



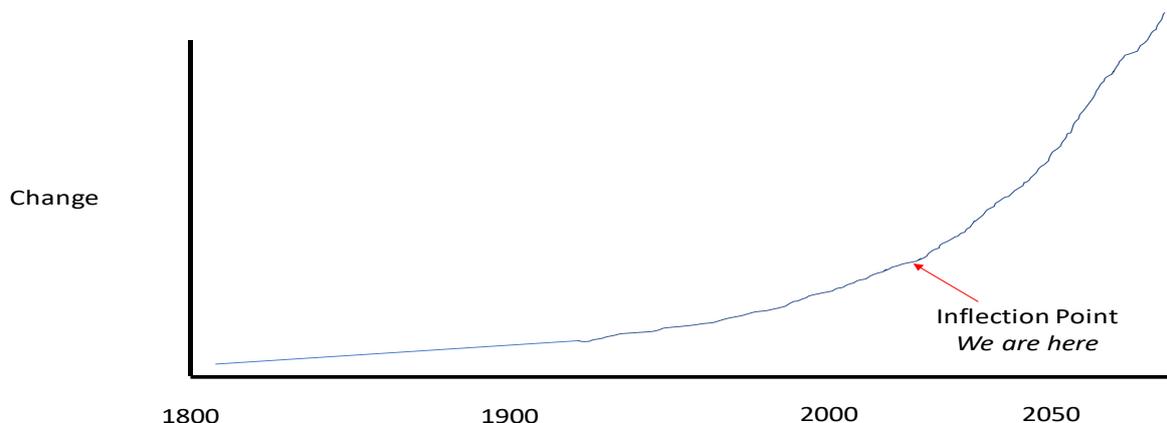
The Case for (R)Evolution – Alan Watkins

Dr Watkins started by asserting that companies are at the crossroads of a major challenge. He questioned whether this challenge could be described as:

- An emergency or is it emergence?
- Is it evolution or is it revolution?

He felt that it was important for us to understand the nature of this challenge.

The Accelerating Pace of Change

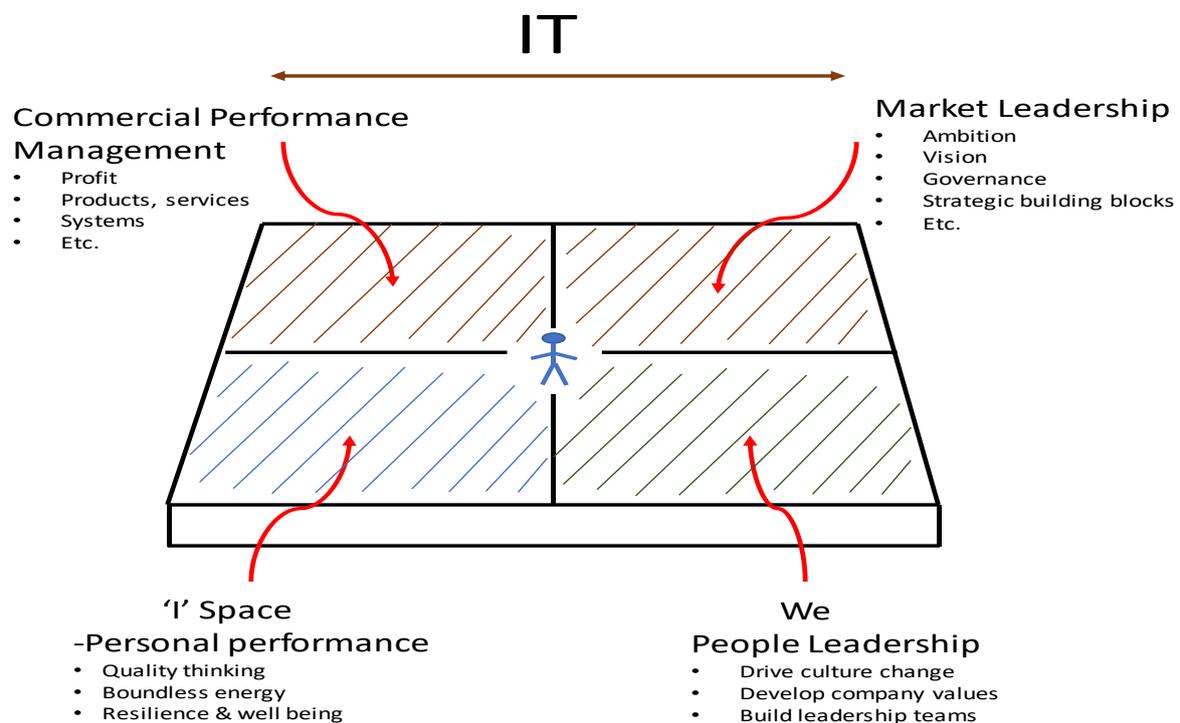


The pace of change is now at a critical inflexion point and decisions made now by businesses (more so than other areas of life) will determine the destiny of the planet. We now live in a very connected world that materially affects the economy and business. He cited various examples such as the Corona virus, climate change etc. Climate change effects will be the food supply, crops failing, droughts, mass migrations, increased volatility in storm frequency and strength etc. These problems are described as 'wicked' problems (problems which are highly complex and do not have one solution but many). They will all affect business. However, he strongly contended that boards are not talking about this and have not woken up to the fact they can DO something about it.

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As politicians are regressing to nationalistic issues and democracy at present is ill suited, neither can adequately address the 'wicked' challenges facing us, in contrast businesses can! Business leaders say they are too busy, but it is down to them. They are currently circumscribed by what they think their job is, confusing management with leadership and addicted to short term goals. It is imperative that they break out of this addiction.

Most leaders are consumed with the everyday management tasks which constitute at least 85% of their time, whilst leadership takes up 10% of their time. Both constitute what is called IT, see diagram below:



However, every wicked problem requires not only IT but also the We and the I, see above.

Adopting not only the IT and but also the 'I' and the 'We' is called 4D leadership.

The importance of 'I' and 'We' to people was clearly demonstrated when Ken Wilber, a leading management thinker, was asked to help facilitate solutions to the wicked problems facing Ukraine. He convened a meeting in Kiev, the capital, in a heavily secured building. Seeing lots of guards, brandishing AK47s was scary to invitees; consequently, this made matters worse as the invitees' 'I' kicked in and totally overshadowed any meaningful discussions.

'4D' leadership is required if our companies are to become more insightful. Yet the personal 'I' space is barely discussed and certainly not measured! Dr Watkins lamented the fact that

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we regularly talk about L & D but the 'D' hardly occurs. We learn like six-year-old children who still think literally, whereas we should develop our abstract thinking (which 12 year-olds can do). He contended that we are effectively operating as 6 year-olds.

Beyond 14 we acquire skills, knowledge and experience but don't develop. We don't become sophisticated. We need to develop ourselves in order to deploy wisdom. If we did then our decisions would be transformative. It can be done as illustrated by the fact that Tibetans can operate 10 times quicker than us because they have trained their minds. In the western world we don't fully understand our own situations such as mental health. He explained that mental health is more often emotional not mental. If we understood ourselves more, we could unlock the full potential of people. We need a revolution in developing our 'I's and 'WE's and ascend our ladders of self-awareness (There are 10 stages in the ladder of self-awareness. The vast majority of people don't get past level 5; Trans Personal which occurs between the ages of 9 to 14).

Dr Watkins illustrated a core company area that needs to be more fully understood and that is culture. Too often culture is inadequately defined, resulting in failed initiatives. A more self-aware leader would be more insightful in comparing cultures (one that might be aspired to) and his/her approach to change. The table below summarises culture, what it covers and its direct linkages.

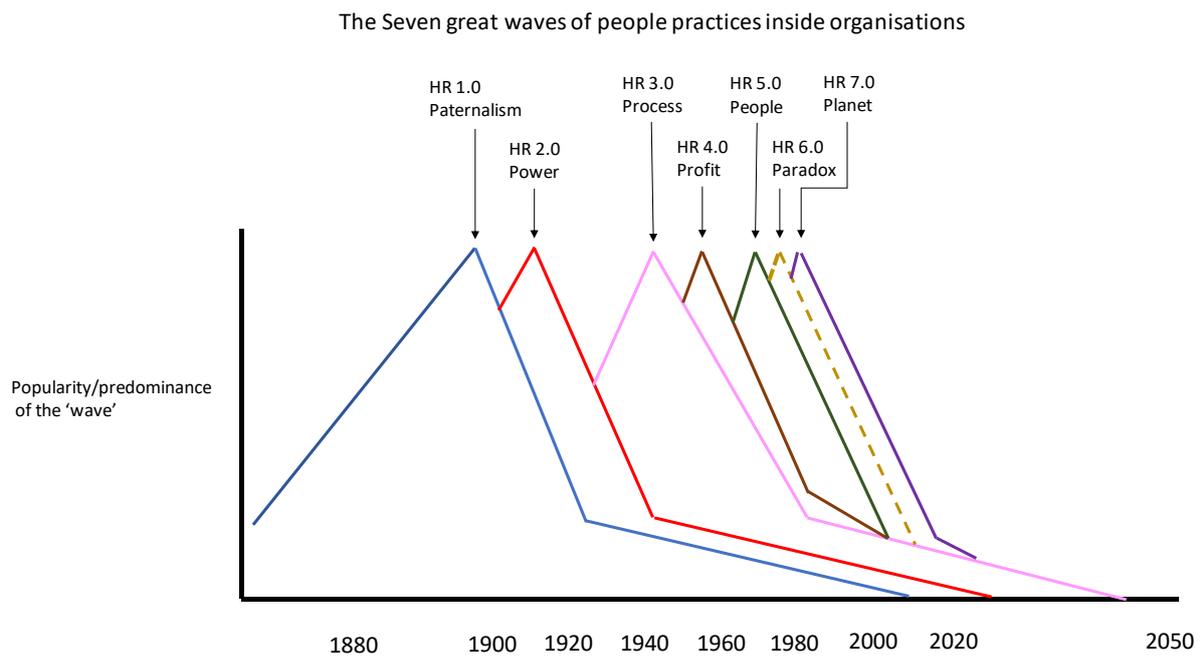
1	Values	A feeling , sense or quality by a thought or a principle (built in childhood)
2	Beliefs	A thought or idea wrapped & powered by an emotion (built in childhood)
3	Attitudes	Collection of values and beliefs that determines how a person sees things, reacts & behaves
4	Culture	Collective attitudes within a group, team, organisation. It manifests itself by: <ol style="list-style-type: none"> a. Customs-traditional practices b. Rituals-repetitive behaviours c. Symbols-stylised conceptual totems, about 1 aspect d. Dogmas/myths- unchallenged & unspoken beliefs e. Metaphors- stylised stories that reflect culture f. Stories-key binding narrative of culture
5	Mood	An elongated emotion that can last hours or weeks
6	Climate	How the culture is presenting today
7	Character	Collection of dominant attitudes
8	Behaviour	Physical actions driven by inner attitudes
9	Identity	Who we believe ourselves to be
10	Reputation	How others see us

He then explained that we stand at a critical juncture in our human history. A better future relies on our companies addressing their impact on society and the environment and fully embracing the fact that people are their most important asset. Regressing into old fashioned thinking, self-absorbed

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business models and associated about HR and people practices will not help us meet the wicked problems we now face.

Dr Watkins said it was useful to understand how people practices have evolved in the past and will develop in the future. He called these the 'Seven Great Waves or 'P' waves. They range from paternalism to a broader view of how companies have a responsibility for the environment and health of species; Planet 'p' wave). The 'P' waves are illustrated in the following diagram.



They demonstrate that what business values changes and evolves over time. However, he acknowledged that all 'P' waves are still represented in the current business world. Consequently there are some leading edge companies that have adopted the people 'P' wave but there are also many still geared towards pure profit, or process (or indeed power and paternalism).

To understand the distinctions between each 'P' wave, Alan explained that they were characterised by 8 key people practices:

1. Working conditions
2. Reward and appraisal
3. Culture
4. Organisational mindset
5. Leadership

6. Teamwork
7. ER; employee relations
8. HR

Companies moving into different ‘p’ waves requires an HR function to change from being reactive to become a key enabler. The key features are more fully described in the following table.

	Features	HR 1.0 Paternalism 1880-1920	HR 2.0 Power 1920-1945	HR 3.0 Process 1935-1985	HR 4.0 Profit 1985-2010	HR 5.0 People 2005-2025	HR 6.0 Paradox 2020-2040	HR 7.0 Planet 2030 plus
1	Working Conditions	Tough, long days, etc	Combative	Disciplined, process engineering	Skills training, goal focused, internal rivalry	People-centric, Employability,	Flexible, multiple, User selected	Work for planet, not company
2	Reward & appraisal	Piece rates.	Collective bargaining	Job evaluation, pay bands, employee records	Bonuses, Share options, fat cat salaries	Fixed & variable pay, Cont. assessment, reward wider packages	Flexible fluid packages, 4D appraisal	Flexible, paid by project
3	Culture	Family owned, Cautious	Us v Them	Work to rule, jobsworth TQM, ISO9001	Performance culture, empowerment, surveys	Networked orgs, agile, purpose driven	Wisdom of crowds, scrums, teams with no boundaries	Development goes beyond to community, society, market
4	Org. mindset	‘father’ knows best	Management ‘right’ to manage, workers right to strike	Taylorism, Functions, Geography	Matrix management, KPIs, HR metrics	Flex to work, partnerships, matrix dissolves	3 layered networked permeable org. systems	Networks across organisations, dynamic
5	leadership	Protect family, ‘sit with Nellie’	Heroic, lead from the front	Technocratic Demming, Drucker	‘Transformational’ Productivity, profit	Inclusive, well-being focused, purpose based	Innovative, disruptive, inspire future thinking	Curating, developing, harmonising
6	Teamwork	Pre-team, craftsmen	Battling experts, 3 rd party conflict resolution	Dependent experts	Independent achievers, interdependent achievers	Diverse pluralists	Broad fellowships	Unified fellowships
7	ER	Exploitation	Industrial relations	Procedural dispute resolution	Employee value proposition	Co-created interventions, reskilling, upskilling	DDO	DDO on personalised, quantified self platforms
8	HR was	Welfare officer	IR Officer	Personnel officers	HRD, Centres of Excellence	CPO, People development mgrs	Cao, Chief of Staff	Role with no name

Leaders need to become more sophisticated in their understanding of these developments and in fully understanding their evolving role and in other features such as culture. If companies are to thrive and shape the world in the future their values need to change and become the building block of a different culture. This culture will have to cope with many challenges such as:

- The ‘post truth’ world, where everyone’s point of view is valid
- There is no absolute truth, everything is relative and there are no one is at fault, leaving a vacuum often filled with narcissists
- Disruptive companies undermining traditional companies

- The rise of technology which is accelerating and more far reaching than ever before as illustrated by how long it took for various technologies/companies to attain 50 million users:
 - Mobiles were 12 years
 - Paypal was 5 years
 - YouTube was 4 years
 - Twitter was 2 years
 - Pokemon was 19 days!

Dr Watkins concluded by saying HR are vital in how companies develop. He asserted that 'we are the change' as a few thoughtful people CAN change the world.

Please Note: Dr Watkins' new book is called 'Change the workplace, change the world'.

The Performance System – Paul Matthews

Paul Matthews challenged the thinking that poor performance can be rectified by training. Too often during appraisals, management attribute poor performance to the individual and reaches the simple conclusion that training will improve their capabilities and thus their performance. This attribution is wrong and demonstrates a failure to fully understand the nature of the performance system.

An individual's capability is based on 2 key groups of factors. They are:

1. Performer
 - a. Knowledge and facts
 - b. Skills and expertise
 - c. Insight and understanding
 - d. Mental state
 - e. Physical state
2. Stage (Environment)
 - a. Systems and processes
 - b. Knowledge banks
 - c. IT provision, software
 - d. Tools, spare parts
 - e. Culture, values
 - f. Management
 - g. Support, EPS, colleagues
 - h. Recognition, feedback
 - i. Resources etc.

Paul, said that even the great actress, Judy Dench couldn't perform well without the theatre lights, sound system etc. Indeed, it is estimated that 70% to 80% of poor performance is due to the stage or environment. Consequently, if training is not seen as relevant by the trainee it will be never remembered or implemented.

It was important to look at improving performance from different perspectives. Four key perspectives are:

1. Performance diagnostics
2. Learning transfer
3. Informal learning
4. Hidden learning

Paul's talk outlined some important points about these perspectives.

Performance Diagnostics

Prescribing training without diagnosis is a malpractice. Managers believing in training without diagnosis must believe in 'Pixie dust'. An L & D process needs performance consulting to understand the cause of poor performance, improve it and save unnecessary costs.

Learning Transfer

Should training be appropriate, it is worth doing well and addressing all relevant aspects. Dr. Ina Weinbauer-Heidel studied how learning was transferred. She identified 100 contributing factors. She distilled these into 3 categories, totalling distinct 12 levels. They are:

Trainees

1. Transfer motivation
 - a. Is it important and relevant?
 - b. Will it have an impact
 - c. Will it help his/her career?
 - d. Can the trainee see success stories?
2. Self-efficacy
 - a. Having the confidence to try it out
 - b. Feeling safe; it is good to try
3. Transfer volition (It is desirable for people with a fixed mindset evolve into a growth mindset as explained in Carole Dweke's book on mindsets and Edwardo Bricenco's Youtube video)
 - a. Creating a story to tell oneself
 - b. Purposeful

- c. Clarity i.e. what to expect, including the tough times

Training Design

- 4. Clarity of expectations
 - a. Expectations management
 - b. Its 'ups and downs' and how we can help
 - c. Give it a meaning for trainees, mentoring
- 5. Content relevance
 - a. Learning what is needed
- 6. Active practice
 - a. Learning by doing
 - b. Talk about a programme of learning, with training on only 1 of the days
 - c. Emphasising that what happens outside the training room is more important
 - d. Learn how to smell 'dragon shit', to find the dragon master. Finding out what can make the difference
- 7. Transfer planning
 - a. What happens after training

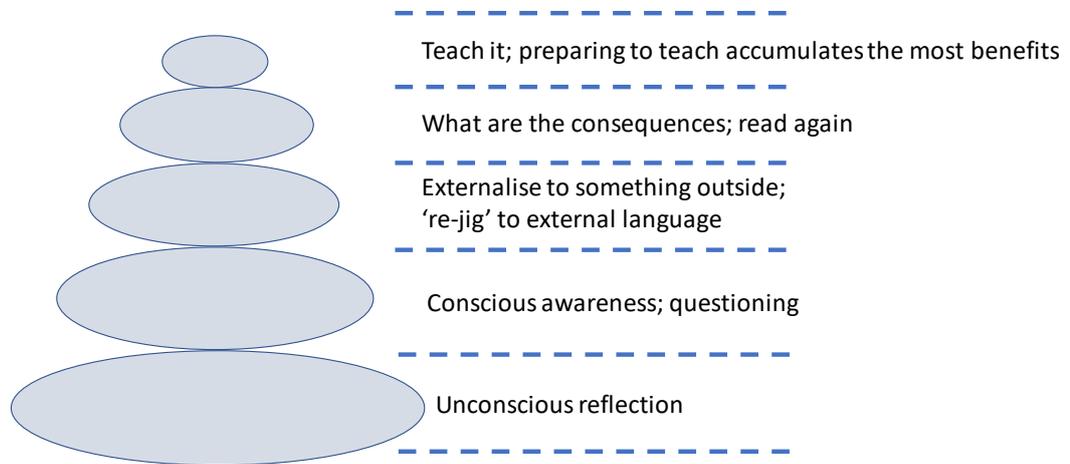
Organisation

- 8. Application Opportunity
 - a. How to use the new skill by doing it
- 9. Personal transfer capacity
 - a. Sufficient time to do it as a new person
 - b. Risk management around this
- 10. Support from supervisor
 - a. Cheerleader and positive feedback
 - b. Encouragement
 - c. safety
- 11. Support from peers
 - a. Coax them to put into practice
 - b. 'Sit with Nelly'
- 12. Transfer expectation in the organisation
 - a. What their expectations of you are
 - b. Share what they have learned

Paul handed out a form summarising these 12 levels, asking the delegates to think about the first six levels and explore what the objective of each level is.

He also stressed the importance of personal reflection and showed the following diagram

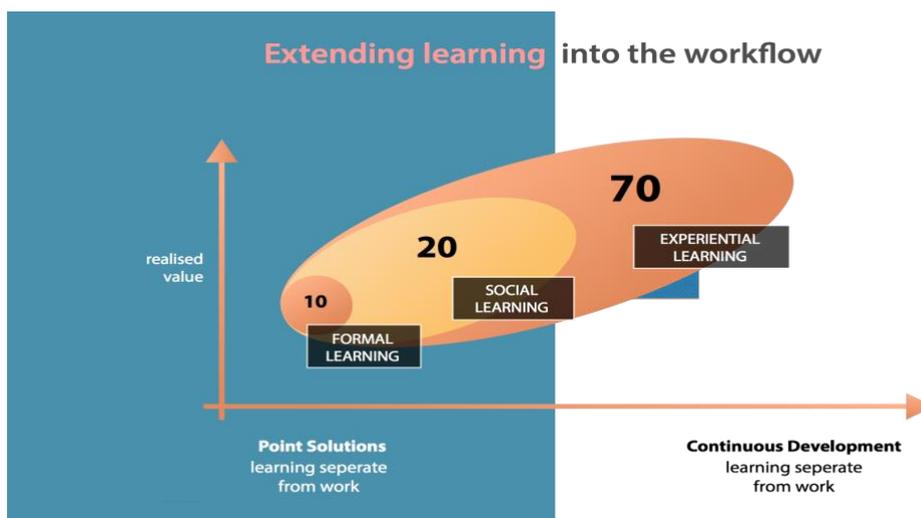
The Learning Stack- There must be some level of reflection



Note: Paul made reference to page 9 in the book, 'Learning Maturity of an Organisation' (and website Towardsmaturity.org).

Informal Learning

The rough ratio of 70:20:10 is important as it highlights the fact that classroom learning constitutes only 10% of learning. Whilst 20% of learning occurs with peers. The vast majority of learning occurs doing the tasks.



(Diagram: Charles Jennings)

This ratio begs the questions:

- Is the environment helping or hindering the individual's ability to deploy their skills fully?
- what are the peers teaching the trainee?

Hidden Learning

Paul concluded his talk by focussing on L& D professionals and their often hidden role in promoting learning. He made the following points:

- What do people say about L & D when they are not in the room?
- People don't know what L & D do. They don't know our brand
- What is the promise L & D make to your constituents; what do you want them to expect?
- What is the L & D value proposition?
- What is the L & D reputation? What happens at the various touch points?
- Is the L & D aligned to the organisation's vision and strategy?

Conclusion

Too often managers reach the wrong conclusion about poor performance. The L & D function has a hidden role in educating managers into how people learn and improve. Improving performance requires an acceptance that there is a performance system that affects a person's capability. If training is required, then adopting the 12 levels is a better way of ensuring the training works. This can be enhanced by asking people to self-reflect as illustrated in the 'Learning Stack'. Despite this, everyone should be aware of the vital importance of learning with peers and the work environment. Consequently, manager and peer involvement and support are important in delivering improved importance.

L & D departments must have a bigger perspective in in how performance can be improved.

Peter Westbrook

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