
DEfactoED
Learning to become digital
kineo
The Oxford Group
A City & Guilds Group Collaboration

Contents

'WE STAND ON THE BRINK OF A TECHNOLOGICAL REVOLUTION THAT WILL FUNDAMENTALLY ALTER THE WAY WE LIVE, WORK AND RELATE TO ONE ANOTHER. IN ITS SCALE, SCOPE AND COMPLEXITY, THE TRANSFORMATION WILL BE UNLIKE ANYTHING HUMANKIND HAS EXPERIENCED BEFORE...'

World Economic Forum, 2016

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Foreword

We are all being transformed by technology. Our access to information is unprecedented, our lives are being made more convenient and our skills are being upgraded or replaced.

For organisations this presents many opportunities and challenges. How do you identify and implement the opportunities to develop your business, ways of working and people to embrace this scale of change and how do you afford to do so? The answer to the last question is that you can't afford not to. Those organisations that have embraced the digital revolution are reaping the rewards of being first to market with exciting new products, they're making cost efficiencies, their employees are gaining new skills and their customers are better engaged.

Working with hundreds of organisations we at Kineo, DEfactoED and The Oxford Group see many great examples of digital transformation in practice. We also recognise that we're all on a journey, and whilst some are further along this than others there is advice, guidance and practical solutions for us all, at every stage. Which is where this report comes in; as an introduction to digital transformation it will help get you up to speed with the concepts and potential impact to your organisation, people and customers. It includes insights and advice to help you on your own journey and we'll be there with you when you need us.

So read on and join the ride, can you keep up? We think you can, so let's get digital.

Stuart Chadwick
Managing Director,
Kineo EMEA

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An introduction to the digital revolution

The digital revolution is upon us. It is changing everything it touches – the way we behave, interact, access entertainment, shop for goods and services, get our news and information, and even the way our opinions get shaped.

It's also having a profound impact on business with the:

- growth of new competitors
- the blurring of sector boundaries
- the development, delivery and service surrounding new and enhanced products
- the ways that businesses operate
- and the nature of work itself.

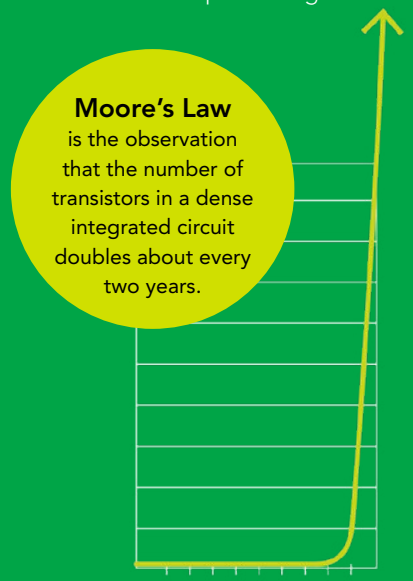
What is particularly remarkable about the changes taking place, and what makes this revolution different from previous technological revolutions, is the pace at which they are occurring, and the ongoing and continuing nature of the revolution. This has been driven by the scarcely credible increase in computing power that has taken place over the last 50 years. This is described by what is known as 'Moore's Law'.

Moore's Law

In 1965, Gordon Moore, head of R&D for Fairchild Semiconductor, and later co-founder of Intel – today the world's leading microchip manufacturer – published an article in Electronics magazine. In it he observed a doubling every year of the number of transistors per integrated circuit and projected that this rate of increase would continue for the next decade. In 1975, he revised the forecast to a doubling every two years.

In reality Moore's projection has proved remarkably accurate, as shown by the graph.

The significance of this cannot be understated. In 1971, Intel's new chip, called the 4004, contained 2,300 tiny transistors. Today's latest chips contain around three billion transistors. This represents a 13 million fold increase in chip capacity over the period. If, during the same period, an equivalent increase had been experienced in the speed of a jet airliner, today it would be flying at over 10 times the speed of light.



The extraordinary increase in microchip capacity has given rise not only to huge increases in computing power, but also to an equivalent reduction in the size, cost and accessibility of devices, to the point where today's mobile phones are more powerful than yesterday's supercomputers. It has driven many of the new digital technological developments we are seeing – from the internet, social media, cloud technology, automation, artificial intelligence and big data.

What's more, it seems almost certain that the advance of new digital technologies will continue apace, as other avenues open new opportunities, through 3D chips, artificial intelligence and quantum computers.

So, for the foreseeable future, the advance of digital technologies, the ever-increasing scope and reach of their application, appears inevitable. At the same time, the form any of these changes will take remains profoundly uncertain.

Asking the right questions

Even though most businesses now acknowledge the reality of digital disruption, many are still struggling to come to terms with it.

Disruption and opportunity

In a 2016 Fujitsu survey of 1200 senior executives from around the world, 98% of respondents said digital was disrupting their business. 58% said it was the biggest challenge facing their organisation. Three quarters (75%) believed their sector would change fundamentally within the next five years, and over half (52%) said that their own organisation would not exist in its current form by that time.

However, a recent European Commission study found that only 2% of European enterprises were taking full advantage of new digital opportunities. In another global Fujitsu survey, of 1600 executives undertaken in 2017, 71% expressed concerns about their organisation's ability to embrace the new technologies. A 2017 McKinsey survey found that only 16% of companies were responding to digital aggressively and at scale.

98% "digital is disrupting my business"

58% "digital is the biggest challenge facing my organisation"

75% "my sector will change fundamentally by 2021"

52% "my own organisation will not exist in its current form by 2021"

50% "lack of knowledge is a major barrier to digital transformation"

In a 2015 survey by AD Little, of over 100 global organisations, lack of knowledge was the factor identified by most respondents (50% of the total) as a major barrier to digital transformation. Likewise, 25% of the more than 2000 executives responding to a 2016 McKinsey survey identified lack of understanding of digital trends as a significant challenge to meeting digital priorities, which was the second most frequently cited factor.

There are a number of factors contributing to the difficulties that organisations face in engineering an effective response to the change.

In the first instance, some established businesses – and business people – don't have a clear understanding of digital, what it might mean for their organisation, or how best to approach it. Most senior executives have grown up in a pre-digital world, where information technology has been acknowledged as a necessary reality but not been a core area of executive focus. Meanwhile, where there are people in the business who have a good appreciation of the new technologies, they are frequently in specialist and technical positions, and may not be close enough to the core business activity to recognise where and how such technologies might be put to good use.

Transformation and change

Another perspective is that established businesses are well adapted to a more traditional business environment, and not adjusted to the new more dynamic and uncertain environment. This is in contrast to the ways of working, the approach to innovation, the culture and mindset of the new digital giants such as Google or Amazon.

The conventional approaches to business transformation seem unsuited to an environment of rapidly accelerating change and uncertainty. Typically, the approach to transformation has been an 'A to B' 'project'. Firstly they assume that the current reality is known and well understood; they then assume that the required future state can be clearly defined; and finally, they articulate a set of clearly specified, predetermined actions that will achieve the transformation from the known current state to the defined future state. All of these are, of course, heroic assumptions in the context of the continuing tumult of the digital revolution.

X $400K

1/3 cancelled digital projects

X $600K

1/4 projects failed

Fujitsu's 2017 survey found that a third of organisations had cancelled digital projects in the last two years at an average cost in excess of $400k, and over a quarter had seen one fail during this same period, costing them nearly $600k on average. No less than 65% of respondents said that the cost of failed digital transformation projects had put their organisation off from pursuing them in future.

The writer Malcolm Gladwell draws an illuminating parallel between business transformation and soccer. Based on analysis undertaken by Chris Anderson and David Sally in their book 'The Numbers Game', he points out that soccer can be considered a 'weakest link' game, where success depends on multiple participants all fulfilling their roles properly, and everyone needs to be involved to move the ball forward in attack to score a goal. As soon as someone makes a mistake, the attack breaks down. So there is a very high potential for failure. This is different from say basketball, which is described as a 'strongest link' sport, where success can be based around a single outstanding individual.

In terms of transformation, this means there is a reliance on everyone who is party to the transformation, or impacted by it, playing their part in it to the full. But a typical pattern where a 'project' approach is adopted is for senior executives – perhaps assisted by external consultants – to devise the change and the actions required to achieve this, with significant attention given to engaging what are considered 'key stakeholders', but much less focus on the consequences for the wider population of employees and how the changes impact or improve the detailed nature of their work. As such, this is a 'strongest link' approach in what is really a 'weakest link' situation. As a result, such initiatives frequently meet with significant employee resistance, which ultimately leads to their failure. Businesses need to overcome this problem if their digital transformations are to prove successful.

LEARNING TO BECOME DIGITAL

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Learning to become digital

So if the 'project' approach isn't the best way to proceed, what is?

Let's go back to the classic model of transformation and consider the sources of its shortcomings in the context of the digital revolution. As noted, the model firstly assumes that the current reality is well understood. But given how rapidly our world is changing today, and how different this is from the world in which many of us grew up, this is not the case. So a fundamental imperative for organisations – and for individuals within them – is to try and make sense of what's happening. Moreover, in the context of rapid change, tomorrow the current reality will have evolved further, and organisations will need to keep up with this. So this process of understanding what's happening, how things are changing, and what the full implications of this might be, is a continuous process. And the route to building, maintaining and enhancing understanding is through learning.

This is where the value of us learning and development folk just got a lot higher!

Much is said about lifelong learning, but the extent to which it has genuinely penetrated the thinking and practice of business is open to question.

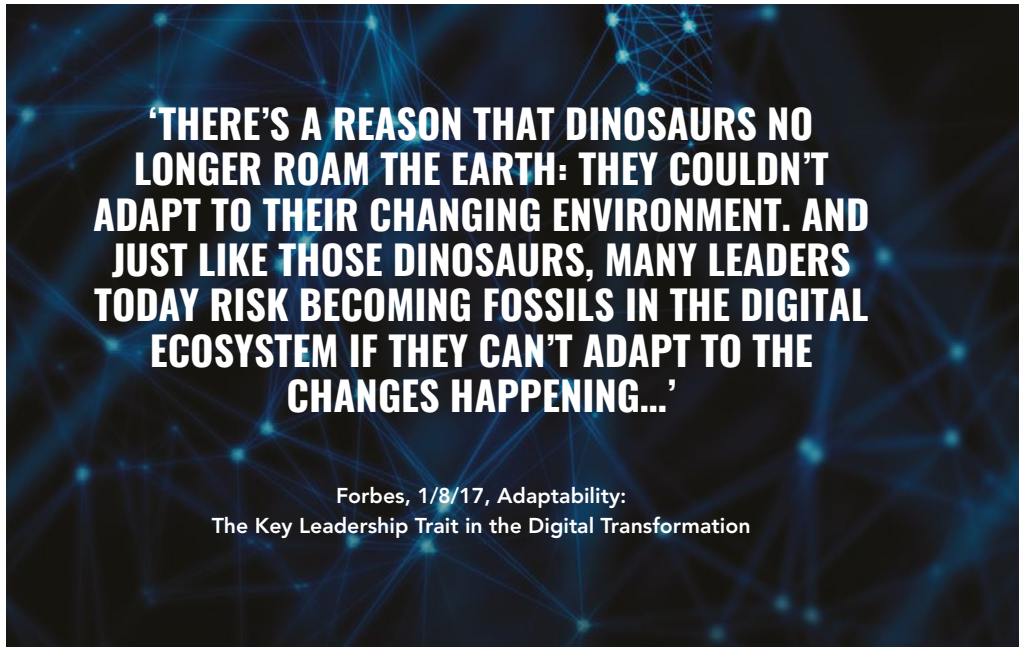
For many established organisations the traditional learning models still seem to place heavy reliance on the traditional model where learning is something which is undertaken during our formative years – be that at school, university or in the form of professional qualifications. That's followed by learning on the job through experience, perhaps supplemented by some ad hoc internal training and possibly some involvement with advanced management education.

Such a model has a place in some industries as well a being well suited to a stable world. But, not so applicable in a world of rapid change. In terms of digital disruption, it seems reasonable to suggest that the rate of growth of knowledge may be increasing at a rate which bears some relationship to that described in Moore's Law – that is a doubling every two years. In a rapidly changing world, for organisations and individuals to be able to flourish, they need to be learning continuously to ensure they remain as up to date in their knowledge as possible. For us we call this People Power, we want to empower our learners to own their knowledge needs, but to do this they need you as L&D experts to put the right learning mechanisms in place. We explore this more as we go through the paper.

The next aspect of the traditional approach to transformation is the idea that there is a definable end-state that can be identified with a measure of certainty and which the organisation aspires to achieve. It's clear that in the context of rapid change, and the unpredictability that accompanies this, there has to be a new way of thinking. So…

Instead, a far more productive model is to acknowledge the reality of constant and unpredictable change, and put in place the ongoing capabilities to respond to this. The objective for organisations as they undertake their transformations is to make themselves more (and more) adaptable, so that whatever form the changes take, they can rapidly adjust to the new, continuously evolving environment. For, as Darwin is reputed to have said, 'It is not the strongest of the species that survives, nor the most intelligent that survives … it is the one that is most adaptable to change'.

You can read more about People Power in our paper.



This means that learning sits at the very core of this change. Learning provides the 'antennae' to detect the changes taking place in the environment. It requires fundamental changes in mindsets and ways of working, processes and systems, the skills and expertise and competencies that are needed. And of course it also requires organisations to understand how to go about effecting the changes they need to make, and achieving the transformation required.

We think this is best achieved by means of a 'journey' rather than a project. An ongoing and iterative process of learning, using this learning to undertake informed actions, and then learning from these actions – and from all other available sources of knowledge – to inform further actions: in fact, a 'Learning Journey'. Such an approach acknowledges the imperfections in the organisation's understanding of its current situation at any point in time, the uncertainty about the future and the complexity of the change required.

At Kineo this comes in the forms of different learning models:

Micro / resource-based learning that enables learning to be developed in a rapid and more cost-effective manor. Microlearning comes in bitesize chunks which support the idea that people are shorter on time or that learning is far more point in time and so leans towards supporting immediate performance needs and not making assumptions of what you might need to know tomorrow. You can read more about microlearning in our paper.

Content curation spans multiple platforms from scrapping content from the web, curating programmes from existing content in a rapid manor, to learner led curation where journeys are defined on personal needs and objectives. All which enables you as an L&D function to focus your time and expertise on the messages and learning objectives which are unique to your business, whilst using all the great knowledge out in the world to fill the gaps.

Adaptive / personalised learning experiences which are driven by technology that can make smart recommendations based on progress and competency or through diagnostic style questions curating journeys from a range of private, public and licenced content.

Social learning which enables people to learn from each other in the moment, making use of skills and knowledge on a global scale and creating a culture where it is OK to 'not know' You can read more about making social learning a success here.

'DIGITAL TRANSFORMATION IS A JOURNEY. IT ISN'T A DESTINATION. IT'S NOT ABOUT IMPLEMENTING A PROJECT.

IT'S ABOUT THE LONG-TERM STRATEGY TO TRANSFORM AN ENTIRE ORGANISATION.'

Vishnu Indugula, Vice-President, SapientNitro, talking about Unilever

In summary, learning and development needs robust digital strategies too. Designed to enable the best of technology to empower learners to own their journeys and learning needs, to create spaces for collaboration, experimentation and identifying the tools required to support performance. Learning should be learner-centric, enabling them to have a prominent voice in their learning needs and what they need to be successful on behalf of the business.

Finally putting data and measurement at the heart of your strategy can enable you to focus learning where it brings value, tailored to the needs of the learner and ensure your time and money is invested where the greatest value can be served on behalf of the business

To learn more about digital transformation for learning and development have a read of our 'time to transform paper'

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Building digital capability

Another lens through which to look at this is having access to the capabilities required to progress a digital agenda. It's generally recognised that this is one of the biggest challenges organisations face in embracing new digital technologies. For example, in a 2017 Fujitsu survey of 1600 business executives from 14 countries, 70% of respondents said that there was a clear lack of digital skills in their organisation. 54% of respondents to a Capgemini/Linkedin survey of 500 organisations said that the digital talent gap is hampering their digital transformation programs and that their organisation had lost competitive advantage because of a shortage of digital talent.

This raises two key questions: what capabilities are really required to enable organisations to flourish in the digital world; and how can businesses go about accessing this talent?

A 2016 UK Government report ('Digital Skills for the UK economy') described various 'digital skills' which were required in the workplace. These can be grouped into three categories.

Basic digital skills required by all employees
This includes things like the ability to browse websites, search content, understand common IT jargon, access social media, make use of office software and databases, perform straightforward business processing, and understand basic cyber security requirements.

Specialist technical skills
This includes roles like programmers, web developers, big data analysts, data scientists, computer scientists, cyber security specialists, cloud storage experts and artificial Intelligence experts.

Sector specific skills
Things like healthcare IT, digital marketing in retail, digital publishing and content production.

But perhaps more important than any specific category, the report acknowledged that the main demand in the labour market is for employees to have enhanced digital skills and understanding as a key element of their broader overall skill-set. This requirement will intensify as business, the economy and society digitalise further; but as things stand, the shortfall here is increasing.

Three other capability needs – which receive less focus in the UK Government report – are critically important.

1. The first relates less to skills and more to behaviour and ways of working. In particular, it is widely recognised that teamwork, collaboration, open-mindedness, willingness to learn, creativity and problem-solving are essential employee attributes for success in the digital economy. It is unrealistic to expect every individual to possess deep expertise in every aspect of digital, or every aspect of business, so the solution is for groups of people to come together, to pool their expertise, to learn from each other and work collectively to solve problems and make progress.
This is borne out by research. According to Dumont and Istance (2010) workers in the digital economy should be able to:

- generate and process complex information
- think systematically and critically
- take decisions weighing different forms of evidence
- ask meaningful questions about different subjects
- be adaptable and flexible to new information
- be creative
- be able to identify and solve real-world problems.

OECD research (2016) likewise found that higher use of information technology at work is associated with tasks that require more interaction with co-workers and clients, more problem solving and less physical work.

And in practice, this mix of characteristics and working styles, combined with digital technical skills, are those embodied by the people at the heart of the growth of Google and the other digital giants – referred to by Google as 'smart creatives'.

2. A further set of capabilities – and behavioural styles – relate to those required for effective innovation, given that this is seen as an essential ingredient for digital success. A 2016 Harvard Business Review article articulated these as demonstrating curiosity, managing risk, leading courageously, seizing opportunities and maintaining strategic business perspective.

3. And finally, given that for the majority of established businesses embracing digital will inevitably involve some degree of business transformation, such organisations have a clear requirement for transformation capability.

If these are the types of capabilities required by tomorrow's workforce, how can organisations access them?

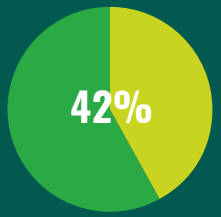
What's clear is that conventional educational offerings are failing to equip young people entering the workforce with the full suite of digital and related skills they are likely to need (the education sector is no different from many other sectors of the economy in struggling to come to terms with the full implications of digital). The UK Government report noted that without change in the nature of course content and focus the supply of new graduates is unlikely to address the skills shortages in the economy.

Against this background most organisations will struggle to access the capabilities they need through recruitment. Only the most renowned employers, or the highest payers, will be able to attract – and retain – those with the necessary skills. Today, even some growing and high profile businesses which would seem likely to be attractive to potential employees acknowledge that they are struggling to recruit new digital talent. And if demand outstrips supply, accessing this expertise through third party providers, or even via the gig economy, is likely to prove increasingly expensive.

All of this points to the importance of internal learning and development of existing employees as the best way organisations can build the digital capabilities that they require (one of the main recommendations of the UK Government report was that employers should take greater ownership of digital skills development). This also helps address the essential demand set out in the UK Government report for employees to have enhanced digital skills and understanding as a key element of their broader overall skillset. And it acknowledges the reality of constant digitally-driven change, as technologies continue to advance, and organisations need to continuously update the capabilities at their disposal.

The Capgemini/Linkedin review, which surveyed 750 employees, found that over half of them would be more likely to gravitate towards organisations that offer better digital skill development. This shows there is a very powerful business case for investment in learning, given the costs associated with continuous staff turnover.

That said, organisations' existing digital education programs often appear to be ineffective



of respondents described the training as 'useless and boring'

Opportunities

As much as this may feel daunting, there is one area just waiting to help you… The UK apprenticeship levy!

The types of organisations challenged by a shortage in digital skills are those of you that carry a heavy levy each year. With no age restrictions on apprenticeships anymore and the ability to build apprenticeship around your existing staff population as well as newcomers, what better place to start. Taking digital apprenticeships and underpinning them with the additional behavioural aspects mentioned above may give your organisation the leg up it needs as well get you back some of the money you lent the government!

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What this means for: Leaders

Across this paper we have discussed the challenges to traditional business models and how L&D can support the business and its people, but it would be wrong to underestimate the importance of leadership.

If the route to digital transformation is through learning, leaders must actively promulgate and embed an ethos of learning within their organisation. As part of this, they must ensure that formal talent management processes such as succession planning, selection and retention, remuneration and so on, all serve to promote ongoing education and knowledge building. Similarly, given the 'half-life' of any knowledge acquired, recruitment should be based less on formal qualifications and more on attitude towards ongoing learning and the embracing of change.

In alignment with this, leaders must personally embrace learning as an essential component part of their own role, both as a model behaviour to be followed by others, and because they need to learn just as much as – perhaps even more than – everyone else. For senior leaders, 'going back to school', acknowledging the extent of their lack of knowledge and understanding, and even that some of what they thought they knew is no longer valid may be a humbling experience.

This may require a greater willingness and openness to consider what might otherwise be thought of as 'off the wall' ideas and suggestions, and challenges to 'conventional wisdom', rather than to dismiss them out of hand. In the context of a less certain, less ordered, less well-understood world, where everyone has to acknowledge their own ignorance, it is not so easy to distinguish between what does and does not have merit. This plays into the importance of promoting and encouraging diversity – in particular, diversity in terms of perspective, mindset and thinking, and a preparedness to embrace these as part of the vibrant learning environment required for digital success.

‘GOOD LEADERS, GOOD CEOS, ARE CURIOUS. THEY ARE ABSORBING INFORMATION ABOUT POTENTIALLY IMPORTANT TRENDS AND DEVELOPMENTS ALL THE TIME, BUT THEY DON’T INSTANTLY REACT TO THEM. THEY CONTEMPLATE THEM. THEY READ ABOUT THEM. THEY LISTEN TO INTERNAL AND EXTERNAL EXPERTS WITH A VARIETY OF PERSPECTIVES. THEY ENGAGE IN WHAT I CALL A “SOAK PERIOD” BEFORE THEY REACH A CONCLUSION ABOUT WHAT THE INPUT MEANS FOR THEIR COMPANY AND HOW TO ACT ON IT.’

Jeff Immelt, former CEO, General Electric

This in turn may have consequences for the type of people who become organisational leaders and the characteristics required to succeed. In the digital age, curiosity and creativity seem to have become more important than rigour and executional excellence.

In support of this, leaders should ensure that they are reaching outwards, beyond the organisation, in their learning and education efforts – and encouraging employees at all levels to do likewise (many organisations today tend to be unduly inward-focused). But at the same time, they may need to increase their access to internally-generated knowledge through a more active connection with the wider organisation.

Frequently senior leaders are disconnected from large parts of the organisations they lead, surrounded by a core group of key personnel, and rarely connecting with those nearer to the front-line. But in a rapidly changing world, more junior staff are likely to be as valuable a source of input as senior ones.

For example, an internal analysis undertaken by Google found that most of their best ideas were generated by those at mid-levels of their business (interestingly, not only was this in terms of their position in the corporate hierarchy, but also in terms of the company’s assessment of their abilities).

So who are your leaders in the digital transforming world?

We identify there being three categories of leaders. They are:

Digital sponsors

Senior executives who embrace the digital mindset, uncover opportunities, invest in talent and ideas, forge partnerships, and build an ecosystem for innovation to thrive

Digital explorers

Business and function leaders who can reimagine the future, shape new and different business models, and lead a winning digital strategy

Digital cultivators

Leaders who can manage people through radical change and transform the business

In summary

- Make a community of your leaders so that they can support each other in their experiences
- Empower your leadership to not know and seek answers from across a diverse range of people in the organisation
- Encourage your leaders to create a culture where no idea is a bad idea with process or forums for such ideas to be explored from any level within the organisation
- Help your leaders to understand what type of leader they are, how they become a better version of themselves and existing skillset to enable them to be the best leader for your future organisation
- Think about leaders of the future, who are the population of your business that will become future leaders? Start investing in them now.
- Put your leaders at the heart of your learning development strategy, creating a tight link between talent management, performance and learning

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What this means for: Employees

The critical importance of learning in the context of digital disruption has profound implications for all employees, regardless of their seniority.

Fundamentally, everyone needs to make a personal commitment to, and take personal responsibility for, continued learning and development. Learning – in terms of both hard and soft skills – becomes a core aspect of everybody's work. It is no longer a luxury or something to be pursued as and when the inclination arises. To some extent, as machines progressively take over repetitive task activities that have previously been performed by humans, every employee needs to become a 'knowledge worker'. Therefore, employers need to provide the opportunity for employees to play this role.

Some have estimated that as the full potential of artificial intelligence (AI) is realised over the next 10 to 20 years around half of today's jobs will disappear, because machines will do them better and more cheaply. Others argue that AI will liberate humans from many laborious and unfulfilling roles, whilst at the same time creating huge numbers of new AI related jobs. Either way, there is no question that the nature of work will undergo a profound change, and those most likely to flourish and prosper in this context are those who equip themselves to do so through learning.

Top tips to supporting employees

As per the earlier parts of this paper it opens up opportunity for organisations to put greater emphasis on the following areas of learning and development.

- Keeping a close link between talent management, performance and learning, where one feeds into the other
- Put power to the people and enable them to own their own learning needs
- Make your learning solutions learner-centric to support their learning needs on behalf of business objectives
- Credential skills, behaviours & competencies to engage employees in their skills, make them feel invested in and make your investment in skills portable across the business
- Make good of your Levy, understand where apprenticeships can lift the capability of your employees
- Through a combination of the above points help employees to understand how what they know now can be used as a building block for future roles and skills
- Look to modern learning methodologies to provide the tools and resources needed to learn on the fly and at the point of need
- Look to ecosystems of technology to create personalised, adaptive and performance led learning experiences

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Conclusion

Digital technologies are fundamentally changing the business landscapes. Digital disruption is already profoundly impacting almost every business sector – and this will only intensify as the pace of technological change accelerates further. Given the near certainty of profound and continuous change, but the profound uncertainty around the form that this change will take and its implications, business success will depend on the ability to make sense of what is happening, build the capabilities required to succeed in the digital age, and continuously adapt to the changes taking place.

Ongoing learning is the key to this. Learning is the lever which enables businesses to build a better understanding of the changes taking place, what they mean, and how best to take advantage of them. It is the route to continuous adaptation, because it provides the antennae to detect what is happening and then know how to respond effectively, and it is the key to developing the skills and capabilities needed to flourish amidst the tumult of digital disruption.

Given this, any digital transformation must put learning at its core in order to succeed.

Next steps

If some of what we've said has struck a chord with you, one of the thoughts running through your head might be 'what next?'

1. Break your strategy into categories
   - Digital Leadership
   - Digital Skills & Mindset
   - Learning & Development Strategy – inclusive of underpinning technology
2. Rather than any single action, we'd propose a 'campaign' approach, which seeks to make use of many different avenues and opportunities to make progress, build experience, and create a team of champions and supporters who will inject energy and knowledge as well advocate on your behalf.
3. Put data at the heart of your offering, the new L&D function does not just report on who completed learning but measures value, behaviour change, engagement and much more. Enabling you to put your time and energy where it brings the learner the greatest value
4. Make your learning proposition learner-centric, ask them what they need, it is after all their needs and capabilities that make the difference between achieving on behalf of the business and not
5. Make use of your Levy to upskill the workforce you have
6. Curate rather than create to get good quality content out there quickly at reduced cost
7. Think ecosystem of technology over one single solution, enabling a flexible dynamic learning environment for all learner types and needs
8. Put leaders at the heart of the strategy for the business and your employees.
9. Remove hierarchal barriers to enable a more diverse input and support framework to continuous change
10. Be brave, humble and lead by example by empowering your organisation to be great for you

Discover how we're shaping the future of learning

Everything we do at Kineo stems from a simple idea – if we design a better learning experience, together we'll get better results.

Kineo helps the world's leading businesses improve performance through learning and technology. We're proud of our reputation for being flexible and innovative, and of our award-winning work with clients across the world.

In partnership with City & Guilds, The Oxford Group and DEfactoED we look forward to solving all your digital transformation challenges.

Whatever your business challenge, we will partner with you every step of the way to find the learning solution that fits best – and delivers results. So, how can we help you?

Reach out if you would like support in any of the following areas.

- **L&D digital strategy support**
- **Levy advice and the digital skills gap**
- **Off the shelf modules in digital transformation**
- **Campaign design**
- **Digital leadership training**
- **Digital & leadership qualifications**
- **Platform and content design & implementation**

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