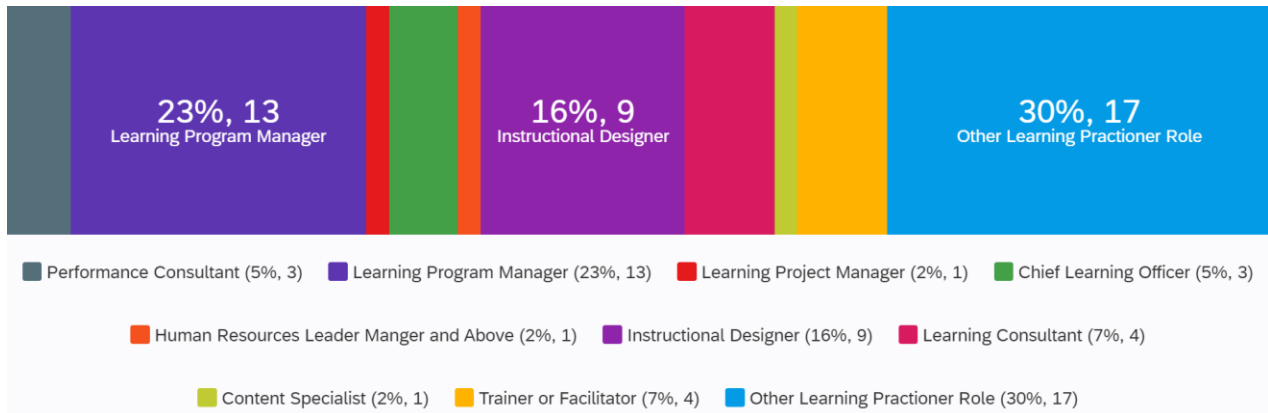
Note. What best describes respondents' current role (*N* = 56)

The survey asked subjects to identify which department they aligned with in their organization. Figure 12 shows most respondents 40% (*n* = 22) aligned with and education or academics departments. Fifteen percent (*n* = 8) of the respondents aligned with an operations department, both human resources and marketing aligned at 11% (*n* = 6), followed by sales and consulting/other business function 9% (*n* = 5), with the least amount of alignment tied to program management office at 5% (*n* = 3).

Figure 12

Respondents Department Alignment

Respondents Department Alignment N = 55

	Human Resources	Operations	Marketing	Sales	Program Management Office (PMO)	Consulting or Other Business Function	Education Academics
Percentage	11%	15%	11%	9%	5%	9%	40%
Count	6	8	6	5	3	5	22
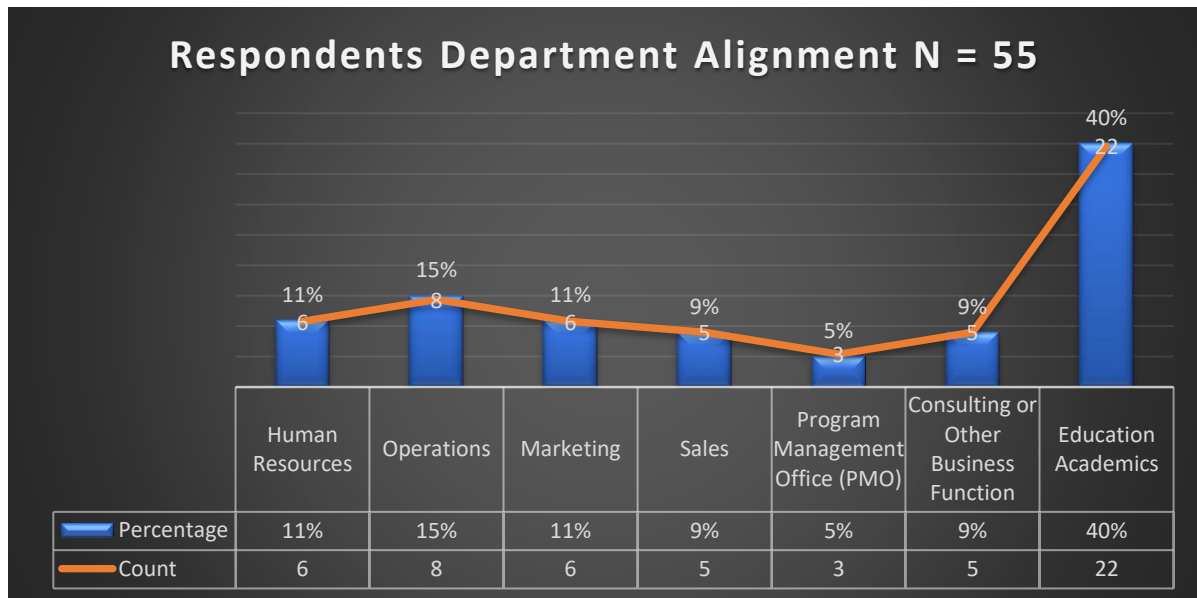
Note. Respondents' department alignment (*N* = 55)

As indicated in Figure 13, the learning and development respondents were asked to rate their level of agreement: (a) disagree, (b) mildly disagree, (c) mildly agree, (d) agree and (e) not sure, to 10 topics categorized as of a series of skills and attitude questions. The highest percentage reported agreed when asked whether the subjects have embraced digital learning 85% (*n* = 40), with the second highest rating 79% (*n* = 37) at agreed. As a learning professional, I see new opportunities emerging in my field over the next 2 years. The highest agreed to questions have direct correlation, and 62% (*n* = 29) of the respondents indicated their organizations allow them time to focus on their development. Additionally, 32% (*n* = 15) of the respondents reported they disagreed with being confident that the way in which they perform their job will not change in the next 2 years.

When asked if their organization allow them time to focus on their own development, 72% (*n* = 47) of the respondent 10-12 years' experience agreed, 83% (*n* = 47) of those

www.manaraa.com

respondents were in a Learning Program Manager role and 57% identified as a GenXer. Subjects

with over 12 years experienced 81% ($n = 47$) mildly disagreed, 42% ($n = 47$) of subjects who are

in a learning program manager role mildly disagreed and 11% of those subjects idenfied as Gen-

Xer. There were 78% ($n = 47$) of respondents who indicated they do have a clear picture of the

skills needed to support the future of learning, majority of those respondents had over 12 years of

work experience.

Figure 13

Respondents' Attitudes and Skills
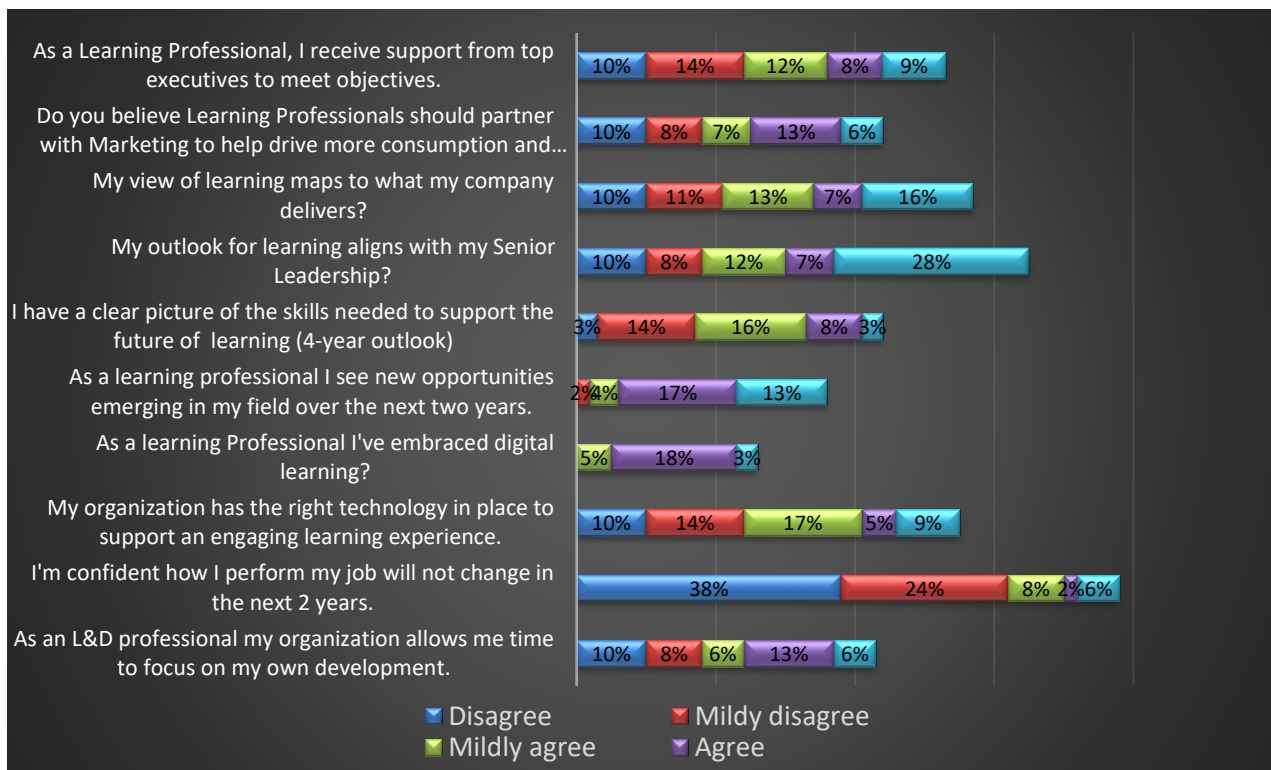
Note. Attitudes and skills ($N = 47$).

When asked to consider the resources and tools available to them as L&D

practitioners/professionals and the frequency of their use, 20% ($n = 23$) responded they always

spend time thinking about how they can evolve their roles to keep pace with digital

transformation. Respondents were asked about their use of data and analytics a resources and

tools, and 18% ($n = 21$) of subjects responded always to using data and analytics to better understand how to drive result for their learners; additionally, 17% ($n = 20$) of subjects responded that they use data analytics as part of the learning improvement process.

Subjects also shared their insights on the type of recognition or certifications provided by their organizations for themselves and learners 21% ($n = 13$) responded "never" when asked whether their organization provide a certification for learning initiatives; similarly, almost the same number of respondents 17% ($n = 11$) also stated "never" to the frequency of how often their organization provided a badge or similar recognition for the completion of a training course. Subjects were asked how frequently they participate in learning industry webinars and how often they attend learning conferences in person; for both questions, 15% ($n = 30$) responded "sometimes" (see Figure 14).

Thematic Analysis of Open-Ended Survey Questions

Respondents were asked to respond to four open-ended questions designed to capture their perception and experiences within their organizations. The four survey items produced a total of 302 coded passages; responses were coded, which resulted in three thematic categories with 12 subcategories: The three themes, culture of learning, digital transformation and emerging skills, were in direct correlation with the four questions asked.

Figure 14

Resources & Tools–Frequency of Use (N = 45)
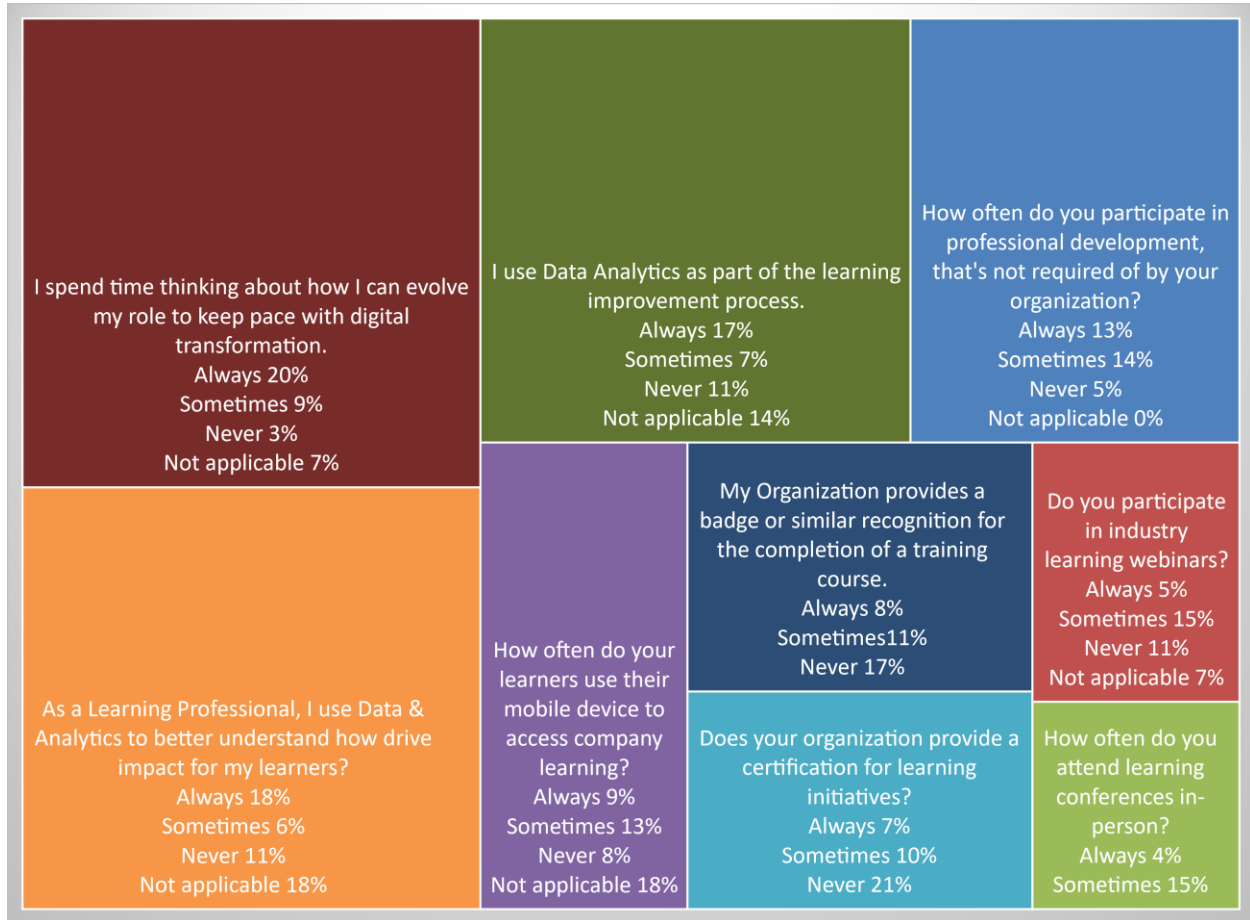
Table 1

Theme 1: Culture of Learning (N = 75)

Thematic Category	Description	Number of times Coded
Culture of Learning	Culture of learning helps support and develop practitioner (and learners) during the/their journey toward innovation, professional development and strategy. And fosters a growth mindset.	*N* = 75

Theme 1: Culture of Learning

Within the survey, respondents were asked whether their organization fosters a culture of learning. If yes, what steps has the organization taken to establish a learning culture? If no, what steps would you take as an L&D professional to help your organization cultivate a culture of learning? The responses provided four subthemes, including a) growth mindset, b) professional development, c) strategies, and d) support. The five subthemes were used 75 times when coding of subjects' responses occurred (see Table 1). Table 2 lists the associated themes and subthemes.

Table 2

Culture of Learning Sub-Themes

Theme	Sub-Themes	(n)
Culture of Learning $N = 75$		
	Growth Mindset	17
	Professional Development	15
	Strategies	32
	Support	11

Growth Mindset. Within a culture of learning, respondents shared their perspectives on the organization growth mindset– and why a culture of learning is essential–and the steps taken to foster the learning culture for practitioners. These three individuals shared common positive themes on learning culture in their organizations.

> Yes. 1. Embedded in core leadership principles to "learn and be curious." 2. Broad spectrum of first-and third-party training available and encourage. 3. Learning / upskilling expectations at the organization and role levels. We're encouraged to explore opportunities throughout the year.

> Yes. Learning and teaching are at the heart of our mission. We continue to offer to faculty and their academic unit the opportunity to grow their teaching practices to enhance students' learning. We provide incentives to participate in voluntary training or professional development, supporting attendance at conferences, seminars, workshops, or webinars for professional development, creating career pathways for development. The workplace seems to be evolving quickly where a learning culture is required by business leaders and their teams.

68

Yes. – has done a few things in my short tenure to this end: – Labeled 2019 the Year of Learning and provided CEO level sponsorship to the initiative. As part of this initiative, we've all been given a strong recommendation to complete a Digital Literacy online course –The Learnability Quotient is a – point of view and belief that for future success workers need to be adaptable and always be learning "the desire and ability to quickly grow and adapt one's skill set to remain employable throughout their working life." The Quotient is a means to assess one's own learnability.

Several common-themed responses identified the need for their organization to adopt a growth mindset to foster a learning culture. "No paid time is made available beyond the required compliance courses. At regular monthly meetings, some agenda items are intended for learning." and, "No. I would encourage a specific number of hours be dedicated by the company for employee learning priorities annually."

Professional Development. A common subtheme identified from several respondents was the encouragement their organization provided to allow, and support practitioners' need to extend their own knowledge base and learn more. Some shared the following: "We are encouraged to attend conferences and seek out professional development opportunities." "We have weekly professional development." "There is a high degree of professional learning." and, "Monthly workshops that encouraged faculty and staff to learn more." Although this is a positive common theme for learning in their organizations, one respondent provided insight into the lack of opportunities for professional development in their organization because training is viewed as too costly.

Strategies. Most of the 75 coded participants' responses provided insights into the strategies they and their organizations are using to foster a culture of learning. There were some common responses by participants who identified strategies they themselves or their organizations have implemented to foster a culture of learning. "We also build learning and development plans into our annual commitments and are encouraged to complete these opportunities."

Yes. It is Goal 2 in our Strategic Plan: Creating a Staff Development Center, and a Faculty Center for Teaching and Learning. Providing incentives to participate in voluntary training/professional development, supporting attendance at conferences/seminars/workshops/webinars for professional development, creating career pathways for development.

"They provide learning on many topics and ask leaders to provide time for learning. We are also looking at certificate and digital badging as possible ways to encourage participation." and, "Create business objectives aligned with learning."

One responded stated that an opportunity to consider when implementing a strategy fostering the learning culture: "My point of view is that L&D should be partnering with the business more in a consultive fashion rather than needing to provide complete learning solutions."

Support. There was an almost equal number of comments for positive support from their organizations learning culture as negative. Positive support comments included: "Additionally, time to complete ad hoc learning is supported by my manager and at a VP-level." and, "Leadership support and communication, senior leadership participating in learning experiences and deliveries. Understanding development is driven by the employee and supported by the leader and organization."

The lack of support, the opposite of the positive comments, entailed a resources and funding theme; comments included: "As an organization, we help others meet their learning needs but do not do the same to foster a culture of learning internally." "To foster any learning, one needs to have the resources and support which are critical to advancement and development." and, "Though we are a learning company, we do little to provide formal training of our own people. Training is viewed as too costly, and we are too understaffed to pull people off of projects to partake in training."

70

Table 3

Thematic Category – Digital Transformation (N =107)

Thematic Category	Description	Number of times Coded
Digital Transformation	Digital technologies have changed the way practitioners and learners engage, operate, deliver and enable L&D to holistic transform.	107

Theme 2: Digital Transformation

Respondents were asked whether as learning professionals what activities they were doing to increase their knowledge. "What learning technologies do you currently use within the organization to support your learners including employees and/or customers. And in what ways, if any, have you embraced digital learning?" The response was coded into five subthemes: (a) Collaborative Tools, (b) Devices, (c) Instructional Design Tools, (d) Learning Platforms, and (e) Self-directed – Individual Tools (see Table 3). Table 4 shows the digital transformation sub-themes.

Table 4

Digital Transformation Sub-Themes

Theme	Subthemes	(n)
Digital Transformation *N* = 107		
	Collaborative Tools	21
	Devices	13
	Instructional Design Tools	23
	Learning Platforms	26
	Self-directed – Individual tools	24

Collaborative Tools. When responding to this survey question, multiple respondents identified different tools they felt increased their knowledge and helped them embrace digital learning. Comment included: "I use it daily as a teaching & learning tool." "Virtual live content

71

and promoting collaborative learning through cohort sessions over time." "Chromebooks, Google classrooms, cloud-driven archives." "Online courses, online data collection, Lecture capture, Smart Boards, virtual reality applications, hand-held digital response devices, Moodle, Zoom, Google Suite." "Posting documentation to Confluence. Use Jira to track questions, decisions, config changes, etc. Make use of Workday Community and drive clients to Community to find answers to their questions." "PlayerLync, Storyline, videos." and, "I use Evernote and Onenote constantly, so I would include that in digital learning as well."

Devices. Several respondents had similar themes regarding the use of digital devices for learning; they welcomed expanding digital transformation via the following: "Digitally captured lectures, classroom engagement using digital devices. Engagement using digital devices. Developing mobile-friendly courses."

In regard to use of devices to forward digital transformation in learning, one responded stated:

> I will say that the trend toward mobile compatibility and responsive design is one I question. I question whether anyone really wants to take a course on their own time and on a device as small as a mobile phone.

Instructional Design Tools. Subjects responded, providing insights as to how they embrace digital learning with use of instructional design and development tools, details on which tools, and ways they are used, including: "Our course construction team is versed in all commercially available authoring tools, Storyline being the most prevalent. We also have a team versed in virtual reality tools and in 3D and 360 video." "Learning management system, web conferencing tools, screen capture software and streaming video storage, asynchronous video discussion tools, recording studio, green room and lightboard for lecture recording, educational technology support, instructional design support." "Video with live speakers + graphics Video from PPT + narration Video with full animation, created with graphic designers Video wrapped

72

in OLT framing OLT software, though outdated HTML (Markdown) webpages with OLT

features." and, "LMS Platform Articulate 360 Adobe Creative Studio (Audio, visual, graphics)."

Learning Platforms. Closely aligned to devices, collaboration, and instructional design

tools, respondents shared their thoughts on LMS platforms, which platforms and the way they

are currently being used:

> Developing a working knowledge of learning system platforms is mandatory.
> In my prior organization, I implemented a new learning experience platform to augment
> the LMS. This system allowed employees to access both internal and external informal
> content (online articles, PDFs, videos). Learning pathways provide context and timing
> constraints to help drive progress.

"We use our learning management system (LMS), and many 3rd party tools to deliver our

professional development programs." and, "We encourage faculty to use our home-grown LMS

and to consider more ways to incorporate its features into their teaching to enhance active

learning."

Others shared a list of learning platforms they use:

- LMS Learning Websites SaaS learning providers.
- Cornerstone, WalkMe.
- Success Factors, Teams EDU, Insead.
- Moodle, Zoom, Google Suite.
- Sakai Zoom Panopto Mersive Solstice.

Self-Directed – Individual Tools. Twenty-four coded passages pointed to several

subjects sharing some of the self-directed digital tools used and how they use them. Five subjects

stated:

> My organization provides membership access to several platforms that offer self-directed
> learning opportunities. I am expected to report on my efforts quarterly and it is tracked.
> Mandatory courses required throughout the year. LinkedIn Learning platform, other
> courses available through internal portal.

"This quarter I started using Grammarly as a way to increase the quality and speed of writing

newsletters, blogs, and website content." "Many of the Future of Work strategist predicts that

30% of our current work can be automated using AI & machine learning platforms." "Looking to web for tutorials on just about anything." and, "I use it daily as a teaching & learning tool."

Table 5

Emerging Skill (N =120)

Thematic Category	Description	Number of times Coded
Emerging Skills	Emerging skills – Attitude toward learning; prepares practitioners and learners for ready now and prepares for what's next.	120

Theme 3: Emerging Skills

Respondents were asked for input on emerging skills: What do you see as new emerging skills for L&D practitioners–learning professionals? And as a learning professional, what activities are you doing to increase your knowledge? And, in what ways, if any, have you embraced digital learning? There were three subthemes coded: (a) change management, (b) innovative, and (c) planning & design (see Table 5). Table 6 shows emerging skills sub-themes.

Table 6

Emerging Skills Sub-Themes

Theme	Sub-Themes	(n)
Emerging Skills N = 120		
	Change Management	45
	Innovative	30
	Planning & Design	45

Change Management. Subject responded to emerging skills with a significant amount ($n = 45$) of input aligning to the change management subtheme. Emerging skills does closely align to the need to be flexible and rapid change, digital is an ever-changing landscape of digital, and some input from respondents were:

74

I accept that it is an inevitably increasing displacement of in-person training. I have been a classroom instructor for a long time and carry a bias toward instructor-led training, in many forms from traditional lecture to flipped classrooms. I trust and hope that digital learning will evolve toward an interactive experience that more closely resembles a good classroom experience, through VR and AI shaping of the learning environment. Too much of what is called digital learning is really passive exposure to video, regardless of the wrappers.

I've embraced digital learning most recently by accessing my present employer's library of digital learning. Prior to that, I completed an MA ODE. The MA was online learning about online learning, so does that count as double learning?? Even further back I was a lead designer for 100s of hours of online learning for the US Navy. With all that you could say I have embraced digital learning!

"L&D Practitioner to have learning design skills as well as true presentation skills, to craft a human-centered environment that is involving, supportive, encouraging, and even exciting."
"Providing more on-demand resources for learning and development, creating Communities of Practice around learning and development, incorporating adaptive learning into digital learning and development." "Pretty much every quarter for the last two years, I have been embracing a new digital learning technology or solution." "I dislike online asynchronous courses (super boring)." "How to build a bridge between digital and in person learning. you need both." and, "Creating adaptive systems that react to the learner."

Innovative. Respondents shared insights to the way's innovation play a role in emerging skills and their openness and willingness to be innovative. Subjects shared several ways which they consider innovative: "Interactive courses are being superseded." "We are also looking at certificate and digital badging as possible ways to encourage participation." "Curation and Design Thinking experiments seem to have substantial short-term benefits for L&D professionals." "Pretty much every quarter for the last two years, I have been embracing a new digital learning technology or solution. My latest areas of interest are digital assistants and bots." "It holds occasional "learning fairs" to highlight new learning tools and directions." "By taking and creating classes online Utilizing presentation and game tools Learning about Quality Matters

and strategies for improving online course work Working with faculty members of how to incorporate technology within their classes." "Shifting existing content to an effective and impactful virtual delivery, diverse blended learning and content journey approaches with OnDemand and virtual live content and promoting collaborative learning through cohort sessions over time."

In my prior organization, I implemented a new learning experience platform to augment the LMS. This system allowed employees to access both internal and external informal content (online articles, PDFs, videos). Learning pathways provide context and timing constraints to help drive progress.

There were respondents who all provided how they are currently or plan to use Artificial Reality, AI, and Virtual Reality (VR) as part of their learning, quotes from subjects: "All learning in our organization is digital learning. We are taking advances in how you can use AR in learning."

We are using data analytics, Augmented Reality, Virtual Reality, and Robotic Process Automation. Through VR and AI shaping of the learning environment. VR and AI tools. Not just coding learning bots that guide the learner through pre-formed materials, but creating adaptive systems that react to the learner, presenting materials in tailored ways with truly interactive, real-time involvement. This will require the L&D Practitioner to have learning design skills as well as true presentation skills, to craft a human-centered environment that is involving, supportive, encouraging, and even exciting.

"Understanding of VR Increased knowledge in gamification Individualization of learning experiences. Artificial intelligence proficiency."

Planning Design. When asked what activities are you doing to increase your knowledge, and, in what ways, have you embraced digital learning, subjects provided insights on the planning and design techniques used or implemented, respondents shared the following quotes: "Shifting existing content to an effective and impactful virtual delivery, diverse blended learning and content journey approaches with on-demand and virtual live content and promoting collaborative learning through cohort sessions over time." "Transforming many of our programs

76

to digital." "You must be able to do quick presentations and utilize technology tools to leverage your professional growth." "This will require the L&D Practitioner to have learning design skills as well as true presentation skills, to craft a human-centered environment that is involving, supportive, encouraging, and even exciting." "Understanding of VR Increased knowledge in gamification Individualization of learning experiences." "New forms of mapping data evidence of learning outcomes." and, "New emerging skills for L&D practitioners will revolve around technical skill including programming & analytics."

Summary of Findings

The sample group demographic descriptions, responses from the online survey, and closed and open-ended questions generated resulted in contributing to understanding learning and development practitioners' perceptions of their digital transformation readiness and how their organizations assist in the readiness. Respondents shared an agreement that the digital transformation is changing their role and the roles they support. In the qualitative data, there is consensus that L&D and LDPs require better alignment with the business and additional emphasis put on data and analytics. In the respondents' journey to transforming to digital, a lack of organizational support and misalignment with senior leadership was common across most participants. This included a need to clarify senior leaders' expectations. The quantitative data identified a slightly higher agreement that senior leaders are aligned and in support. In fact, 18% of respondents identified receiving support from top executives to meet objectives, and an additional 16% indicated their outlook for learning aligned with that of their senior leaders.

It was common among the subjects to agree they consider themselves innovative but also that they lack the ability to identify what's next; a 4-year road map is unclear to the practitioners, and this poses a roadblock for future skilling and readiness; 18% of subjects agreed that they

77

have a clear picture of the skills needed to support the future learning over the next 4 years, and an additional 18% mildly agreed.

There was a common perception that partnering with the business in a more consultative fashion and providing a collaborative operating model would drive successful outcomes rather than being order takers from non-learning professionals. There is a high emphasis on the value of using data and analytics for the future success of learning and development.

Though many respondents presented being motivated by what is to come for learning and development, their openness to being adaptive, innovative, and open to change, there was a common sentiment regarding limited resources and budgets and lack of senior leadership support and lack of support for their own success as well as the outcomes for their learners. Further discussion of these findings and their implications will be shared in Chapter 5, including a summary and a conceptual foundation along with conclusions, implications, and recommendations.

Chapter 5: Study Conclusions, Recommendations, and Future Research

This chapter presents information that was gained from this study regarding the perceptions LDPs have of their readiness for digital transformation and how they are adapting to the constantly changing digital learning environment to support employees' learning and development within organizations. Furthermore, it identifies the role in which they play for; redefining and re-imagining the purpose of organizational learning as it leverages the new ecosystem of learning which is driven by technology–digital learning–the digital evolution.

Background and Significance

Hogle (2018) offered a description of digital learning, which elaborated on the behavior of everyone in a learning ecosystem—the digitally savvy employee-learners, managers, instructional designers, eLearning developers, training managers, and chief learning officers. LDPs older strategies and concepts do not work in today's ecosystem for learning, a push to change and innovate is required and for most LDPs have been adopted; there is recognition that some of the ways we have "always done" corporate training may not work anymore and that the previous methods are giving way to self-service problem-solving using digital tools. And there is a willingness to forge new approaches (Hogle, 2018). Reskilling essentially means changing the skill set of your team. Employee skill sets need to be updated. This not only allows employers to remain productive but also may be an essential component of employee development plans (Miller, 2018). There are a number of new opportunities emerging for those LDPs interested in expanding or reskilling, in areas such as, learning engineering, data narration, Artificial Intelligence, Augmented Reality, Virtual Reality, accessibility, and decision intelligence (Bozarth, 2018).

LDPs are open to transform their growth and the way their function operates within the organization. According to research from IBM (2014), training building skills for a smarter

planet, the value of training, top-performing companies not only recognize the importance of their people but also the need to provide the right skills to enable their people. Over the past decade, we have witnessed an evolution of learning. Companies are taking notice in the benefit of the L&D function and realize the opportunities provided by investing in learning to keep a competitive advantage. Those investments, however, are often misguided and poorly managed. The belief among learning practitioners is that the investment should start with them and closing the gap in their workplace readiness. Ensuring LDPs are properly supported to provide the learners and the business the future road map balancing people, process, and technology. According to Nielsen et al. (2020), companies rely on their learning and development functions to help workforces learn fast. But often, the function itself needs a transformation.

L&D leaders must embrace a broader role within the organization and formulate an ambitious vision for the function (Brassey et al., 2019). LDPs rely heavily of the use of digital technology to identify and navigate the challenges encountered with skilling themselves and today's modern learners. Several LDPs are hitting roadblocks in the digital transformation evolution and the challenges they encounter with their skilling and the learning outcomes of their learners. Leadership support in more succinct operating models is needed for program success.

Today's leaders and employees (modern learners) rely heavily on this digital technology, and the role of LDPs is to identify how to design programs that meet the needs of the learners and how they themselves as practitioners continues to ensure their adaptability for future transformation. Historically, learning and development practitioners only required a few core skills, including how to curate content, design content, and facilitate learning. The past several decades have proven that there are continuous and rapid changes and that upskilling, and reskilling are critical.

80

Understanding a base level of analytics is one of the evolutionary skills required by the learning practitioners. Now more than ever, learning practitioners have unparalleled access to data and research which identifies how employees grow and improve, and provides direct correlations to retention and business growth. According to Dutton (2014), if data is not employed to make better decisions, an increase in an organizations analytical ability will not significantly improve organizational performance. LDPs and L&D can adopt processes from the business using measuring techniques such as key performance indicators (KPIs), this KPIs can be used to look at business excellence, how well L&D is aligning to core pillars and business priorities (Brassey et al., 2019). Another usable KPI focuses on learning excellence and if the outcome of the learning changed the behavior or performance of the learners (Brassey et al.). And operational excellence, which would measure how resources and investments are utilized (Brassey et al.). LDPs can grow their skill in this area, combine that knowledge and experience with an ability to understand and stay ahead of the changes needed by their learners, organizations, and industry. Provided with accurate support, practitioners can remove the roadblocks and pave the way for learning programs accordingly.

Learners have evolved, the 21st-century modern learner and modern learning have adjusted to the digital evolution, and a bridge is required to meet the learner and the organizations expectations. It is clear that learning is a lifelong process and a defining characteristic of the current and future workforce (Clark et al., 2018). Business leaders are embracing the idea that it is critical to have a skills-based business strategy for their company and that culture is integral to that strategy. More leaders in companies are forward thinking and speak about learning as part of their overall company strategy (Palmer & Blake 2018). Ifenthaler (2018) supported the use and need of analytics in learning and development; themes in digital workplace learning include big data for learning, learning and workplace analytics, people

81

analytics, and bridging formal learning and informal learning through digital technologies. LDPs have the momentum and are open to change and being adaptable, but one of the greatest challenges is their skills area. They are not equipped or trained on what's next, only what's now.

Theoretical and Conceptual Foundation

The foundation for this study relied on three main theoretical and conceptual areas. The first is the evolving role of learning and development professionals who are supporting employees within a highly digital environment and with modern and innovative learning strategies. As the digital transformation continues to evolve, so does the need for employees' skilling; employees are being asked to reskill and upskill swiftly. Several critical areas to be addressed include supporting learners during the digital evolution, data and analytics, innovation and being more agile.

According to Kopp et al. (2018), learning analytics was defined at the First International Conference on Learning Analytics and Knowledge (2011) as "the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs" (p. 4). Now more than ever, L&D professional have more access to data, analytics, and research that reveal how workers grow and improve. They can start to build models and business intelligence dashboards and gain knowledge to understand learners and business outcomes and stay ahead of rapid changes in the industry and their organizations; this is a critical step to assist organizations with learning success. LDPs have used survey data, consumption data, and verbatims to formulate the success of a learning program, course or learning module. Most research in this area focused analytics on formal education and less about the processes in organizations (Attwell et al., 2016; Ruiz-Calleja et al., 2016). Research in return on investment, learning and analytics in organizational settings is

82

limited (Klamma, 2013; Ruiz-Calleja et al., 2016). Furthermore, there is a lack of empirical data on learning analytics in L&D (Giacumo et al., 2016).

Taking an agile approach to learning development will allow such development to keep up with the shifting landscape; this is a shift for LDPs, who historically could take 5-12 months to develop a custom learning course and related curriculum. This approach is not innovative, and it puts learners and organizations at risk of losing any competitive edge. It also does not align with providing critical learning for learners to be successful in their current roles. Innovation is at the heart of every LDP. The common roadblocks are budget, knowledge, and broad reach of the tools that can support innovation.

The second area involves specific skill sets required of the learning practitioner, including abilities to upskill, reskill, and change within the constraints of their organizations while also taking on a more strategic role. LDPs are evolving as the business continues to heavily rely on them to grow beyond their old responsibilities, which means transforming the way they operate in their profession and their actual function. It includes areas such as agile content development, curriculum, and course design, being open to rapid change, learning more about data and analytics, and in some cases, developing marketing skills for learning adoption and promotion. LDPs require time and support to upskill and reskill themselves, one respondent shared, "No paid time is made available beyond the required compliance courses. At regular monthly meetings, some agenda items are intended for learning."

Finally, there are strategies for navigating organizations with evolving learning culture, but lack of support for learning professionals. LDPs now more than ever are expected to wear many hats and are sometimes seen as a jack-of-all-trades, but LDPs do not always have the top-down support required to be successful. According to Nielsen et al. (2020), learning programs are critical crucial but even the best program can fail if there is not a basic understanding of the

83

organization's needs, provide an outlook and remain agile. Business leaders require trust in learning and development as a function, and LDPs who support that function are crucial. Understanding the role LDPs play, their skills and capabilities, is not something one can just gain and act on the spot. Governance structures can align L&D function and the business leaders, this shared accountability puts LDPs at the forefront and brings senior leaders in on the journey of defining the roadmap, designing the outcomes providing the efforts and securing fund to build on needed capabilities (Brassey et al., 2019). This approach will bring alliance to L&D and the companies' priorities and business goals, it will also provide sponsorship at a Senior level to foster a learning culture (Brassey et al.). It takes a long time to become an effective learning professional. L&D practitioners and professionals are both educated in the theory and practice, have real-world experience in their profession, and upskill and reskill.

The *ask* of LDPs and L&D is to become more agile and keep up with the ever-changing environment. Learning needs to be deeply integrated with an organization's strategy and core talent processes, such as performance management. Yet many companies feel their functions are ill equipped to play such a role. Rather than being regarded as one of the most forward-thinking functions in an organization, leading it through a learning transformation, many feel that their L&D functions struggle to keep up with the needs of their businesses (Nielsen et al., 2020). One way to do this is for business leaders to open the door for L&D as a function, to participate in crucial fiscal year planning. Too often this is a critical aspect overlooked by the organization and business leaders. It is vital for business leaders to assist in setting the goals for LDPs to continue to drive impact. Several respondents provided support for this notion; one noted the following: "As an organization we help others meet their learning needs, but do not do the same to foster a culture of learning internally." Another subject shared, "To foster any learning, one needs to have the resources and support which are critical to advancement and development," and

"Though we are a learning company, we do little to provide formal training of our own people. Training is viewed as too costly, and we are too understaffed to pull people off projects to partake in training."

Some organizations might consider the change and disruption as required; reengineering the entire L&D function is needed for transformation. This could be seen as an agile pilot approach to drive adoption with other business leaders in the organization. The end result of the continued improvements does require L&D professionals to be blunt and have the conversation and serve as consultants and not order takers. This is imperative, and not doing so can cause more damage and put the entire profession at risk.

Methods

This study used an exploratory, embedded mixed-method design (Creswell & Plano-Clark, 2018) to take advantage of both quantitative and qualitative data representing the views and attitudes of LDPs regarding how they perceive organizational support, their adaptability to digital transformation, and the impact for their learners. Participants were recruited via LinkedIn or through the researcher's professional network. LinkedIn groups within the focus area were also used, such as eLearning Guild, CLO, SHRM, LPN, and ATD. The survey's outreach resulted in 56 LDPs completing the online survey.

Experts in the field of L&D and digital readiness validated the survey prior to distribution. The survey contained a variety of questions pertaining to how L&D professionals perceive their role in their current work environment and their readiness and transformation for digital technology and modern learners. Both closed and open-ended questions were included. The survey responses were gathered using the web-based survey administration tool Qualtrics, with some data exported to Excel as needed for additional descriptive analysis. Qualitative data

were exported for thematic analysis using qualitative HyperRESEARCH for organizing, interpretation, and support of for the coding process.

Summary of Findings

Fifty-six learning and development professionals and practitioners responded to the online survey offering their perceptions and input regarding learning and the digital evolution, and the varying topics that make up the focus areas, including data in L&D, learner skilling, practitioners' skilling, and leadership support. More than half of the respondents identified as Gen-Xers (63%, $n = 35$) with more than 12 years of experience (73%, $n = 41$).

The three research questions which guided this study are addressed in the four conclusions: How do learning and development professionals see their roles changing within the rapid and continual digital evolution? (Question 1). How have LDPs adapted their practices to embrace digital learning? (Question 3). Do learning and development professionals feel they have opportunities to cultivate new skills and capabilities for 21st century learning practices in their organizations? (Question 3).

Respondents identified spending a percentage of their time participating in professional development that is not required by their organization to continue their upskilling and reskilling efforts and spend time thinking about how they can evolve their roles to keep pace with digital transformation; there were almost an equal number of subjects who identified not having a clear 4-year outlook, a picture of the skills needed to support the future of learning. Subjects had a common perception of the use of data and analytics in their role as a learning practitioner and to support both modern learners and the digital transformation; the majority use data and analytics to better understand how to drive impact for learners and as a part of the learning improvement process.

There was a common theme of senior leaderships support identified in the qualitative data that did not directly correlate in the quantitative data; subjects' responses were closely in sync when asked about their alignment with leadership, if their view on learning aligned is in accord with what the company delivers, their outlook for learning aligning with their senior leadership, and the support from top executives to meet learning objectives varied. The qualitative analysis implied more commonly a lack of support, alignment, and outcomes.

Following a comprehensive analysis of the findings, four conclusions for this study were determined. Each conclusion is supported by specific findings and includes associated discussions of implications for both practice and scholarship.

Conclusions

Conclusion One

The rapid changes in digital will continue to push L&D practitioners to adopt change, innovation, design thinking, and a growth mindset. Findings specific to this conclusion include, surmises that the ongoing demand for upskilling, adaptation, and a growth mindset play a significant role in practitioners' success in learning and development. Their world is not waiting for them today—it is continually moving toward what's next. Practitioners are designing their road maps to lead their learners and organizations through rapid changes, including digital transformation. When asked whether learning and development professionals spend time thinking about how they can evolve their role and keep pace with the digital transformation, 20% ($n = 23$) of respondents indicated this was something they do regularly.

Every year, Deloitte Consulting services put out a Trends report; in its 11th Annual Tech Trends 2020 report, it indicated that to address and have lasting change on the rapid evolution of technology, several principles should be followed. Architecting for longevity and adaptability requires a deep understanding of both today's realities and tomorrow's possibilities. It requires an

appreciation for the disruptive technology and market forces driving change. And finally, it requires a long-term commitment to being focused and to incremental progress (Deloitte, 2019). The study identified that 40% of LDPs have embraced digital learning, and 37% see new opportunities emerging in their field over the next 2 years.

Navigating the complexities of most organizations can be a challenge and evolving with the rapid changes to digital equates to being agile; such agility is what drives a modern learning environment and gives organizations their competitive advantage. Many scholars have identified organizational learning as a change, whether it is a change in knowledge or a change in individual or shared actions or responses (Argote, 2011; Argote & Miron Spektor, 2011; Argyris & Schön, 1978; Cameron & Quinn, 1999; Huber, 1991).

Learning practitioners will need to change their behavior and adopt new skills while being innovative in thinking about what's next, or they will continue to be afterthoughts instead of forefront leaders. This study identified that most learning practitioners have moved beyond traditional learning activities, pre-digital transformation era, learning, and development. They continue to adopt a design thinking mentality, enhance their problem-solving skills, and develop methods for their learners to do the same. According to Razzouk and Shute (2012), like problem solving, design is a natural and ubiquitous human activity. Needs and dissatisfaction with the current state combined with a determination that some action must be taken to solve the problem serve as the start of a design process.

Conclusion Two

There is a gap between perceived roles and organizational expectations. Exploring additional skills and attitudes in the study led to a second conclusion surfacing related to role expectations and perceptions of learning practitioners. The findings indicate a gap between learning and development and the organization's expectations. Learning and development

88

functions are being asked to change and grow their skills over the next several years; a significantly broader set of skills and capabilities is required to operate in a rapidly changing landscape, being more agile, aligning with the business, and identifying gaps of employees. Often learning and development are not being used strategically, and sometimes LDPs are seen as order takers instead of as consultants and knowledge and industry experts. In the context of this study, the organization represents leaders and stakeholders who are not discipline in the areas of HCM which includes learning and development. Although a few subjects did reference their point of view, learning and development should partner with the business in more of a consultative fashion rather than needing to provide complete learning solutions. Others posed they should be partnering as consultants while also developing and implementing the strategy for learning solutions. The common thread is to partner with the business as learning consultants and for the organization to clarify its expectations but not push the learning agenda.

Learning is still struggling to have a voice or to be brought along on the journey. The best opportunities for practitioners to provide value and identify gaps arise when an organization is setting the goals and priorities for the fiscal year. Being at the blueprint stage of this process also allows for more agility in the timing of learning programs. As identified in the study, this is a common misalignment between the business and learning. What is the role of learning practitioners in organizations? Learning and development is a broad category. Identified in this research, learning and development encompasses the following: upskilling, reskilling, onboarding, leadership development, role-based learning, professional development, and more. It is partially responsible for employee retention, employee engagement, increased performance, increased sales, reduction in turnover, reduced time to performance, increased customer satisfaction, and fewer mistakes when using and discussing products and tools. On a practical level, learning and development is responsible for identifying skills gaps among groups and

89

teams and finding suitable learning or trainings to fill those gaps, while driving for better business performance. It's crucial for organizations to retain or gain the competitive edge, having developing and maintaining L&D is the key driver which help sustain employees and leaders performance to sustain or exceed (Farrukh & Waheed, 2015).

Conclusion Three

LDPs and L&D as a function require senior leadership support to be successful. As identified by the data collected in this study, most practitioners are not blocked by their lack of openness to change or innovation; they are blocked if there is no senior leadership oversite. There common sentiment the role will evolve and change over the next 4 years, and there's uncertainty of what is next in a 4-year outlook for their profession. The findings identified a belief that the LDP role will evolve, and change, reskilling and upskilling is crucial; frustrations of leaders who speak of a learning culture but do not provide adequate people, process, or technology to support said culture. Finally, there was a sentiment that that learning should be its own function, not a subordinate of operations or human resources. One respondent shared input, stating, "To foster any learning, one needs to have the resources and support which are critical to advancement and development."

An additional common theme was that leaders should understand that development is driven by the employee and supported by the leader and organization. There was also a tone regarding who are leading the L&D function and LDPs, putting non-learning leaders in a learning or organizational transformation role can be a cause for resource turnover and wasted funding. With many professions, not just anyone can step into a learning practitioners role, there's more opportunity to become an LDP, it requires a level of skilling, as with any profession, it can be learned overtime, but in the short run can be more disruptive than beneficial. Often in large (50,000+) is where you'll find leaders across disciplines such as engineering,

product, sales, fiancé and marketing step into LDP Sr. Leader roles to provide internal growth opportnites, but this is not always what's best for the business. More on this topic is cited in the recommendations for future research.

People, process, and technology are at the heart of learning; if leaders do not provide resources to support all three, any competitive advantage will be forfeited. Organizations will continue to fall behind their competitors and will spend a huge amount of time and far too many resources to catch up. Traditionally organizational learning models have been viewed as static models that do not address important contingencies that affect the continuous dimension of the organizational learning process in the age of digital economy (Crossan et al., 2011). Organizations and researchers are recognizing that organizations need to implement more dynamic organizational ecosystems (Snow-Gerono, 2005) and be able to continuously adapt by both acquiring and generating knowledge.

In the past, in terms of learning and development, top-down formal training served as the traditionally way earlier generations learned; those are also the generations that used binders as their learning platform and tools. We are in digital evolution, and although there is still some benefit to past practices, they are limited. A good senior leader will let the professional's lead. There is no doubt that executives see the importance of developing employees; senior leaders believe the workforce is not receiving the training necessary for their businesses to succeed. There is a common fear of revenue and business loss to competitors, low customer satisfaction, product development delays, and high employee turnover. We can improve.

Conclusion Four

Data and analytics play a significant role in the future of L&D's success. The research findings claim now more than ever that learning practitioners are using data and analytics to correlate impact and align with their stakeholders and learners. Data and analytics help

91

practitioners gain insights, enhance their knowledge, and identify skill gaps between themselves and learners. The data can also delineate critical learning capabilities to drive for optimal impact on business priorities. There have been expeditious advancements in the ability to collect, process, and analyze enormous amounts of data, and it is now possible for educational institutions to gain new insights into how people learn (Kumar, 2018). In this study, 18% of learning and development professionals identified using data and analytics to better understand how to drive impact for their learners.

This research indicates a growing trend with learning professionals' belief that using data in learning is beneficial; it also indicates the concept for data and analytics in learning and development is still an evolving piece of the digital learning evolution. The study concludes 18% of learning professionals currently use data and analytics to better understand how to drive for impact and 17% use data and analytics as part of the learning improvement process; subjects who participated indicated they are using "new forms of mapping data evidence" of learning outcomes and "using online courses for online data collection." The idea leaves open questions that this study could not address but that are recommended for future research. The data require a strategy to support and willing to adopt. Data analytics could help organizations develop strategic and compelling approaches to enhance learning environments, which in turn contribute to a greater return on investment for learning practitioners, learners, and the organizations overall.

Limitations and Study Validity

The main limitation of this study was how rapidly things shift and change and not being able to dive deeper on a focus area before a new industry framework or methodology was released and was limited to an abstract population of learning and development professionals globally. Although there were a good number of subjects who responded to the survey, there was

no way to know whether these respondents fully represent the entire learning and development population. As a result, additional studies could yield different results and findings due to varying experiences and demographics.

Perception and attitudes may differ based on the organization in which that learning professional works. Although the data used in this research may not represent the entirety of learning and development professionals across the world, the results could provide baseline knowledge for other practitioners regarding data in learning, upskilling and reskilling learning professionals, and the core fundamentals of the digital learning evolution. Provding more robust opportunities to drive both knowledge sharing and best practices in the learning and development community would have provided more benefit to the study. The norm needs to continue to shift, which may require some bluntness and forward-thinking conversations; it's critical for learning and development professionals to take the necessary risk to bring about change for themselves, their organizations, and the learners.

The researcher used electronic tools to conduct, collect, and analyze the data. Data were gathered from online survey with a mixture of qualitative and quantitative responses. Mixed-methods research provides a more diverse perspective, making the process more credible, and greater insight in evaluation.

To ensure accuracy of the interpretation of narrative data, the researcher engaged in a rigorous thematic analysis process, including reflexive practices to mitigate effects of personal bias. Qualitative analysis software, HyperRESEARCH, was used to document a transparent coding process involving a peer reviewer with experience in higher education research practices to confirm a reliable coding process.

Recommendations for Future Research

This research provided a look into perceptions and attitudes of learning practitioners on their journey to digital transformation. It further reviewed the gaps often found in learning practitioners' skills. Recommendations for future research include the following:

Further Reach Demographics

The researcher recommends expanding this study to obtain the additional input of learning practitioners. Enough data were gathered for this study; however, additional reach and data could provide a more holistic view of the challenges facing learning and development during this digital evolution. Additional parameters of excluding higher education from the study would lead to more results specific to corporate organizations, which was the core intent of the study, although higher education provided a good comparison between corporate education and higher education. The research further recommends a study to include senior leaders in organizations to identify whether their perceptions of learning and development align with the perceptions identified by learning practitioners. In addition to casting a wider net for obtaining respondents, expanding the field of demographic questions would provide additional data for conclusions and comparison purposes. Including in-person interviews of participants would open the dialogue to obtain additional points of view not easily captured in surveys.

Data and Analytics

Further research is warranted in the focus areas of data and analysis in learning and development. Issues regarding implementing data and analytics, responsibility of who owns the process, the tools, technology, and data in learning along with validating the reliability, validity, and relevancy of the data must be addressed. Identifying which core performance indicators that should be measured is crucial. And this will work to support a full return on investment narrative.

94

Organizational Support Deep Dive

There is an opportunity to have a more-in-depth survey or interview with leaders of organizations. It would be helpful to narrow in on the topic of a learning culture or a learn-it-all environment to obtain data on how these core missions, goals, and priorities are supported and to delve further into the organization's perceptions of learning practitioners to identify where there is consistent misalignment.

Additional Skilling

Additional research is warranted to identify skills required by learning practitioners in learning and development, specifically, the commonly identified lack of knowing what is required for the practitioners, their learners, and learning and development in general when reviewing a 4-year outlook. Researching this focus area further could bring clarity to the uncertainty faced by the community of practice. Moreover, it would prepare the learning practitioners on which capabilities and behaviors to focus their development efforts on and provide a real opportunity to become innovative and proactive.

Closing Comments

It is critical for senior leadership to support the L&D function and LDPs, in order to keep their organizations ahead of the learning curve for technological changes and talent shortages, and ensuring the resources and support are accessible for LDPs to reskill and upskill themselves, the learners, and the organizations they support (Schwab, 2018). Listening to LDPs and not those sitting in role without the expertise, as the subject matter experts is a crucial piece of the support process. The role the organization plays in the success of learning and development is crucial, just as within a department in a company, if the people, process, and technology are not supported, there is no innovation, no reskilling, and no upskilling, and there is no strategy or road map for the digital evolution. "Conversely, skills gaps—both among workers and among an

organization's senior leadership—may significantly hamper new technology adoption and therefore business growth" (Schwab, 2018, p. v). Traditional methods and lack of support for learning and development are now in the rearview mirror.

There has been a shift in the past decades; learning and development are at the forefront of every organization trying to maintain or gain a competitive edge. Now more than ever, senior leaders understand the need for professional development, technical learning, and role-based learning—their shared nomenclature of the importance of a learning culture. Learning practitioners are at the forefront of evolution. But are they fully prepared? Does the support match the mission, culture, and priorities, and do learning practitioners have the innovation and design thinking for themselves and their learners to be ready now and to prepare them for what is next?

These findings supported the theory that despite all the shifting and forward-thinking, there is still a gap in understanding how to prepare for what comes next. While change has occurred, little has changed in the perception of learning and development; although it has changed on the surface, deep-rooted issues remain. Organizations often push learning and development as order takers instead of as consultants, designers, and forward-thinkers. Learning practitioners are often isolated from the core opportunities when the business identifies the year's goals and priorities. This is when learning is at its best, assessing the business to determine the skills, capabilities, behaviors, and actions.

Learning departments that are heavily invested in advancing their L&D and LDPs, do not always have the proper leader support to drive for success. Learning practitioners are bountiful, but often business brings in non-learning professionals to lead, which provides a multitude of challenges and could be identified as further reach – what happens when non-learning practitioners guide learning and development. Learning, organizational transformation, and

96

development is not a field that someone can simply walk into and succeed at; just like most professionals, years of schooling, practice, and onboarding are required.

Learning practitioners should address the challenges they are still attempting to overcome with the advent of the digital evolution and support innovation. They must ensure they are thinking of themselves and their learners, their core constituency. Removing the perception of not being either agile or a design thinker will begin to remove some of the impediments the practitioners encounter when attempting to design a future outlook, even if that future is only 4 years away. Design thinking about engineering to align with industry tech, process, and model to give the organization a competitive advantage; learning practitioners' adoption of this skill is crucial. Creating programs with an agile mindset to address some of the organizational concerns will drive for the impact needed; this requires practitioners to try new methods and models, as the digital evolution is not slow. It is fast and learning practitioners must pick up the pace.

This research study supports the researcher's belief that learning practitioners are innovative and design thinkers and have embraced the digital transformation; they are in step with people, process, and technology and are guiding their learners through more modern experiences and more relevant content. It also affirms many practitioners' recommendations, while working on their skilling and upskilling. They are struggling with identifying what is to come, a distorted 4-year outlook. Their organizations do not offer the adequate support required for learning and development to meet the organizations' business objects, priorities, and goals.

REFERENCES

Abeysckera, I., & Guthrie, J. (2005). An empirical investigation of annual reporting trends of

intellectual capital in Sri Lanka. *Critical Perspectives on Accounting*, *16*(3), 151-63.

https://doi.org/10.1016/S1045-2354(03)00059-5

Adhikari, D. R. (2010). Human resource development (HRD) for performance management.

International Journal of Productivity and Performance Management, 59(4), 306–324.

https://doi.org/http://dx.doi.org/10.1108/17410401011038883

Afiouni, F. (2013). Human capital management, a new name for HR: What does it really mean?

International Journal of Learning and Intellectual Capital, *10*(1), 18-34.

https://doi.org/10.1504/IJLIC.2013.052081

Almpanis, T. (2016). Using a mixed-methods research design in a study investigating the 'heads

of e-learning' perspective towards technology enhanced learning. *e-Journal of e-

Learning, 14*(5), 301–311. https://academicpublishing.org/index.php/

ejel/article/view/1766

Ambrose, J., & Ogilvie, J. (2010, November). Multiple modes in corporate learning: Propelling

business IQ with formal, informal and social learning. *Journal of Asynchronous Learning

Networks, 14*(n2), 9-18. http://www.sloanconsortium.org/publications/jaln_main

Argote, L. (2011). Organizational learning research: Past, present and future. *Management

Learning, 42*(4), 439–446. https://doi.org/10.1177/1350507611408217

Argote, L., & Miron-Spektor, E. (2011). Organizational learning: From experience to

knowledge. *Organization Science, 22*(5), 1123–1137.

https://doi.org/10.1287/orsc.1100.0621

Argyris, C., & Schon, D. A. (1978). *Organizational learning: A theory of action perspective*.

Addison-Wesley

98

Association for Talent Development (ATD). (2019). *The talent development capability model: What talent development professionals should know and do to be successful*. https://www.td.org/capability-model/access

Attwell, G., Kieslinger, B., Blunk, O., Schmidt, A., Schaefer, T., Jelonek, M., Kunzmann, C., Prilla, M., & Reynard, C. (2016). *Workplace learning analytics for facilitation in European public employment services* [Paper presentation]. First International Workshop on Learning Analytics Across Physical and Digital Spaces, Edinburgh, Scotland, UK.

Bamboo, HR (2020). HR teams and acronyms everyone should know. *Insights.* https://www.bamboohr.com/blog

Basten, D., & Haamann, T. (2018). *Approaches for organizational learning: A literature review*. Sage Journals.

Bandura, A. (1977). *Social learning theory*. General Learning Press.

Benson-Armer, R., Gast, A., & van Dam, N. (2016). *Learning at the speed of business: What digital means for the next generation of corporate academies.* McKinsey Quarterly. https://www.mckinsey.com/business-functions/organization/our-insights/learning-at-the-speed-of-business

Benson, A. D., Johnson, S. D., & Kuchinke, K. P. (2002). The use of technology in the digital workplace: A framework for human resource development. *Advances in Developing Human Resources*, *4*(4), 392–404. https://doi.org/10.1177/152342202237518

Bersin, J. (2017a). *The disruption of digital learning*: *Ten things we have learned.* LinkedIn Articles. https://www.linkedin.com/pulse/disruption-digital-learning-ten-things-we-have-learned-josh-bersin/

Bersin, J. (2017b, July). *Embedding digital learning in your organization's culture*. HR

Magazine. https://www.shrm.org/hr-today/news/hr-magazine/0817/pages/embedding-

digital-learning-in-your-organizations-culture.aspx?widget=mostpopular1

Bersin, J. (2018). *A new paradigm for corporate training: Learning in the flow of work*.

Enterprise Learning Insights: Learning and HR. https://joshbersin.com/2018/06/

a-new-paradigm-for-corporate-training-learning-in-the-flow-of-work

Billett, S. (2001). Learning throughout working life: Interdependencies at work. *Studies in

Continuing Education*, *23*(1), 19–35. https://doi.org/10.1080/01580370120043222

Boud, D., & Garrick, J. (1999). Understandings of workplace learning. In D. Boud & J. Garrick

(Ed.), *Understanding learning at work* (pp. 1–11). Routledge.

Boud, D., & Middleton, H. (2003). Learning from others at work: Communities of practice and

informal learning. *Journal of Workplace Learning*, *15*(5), 194–202.

https://doi.org/10.1108/13665620310483895

Boyce, M. E. (2003). Organizational learning is essential to achieving and sustaining change in

higher education. *Innovative Higher Education*, *28*(2), 119–136.

https://doi.org/10.1023/B:IHIE.0000006287.69207.00

Bozarth, J., (2018). *The rise of learning engineering: Incorporating Learning technologies*. OEB

Insights. https://oeb.global./oeb-insights/the-rise-of-learning-engineering

Brassey, J., Christenesen, L., & van Dam, N., (2019). *The essential components of a successful

L&D strategy*. McKinsey & Company Insights. https://www.mckinsey.com/business-

functions/organization/our-insights/the-essential-components-of-a-succesful-l-and-d-

strategy

Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014). *Make it stick*. Harvard University

Press.

Burke, W. W., & Smith, D. E. (2016). *Technical report v3.3: A guide for learning about learning agility*. EASI Consult. https://easi.egnyte.com/dl/qzSLVOm9Ap/

Cameron, R. (2009). A sequential mixed model research design: Design, analytical, and display issues. *International Journal of Multiple Research Approaches, 3*(2), 140–152. https://doi.org/10.5172/mra.3.2.140

Cameron, K. S., & Quinn, R. E. (1999). *Diagnosing and changing organizational culture: Based on the competing values framework*. Wiley.

Chiva, R., Ghauri, P., & Alegre, J. (2014). Organizational learning, innovation, and internationalization: A complex system model. *British Journal of Management*, *25*, 687-705. https://doi.org/10.1111/1467-8551.12026

Choudhury, J., & Mishra, B. B. (2010). Theoretical and empirical investigation of impact of developmental HR configuration on human capital management. *International Business Research, 3*(4), 181-186. https://d1wqtxts1xzle7.cloudfront.net/

Clark, S. (2020). *Upskill and reskill for a better employee experience*. Reworked Learning and Development. https://reworked.co/learning-development/upskill-and-reskill-for-a-better-employee-experinece/

Clark, H., Jassal, P. K., Van Noy, M., & Paek, P. L. (2018). A new work-and-learn framework. In D. Ifenthaler (Ed.), *Digital workplace learning* (pp. 23–41). Springer.

Cox, J., & Holloway, M. (2011). Workshop on knowledge transfer in a multigenerational business environment. *Review of Management Innovation and Creativity, 4*(10), 23–33. http://citeseerx.ist.psu.edu/

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage.

Creswell, J. W., & Plano-Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Sage.

Crossan, M. M., Maurer, C. C., & White, R. E. (2011). Reflections on the 2009 AMR decade award: Do we have a theory of organizational learning? Academy of Management Review, 36, 446- 460. doi:10.5465/AMR.2011.61031806

Deloitte. (2016a, March 26). Aviva CIO on insurer's digital transformation. *The Wall Street Journal.* https://deloitte.wsj.com/cio/2016/03/28/aviva-cio-on-insurers-digital-transformation/

Deloitte. (2016b). *Global human capital trends*. Deloitte. https://www2.deloitte.com/us/en/insights/focus/human-capital-trends/2016.html

Deloitte. (2019). *Leading the social enterprise-reinvent with a human focus: 2019 Deloitte global human capital trends*. https://doi.org/10.2139/ssrn.2937125

Denscombe, N. (2008). Communities of practice: A research paradigm for the mixed methods approach. *Journal of Mixed Methods Research, 2*(3), 270–283. https://doi.org/10.1177/1558689808316807

DeRue, D. S., Ashford, S. J., & Meyer, C. G. (2012). Learning agility: In search of conceptual clarity and theoretical grounding. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, *5*(3), 258–279. https://doi.org/10.1111/j.1754-9434.2012.01444.x

Denworth, L. (2019, August 12). *Debate arises over teaching "growth mindsets" to motivate students*. Scientific American. https://www.scientificamerican.com/article/debate-arises-over-teaching-growth-mindsets-to-motivate-students/

Dineen, S. (2018). *Learning leaders explains next generation learning*. Learning News. https://doi.org/10.1002/9781118736494.ch25

Downes, S. (2005). *An introduction to connective knowledge*. Social Software.

    http://www.downes.ca/cgi-bin/page.cgi?post=33034

Drucker, P. (2005). *Leadership Now remembers Peter Drucker*. Leadership Now.

    https://www.leadershipnow.com/

Dudovskiy, J., (2018). *The ultimate guide to writing a dissertation in business studies: A step-by-*

    step assistance. Business Research Methodology.

    https://research-methodology.net/about-us/ebook/

Dutton, G. (2014). *Big data goes to school*. Forbes.

    https://www.forbes.com/sites/emc/2014/03/05/big-data-goes-to-school

Dweck, C. S. (2012, June 6). *An interview with Stanford University's Carol Dweck on the*

    growth mindset and education. One Dublin. https://onedublin.org/2012/06/19/stanford-

    universitys-carol-dweck-on-the-growth-mindset-and-education/

Dweck, C. S. (2015, September 22). Carol Dweck revisits the 'growth mindset.' *Education*

    Week, 35(5), 20-24. https://www.edweek.org/ew/articles/2015/09/23/carol-dweck-

    revisits-the-growth-mindset.html

Dweck, C. S. (2016a). *Mindset: The new psychology of success*. Random House.

Dweck, C. S. (2016b, January 13). What having a 'growth mindset' actually means. [Blog post].

    https://hbr.org/2016/01/what-having-a-growth-mindset-actually-means

Easterby-Smith, M., Crossan, M., & Nicolini, D. (2000). Organizational learning: Debates past,

    present and future. *Journal of Management Studies*, *37*(6), 783–796.

    https://doi.org/10.1111/1467-6486.00203

Ellinger, A. D. (2004). The concept of self-directed learning and its implications for human

    resource development. *Business and Management, 6*(2), 158-177.

    https://doi.org/10.1177/1523422304263327

Farrukh, M., & Waheed, A. (2015). Learning organization and competitive advantage-an

   integrated approach. *Journal of Asian Business Strategy*, *5*(4), 73-79.

   https://doi.org/10.18488/journal.1006/2015.5.4/1006.4.73.79

Feilzer, M. Y. (2010). Doing mixed methods research pragmatically: Implications for the

   rediscovery of pragmatism as a research paradigm. *Journal of Mixed Methods Research*,

   4(1), 6–16. https://doi.org/10.1177/1558689809349691

French, R. P. II. (2016). The fuzziness of mindsets: Divergent conceptualizations and

   characterizations of mindset theory and praxis. *International Journal of Organizational

   Analysis*, *24*(4), 673-691. https://doi.org/10.1108/IJOA-09-2014-0797

Gates, S., & Langevin, P. (2010). Human capital measures, strategy, and performance: HR

   managers perceptions. *Accounting, Auditing, and Accountability Journal*, *23*(1), 111-132.

   https://doi.org/10.1108/09513571011010628

Gartner Learning Innovations Report. (2020). The L&D Bullseye. https://www.gartner.com/

Garvin, D. A. (1993). Building a learning organization. *Harvard Business Review*, *71*, 78-91.

   https://doi.org/10.2307/41166756

Garvin, D. A., Edmondson, A. C., & Gino, F. (2008). Is yours a learning organization? *Harvard

   Business Review*, *86*, 109-116. https://www.alnap.org/system/files/content/

   resource/files/main/r0803h-pdf-eng.pdf

Giacumo, L. A., Villachica, S. W., & Breman, J. (2018). Workplace learning, big data, and

   organizational readiness: Where to start? In D. Ifenthaler (Ed.), *Digital workplace

   learning* (pp. 107–127). Springer International Publishing. https://doi.org/10.1007/978-3-

   319-46215-8_7

104

Gil, A. J., & Mataveli, M. (2017). Learning opportunities for group learning: An empirical assessment from the learning organization perspective. *Journal of Workplace Learning, 29*(1), 65-78. https://doi.org/10.1108/JWL-02-2016-0009

Gilley, J., Eggland, S., & Gilley, A. M. (2002). *Principles of human resource development* (2nd ed.). Basic Books.

Grant, R. M. (1996). Toward a knowledge-based theory of the firm. *Strategic Management Journal*, *17*(S2), 109–22. https://doi.org/10.1002/smj.4250171110

Gray, D. E. (2014). *Doing research in the real world*. Sage.

Grossman, R. J. (2015). A culture of learning. *HRMagazine, 60*(4), 36-42. https://www.shrm.org/hr-today/news/hr-magazine/

Hogle, P. S. (2018). *The state of microlearning* [White paper]. The Learning Guild. https://www.elearningguild.com/content/5319/research-the-state-of-microlearning/

Huber, G. (1991). Organizational learning: The contributing processes and the literature. *Organization Science, 2*, 88–115. https://doi.org/10.1287/orsc.2.1.88

Hung, R. Y. Y., Lien, B. Y. H., Yang, B., Wu, C. M., & Kuo, Y. M. (2011). Impact of TQM and organizational learning on innovation performance in the high-tech industry, *International Business Review*, *20*(1), 213-225. https://doi.org/10.1016/j.ibusrev.2010.07.001

IBM. (2014). *The value of training*, *Training building skills for a smarter planet*. www.learnquest.com

Ifenthaler, D. (2012). Design of learning environments. In N. M. Seel (Ed), *Encyclopedia of the sciences of learning* (Vol. 4, pp. 929-931). Springer.

Ifenthaler, D. (2017). Learning analytics. In K. Peppler (Ed.), *The Sage encyclopedia of out-of-school learning* (pp. 417–420). Sage.

Ifenthaler, D. (Ed.). (2018). *Digital workplace learning*. Springer.

Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential

explanatory design: From theory to practice. *Field Methods, 18*(1), 3–20.

https://doi.org/10.1177/1525822X05282260

Jacobs, R. L., & Park, Y. (2009). A proposed conceptual framework of workplace learning:

implications for theory development and research in human resource development.

Human Resource Development Review, 8(2), 133–150.

https://doi.org/10.1177/1534484309334269

Janzer, C. (2019). *The benefits of employee resource groups (ERGs)*. Workfest.

https://www.zenefits.com/workest/the-benefits-of-employee-resource-groups-ergs/

Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed

methods research. *Journal of Mixed Methods Research*, *1*(2), 112–133.

https://doi.org/10.1177/1558689806298224

Joo, B. K., & Shim, J. H. (2010). Psychological empowerment and organizational commitment:

The moderating effect of organizational learning culture. *Human Resource Development*

International, *13*(4), 425–441. https://doi.org/10.1080/13678868.2010.501963

Kezar, A. (2005). What campuses need to know about organizational learning and the learning

organization. *New Directions for Higher Education, 2005*(131), 7–22.

https://doi.org/10.1002/he.183

Kezar, A. (2013). *How colleges change: understanding, leading, and enacting change*.

Routledge.

Klamma, R. (2013). *Community learning analytics – challenges and opportunities*. Springer.

Knowles, M. S. (1970). *The modern practice of adult education: Andragogy vs. pedagogy*.

Association Press.

Kohn, A. (2015). *The perils of "Growth Mindset" education: Why we're trying to fix our kids when we should be fixing the system*. Salon Magazine. http://wws.salon.com/2015/08/16/the_education_fad_thats_hurting_our_kids_what

Komm, A., Pollner, F., Schaninger, B., & Sikka, S. (2021). The new possible: How HR can help build the organization of the future, *McKinsey& Company Insights*. https://www.mckinsey.com/business-functions/organization/our-insights/the-new-possible-how-hr-can-help-build-the-organization-of-the-future

Kopp, T., Kinkel, S., Schafer, T., Kieslinger, B., & Brown, A. (2018). Measuring the impact of learning at the workplace on organisational performance. *International Journal of Productivity & Performance Management, 69*(7), 1455-1474. https://doi.org/10.1108/IJPPM-12-2018-0443

Kumar, S. (2018, August 30). *The power of believing that you can improve–Carol Dweck*. https://thinkwitty.com/2017/08/the-power-of-believing-that-you-can-improve-carol-dweck.html#.xkogus2zpgj

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

Littlejohn, A., & Margaryn, A. (2014). *Technology-enhanced professional learning: Processes, practices, and tools*. Routledge Taylor & Francis Group.

Lloyd, V. (2014). *The evolution of learning and development*. The HR Director. www.thehrdirector.com

Lombardo, M. M., & Eichinger, R. W. (2000). High potentials as high learners. *Human Resources Management*, *39*(4), 321–329. https://doi.org/10.1002/1099-050X(200024)39:4<321aid-hrm4>3.0.CO;2-1

López, S. P., Peón, J. M. M., & Ordás, C. J. V. (2005). Organizational learning as a determining factor in business performance. *The Learning Organization, 12*(3), 227–245. https://doi.org/10.1108/09696470510592494

Mahoney, J. T., & Kor, Y. Y. (2015). Advancing the human capital on value by joining capabilities and governance perspectives. *Academy of Management Perspectives*, *29* (3), 296–308. https://doi.org/10.5465/amp.2014.0151

Mager-Lightfoot, S. (2018). Content relevancy: A learning leader challenge. *Training Industry.* https://trainingindustry.com

Malloch, M., Cairns, L., Evans, K., & O'Connor, B. N. (Eds.). (2010). *The Sage handbook of workplace learning*. Sage.

Marquardt, M. J. (2011). *Building the learning organization: Achieving strategic advantage through a commitment to learning* (3rd ed.). Nicholas Brealey.

McKinsey Global Institute. (2017). *Jobs lost, jobs gained: Workforce transitions in a time of automation*: *Executive summary.* McKinsey & Company.

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide*. (3rd ed.). John Wiley & Sons.

Miller, B. (2018, July 16). *What is reskilling?* HR Daily Advisor. https://hrdailyadvisor.blr.com/2018/07/16/what-is-reskilling/

Mishra, P., Fahnoe, C., Henriksen, D., & the Deep-Play Research Group. (2013). Creativity, self-directed learning and the architecture of technology rich environments. *TechTrends*, *57*(1), 10–13. https://doi.org/10.1007/s11528-012-0623-z

Mohrman, S. A., & Lawler III, E. E. (2011). Generating knowledge that drives change. *Academy of Management Perspectives, 26*(1). https://doi.org/10.5465/amp.2011.0141

Myers, K. K., & Sadaghiani, K. (2010). Millennials in the workplace: A communication

    perspective on millennials' organizational relationships and performance. *Journal of*

    Business and Psychology, *25*(2), 225-238. https://doi.org/10.1007/s10869-010-9172-7

Nadella, S. (2017). *Hit refresh: The quest to rediscover Microsoft's soul and imagine a better*

    future for everyone. Harper Collins.

NeuroLeadership Institute. (2018). *Neuroleadership institute case study, 2018*.

    https://neuroleadership.com/research/approach/case-studies/

Nevins, M., & Matar, M., (2020). *Re-thinking training and development in a post-Covid world:*

    A case study. Forbes. www.forbes.com

Nielsen, C. N., Dotiwala, F., & Murray, M. (2020). *A transformation of the learning function:*

    Why it should learn new ways. McKinsey Accelerate. https://www.mckinsey.com/

    business-functions/mckinsey-accelerate/how-we-help-clients

Noe, R. A., Clarke, A. D., & Klein, H. J. (2014). Learning in the twenty-first-century workplace.

    Annual Review of Organizational Psychology and Organizational Behavior, *1*(1), 245-

    275. https://doi.org/10.1146/annurev-orgpsych-031413-091321

Ortenblad, A. (2002). A typology of the idea of learning organization. *Management Learning,*

    33(2), 213-230. https://doi.org/10.1177/1350507602332004

Palmer, K., & Blake, D. (2018). *The expertise economy*. NB Publishing.

Pane, J. F., Steiner, E. D., Baird, M. D., & Hamilton, L. S. (2015). *Continued progress:*

    Promising evidence on personalized learning. Rand Corporation.

Paraskeva, F., Mysirlaki, S., & Papagianni, A. (2010). Multiplayer online games as educational

    tools: Facing new challenges in learning. *Computers & Education*, *54*(2), 498-505.

    https://doi.org/10.1016/j.compedu.2009.09.001

Pedler, M., Boydell, T., & Burgoyne, J. (1989). The learning company. A strategy for sustainable development. *Studies in Continuing Education, 11*(2), 243. https://pesquisa.bvsalud.org/portal/resource/pt/pah-27346

Prensky, M. (2001). Digital natives, digital immigrants: Part 1. *On The Horizon, 9, 3–6.* http://dx.doi.org/10.1108/10748120110424816

Protection of Human Subjects, 45 C.F.R. § 46 (2018). https://www.hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46/index.html#46.101

Quinn, C. N. (2014). *Revolutionize learning & development*. Wiley.

Razzouk, R., & Shute, V. (2012). What is design thinking and why is it important? *Review of Educational Research*, *82*(3), 330–348. https://doi.org/10.3102/0034654312457429

Rebelo, T., & Gomes, A. (2009). Different types of organization, different cultural orientations towards learning: What factors explain this? In K. A. Fanti (Ed.), *Applying psychological research to understand and promote the well-being of clinical and non-clinical populations* (pp. 175–186). ATINER.

Reich, B. H. (2007). Managing knowledge and learning in IT projects: A conceptual framework and guidelines for practice. *Project Management Journal*, *38*(2), 5-17. https://doi.org/10.1177/875697280703800202

Reiser, D. (2007). What is instructional design? Instructional design central. *American Journal of Educational Research*. *2*(11A), 1-7. https://escipub.com/american-journal-of-educational-research-and-reviews/

Rothaermel, F. T. (2012). *Strategic management concepts and cases*. McGraw-Hill/Irwin.

Ruiz-Calleja, A., Dennerlein, S., Ley, T., & Lex, E. (2016). *Visualizing workplace learning data with the SSS dashboard* [Paper presentation]. First International Workshop on Learning Analytics Across Physical and Digital Spaces, Edinburgh, Scotland, UK.

110

Santos-Rodrigues, H., Dorrego, P. F. & Jardon, C. F. (2010). The influence of human capital on the innovativeness of firms. *International Business and Economics Research Journal*, *9*(9), 53-63. https://doi.org/10.19030/iber.v9i9.625

Sarsar, F., & Yılmaz, Y. (2018). Designing flipped learning for digital workplace learning. In D. Ifenthaler (Ed.), *Digital workplace learning* (pp. 93-106). https://doi.org/10.1007/978-3-319-46215-8_6

Schwab, K. (2018). *The future of jobs report.* Cologny/Geneva Switzerland. www.weforum.org

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. Doubleday.

Siemens, G. (2005). *Connectivism: Learning as network creation*. e-Learning Space. http://www.elearnspace.org/Articles/networks.htm

Siemens, G. (2008). *About: Description of connectivism. Connectivism: A learning theory for today's learner*. Connectivism. http://www.connectivism.ca/about.html

Siemens, G., Gasevic, D., Haythornthwaite, C., Dawson, S., Buckingham Shum, S., Ferguson, R., Duval, E., Verbert, K., & Baker, R. S. J. D. (2011). *Open learning analytics: An integrated & modularized platform: Proposal to design, implement and evaluate an open platform to integrate heterogeneous learning analytics techniques*. Educause. https://er.educause.edu/ ~/media/files/article-downloads/erm1151.pdf%20

Silverman, D. (2005). *Doing qualitative research* (2nd ed.). Sage.

Singal, J. (2017, January 18). *Is mindset theory really in trouble?* The Cut. https://www.thecut.com/2017/01/mindset-theory-a-popular-idea-in-education-may-be-trouble.html

Sinha, A. A. S. (2012). The learning continuum. *International Journal of Advanced Corporate Learning, 5*(2), 1–5. https://doi.org/10.3991/ijac.v5i2.2111

111

Smola, K. W., Sutton, C. D. (2002). Generational differences: Revisiting generational work values for the new millennium, *Journal of Organizational Behavior*, *23*(4), 363–382. https://doi.org/10.1002/job.147

Snow-Gerono, J. L. (2005). Professional development in a culture of inquiry: PDS teachers identify the benefits of professional learning communities. *Teaching and Teacher Education, 21*(3), 241-256. http://dx.doi.org/10.1016/j.tate.2004.06.008

Sorensen, J. B. (2002). The strength of corporate culture and the reliability of firm performance. *Administrative Science Quarterly*, *47*(1), 70-91. https://doi.org/10.2307/3094891

Staker, H., & Horn, M. B. (2012). *Classifying K–12 blended learning.* Innosight Institute.

Stockdale, S. L., & Brockett, R. G. (2010). Development of the PRO-SDLS: A measure of self-direction in learning based on the personal responsibility orientation model. *Adult Education Quarterly, 20*(10), 1–20. https://doi.org/10.1177/0741713610380447

Tashakkori, A., & Teddlie, C., (2003). Major issues and controversies in the use of mixed methods in the social and behavioral sciences. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social & behavioral research* (pp. 3-50). Sage.

Taylor, G. S., Templeton, G. F., & Baker, L. T. (2010). Factors influencing the success of organizational learning implementation: A policy facet perspective. *International Journal of Management Reviews*, *12*, 353-364. https://doi.org/10.1111/j.1468- 2370.2009.00268.x

Templeton, G. F., Lewis, B. R., & Snyder, C. A. (2002). Development of a measure for the organizational learning construct. *Journal of Management Information Systems*, *19*, 175-218. https://doi.org/10.1080/07421222.2002.11045727

Thakur, N., & Chaudhuri, M. (2015). Learning organization notion in Indian banking industry. *Journal of Business and Management*, *17*(3), 32–38. https://citeseerx.ist.psu.edu/

The Center for Generational Kinetics. (2016). *The state of Gen Z.* www.genhq.com

Thomas, H., Smith, R. R., & Diez, F. (2013). *Human capital and global business strategy*. Cambridge University Press.

Towards Maturity. (2017). *Driving the new learning organization*. Benchmark. https://mybenchmark.towardsmaturity.org/index.php

van Dam, N. H. M. (2012). Designing learning, *for a 21st century workforce*. *Association for Training & Development*, 49-53. https://www.narcis.nl/publication/RecordID/ oaisurfsharekit.nl:3ed8ae7b-b95f-4fe9-8b53-2898bc39f476

van Dam, N. H. M. (2017). *21st century corporate learning & development; Trends and best practices*. Bookboon eLibrary.

Volini, B. W. E. (2017). *Rewriting the rules for the digital age*. Deloitte Insights. https://www2.deloitte.com/

Waite, S. (2018). *How emerging technology is empowering knowledge workers*. Forbes Communications Council Post. www.forbes.com

Weller, C., & Derler, A. (2018). Growth mindset, but what is growth mindset culture, *The NeuroLeadership Institute.* www.neuroleadership.com

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.

Wenger-Trayner, E., Fenton-O'Creevy, M., Hutchinson, S., Kubiak, C., & Wenger-Trayner, B. (2015). *Learning in landscapes of practice: Boundaries, identities, and knowledgeability in practice-based learning*. Routledge.

113

Wentworth, D. (2014). *5 Trends for the future of learning and development*. Training Magazine.

https://trainingmag.com/5-trends-for-the-future-of-learning-and-development/

Williams, C. (2010). Understanding the essential elements of work-based learning and its

relevance to everyday clinical practice. *Journal of Nursing Management*, *18*(6), 624–632.

https://doi.org/10.1111/j.1365-2834.2010.01141.x

Willyerd, K., & Mistick, B. (2016). *Stretch: How to future-proof yourself for tomorrow's

workplace*. John Wiley & Sons.

Wu, I. L., & Chen, J. L. (2014). Knowledge management driven firm performance: The roles of

business process capabilities and organizational learning. *Journal of Knowledge

Management*, *18*, 1141-1164. https://doi.org/10.1108/JKM-05-2014-0192

APPENDIX A

Copyright Permissions

1. The Gartner Learning Innovations Report

From: Josh Bersin <josh@bersinpartners.com>
Sent: Friday, January 29, 2021 7:47 PM
To: Malika Viltz-Emerson <Malika.ViltzEmerson@microsoft.com>
Subject: [EXTERNAL] RE: Bersin Permissions Request

Of course Malika!

From: Malika Viltz-Emerson <Malika.ViltzEmerson@microsoft.com>
Sent: Friday, January 29, 2021 2:20 PM
To: Josh Bersin <josh@bersinpartners.com>
Subject: Bersin Permissions Request
Importance: High

Hello Josh,

In addition to being a Sr. Director in Worldwide Learning at Microsoft, I'm also a Doctoral Student at Pepperdine University. As part of my Dissertation / Manuscript, I reference and cite some of your efforts.

There's a section in my Dissertation where I reference two of your figures (properly citing Bersin as the source)
   1) The Evolution of Corporate Training and
   2) New Capabilities Needed

The purpose of this email is to ask permission to re-use the two figures; reprint permission for my Dissertation Only.

The Evolution of Corporate Training Extracted from The Capability Academy: Where Corporate Training is Going, Bersin (2020).
New Capabilities Needed, showing the evolution of skills needed in L&D. Bersin (2017 updated 2020),
A New paradigm for corporate training: learning in the flow of work (2018). How Corporate Training has Evolved.

I look forward to hearing from you and please let me know if you have any additional questions.

Cheers,
Malika Viltz-Emerson

2. The L&D Innovation Bullseye

From: Jhalani,Sakshi <Sakshi.Jhalani@gartner.com>
Sent: Friday, April 30, 2021 1:39 PM
To: Malika Viltz-Emerson <Malika.ViltzEmerson@microsoft.com>
Cc: King,Sam <Sam.King@gartner.com>; Reprints <Reprints.Reprints@gartner.com>
Subject: [EXTERNAL] RE: Research Assistance - Updated

Hi Malika,

Apologies for the delay in getting back to you.

Thank you for sharing the exact source of the bullseye. I notice that the report has the latest version published here, if it fulfills your requirement, I'd prefer you use the latest graphic, as the 2018 one is outdated and belongs to an archived report. In any case, I have attached the graphic from the 2018 report, for your reference. Please note that you will have to use this graphic as a whole, without any alterations.

Looking forward to hear from you.

Kind Regards,
Sakshi Jhalani
Content Compliance Specialist
Office of the Ombuds
Gartner

IMPORTANT: Please do not remove the Case Ref # in the Subject field and the Case Tracking email address in the cc field when responding. Note, this is not a monitored email box, so please do not contact the Ombuds at this address.

From: Malika Viltz-Emerson <Malika.ViltzEmerson@microsoft.com>
Sent: Friday, April 30, 2021 11:57 PM
To: Jhalani,Sakshi <Sakshi.Jhalani@gartner.com>
Cc: King,Sam <Sam.King@gartner.com>; Reprints <Reprints.Reprints@gartner.com>
Subject: Re: Research Assistance - Updated

Hello,

Pardon, clarifying item. The Bullseye is from Gartner September 2018.
And following up on the latest exchange.

Thank you
Malika

From: Malika Viltz-Emerson <Malika.ViltzEmerson@microsoft.com>
Sent: Tuesday, April 20, 2021 12:55 AM
To: Jhalani,Sakshi <Sakshi.Jhalani@gartner.com>; Malika Viltz-Emerson <Malika.ViltzEmerson@microsoft.com>
Cc: King,Sam <Sam.King@gartner.com>; Reprints <Reprints.Reprints@gartner.com>
Subject: RE: Research Assistance

Hello,
Thank you for the follow-up. Unfortunately I don't have access to the report anymore, but it should be located in the L&D Innovations Bullseye 2020 Report (gartner.com)
Thank you for any assistance you can provide. Cheers, Malika

LMS Features

From: Jhalani,Sakshi
Sent: Friday, April 16, 2021 3:18 PM
To: Malika Viltz-Emerson
Cc: King,Sam; Reprints
Subject: [EXTERNAL] RE: Research Assistance

Hi Malika,

Thank you for reaching out to us. Can you please confirm the exact report from which you are intending to cite this graphic?

Kind Regards,
Sakshi Jhalani
Content Compliance Specialist
Office of the Ombuds
Gartner

IMPORTANT: Please do not remove the Case Ref # in the Subject field and the Case Tracking email address in the cc field when responding. Note, this is not a monitored email box, so please do not contact the Ombuds at this address.

From: Reprints <Reprints.Reprints@gartner.com>
Sent: Friday, April 16, 2021 12:12 PM
To: Quote Requests <Quote.Requests@gartner.com>; Malika.ViltzEmerson@microsoft.com
Cc: Reprints <Reprints.Reprints@gartner.com>; King,Sam <Sam.King@gartner.com>
Subject: FW: Research Assistance
Importance: High

Hi Team,

Request your help with the below request in the mail chain and help the client here asap @Malika.ViltzEmerson@microsoft.com.

Let me known in case of any concerns.

Regards,
Anisha

From: Inquiry,General <inquiry@gartner.com>
Sent: Wednesday, April 14, 2021 6:07 PM
To: Reprints <Reprints.Reprints@gartner.com>
Subject: FW: Research Assistance
Importance: High

Hello Team,

Can you please assist Milika with their request?

Chimere N. Hunt
Associate, RES
(203) 873-2529
Gartner, Inc.

From: Malika Viltz-Emerson <Malika.ViltzEmerson@microsoft.com>
Sent: Tuesday, April 13, 2021 11:41 PM
To: Inquiry,General <inquiry@gartner.com>; malika.viltz@pepperdine.edu
Subject: Research Assistance
Importance: High

Hello,

In addition to my professional career, I'm a Doctoral student in the last phase of my Dissertation / Manuscript. Your Innovation Bullseye (believe from a 2020 survey?) is the perfect depiction of an area (Chapter) in my Dissertation regarding 21st Century Learning Organization (not the title of my dissertation just a chapter). Would you be willing to grant me permission to use the Bullseye as a reprint for my Disseration only?

Thank you for your time and please let me know if you have any additional questions.
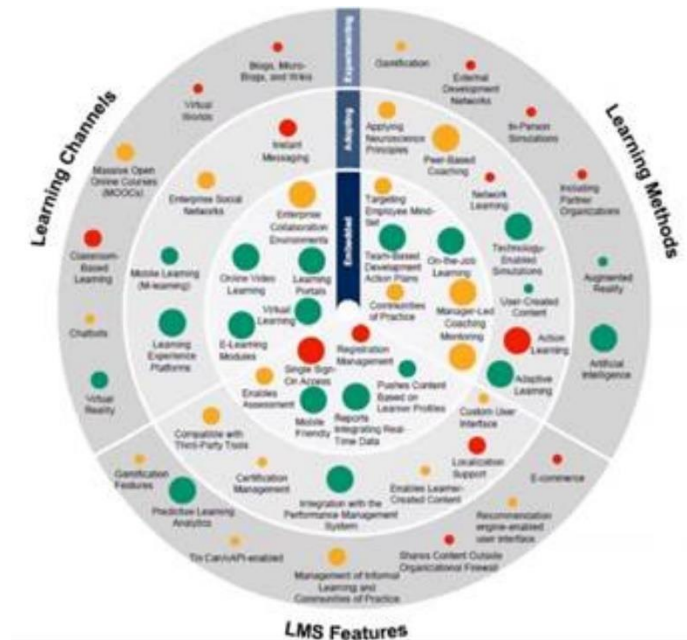
Informed Consent for Survey

Thank you for clicking on the link, because you are Learning & Development Professional, you are invited to participate in this survey, which is part of a research study conducted by Malika Viltz-Emerson at the Pepperdine University (malika.viltz@pepperdine.edu), your participation is voluntary. You should read the information below and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read this document. You may also decide to discuss participation with your family or friends.

PURPOSE OF THE STUDY
The goal of this study is to explore and provide insight into the viewpoints and experiences of Learning & Development (L&D) Professionals as they identify and navigate the challenges encountered with skilling themselves and today's modern learners in organizations who rely increasingly on the use of digital technology.

PARTICIPANT INVOLVEMENT
If you agree to voluntarily participate in this survey, its anticipated to take under 15 minutes. You do not have to answer any questions you don't want to, click "next" or "N/A" in the survey to move to the next question.

PARTICIPATION AND WITHDRAWAL
Your participation is voluntary. You may withdraw your consent at any time and discontinue participation. Your participation does not waive any legal claims, rights, or remedies.

CONFIDENTIALITY
There will be no identifiable information obtained in connection with this survey. Your name, address or other identifiable information will not be collected. Any data collected will be stored on a password protected computer in the principal investigators home office.

INVESTIGATOR'S CONTACT INFORMATION
I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Malika Viltz-Emerson at malika.viltz@pepperdine.edu or Dr. Kay Davis at kay.davis@pepperdine.edu if I have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION
If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500
Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

By clicking on the "I consent" link below, you are acknowledging you have read this consent and agree to participate. You also understand that you may end your participation at any time, for any reason without penalty.

At the end of the survey, you will see an option to download the consent and your responses.

- I agree to participate
- No, I do not wish to participate

APPENDIX C

Online Survey

Do you identify as a?

				Other
Baby boomer	Gen-Xer	Millennial	Gen-Zer	
○	○	○	○	○

Which of the following categories represent your years of experience?

○ Less than 1 year

○ 1-3 Years

○ 4-6 Years

○ 7-9 Years

○ 10-12 Years

○ Over 12 Years

What best describes your current role? (Choose only one)

○ Performance Consultant

○ Learning Program Manager

○ Learning Project Manager

○ Chief Learning Officer

○ VP of Human Resources

○ Human Resources Leader Manger and Above

○ Instructional Designer

○ Learning Consultant

○ Content Specialist

○ Trainer or Facilitator

○ Other

120

Within your current role on the organizational chart do map to

○ Human Resources

○ Operations

○ Marketing

○ Sales

○ Program Management Office (PMO)

○ Other Business Function

○ Other

Which best describes your industry

○ Computers and Electronics

○ Consumer Services

○ Finance

○ Food Manufacturing

○ Healthcare

○ Higher Education

○ Hospitality

○ Insurance

○ Software

○ Telecommunications

○ Transportation

○ Other

What is the approximate number of employees in your overall Organization, including domestic and global locations?

○ Under 5,000

○ 5,000-10,000

○ 10,000-20,000

○ 20,000-50,000

○ Over 50,000

For each of the following items, please rate your level of agreement.

	Disagree	Mildy disagree	Mildly agree	Agree	Not sure
As an L&D professional my organization allows me time to focus on my own development.	○	○	○	○	○
I'm confident how I perform my job will not change in the next 2 years.	○	○	○	○	○
My organization has the right technology in place to support an engaging learning experience.	○	○	○	○	○
As a learning Professional I've embraced digital learning?	○	○	○	○	○
As a learning professional I see new opportunities emerging in my field over the next two years.	○	○	○	○	○
I have a clear picture of the skills needed to support the future of learning (4-year outlook)	○	○	○	○	○
My outlook for learning aligns with my Senior Leadership?	○	○	○	○	○
My view of learning maps to what my company delivers?	○	○	○	○	○
Do you believe Learning Professionals should partner with Marketing to help drive more consumption and greater impact for learners?	○	○	○	○	○
As a Learning Professional, I receive support from top executives to meet objectives.	○	○	○	○	○

Considering the following resources and tools available to you as an L&D professional please rate your typical frequency of use.

	Frequency of use			
	Always	Sometimes	Never	Not applicable
How often do you participate in professional development, that's not required of by your organization?	○	○	○	○
Do you participate in industry learning webinars?	○	○	○	○
How often do you attend learning conferences in-person?	○	○	○	○
How often do your learners use their mobile device to access company learning?	○	○	○	○
Does your organization provide a certification for learning initiatives.	○	○	○	○
As a Learning Professional, I use Data & Analytics to better understand how drive impact for my learners?	○	○	○	○
My Organization provides a badge or similar recognition for the completion of a training course.	○	○	○	○
I spend time thinking about how I can evolve my role to keep pace with digital transformation.	○	○	○	○
I use Data Analytics as part of the learning improvement process.	○	○	○	○

123

Does your organization foster a culture of learning? If yes, what steps has the **organization** taken to establish a learning culture? If no, what steps would you take as an L&D Professional to help your organization cultivate a culture of learning?

As a learning professional what activities are you doing to increase your knowledge?

In what ways, if any, have you embraced digital learning?

What do you see as new emerging skills for L&D Practitioners – Learning Professionals?

What Learning Technologies do you currently use within the organization to support your learners including employees and/or customers.

Any additional comments or information you would like to share?

APPENDIX D

IRB Letter of Approval

PEPPERDINE

Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: October 08, 2019

Protocol Investigator Name: Malika Viltz

Protocol #: 19-08-1117

Project Title: Forward Solutions in Digital Learning Transformation A study in navigating 21st century organizational learning & development and digital learning: re-imagining the corporate learning experience

School: Graduate School of Education and Psychology

Dear Malika Viltz:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

cc: Mrs. Katy Carr, Assistant Provost for Research

Thematic Analysis Codebook

CODES BY THEME	DESCRIPTION
Theme 1: Culture of Learning: Culture of learning helps support and develop practitioner (and learners) during the/their journey toward innovation, professional development and strategy. And fosters a growth mindset.	
Growth Mindset	Moving the organization forward with learning both internal for employees and external for customers. Inclusive thinking. This could be the positive stating there is a growth mindset or the lack of one.
Professional Development	A common subtheme identified from several respondents, was the encouragement their organization provided to allow, and support practitioners need to extend their own knowledge base and learn more. Workshops, instructor led learning sessions and self-paced or self-directed learning.
Strategies	Insights to the strategies they and their organizations are utilizing to foster a culture of learning. Specific blueprints and or maps for learning. Includes process and processes.
Support	Support from business leaders, resources, time allocation, budget, coaching and mentoring to achieve a culture of learning
Theme 2: Digital Transformation: Digital technologies have changed the way practitioners and learners engage, operate, deliver and enable L&D to holistic transform	
Collaborative Tools	Team tools such that allow the sharing of documents, provide real-time dialogue, virtual sessions; MS Teams, Yammer, SharePoint, Google Docs
Devices	Mobile, Tablet, Computer
Instructional Design Tools	Tools for developing learning content and learning paths; Captivate, Adobe, Storyline
Learning Platforms	The mention of a specific learning platforms such as (LMS) Corner Stone, Canvas, SumTotal, Blackboard, Intrepid
Self-Directed – Individual Tools	Single learning tools such as EndNote, YouTube, Dropbox, Evernote

Theme 3: Emerging Skills: Emerging skills - Attitude toward learning; ready's practitioners and learners for ready now and prepares for what's next.	
Change Management	The ability to be open minded to constant change with layers of flexibility. This could be a need to change or the challenges which are associated with change. It could also land in a positive direction which means changing is occurring.
Innovative	Talks about learning that is new and creative. Push for what's next.
Planning & Design	On-going redesign for processes, planning, re-shaping, reformatting