

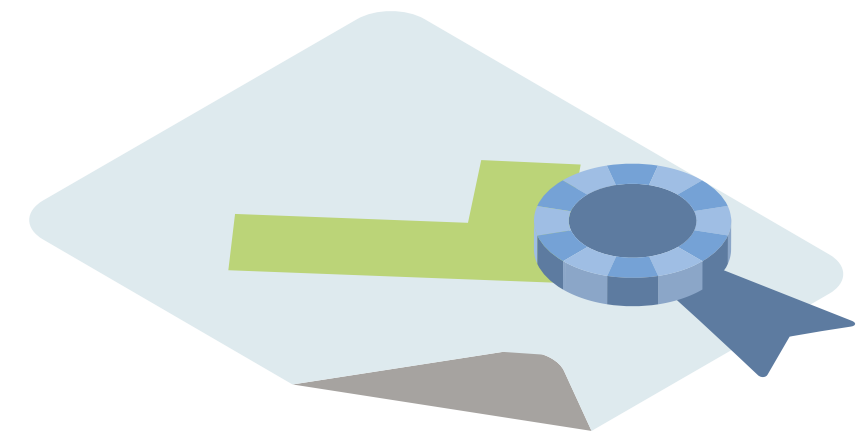
Training in 2019 :

new trends, new challenges



Résumé

- The world of training is constantly growing
- Considering the skills gap employers are facing, they must invest more on training and opt for more innovative and humane teaching methods
- Pedagogies supported by cognitive science and a culture of engagement have already proven their effectiveness
- Structural problems remain: the value of the diploma in the process of recruitment as well as the question of the time allotted to employees to train themselves
- Transversal training seems to offer effective solutions to the structural problems of companies in their approach to training, and seems to actually revolutionize the environment
- Among them, we find Peer Learning and Speed Learning



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1.

A look at the professional training industry

a. A rapidly growing industry

Professional training, corporate universities ... they're not new, that's for sure. From the middle of the 20th century, in 1956, General Motors launched the first corporate school, closely followed by other major groups such as Mac Donald's.

Today, a lot of them have one, or invest in professional training programs, such as Bouygues or BPCE in France.

Our goal is not to know why this sector has become so big, but rather to understand why investment in the training sector is now accelerating exponentially.

For example, according to a [Boston Consulting Group \(BCG\) report](#), the number of companies with their own **training program or university doubled between 2007 and 2012, from 2,000 to 4,000 programs. In 2019, this figure has doubled again.**



As another example, the French government is increasingly in favor of establishing a [work-based training program](#) (FEST).

According to the Growth Tribe Academy, corporate training is one of the best opportunities for learning and skill building, or upscaling. In addition, it is an excellent answer to the skills gap that can befall new graduates. We refer you here to our previous white paper dealing with the skills gap.

Because many companies, especially so-called «tech» companies, aim to achieve their technological potential, they need to invest heavily in training for their employees. Especially when these employees lack skills needed for their job.

Indeed, according to [a study by the BCG](#), for example, **only 15 to 30% of young people entering the job market in emerging countries are «qualified» or employable according to the research criteria of companies.**

A meager figure when we know that more than 60% of future generations come from emerging or developing countries. Hence the growing interest of employers in training programs.

What is a company's technological potential?

Technological potential is the ability of an organization to grow strongly and to innovate in its products and services through the optimal exploitation of new technologies according to its needs.





b. Adapting to a new generation

Another point, more sociological and generational, explains the proliferation of corporate universities and professional training programs: today's employees are by no means the same as those of previous generations.

Patrice Houdayer, Director of Programs at the SKEMA Business School, observes:

"Whereas previous generations favor remuneration in their choice of jobs; today, more and more people are choosing organizations that reflect their values and respect an irreproachable ethic. [...] Today, in our schools, we rather seek to promote [lifelong learning](#) among our learners"

Personal development and lifelong learning are the motto of new entrants into the labor market.

If the remuneration remains a very important criteria in their choice of career, it is not enough anymore. Companies need to provide them with a learning experience to discover new skills throughout their careers.

The state of the labour market is also driving businesses to adapt. Whether in the United States or in Europe, for example, **demand in the labor market has become greater than supply.**

Job seekers have the upper hand in negotiations and employers must now be able to attract them more and better.

For that, **offering a perspective of skills development and personal development seems more than a priority.**

In fact, [according to a LinkedIn study](#), **94% of employees surveyed felt that they would stay longer in the companies where they work if only in-house / external training programs were offered to them.** Same thing for personal development.

The question is therefore: HOW TO DO IT?

That's the question we asked ourselves about this white paper. The goal here is to take a tour of recognition of innovative methods of training in companies, to give you ideas for the development of your own programs.

More than ever, pedagogy plays a role in the professional world. It is therefore essential to take precedence over these issues and to try new methods!



2.

Innovative pedagogical methods for learners

a. Cognitive science and training: a really nice match

Recently, there has been a surge of cognitive science in the world of work. Why ?

First of all, because since the [last reports of the World Economic Forum](#), it's official:

- the skills of the 21st century are the soft skills and these are to be prioritized in training and learning
- it is necessary to invest in developing the skills of employees / learners



The only problem is how to transmit skills that are so difficult to measure and difficult to contextualize in an apprenticeship program?

According to **Svetlana Meyer** (mettre photo), chief scientist at [Didask](#), this is [where the cognitive sciences stand out](#):



“Each 21st century skill corresponds to one or more cognitive functions in action. And concerning these cognitive functions, the research gives us elements on how to mobilize them better and to better train them.”

What is Didask?

Didask is a young French company specializing in supporting organizations by providing learning programs and training / assessment of skills through cognitive science. For this, they offer follow-up workshops, a web platform and the application of special pedagogies. Prized by many companies and in the training sector, Didask is also active in Higher education.

So what does cognitive science look like in training?

It's actually a big and a more or less messy domain. There are personalized learning paths, more and more interactive, different learning formats, workshops etc.

What is important is that trainers must follow trainees and must be able to determine (through research) the most appropriate types of exercises and activities to help them learn better.

Feedback, dynamic sessions where the learner becomes more active during a learning phase, monitoring a learning portfolio, using an LMS, or simply focusing on groups activities to focus on skills and discussion are also useful tools for the trainer to measure / observe and facilitate the evolution of his collaborators.

A concrete example of a tool that facilitates the learning of skills and their measurement? [The positioning test.](#)

It is a **diagnostic test** that is provided to the learner **before and after a learning cycle**. The goal is to know what is the starting point of each learner before entering a learning phase and its point of arrival at the end of this phase.

The big advantage of this test is that it allows to mark the learning or skill of an individual, which facilitates the training afterwards, and in two ways:

- This test requires a cognitive effort to the learner who will have to mobilize knowledge that is potentially already here and that will therefore strengthen the memory trace associated with this knowledge.
- Then it is called the illusion of control. As long as one person has not tested her knowledge, this person can have the impression of being expert on a subject whereas it is only when she will be confronted with a situation where she will have to mobilize knowledge that it will be understood that this is not so much the case. Here the positioning test can clarify the learning for the trainers but also, and especially for the learner.

Many other cognitive science applications in assessment and training are available. We strongly invite you to inquire about [Didask](#) and their [blog](#) to find out more.



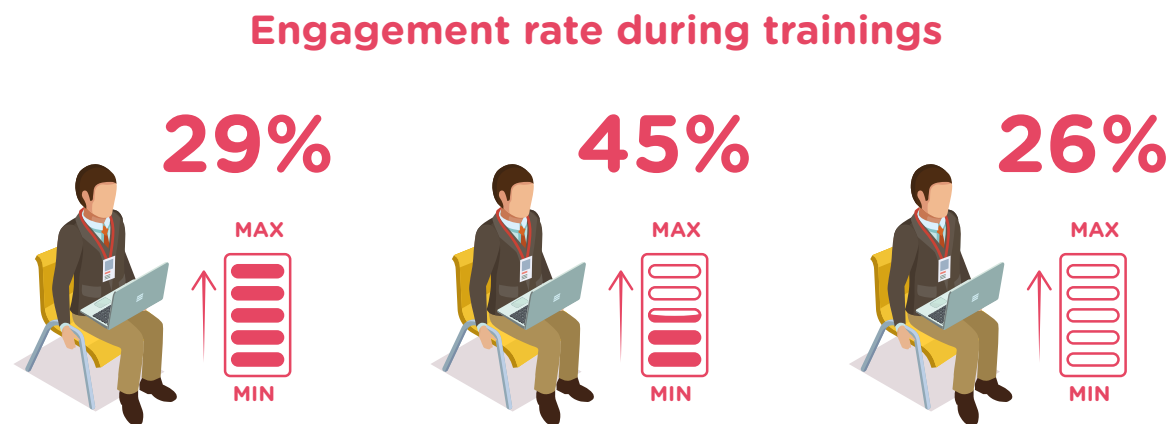
b. Favor engagement

Ahhh engagement! Another term that hangs on all the lips of teachers and trainers today. So, to begin with, what is engagement?

According to [TalentLMS](#), engagement is a measure that reflects the quantity and quality of learner participation in its courses, activities, training, and so on. Moreover, it reflects its interaction rate with its collaborators, co-learners or trainers.

In other words, it is the potential of a successful learning experience for all involved.

According to a [study from the University of Southern New Hampshire](#), Dale Carnegie Training and MSW Research,



Problematic isn't it?

Especially today, when we know that employees engaged in their training means increased productivity and strong participation in the company.

This is particularly illustrated by [this study on the state of labour in the United States published in 2017](#).

Engaging trainings and committed employees have proven that they were boosting:

- employee productivity by 17%
- 20% sales
- 21% the profits of the company

On the contrary, disengaged teams within companies represent a **deficit ranging from \$ 438 billion to \$ 605 billion a year in terms of lost productivity**. Figures that can thrill more than one.

How to engage employees in their training?

There are two axes: a technological axis and a pedagogical axis.

Technological side of many Edtech tools make more interactive training.

No, we will not talk about MOOCs because no MOOCs do not make a course more interactive. With less than 10% completion rate (and the curve is decreasing), online courses have even proven the opposite.

We prefer to speak here of another example. That of real-time audience response systems.

Audience response system apps such as [Wooclap](#), promote learner engagement by using the tool most commonly used by all, the smartphone.

Indeed, the attention span of an audience is more and more limited today. Some figures even speak of a drastic drop in attention after 10 minutes of passive listening. Ideally, it would be necessary to vary the teaching methods during the training. In practice it is difficult, but Wooclap allows to reinvigorate the formation through the quizzes

made throughout the training session.

Not only does this change the pace of learning, it also boosts learner participation directly during the training and thus transforms them into active learners.

Secondly, measuring learners' level of comprehension is essential in learning and today is still a difficult task for trainers.

But learning is based on what we already know, so it is necessary for the trainer to check the prerequisites of learners and adapt its training content accordingly if necessary.



Wooclap, based on the latest discoveries in neuroscience and studies conducted on different pedagogical practices has therefore developed this solution of real-time voting that maximizes the retention of information and enhance the impact of learning during a classroom course.

There are many ways to make online training more effective and engaging. Trainers can easily implement all the different techniques mentioned previously.

Several studies have shown that quizzes should be an ubiquitous tool to use during a training and learning session, and they have made this simple and easy with the trainer's computer and the learners' smartphones.

Therefore, performing tests during learning phases not only measures the learning itself, but modifies it, improving the learner's engagement and their performance in subsequent tests.

Many renowned teachers and trainers, teachers all over the world, have even said that incorporating such a simple habit into their sessions has changed the game.

What is it Wooclap?

Wooclap is an interactive platform used by more than 100,000 teachers and trainers, to boost the courses through the use of smartphones.

The fruit of collaboration with neuroscientists, educational engineers and professors, Wooclap has the particularity to interconnect with LMS, PowerPoint and other platforms used by teachers.



3.

Structural problems, an impediment to learning

a. Do we give too much importance to diploma

In our previous white paper we talked about it, companies have their responsibility in the skills gap phenomena. Why ?

First of all because, as this [European Commission study shows](#), it was observed that a majority of employers asked new graduates for experience, too much experience given their learning experience.

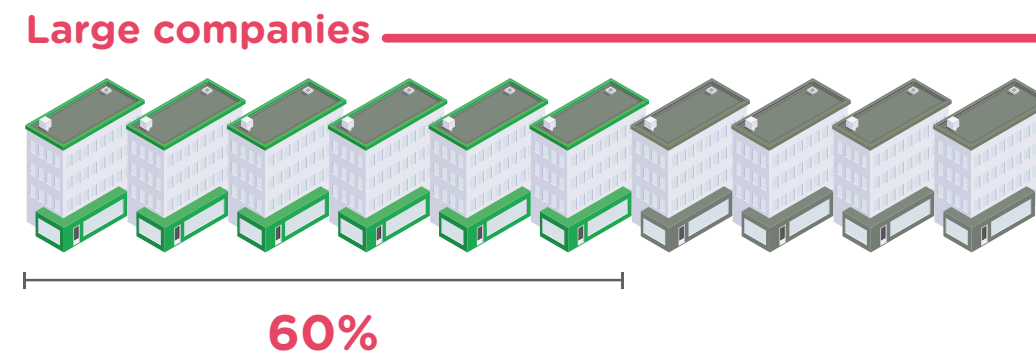
The problem is that, in addition to this experience, many companies select their candidates according to their degree. This is not a secret, but this practice can be destructive for both young graduates and businesses.

Why?

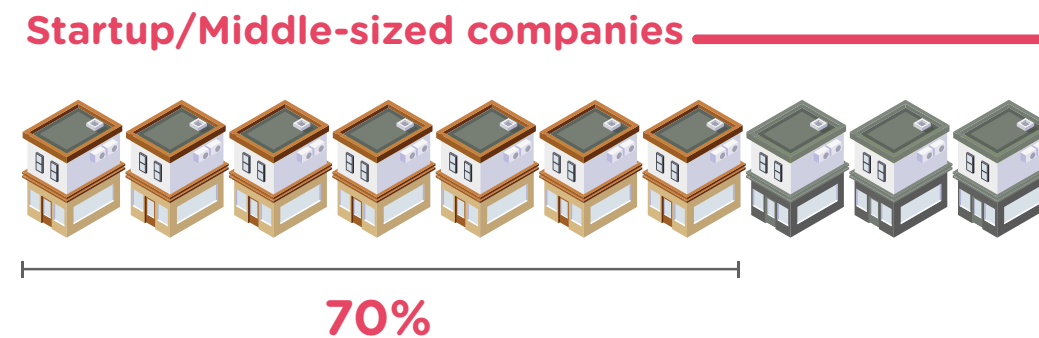
- for companies, it simply means missing out on talents and lacking intellectual and technical diversity in their teams. This also illustrates that they favor the diploma over the skills

- for young graduates, it is much more serious. Unemployment, loss of confidence, stress, loss of meaning, feeling of injustice compared to the graduate of «elite institutions» preferred by companies

Attention, the trend is clearly and quickly changing. According to [a study by the OFEM](#) (Observatory of the training of employment and trades of the Chamber of Commerce and Industry of Paris),

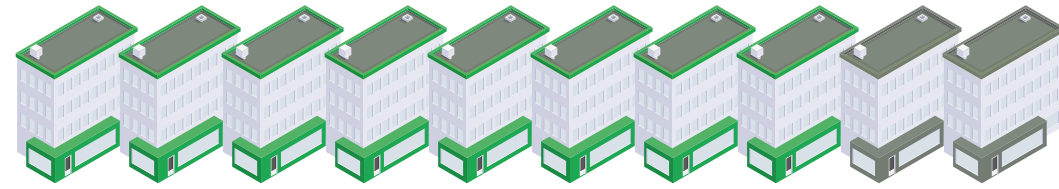


ask on average a Master's degree



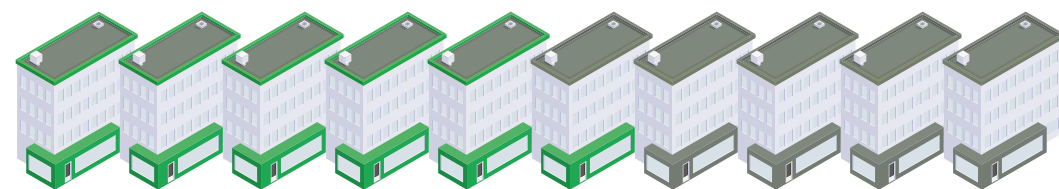
ask for a Bachelor degree

Companies surveyed



80% consider trainingship as essential

Companies surveyed



56% of companies surveyed have already prioritized hiring trainees

According to Thomas Lesenechal, CEO of Growth Tribe France, companies have their share of responsibility in the digital skills gap, particularly because of a question of bad recruitment.

The goal of these companies should be to *“hire people looking to build skills. And rather to hire only the firsts of class, they should look for different profiles, not being all business schools and hiring more atypical and autonomous profiles. This is how we create cohesion and mutual learning among employees.”*

b. The question of time in training

The question of the time given to employees for their training is necessarily very important and completely relevant. [According to a recent LinkedIn study](#) conducted on more than 4,000 companies, the #1 problem cited was the lack of time to train and build on skills.

The objective of the employers that emerged from this study was to help employees better optimize their time to support their training.



This feedback actually indicates that, although employees are very attached to the idea of training, they need more than anything more flexibility.

How, in the face of such a need for flexibility, to free up time for employees to allow them to learn more?

First of all, how much time do you need for training?

In the "Silicon Valley culture" and in large tech groups, we are talking about 20% of the working time devoted to learning ... but added to current projects. In the end, it increases the presence of employees on site..

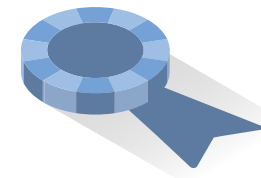
The rule of the 5 hours a week is also well known in the field of personal training. You must be able to keep 5 hours per week for yourself, in order to learn or improve on areas of our choice. Many celebrities follow this «diet» namely Barack Obama, Oprah Winfrey, Warren Buffet, Bill Gates etc.

Typical.

So we talk about 5 hours a week or 20% of working time (about 8 hours on a 40-hour week).

The question that most worries employers is not really the time to be allocated but rather whether this time should interfere with the usual working time or should be added to it and so, on-site training or from the employee's home?

It can be agreed that answers to the problems concerning the flexibility of training are already proposed.



In fact, 90% of companies surveyed by LinkedIn offer digital learning and MOOC programs to their employees.

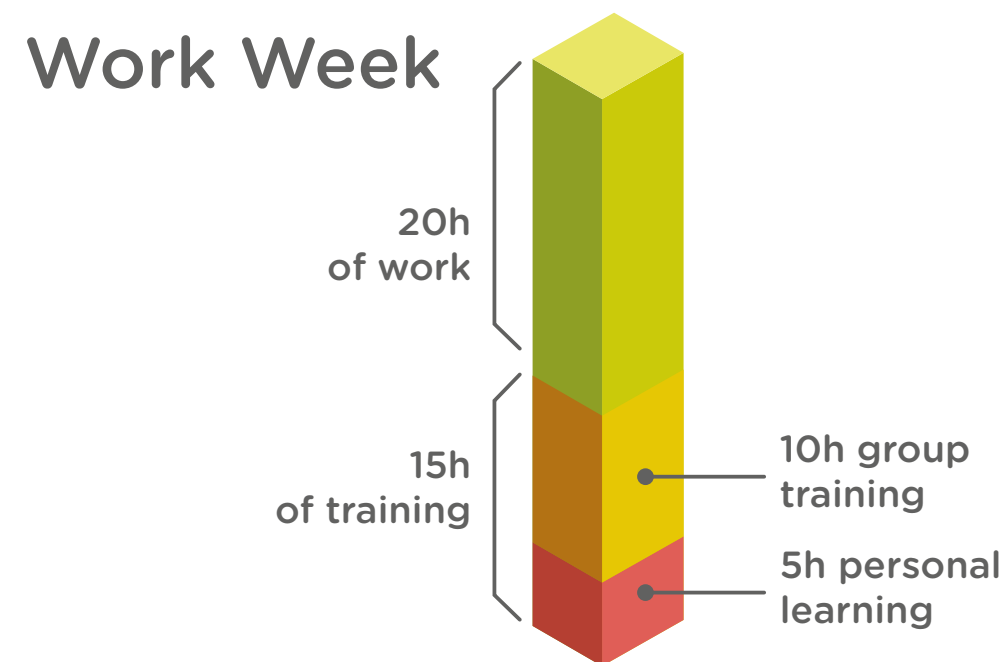
However, as we saw in our last white paper, digital learning is far from being effective for everyone. What companies need for employees is also and above all human. So what ? Reduce working time? Add the usual work training?

According to an [Op-Ed of Didier Cozin](#) (French professional engineer), the less you work, the less you have the opportunity to train. According to him, the reduction of working time in the 2000s has anything but pushed French employees to train themselves or professionally.

The problem is that between the years 2000 and today, 19 years have passed and the employees of today, [as indicated by the World Economic Forum study](#), are no longer the same no more and are more motivated to learn by themselves through many different sources.

If we go further in this thinking, and inspect [Rutger Bregman's bestseller Utopia for Realists](#), we can imagine that the 15-20 hour week of work is not a trick and could very well combine well with longer learning periods in the workplace or outside.

Let's say we have a 20-hour work week, completed with 15 hours of training, itself consisting of 5 hours of personal training applicable to 10 hours of work in group projects and with a method of peer learning (which will be discussed later).



There's an applicable case, a testable model that may not interfere with daily work thanks to the use of technology such as automation or more efficient work processes to optimize time.

Numerous examples prove that rapid experimentation makes it possible to shorten working time and to favor experimentation.

Obviously, in France (and even on the world scale), we still seem far from a similar model ... Why this? Well, the majority of structures lack a lot of horizontality and do not innovate enough.

4.

**Transversal training:
promoting peer learning and
speed learning**

In-house training can be problematic. *"When I gave my first training, I felt that most employees simply did not want to be there,"* says Thomas

Lesenechal, Managing Director of Growth Tribe France. Indeed, training is often imposed or seen as a barrier to work, as a loss of efficiency.

This is due in particular to a lack of horizontality, or rather of transversality and connection between the collaborators. To answer this problem, two approaches deserve your attention. Peer learning and speed learning.

a. Peer Learning works

If there is a pedagogy that has proven effective in recent years, it is peer learning.

First, what is it?

Peer learning is not a new pedagogy. Indeed, it dates from the 18th century and was then called the Mutual School. Today, Peer Learning is experiencing a renaissance in France, particularly under the impetus of Vincent Faillet and other teachers. To learn more about this pedagogy, we suggest you to watch this video



Peer Learning, is therefore a mix between the Mutual School, the use of technologies applied to learning (Edtech) and flipped classroom methods.

What does it look like in a business training? For this, the most interesting and interesting example to analyze is that of We Are Peers (WAP). WAP is a company founded by Diane Lenne and specializing in the introduction of peer learning in corporate and school training.

"We have facilitators. Usually people who have had prior Peer Learning sessions and have engaged in pedagogy. These facilitators accompany groups of all sizes during sessions," explains Diane Lenne.

Ces sessions consistent en la formation de groupes d'apprenants, réunis around a specific theme. They inform each other, according to their level of expertise on the subject, learn together through the available content, plan and distribute their tasks and advance in the subject. So it's a team experience. et répartissent leurs tâches et avancent dans le sujet. C'est donc une expérience d'équipe.

The benefits are many. We can name three.

1. Responsibility - Autonomy

"It's a very empowering pedagogy that clearly develops autonomy. We could speak of empowerment, "says the founder of WAP," because we give a lot of power to the learners so that they can contribute to the learning themselves, choose their own skill to learn or thematic to address."

2. Engagement - Motivation

"Learners are put in a position of responsiveness and interaction. During a Peer Learning session there is a lot, a lot of exchange between the participants, "explains Diane Lenne. "To stimulate this commitment even more, the facilitators are always very careful to make sure to address topics and issues directly related to the work of employees. They need to be able to put into practice what they learned right after the session."

3. An acquisition of knowledge that's stronger

"According to our observations, employees learn much faster between themselves than when they are in a waiting and listening position around one person. In addition, systematically rephrase what they have learned and put into practice the knowledge they share with each other, boosting employee memory," says Diane Lenne.



Conclusion, if there is one way to engage employees in a perspective of continuous skills acquisition while cultivating team spirit, it is through Peer Learning.

Another pedagogy turns out to be just as interesting, turned around the optimization of learning.

b. Speed learning, a key for success

Experimentation is the key to the success of many organizations. If Amazon is where it is today, according to Jeff Bezos, [it is because the company carries out a number of record experiments](#) and draws observations and improvements. Same thing for Alibaba, Airbnb, Spotify etc.

What is the relationship with learning? It's simple. [The more experiments there are, the more research there is within a company.](#) The more research there is, the more exchanges between collaborators. A posteriori, there is a take on skills and accelerated learning among employees of companies of this type.

Experimentation is therefore at the heart of learning. Today, more and more institutions place it at the center of their pedagogy. These institutions include Growth Tribe.

What is Growth Tribe ?

Growth Tribe is a growth marketing academy based in Amsterdam and present throughout Northern Europe, London and Paris. The academy offers advanced [training in growth marketing, rapid experimentation as well as training in Artificial Intelligence and Data Science.](#)

Their pedagogy is called **speed learning**. The principle is simple: “to focus on learning and mastering 20% of the concepts that will be used for 80% of employees’ time is the Pareto 80-20” says Thomas Lesenechal, Director of Growth Tribe France.

Why 20%? “The idea is that we are not trying to inculcate things that are too theoretical or that will not be of much use, we are looking instead for learning very operational skills and knowledge. The idea is that at the end of our training, learners can quickly implement what they have learned.”

This quick implementation principle is called "Training - Action".

Until then we had a framework of action for effective and high value-added training. Subsequently, the principle of rapid experimentation comes into play.

Rapid experimentation is first and foremost a process by which a team moves in its research and learning.

The process is based on the GROWS model developed by Growth Tribe.

These five steps enable employees to effectively test their ideas and extract data that can guide their next actions.

If rapid experimentation is first used for the development of a business, it is also compatible with learning and applying knowledge. So yes, this model remains difficult to implement in higher education (though), but we are talking about employees in their training.

We close the loop, rapid experimentation is the fuel of *speed learning*.

