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**ORANGE : NUMERIQUE DE NATURE,
MAINTENANT AUSSI EN
MATIÈRE D'APPRENTISSAGE**

JELLE JACQUET

PAGE 8

**L&D ARE NOT THE
DESIGNERS OF LEARNING**

LEIF SØRENSEN

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QUI ETES-VOUS ?

Depuis que ce magazine existe, nous vous demandons annuellement votre avis sur les habitudes au niveau de l'apprentissage et du développement. Nous comptons chaque année jusqu'à trois cents répondants, ce qui signifie que cette enquête 'Tendances en matière d'apprentissage et de développement dans les organisations' est une référence en Belgique au niveau L&D.

Et nous souhaitons maintenir cela par le biais de votre soutien en juin 2018 également. Un questionnaire spécifique est prévu pour les conseillers, les formateurs et les prestataires externes de formations et de développement, et un autre pour les responsables RH et les professionnels internes qui s'occupent de la formation et du développement des compétences. Ces deux sondages sont accessibles via sondage.stimulearning.be.

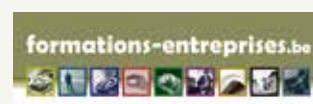
Quel en est le thème ? Vous aurez certainement déjà remarqué que ces derniers temps énormément d'offres d'emploi en L&D sont publiées sur notre site, ainsi qu'en page 15 (NL). En regardant de plus près les profils de ces futurs collaborateurs, nous remarquons qu'ils doivent s'y connaître dans de nombreux domaines. Fort est de constater que bon nombre de ces offres d'emploi ne sont pas pourvues. Au cours de l'enquête, nous allons spécifiquement sonder le(s) rôle(s) du responsable L&D et soutenons ainsi (avec plaisir) Lisa De Schrijver qui, dans la phase de conception de son mémoire de Master en Sciences de l'éducation à l'Université d'Anvers, définit 4 rôles conceptuels : rôle d'harmonisation de l'apprentissage, rôle de stimulation de l'apprentissage, rôle de définition de l'apprentissage et rôle de commercialisation de l'apprentissage. Vos réponses permettront à Lisa d'approfondir davantage ces rôles et de clôturer avec succès le travail de son année d'études.

Il est par ailleurs très intéressant pour nous de laisser faire l'analyse que nous faisons depuis des années déjà par une scientifique. Après avoir fait des recherches documentaires, Lisa a réalisé des interviews qualitatives approfondies, et la dernière étape consiste à quantifier ce sondage 'Tendances en matière d'apprentissage et de développement dans les organisations'.

Vous recevrez également ces résultats. En tant que répondant, déjà cet été. Les autres par le biais de la page centrale de l'édition du 10/09 de ce magazine. Et les membres de Stimulearning et Epsilon recevront un graphe informatif sous la forme d'un poster de 70 x 50 cm par la poste. Petit extra en date du 24/10 : nous présenterons les résultats par le biais d'un panel de 6 experts internationaux en L&D : Shannon Tipton (USA), Leif Sørensen (DK), Jo Cook (UK), Maike Küper (DE), Donald Clark (UK) et Andy Lancaster (UK). À suivre en direct dans un endroit à Malines et également en ligne en streaming. À bientôt !

KRISTOFF VANDERMEERSCH
ISABELLE VANHAECKE

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116583	18-06-18	Itil® foundation & examen	6041

ORANGE : NUMERIQUE DE NATURE, MAINTENANT AUSSI EN MATIERE D'APPRENTISSAGE

JELLE JACQUET - DIRECTEUR L&D ORANGE

Lorsque Jelle Jacquet a commencé en 2016 chez Orange Belgique - auparavant Mobistar - l'entreprise et son offre étaient déjà complètement numériques, mais l'apprentissage pas du tout. À peine un an et demi plus tard, les équipes L&D implémentent le snack learning, la gamification et bientôt aussi un premier projet pilote d'apprentissage expérientiel avec la réalité virtuelle. Il y a pourtant encore du chemin à faire, nous raconte sur notre divan cette directrice passionnée de L&D.

Dans quelle mesure l'apprentissage est important pour Orange ?

Vraiment important. Nous avons même exprimé très clairement cette année que nous allons augmenter notre effort d'apprentissage. Nous étions en moyenne à un peu plus de deux jours de formation par personne et par an, et nous voulons doubler cela. Nous avons de bonnes raisons pour le faire. Tout comme d'autres entreprises, nous sommes confrontés à des changements très rapides et nous devons donc aussi acquérir des compétences très rapidement. Si vous n'investissez pas dans l'apprentissage, le fossé entre les compétences nécessaires et les personnes présentes s'agrandit d'office. La technologie se développe en effet très vite. Le défi est donc : comment veiller à rester à la page ?

Comment faire concrètement pour que le fossé entre ce que vos collaborateurs savent et l'environnement changeant où ils se trouvent reste surmontable ?

Nous nous laissons fortement guidés par notre stratégie commerciale. Tant en Belgique qu'au sein du groupe Orange, nous nous concertons avec le management pour déterminer le focus prioritaire. Le groupe Orange a récemment défini six compétences clés et sept nouveaux domaines d'expertise sur lesquels nous nous concentrons maintenant. Du point de vue du collaborateur, cela signifie que nous partons toujours de la pertinence. Nous misons seulement sur une action d'apprentissage si elle est pertinente pour l'organisation et pour le collaborateur. Ensuite, pour tous les programmes génériques, nous nous tournons de plus en plus vers l'apprentissage numérique d'une part et sur l'énorme éventail de formations offertes par notre fonds sectoriel d'autre part. Pour les formations nécessitant plus de personnalisation, nous appliquons la philosophie 'emprunter, acheter, puis construire'. Si nous pouvons par exemple emprunter une solution du groupe Orange, nous le faisons. Si ce n'est pas le cas, nous cherchons à nous procurer un produit standard et ensuite nous l'adaptions à nos besoins. En dernière instance, nous créons nous-mêmes une solution. Et dans ce cas, nous veillons à être proches du lieu de travail ou de la réalité de nos collaborateurs.

Pouvez-vous donner un exemple d'une formation que vous avez personnalisée ?

Nous travaillons pour l'instant à un changement de culture par le biais duquel nous voulons nous concentrer davantage sur l'orientation client. Nous posons comme principe que chaque client d'Orange doit expérimenter la même chose. Le groupe dispose à cet égard d'une formation intitulée 'Orange in touch'. Nous l'avons adaptée au public belge. Cela signifie que nous devons élaborer différentes versions de langue, mais comme le style belge est différent du quartier général français du Groupe Orange, nous avons également adapté l'approche de la formation. Le contenu de la formation française est très verbal et parfois un peu pompeux pour

nous. En Belgique, nous sommes un peu plus pragmatiques et directs. L'adaptation consiste en des exemples concrets et des applications. La formation d'origine de deux jours du groupe a été raccourcie en une journée de formation. Nous combinons le training à un parcours mixte comportant un micro apprentissage en ligne fait de sessions courtes de cinq minutes et une tâche connexe qui garantit l'ancrage. Par la suite, le manager et le quality coach de l'employé commercial jouent aussi un rôle dans cet ancrage. Ils observent, font des échantillonnages et ainsi de suite. Et comme une expérience client optimale ne peut être réalisée que si tous les collaborateurs travaillent de manière orientée client, nous offrons également une formation similaire aux employés non commerciaux. Nous avons quelque peu adapté cette formation pour eux, afin que ce soit aussi pertinent que possible pour ce groupe cible.

Comment êtes-vous arrivés à renforcer à ce point l'orientation client ?

Cela remonte à mai 2016 : le rebranding de Mobistar à Orange Belgique. Un tel rebranding est un travail énorme pour une organisation, nous recherchons donc de l'aide. Sous la forme de collaborateurs désireux de contribuer au rebranding, à côté de leurs tâches habituelles. Nous espérons une trentaine de volontaires, mais en avons eu 120 prêts à collaborer. Cela nous a permis d'aller plus loin qu'un changement de couleur ou de logo. Nous avons démarré un exercice de réflexion avec ces volontaires à propos de notre culture : que souhaitons-nous conserver de la culture Mobistar ? Que voulions-nous laisser derrière nous ? Et comment voulons-nous collaborer sous l'enseigne Orange ? L'orientation client est un pilier essentiel pour nous. Un peu comme le bifidus dans certaines marques de yaourt : 'vous pouvez voir de l'extérieur ce qui se fait à l'intérieur'. À l'extérieur de notre entreprise, nous optons pour une expérience client inégalée.



Et pour y arriver, nous devons travailler à l'intérieur. C'est pourquoi, sur base de cet exercice de réflexion, nous avons défini six principes d'action sur lesquels nous travaillons actuellement. Un de ces principes d'action est par exemple 'We talentify', un mot que nous avons inventé. Il s'agit d'une contraction de deux mots anglais, à savoir 'amplify' et 'talent'. Le fait est que chez Orange, nous renforçons le talent de chacun et nous voulons nous aider mutuellement. Notre nouvelle culture devait en outre renforcer notre stratégie. C'est pourquoi dans toutes nos salles de réunion figurent aussi bien notre stratégie au mur que les six principes d'action. Mais afficher quelque chose au mur est bien entendu insuffisant. Nous avons également initié un changement culturel que nous ancrons à travers différentes formes d'apprentissage dans notre vie quotidienne. Nous partons du principe que pour que l'effet de l'apprentissage soit optimal, nous devons nommer et stimuler le comportement souhaité de manière répétée et de différentes façons. Nous avons ainsi organisé des sessions de prise de connaissance relatives aux six principes d'action. Ils font en outre partie des évaluations. Nous avons développé un journal de bord par le biais duquel les collaborateurs peuvent s'observer grâce aux notes relatives aux principes d'action. Mais nous nous concentrons aussi sur le feed-back. Il y a dans toutes les salles de réunion des petites cartes via lesquelles les collaborateurs peuvent mutuellement se complimenter quand ils voient que l'autre agit en conformité avec un des six principes d'action. Cela leur permet de reconnaître et de nommer les comportements réciproques de manière positive. Tous ceux qui dirigent des personnes dans notre entreprise suivent également un parcours de leadership pour adapter leur leadership à la nouvelle culture d'entreprise et aux nouvelles attentes des collaborateurs. Et notre management a reçu un questionnaire à 360° pour vérifier dans quelle mesure ils endossent déjà un rôle de modèle quant aux nouveaux comportements. De plus, nous nous concentrons également sur le jeu. Pour chaque principe d'action existe un jeu dans une appli spécialement conçue. Exemple : un deuxième principe d'action est par exemple 'Comact', qui signifie 'communication, engagement & action'. Chaque action entreprise par quelqu'un dans l'entreprise a un impact sur les autres. Et nous voulons clarifier cela à travers un jeu. En tant que joueur, vous devez surmonter un petit bloc d'obstacle, et pendant que vous le faites, un autre bloc apparaît en parallèle sur votre écran dans un contexte différent suivant vos mouvements. En tant que joueur, vous devez également tenir compte de ce bloc et du contexte. Après chaque partie, le joueur reçoit un conseil qui s'applique au travail quotidien, sous la forme d'un pop-up. Il s'agit

d'actions qui veillent à changer le comportement. Pour l'instant, le jeu a seulement été mis en place pour les adeptes précoces. Les gagnants de ce groupe construiront un module supplémentaire avec le constructeur du jeu. « Cela signifie qu'ils vont apprendre à construire un jeu, mais aussi qu'ils vont réfléchir à la conception, au travail agile, ... C'est donc une expérience d'apprentissage très enrichissante.

« Nous recherchons un nouveau collègue L&D disposant de solides compétences au niveau de l'apprentissage numérique et social. »

Plutôt progressiste, n'est-ce pas ?

Lorsque j'ai commencé en octobre 2016, le message était clair : 'En tant qu'entreprise, nous sommes numériques et mobiles par nature, c'est dans notre ADN. Mais pas encore en matière d'apprentissage.' C'est notre tâche, en tant qu'équipes Learning & Development dans les RH et dans le commercial, de numériser aussi l'apprentissage. Comme employeur, nous avons le mantra 'numérique et attentionné'. Cela clarifie immédiatement l'approche à donner à l'apprentissage : nous devons éblouir. L'apprentissage est pour nous aussi bien social que numérique. Et le grand avantage est que tous nos collaborateurs ont un smartphone sur eux, chacun a dès lors accès à l'apprentissage et au partage de connaissances.

De nombreuses entreprises rêvent de proposer l'apprentissage en petites portions prêtes à être consommées lorsque c'est nécessaire. Oseriez-vous dire que vous êtes déjà si loin ?

Non, pas encore tout à fait. Nous cherchons toujours, comme les autres. Actuellement, 34 % des actions d'apprentissage de nos collaborateurs sont numériques, et je ne parle que des actions d'apprentissage que nous

PASSEPORT

- **Fonction ?** Responsable L&D - Orange
- **Auparavant ?** Head of Integrated Communication & Change Management for Go 4 Digital Leadership + Head of Solution Centre Talent Development + Talent Manager - BNP Paribas Fortis
- **Études ?** Master en Histoire contemporaine - KU Leuven et Post-graduat Culture et Communication KU Brussel
- **Dans quel domaine du L&D souhaitez-vous encore apprendre ? Qu'est-ce qui vous intéresse en fonction de l'avenir ?** L'expérience API dans la pratique attise ma curiosité, ainsi que la façon dont nous allons pouvoir mesurer une gamme beaucoup plus large d'apprentissages - en ce compris l'apprentissage informel. Je suis aussi curieuse de connaître les informations émanant des données RH, à partir du moment où nos outils RH peuvent communiquer entre eux. Les RH n'établiront plus de plans de carrière : les données présentes dans les outils montrent aux employés comment leurs prédécesseurs dans une fonction équivalente ont évolué vers l'emploi suivant et quelles compétences ils ont développées à cette fin.
- **Que représente Stimulearning pour vous ?** Une opportunité de partage entre spécialistes, et c'est bien ce qui permet d'apprendre le plus.
- **Le livre L&D le plus inspirant ?** 'Social technologies in business' d'Isabel De Clercq et d'autres encore. Et 'The Employee Experience Advantage' de Jacob Morgan. À recommander aussi dans une perspective RH car il vous oblige à voir les choses du point de vue de l'employé.



pouvons tracer. Les collaborateurs choisissent donc dans 34 % des cas une solution d'apprentissage numérique. Le travail est donc toujours en cours. Faciliter l'apprentissage sur le lieu de travail et dans les processus doit occuper une place encore bien plus centrale dans le rôle du L&D. Pour investir encore davantage, nous recherchons un nouveau collègue L&D disposant de solides compétences au niveau de l'apprentissage numérique et social.

**Le groupe Orange est également engagé dans l'apprentissage expé-
rientiel et la réalité virtuelle. Pour quelle raison précisément ?**

L'agence de formation du Groupe Orange a créé une solution d'apprentissage sur l'art de parler en public. Vous y mettez des lunettes de réalité virtuelle et êtes avec un vrai coach de vie, et vous pouvez apprendre à parler devant un petit, grand ou énorme public. L'environnement virtuel dans lequel vous vous trouvez est très réaliste, mais en même temps sécurisé. La salle peut commencer à chahuter, réagir, ... Le groupe a remporté un prix de la sorte ! En Belgique aussi, nous allons bientôt l'utiliser. Un filon à cette solution d'apprentissage est que nous vendons nous-mêmes aussi des lunettes de réalité virtuelle dans nos boutiques. Tous nos collaborateurs peuvent ainsi apprendre, ils deviennent encore de meilleurs ambassadeurs de nos produits.

**Un an et demi après vos débuts, avez-vous le sentiment que de
grandes étapes ont été instaurées pour numériser l'apprentissage
chez Orange en Belgique ?**

Nous avons certainement déjà mis des étapes importantes en place, mais la technologie évolue de façon si exponentielle que nous devons continuer à investir. Nous devons également être réalistes. Chaque groupe cible interne n'est pas enthousiaste de la même façon par rapport à l'apprentissage numérique. Certains préfèrent toujours que du temps

et de l'espace soient libérés pour qu'ils puissent aller apprendre. Et nous devons en tenir compte. Nous devons accompagner certaines personnes et leur faire découvrir le numérique via l'apprentissage mixte.

Pensez-vous que c'est souvent une question d'âge ?

Non, pas selon mon expérience. Nous avons fait du mentorat inversé, où de jeunes nouveaux employés dans notre entreprise racontèrent à des collaborateurs plus expérimentés ce qu'ils faisaient en matière de travail numérique. Et nous avons remarqué qu'il n'y avait pratiquement aucun écart de connaissances entre les deux groupes cibles. En raison du secteur dans lequel nous travaillons, notre personnel suit bien sûr la tendance. Au lieu de l'âge, c'est peut-être plutôt lié aux préférences et parfois aussi à l'environnement de travail, ainsi qu'à la façon dont on stimule la curiosité des personnes et la recherche autonome de solutions d'apprentissage. Pour les personnes qui travaillent avec une pointeuse, c'est par exemple déjà plus difficile d'intégrer ce genre d'initiatives dans la journée de travail.

**En guise de conclusion, encore une petite échappée. Quel est votre
défi le plus important pour aujourd'hui et demain ?**

Je veux encore mieux identifier l'apprentissage social au sein de notre organisation. Si nous partons de la règle 70-20-10, il y a encore beaucoup de temps, d'énergie et de budget consacrés aux 10 %. Nous avons de plus en plus de contrôle sur les 20 %, mais je dois admettre qu'au niveau des 70 % d'apprentissage sur le terrain, beaucoup de choses nous échappent encore. C'est un grand défi pour moi de stimuler encore mieux cette forme d'apprentissage. Nous allons nous concentrer là-dessus à l'avenir. Notre réseau social d'entreprise est actuellement partiellement relancé. Et c'est une belle occasion pour investir à nouveau davantage sur le partage de connaissances par exemple. ■

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L&D ARE NOT THE DESIGNERS OF LEARNING

For many years, Leif has worked with organizational change. He founded a series of start-up companies and has worked as CEO of Relation Technologies from 2010 to 2017. From 2018 Leif is venturing a new chapter in his career as the founder and CEO of the company Actee, where they have developed a digital simulation hub, and create a world of games and tools for better workplace learning.

Leif is also an experienced keynote speaker and loves to share his thoughts on gamification and workplace learning. He will be one of the speakers on L&D Talks on October 25 in Brussels, organized by Stimulearning.

So, who is Leif Sørensen?

I am a family father of 2 almost adult kids. I live very close to the sea; I enjoy sailing. But most of all I love my work. I think “work” when I get up in the morning; I think “work” when I go to sleep at night. In my mind, I am always close to processes around my work and the company, so I think basically, that is me.

Then how would you define work? Because the way you describe it, it is not “work” for you like a lot of people would determine work.

I totally agree. To me, there is also a personal interest. One of the other things that define me is that I suffer from dyslexia, and so do my 2 sons. So we are constantly exploring alternative ways of learning and searching for ways to be engaged in the learning when it is not fun to write and read.

The essence in being a leader is having a purpose. What is your purpose in life?

My purpose is influencing the learning agenda in the world. If I have one wish for myself and for my company, it is to affect the way we learn in organizations. I know for a fact that we are still in an ancient paradigm. We are looking at learning at an old-fashioned way, and all of that is

shifting at the moment. One of the things I really want to be part of is pushing learning into the work environment.

The practical working environments are about the highest levels of learning we can reach because if we can learn people in their work environment what is essential to them, that is the highest goal. And that is where we create the value for the company. Whenever you can help people in their work environment, you create value for the company, but you also create value for the persons who are affected and who need that learning.

How have you translated that purpose into your organization Actee?

The mission for Actee is to change the world for workplace learning, and that is the sum of what we should be doing. If we do learning in a work environment, we can do it with a lot of people at the same time, and that will change the world. What will change is that you will not be able to control what people are learning. You have to offer learning differently, and people will be able to decide what they need at that moment. And that is a total shift.

Just imagine a person that needs to learn something and can find the information in the way that works best for him that could be different from his colleagues. He could also form a group that is struggling with the same issues that can become a sort of safe haven for him, or you could find someone who you can ask for the information. That would really transform something.

How do you bring this mission to life? What is Actees’ strategy for the next few years?

We will focus on creating tools that can be used in a workshop setting. That has already influenced where we are right now. Instead of designing games for our customers ourselves, we encourage them to create games for their content. That design strategy is the first step in a flipped direction.

And this concept will be much extended in the coming years. We will allow users to influence and dynamically interact with our tools on the hub; they will also be able to interact with each other in the tools.

We have taken an enormous leap forward already because now you can basically build your own games. We have collected leadership data since 2010 and have a lot of data that we display to the user and the companies. So if you want to build your own game, you can add your personal model and theory. At the same time, you will be able to collect data that is relevant to you.

Regarding the learning path, the second generation learning that will emerge in the next five years is related to the fact that if you want the learner to be able to extract learning that is important and relevant, the



learner should also be able to influence. To be able to do that, requires more user-friendly tools, secure interconnection between people who want the same kind of learning environment.

That is what we will focus on in the future: I as a learner can extract things when I want to and the way I want to. It is not in the way LMS are functioning where the learner gets this video, then has to go through this module, has to do the quiz. The change will be: I need to see I video, I can find it on Youtube, then I think I need answers to a particular question, and I just enter them in the system so someone can answer them. So in the end, I build my own learning path. I don't have an HR professional or a strategic learning environment saying "this is the learning path you need to go". I have built it myself because it becomes user-friendly. Or maybe somebody in my line of business has gone through the same issues, and I can use their learning designs. And that will be the second generation and what we will be focussing on: allowing the learner to design themselves.

I hear a lot of innovation and creativity in what is going on in your organization. How do you encourage creative thinking? Where do the great ideas come from in your organization?

I am very good at listening and catching needs, so I more consider myself as a moderator for things I see that needs to be addressed. Of course, I am also very interested in learning, and I focus on how to transform ideas into processes. In the company, it is not me who does it. We have structures that allow us to influence the tool, and there is a lot of autonomy in Actee, in all positions. The processes in our organization are very iterative. Something starts as an idea, and obviously we have a lot of ideas. We use a simple tool, Trello, to gather all the ideas. And then they have to be sorted and prioritized, to make sure they are relevant for the clients on the hub. We become better and better at choosing the best ideas.

Our organization is agile and knows how to prioritize. We have a yearly strategy seminar and review this strategy every quarter. This creates a transparent framework for all the small decisions that we take on a daily basis in an autonomous way.

Your organization has gone through a lot in the last year. What have you learned in the last year that will impact this company in the next year?

We have learned a lot about releasing updates. Since we are now mainly an IT software providing company, selling licenses, we have discovered that updates are relevant and we need to be more firm with the structure around development and updating things on the hub. We are now a company that has people at the hub at all times. So we need to be respectful and more structured on when we do updates and what type of updates we are doing at what time.

We have also learned to work with developers teams in India at one hand, clients in the US at the other hand, both from offices in Denmark. And we are also upscaling. All that we do has to be multiplied times ten. Every time we make a decision, we have to ask ourselves: will this also hold when we have ten times as much pressure on this specific process?



Leadership wise, we made a shift from being able to control our processes to not being able to control our processes because there are so many and things are happening so fast. That means that we need to monitor values and we need to monitor the idea of what is happening in the next three months. And also creating knowledge on how we treat clients. How do we handle big clients? Small clients? Who are the clients? And that has to be aligned with who we are as a company. So it is not just a process that you can implement. It is also a kind of an idea that we have been a company that is fast growing, that is good in servicing clients, big and small. To do so, we need to be close enough to the clients' needs and understand the clients. This requires that we ask questions and be honest with the limits of our products. And also being open about what is going to happen next. That is a leadership shift as an organization.

Leiff, this article will be read by a lot of HR and L&D professionals. What message would you like to give them?

Let go of control. Let go of the idea that you are the designers of learning. You should see yourself as a provider, not as a controller. You should become very occupied with the idea of how people learn in their own environment. That would make them relevant. L&D and HR consider themselves as a strategic partner, which they also are, and should be. But the strategy is not control. That is the old paradigm. You can not control, and you should not control the learning. The most used learning all over the world is Google. How much control do we have on Google? None! And Youtube is the second most used one. And then you have Bing or Yahoo. So that basically means that we don't have control anyway. So being respectful of where people are searching for learning, we need to make that shift as well and be really strategic in how we provide learning.

That is absolutely a mind-shifting statement. I guess this will give us food for thought and great conversation opportunities at the L&D talks in October. Thank you so much, Leif, for this fantastic opportunity to dig deeper into your vision and experience with learning. ■



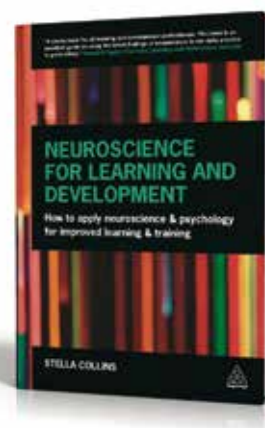
Helena Demuyndt is Founding Partner of Konsensus Leadership Coaching & Development and oxygen4leadership. Both platforms offer international expertise in developing Leadership Development Trails for Senior Leadership Teams and Executives.

HOW NEUROSCIENCE CAN CONTRIBUTE TO THE TRANSFER OF LEARNING IN TIMES OF CHANGE

“When you understand some of the neuroscience and psychology that’s going on in people’s heads, it becomes much easier to deliver messages that people understand, remember and can act on and you can earn a seat at the directors table.”

As the Creative Director of Stellar learning and founder of the Brain Friendly Group, Stella Collins uses brain science to support learning professionals to find practical applications in work based learning. In her successful book 'Neuroscience for learning and development' she discusses the challenges L&D professionals face and how they can use neuroscience and psychology to deal with them.

During the summerclass on August 21, you will work with Stella to explore what neuroscience can bring to us as L&D professionals. Here is a sneak peek at the topics she will share.



Where does your passion for neuroscience in L&D come from?

I love learning it should be engaging, interesting and enjoyable for everyone. That is why it is such a shame when people don't like learning and often that's because of poor past experiences. With so much global change, the growth of organizations is now, more than ever, dependent on the way people learn and learning professionals need to know how to engage and deliver results, whatever the subject matter.



I believe 'There is no such thing as a boring topic? There is only boring training'.

How can neuroscience contribute to that?

To have a seat at the directors table, we need to be more professional and more credible. When we use evidence based learning and teach people using what we know works, we stop wasting time with activities that might or might not work. By incorporating evidence from neuroscience to practical solutions we can be more confident we will get the results people and organisations need.

What is the role of L&D professionals in the application of neuroscience to workplace learning?

Knowing where the hippocampus is, will not make you learn any better. However if you understand how memory works, then that can help you to design and deliver more memorable learning. But it's not sufficient that only we as learning professionals understand this. We need to teach our learners about the way their brains work too. When they know how to learn more effectively, they will make the most of whatever is presented to them. Our role as L&D professionals is to create an environment that makes learning as easy as it can be and to help the learners understand how to learn.

THE 4TH INDUSTRIAL REVOLUTION AND THE BRAIN

A lot of organizations are being confronted with many internal and external changes. What do you think the impact is of all these changes on our brain and on the way we learn?

It will have an impact. Evolutionary speaking our brain dislikes change. Constant change can induce stress; for example increasing cortisol lev-

els which can disturb vital sleep which has a big impact on the way we process and consolidate new information. We need to understand how our brains deal with change and prepare for it.

Whilst the brain likes stability, it is also interested in novelty. We pay attention to new things that are important to us. Therefore, I am convinced we should find a balance between giving our learners stability and time to learn and challenge them with novelty that has a clear 'what's in it for me' message'.

So many people get sent on training courses without a clear why. When they have sufficient time to think about why the training is valuable to them, and to the organization, then it helps them open their minds to learning. Organizations may have a requirement for everybody to learn, but employees may have different drivers. Our role is to translate the organizations goals to goals that answer the 'why' of the employees within the organization. People will not change when we don't tap into their motivation; humans are really good at learning and we can help them find their personal 'why'.

“Our brain needs a clear ‘why’ to make it easier to deal with change.”

If you had one piece of advice for learning professionals who want to apply neuroscience to workplace learning, what would it be?

As learning professionals, we need to understand how science works and how to judge what information is credible and what is not. We wrote a blog a while ago with 6 useful questions to ask when researching the validity of neuroscience: bit.ly/2Lo9lyu. Balance your enthusiasm for an idea with a sound assessment of its merits.

Thank you! ■



As brother and sister, **Tom and Katelijn Nijsmans**, not only share their genes but also a passion for learning. They combined Tom's experience in L&D and Katelijn's knowledge as a neuropsychologist to found a training and consultancy firm, The Tipping Point.



TOP 10 FORMATIONS ENTREPRISES

Les coordonnées des entreprises formatrices peuvent notamment être retrouvées dans notre rubrique formations sur mesure et-ou dans les annonces de ce journal.

- 1 LANGUES** Lorian-Nti Languages
- 2 ASSERTIVITE** SD Worx Learning / Kluwer Formations
- 3 FORMATEUR**
- 4 EXCEL** Kluwer Formations
- 5 PROJET** Kluwer Formations
- 6 TRANSPORT** SD Worx Learning
- 7 STRATEGIE** Ateliers de Compétence / Kluwer Formations / SD Worx Learning
- 8 COMPTABILITE** Ateliers de Compétence / Kluwer Formations / SD Worx Learning
- 9 COACH** Kluwer Formations / Training & Coaching Square
- 10 QUALITE** Kluwer Formations

BREAK OUT OF YOUR L&D BOX: A CONVERSATION WITH CHARLES JENNINGS

For the third time in a row, we are organising inspiring summer days to dive into burning L&D topics. This year, on July 3rd, we have the pleasure to welcome Charles Jennings to address the challenges of using 70:20:10. We thought this was a good enough reason to have a conversation with the 'father' of 70:20:10 himself.

How would you describe yourself?

I have spent the last 40 years of my life helping people to do their jobs better. From the start, I was focused on outputs : how can people achieve their objectives? Performance has always been my real passion. Learning is obviously a part of that, but learning is only a means to the end. The real goal must always be performance, whether that is individual, team or organisational performance. Also, I realised very early on that learning is not about demonstrating short time memory retention. It is about demonstrating behaviour change. My core message is that we should look at all the various ways we can learn and improve, not only the formal, structured ways. And with this I am not saying that the traditional structured form of learning doesn't have its rightful place, but it is certainly not the only, or necessarily the best, way to improve performance.



That brings me to the famous model : 70-20-10...

When I talk about 70:20:10 I explain that it is a reference model for improving performance. It shows you how to change the focus from learning (which is an input) to performance (which is an output). It also helps extend beyond formal training to learning from work and from other people. As far as the 70:20:10 reference model goes, I keep telling people to please not get hung up on the percentages. The key is a change in mindset and in practices. In essence, the model is a reflection that in the workplace most of our learning happens through experience (for instance, through challenging assignments and practice), secondly from developmental relationships (for instance a coach, a top performer or a mentor) and only in part from coursework and training. Most learning happens in the workplace. We learn a lot by doing, and adult work-based learning is a world away from the schooling we have all been through.

So where do you use which part of the model?

As a general principle, if you are new in a role or new in an organisation, it really helps to have some structured form of learning and support. That helps us get started, understand what is expected of us and how our performance will be measured, and who to turn to when we encounter problems. But we should not neglect the fact that we learn from working, from partners, from reflection, and from other people. Good performance also relies on receiving clear feedback, and for you to act upon this feedback. How do you overcome problems when they occur? It's about being surrounded by the right people who understand you. It is also about using the right processes and practises and trying things out and learning from mistakes.

I don't think anyone could dispute the importance of learning from others. I also see a risk : we all know managers who think they are god's gift to management but in reality are simply terrible role models. How do you deal with that in your model?

I'm glad you ask ! With the work that we do in the 70:20:10 Institute, we have a 70 -20-10 Roadmap that includes three phases : the "inspire phase", the "implement phase" and the "improve phase".

During the inspire phase, you need to ensure you have managers and leaders onboard and that they understand their roles in driving performance and helping others to do their jobs better. During this phase you also need to develop a strategic vision and plan, understand your current situation and where you need to be (we have a set of tools to help with this) and you need to plan inspiration sessions and stakeholder sessions to develop a performance way of thinking and acting.

When you come to the implementation phase you need to define a clear action plan using a 70:20:10 methodology which is focused on identifying

the critical tasks that high performers execute and then creating robust 70:20:10 solutions that help the entire organisation work in the same way.. The focus remains on how to deliver results as fast as possible. And after the implementation stage, it is all about maintaining a cycle of continuous improvement (the improve stage). It is impossible to keep improving without reflecting on what is going well and what is not, and without running improvement projects and, possibly, re-structuring your HR/Learning function so the focus is on delivering business results, not on individual learning. We offer the tools to enable this to happen. That is where the answer to your question lies.

You mentioned that the model is partly about “mindset”. As we all know, this growth mindset is not necessarily a given to all people. Have you experienced this obstacle and how did you overcome it?

I can certainly tell of a personal experience where I didn't have the mindset and where I didn't overcome the challenge. In the early 1990s I worked at a university in Hungary every summer for four years. But I was never very good at learning languages. I grew up in the Outback of Australia and the truth is that I didn't have the mindset of learning different languages there. There was little need to do so. So, despite the fact that I spent plenty of time in Hungary, I didn't really learn any Hungarian, whereas my colleague actually mastered the language. In truth, he also took some formal training when he was back in the UK, but the main difference between us was his deep desire to learn and to communicate. He was always asking people on how he could improve. He was focused and had a clear performance objective.

You see the same thing happening in organisations : the most difficult times I have experienced are when working with organisations that demonstrate a mindset where people aren't open and where there is not an appetite for doing things differently. Often in these organisations, people use their industry as an excuse. This is especially the case in highly regulated environments like banks or pharmaceutical companies. Of course, structured training is an imperative in those environments, but there are banks and pharmaceutical companies using the 70:20:10 model with excellent impact. It works in any industry. All you need is an openness to a wider range thinking about how to build and maintain high performance and the best ways to get there. I certainly

have nothing against structured training, but I see it is often used when more effective solutions will be better. In these cases organisations end up spending a lot of money for little or no result. L&D people and their stakeholders need to understand that structured development is really important but it's not the only answer.

It is clear that managers are a big key to success in this model. Do you have any tips on how to engage them?

Yes ! A lot of managers focus only on delivering operational excellence, yet a manager needs to put equal focus on developing their people and on reaching their objectives. Objectives are relatively short term, organisations usually set annual objectives, but developing people is a strategic imperative. They say that people join organisations but leave managers, and that is borne out in the figures. I have read research reports that indicate if a manager is not effective at developing their people, that can have up to 40% higher turnover. That is costly, and makes it harder to deliver operational excellence. My advice is that managers can't see the world in either delivering or developing. If you are a manager you need to focus on both delivering and developing or you will lose your best people and you will lose a lot of money in hiring new people. So this thinking is where you need to guide your managers towards. there are three actions leaders and managers can take that have the deepest impact : creating a vision and making sure that people know their objectives and how they will be measured against those objectives; giving people opportunities to stretch themselves through challenging projects; and, making sure that your people have an opportunity to reflect on the work that they have done, what went well, what didn't, what they learned and how will they do it next time around. They will need to learn the techniques how to do this but they also need the heart and the mindset to do this as well.

It seems to me that the top management needs to be behind this. Very often what you see is that the operational objectives and developing your team are in contradiction : deliver this highly important project by X time but as a manager, you know that without the key performers you won't get the results you are asked to deliver. As a consequence, great people often don't get the experience they need



Jos Arets, Vivian Heijnen and Charles Jennings – the three founders of the 70:20:10 Institute

to develop further. So, you need to approach the problem on different levels, because if you don't do that, you will bounce into walls.

Absolutely ! That is precisely why at the 70:20:10 Institute we included an entire component in the inspire phase of our 70:20:10 Roadmap focused on engaging and educating key stakeholders. We help managers understand the need for this way of thinking. It's not enough to send people on a great course. Magic can occasionally happen there but it's not enough. Managers need to understand that they also have to model the right behaviours. To help managers at all levels, we have designed some practical cards with specific questions so that managers can support reflective learning. As an example, we designed cards for individual 1-to-1 and team meetings with three questions : (a) Describe a recent challenge that you had and what worked well / what didn't work well. (b) How would you do this differently next time? (c) What is the learning that you take away from that? These simple questions can help people learn to teach other. Reflective practice is one of the best ways learning happens.

What important changes in learning do you see in the decade ahead?

People will come to see learning as a route to performance rather than an end itself. We will see a lot of changes and in the way we support performance, including all the technological developments. Artificial Intelligence will have an impact without doubt, even if there is a long way to go still. Technology will help us move from "store and remember approach and facts" to a "find and integrate" approach. Technology will continue to help us build beyond formal learning. We will increasingly move from push to pull in learning. Actions will be more important than showing that you can retain knowledge because within five minutes you can find almost any knowledge anyway. I, for one, turn to my mobile phone all the time when I need to 'remember' something. It is my external brain!

This push to pull change is being adopted by many organisations. We have been working with Citigroup, the global bank, on this. Of course they still have some formal courses but they have managed to switch their learning approach from a total focus on formal courses to a focus on campaigns and social learning where they help people improve through daily workplace challenges to undertake and reflect on and share.

You are coming to Belgium on the 2nd and 3rd July to teach about the 70-20-10 model. Who do you think should come and why should they attend?

Obviously L&D people people should come. But also HR business partners. HR business partners are critical in our methodology because they can sometimes put up barriers if they simply take orders from their management teams and pass them to the L&D team. Others who the workshop will be useful for are organisational development people, those who are involved in Lean and Agile, people who might be project managers and also anyone who has responsibility for leading and managing people.

Why: This model will help them expand their horizons on what can be done, and how to do it.

What do you consider your most significant accomplishment?

I hope that in some way I have helped people move from the idea that learning is something that is "packaged up and delivered" to some-

thing that helps performance. I've always felt that in the right context nothing beats a great training programme but far too often training programmes don't have any impact because there was no analysis about whether they were the best solution in the right context. I am certainly not an anti-training person. I just want to make sure that formal training is used when it is going to be effective. And the 70:20:10 methodology and approach helps organisations make the right decisions about this, and helps to make changes last.

Cherry on the cake : which question have you never been asked and you keep wishing that they would ask you.

I've always expected to be asked about where my passion for learning beyond the formal course and the power of informal learning came from. Was it a bad experience with a formal course? The answer to that question is very practical, and no, it wasn't from a bad experience with a formal course.

It came from my childhood. I grew up on a sheep station in the Australian 'bush', a long way from any large town or city. As a child and then a teenager I noticed everyone around me had to be very creative developing solutions to everyday problems. Most of the people I spent time with when I was young only had very basic schooling. Many, if they had been to school at all, had left school at 12 or 14 years-of-age. Their key 'survival strategies' were learning from experience, trying things out, seeing if they worked, trying again, reflecting on successes and failures, and relying on others to help out. There were no opportunities to attend a course on how to shear a sheep, build a 10-mile fence, or fight a bushfire. You just got on and did it. When you had problems, you tried to figure out how to solve them, or asked someone who was more experienced. It's the way humans have learned for millennia. Even at a young age I realised that this type of 'informal' learning was extremely important and can quickly lead to high performance. Learning by doing. And it was done without any concern for instructional design or a curriculum. Then, when I was first teaching at a university I realised that, although formal, structured learning can help, without a 'can do' attitude, a dedication to continuous improvement, and plenty of experiences to drive learning, it is almost impossible to reach the higher levels of performance.

You are coming to Belgium on the 2nd and 3rd of July to run a workshop about the 70:20:10 model. Who do you think should come and why should they attend?

Obviously L&D people should come. But also HR business partners. HR business partners are critical in our methodology because they can sometimes put up barriers if they simply take orders from their management teams and pass them to the L&D team. Others who the workshop will be useful for are organisational development people, those who are involved in Lean and Agile, people who might be project managers and also anyone who has responsibility for leading and managing people.

Why: This model will help them expand their horizons on what can be done, and how to do it.

Thank you, Charles. We hope you will enjoy your stay with us in Belgium. ■



As co-founder of Indra Partners, **Katrien Van Eetvelde** develops and delivers learning experiences around leadership, high performing teams, customer centricity and D&I, making use of multiple learning approaches. Indra Partners also accompanies organisations through impactful change initiatives. If you are curious, look at www.indra-partners.com.

TRULY EMPLOYEE CENTRICITY? YES IT CAN! START APPLYING DESIGN THINKING

Maike Küper is an HR Innovation Consultant and Design Thinking Facilitator at Detecon in Germany. She facilitates teams and supports projects who want to work in a human-centred and creative way. During the next L&DTalks in October she will bring a key-note and a master class to reveal the secrets of Design Thinking. During the master class you will experience this very creative and effective approach at first hand. Employee centricity will not stay a slogan, but you will practice how you can really obtain it. This interview gives you already a preview.

You are a consultant experienced in design thinking working for Detecon. How did you come to design thinking?

It was by coincidence really. I studied intercultural studies and during my master's degree, I became a research assistant at the Fraunhofer Institute IOF in Jena. In 2014, two colleagues started trying out design thinking. They were facilitating researchers and I was always there – we were a physicist, a marketing expert and an intercultural student, so that was a great interdisciplinary mix. In the beginning, when the academic staff saw the prototyping material like LEGO building blocks and PLAY-DOH, some were quite skeptical. But eventually they saw that getting closer to the customer leads to valuable insights that can help you in product development. After graduation, I was looking for a job where I could continue working on innovation and new ways of working. Detecon already had a Design Thinking community and ever since starting there in 2016, I've been doing very diverse projects in all kinds of departments and sectors. I love working with multidisciplinary teams, also international ones, on new ideas and enabling them to develop products and services that the users love.

Can you describe design thinking in a few sentences?

The most important element is to focus on the user at all times. You don't design solutions for your management and you don't design a product that you like yourself. You base everything that you do on the users that you are looking at and that you talked to. Design thinking is an agile method, an iterative method so it really encourages you to experiment and try out solutions. You build a rough prototype and test it with the users to see what they like and what they don't. And if they don't think it's useful, you throw it away and start again with a different idea. At the moment, most companies set up huge programs and develop something for a year, and the customer only sees it when it's done – but if it's not successful, or a start-up put a rough version of it on the market 6 months before you, you wasted a lot of time and resources. We instead incorporate the user very early to make sure it's a desirable product or service. This also encourages a failure culture that is really helpful if you want to be innovative.

You mentioned user centricity. Haven't we been user-centric for years?

No, most people haven't. They say they are, but when you ask them when the last time they talked to a user was, they normally fall silent. Especially managers who decide on budgets and projects are often very far away from the end user.

You mentioned 'agile'. This is also new in the L&D world, what do you mean by that?

I don't mean agile project management like Scrum, but agile in the sense of the principles in the agile manifesto: Focus on people and interactions and make small steps while always being open to change. You iterate towards a solution in small steps with a heterogeneous team.

Why do you think design thinking is so popular?

First of all: it looks fancy, and the name also sounds creative. There are a lot of colorful post-its, you're not sitting at a table with your laptop. You are moving, and it's fun. We are used to the thought that fun and work are not going together. Some people think when you have fun at work, you are probably not very productive. But that is wrong. When we enjoy what we are doing, we are more productive. Also, when working





in a small team in small iterations based on user feedback, there is a lot of interaction with people. You need to focus, there is no distraction, no e-mails. It's different from the 'multitasking working day' we usually have.

Furthermore, you get to a solution quite quickly. You have a myriad of ideas and a prototype after a few days, and we're more used to long projects and hierarchical decision-making.

So is it a hype?

Yes. Some also say that the hype is already over, and many people misuse design thinking like other hyped methodologies. They just want to show: 'Hey I did this modern thing, I was super creative.' Then they go back to their old way of working. Many don't actually want to change – 'seeming' innovative is enough. Fortunately, that's not the majority, but if they don't do it the real way, the results are not good and then they say the method didn't work.

Do you mean that they followed only the process behind it instead of the mind set?

Sometimes not even that. Sometimes people say: hey, I put ideas on post-its and we built a LEGO prototype and that was design thinking. They leave out the key element of putting the user in the focus and not your sales goals or your management perspective. This is the hard part of design thinking for traditional organizations: you really have to change your perspective and open up. And it's not only customers who misuse it, but also consultancies or agencies who sell it as an easy blueprint. '1 day design thinking and you're disruptive', and then they do fake user interviews. That of course damages the reputation of the method.

Let's go back to the user-centricity since it seems so important. How does this work during a design thinking process? When you write down ideas, you shouldn't do it from sales perspective or a product designer perspective. I have seen you facilitating this process, but can someone internal also do this?

I'm pretty convinced that you need a facilitator, but it doesn't have to be an external one. If it's an internal one, I'd always recommend someone who is not in your team and has a different expertise so you're not in a double role. It's always nice to have someone in the room who can ask the stupid questions like 'Why are you doing this process this way? I don't get it.' So you can challenge the status quo. Of course, an interdisciplinary team setup is even stronger.

You start with user interviews which give you a kind of an image of them, who they are, how they feel. But how can you keep this image constantly in your mind when the users are not part of the team? Isn't there always a threat that you start thinking from your own perspective?

Yes. That's the most important job of the facilitator, to let you know: 'Hey, is this idea great for yourself or for your user?' It takes some time to get used to it because in most jobs you are not forced to do so often. This is totally fine, it is my job as a facilitator to remind you. The great thing is that people start incorporating this mind-switch quite quickly and continue doing it in their daily work. Empathy is so important and it helps in all kinds of situations.

At the start, it was indeed a shock for me when I sent you the challenge we wanted to work on and you replied 'Hey, we have to discuss this. This is a challenge from the organization's perspective, not from the user.'

Yes, but that's normal and that's our job. It's always the first step where we have to be the bad cop. (laughs) You have to explain that it's now 'how do we make the user happy first' versus 'how do we make the management happy first'. No company will survive by putting the boss behind every product idea.

How do you get 'traditional' management involved in this exercise since they decide about resources? How do you get them on board in this way of working?

The first 'touch point' is the assignment clarification with the responsible manager. We are quite strict here – if they can't accept that it's a process with an open result, we won't even start. You can't say 'I want this collaboration App, please use Design Thinking'. During the process, we have regular touch points where they come and see the progress. We normally involve them after the interviews so they hear the direct user quotes. It often contains feedback that never gets to them, especially when it is negative, because in the normal communication chain it is filtered. They come a second time when we have first tested prototypes. Here, they can give some input how this could be implemented or which experts or responsible people we should talk to, and they can help to prioritize which is the best idea.

This involvement helps to create ownership and they know what you are doing and why. For them, it's also a mindset change, especially when they are very finance- or technology-focused. And without their consent, of course, you usually can't implement.

What are success factors?

So many. The first one is the assignment clarification to set the right expectations and requirements. If you don't do this, chances are very high the team will be frustrated with the result and not be able to implement what the users asked for. You also need a good team, meaning people open to try out the method. A multidisciplinary team is best, different backgrounds, hierarchy levels, age etc. They need to engage: The responsibility for the result is not with the facilitator but with the team. If the team doesn't do interviews or can't think of ideas, nothing is going to happen. Be careful with having the responsible manager in the team itself, because it can block some people in being really crazy and free with ideas, but it depends on the personality of course. The team members don't have to know each other upfront. The phase that is most important in my view is the interviews. It is difficult when you're not used to it. You have to ask quite often 'why?' You need to find out what the users 'feel' about certain issues they struggle with. What stories do they have? The quality of the exploration makes or breaks the

outcome. Every step you take is based on the user insights. If you do a bad exploration, nothing interesting will come out later in the process. There are many success factors for the facilitators: you have to be flexible because you have to follow the group, but at the same time you have to know when to stop them when discussions become ineffective. Also, you have to know many different techniques to bring the team to the next stage - it is impossible to follow a cookbook for success.

Why is the user testing during the process so important?

After the interviews, you analyzed, ideated and prototyped with the team. Sometimes during these steps you decided something that was not in the interest of the user, and you can only find out if you check with them again. User feedback can feel uncomfortable, but this has to do with our culture of wanting to be perfect. We have to get rid of this perfectionism because otherwise we are not open enough. We can't prepare everything 100% before launching it. We might be too late, a

competitor might launch a 70% ready solution before us, or there is a new technology making our product obsolete.

Why can Design Thinking help HR and L&D specifically?

One specific aspect is to work on the employee experience. Many companies have realized they need to focus on the customer experience. But many companies forget that their employees are also users. If you have a great service for your external customers, but the internal process is super-complicated, that's not ideal. Also employees are used to work with smooth processes when they order something online at home. 'Why can't we have the same experience at work?' Furthermore, if your internal service like your onboarding process is really bad, employees will have negative emotions and the whole mood in the organization can suffer from it. Fred Reichheld, an American author, once said 'You can't be the best place to buy if you're not the best place to work', and I strongly believe that. ■



Geert Nijs is a Learning Architect at KBC. Last years he became passionate about the possibilities of social technology. He combines this passion with exploring the future of learning. He is investigating social learning at KBC. He also gives keynote sessions about social collaboration and communities.



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