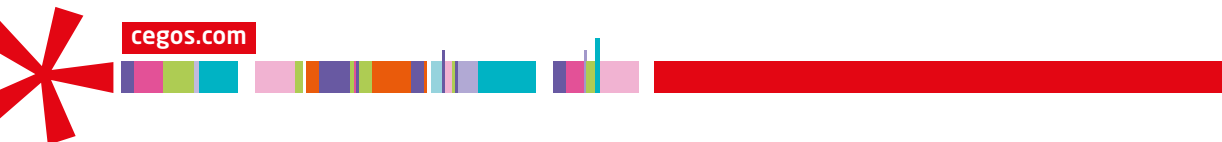


# Transformation Skills & Learning



## Salient points of this Barometer:

1- Skills development is becoming a strategic driver



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2- Digital transformation of training is gaining speed



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3- The need to consolidate soft and digital skills is increasing



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4- Employees are more engaged and empowered in their training



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For this 2020 European Barometer “Transformation, Skills & Learning”, 1,783 employees and 254 Human Resources / Training leaders all working in private sector businesses with 50 or more employees, were polled in July in four countries: France, Germany, Italy and Spain.



As the European leader in vocational training, the recent health crisis reminds us of our core mission on a daily basis: **to respond to the crucial challenge of skills development in a sustainable and responsible way**. Today, all the different stakeholders seem ready to take action - public authorities, companies, employees, training organisations - and this crisis therefore provides various opportunities to bounce back.

The first opportunity involves seizing on the growing acceptance of digital services, without ignoring the fundamentals. **Training offers have been considerably broadened in order to provide programmes in remote format, anywhere around the world...** However, it is crucial not to give up human interaction or the need to anchor the training courses in real professional situations.

The second opportunity is to review the added value of training to respond to today's challenges. **This means training more people to respond to several different, yet specific needs, in very short time-frames**, and often with lower budgets.

In this brochure, Cegos Group shares the results of the European Barometer 2020 on "Transformation, Skills and Learning", for input into your work. **This year's survey revealed a marked acceleration of four fundamental trends illustrated with testimonials by Learning leaders** in companies active in different sectors. My warmest thanks to Annick Bruyère from Le Groupe La Poste, Malika Hadj Boaza from Total Learning Solutions, Patrick Benammar from Renault Group and Fabien Lagriffoul from EDF Group for sharing their views.

Enjoy your read,

**Guillaume Huot**, Member of the Cegos Group's Board





# Skills development is becoming a strategic driver

**The increasingly strategic dimension of skills development is one of the salient points of this 2020 Barometer.** For 91% of European HR leaders, their company regards skills development as a strategic driver. In a fast-changing environment, senior management teams are turning their attention to this topic. It is a reflection of organisational and individual resilience if businesses manage to avoid the “skills deadlock” and its impact on their competitiveness and staff employability.

Christophe Perillou, Head of Learning & Solutions, Cegos Group, says:

*“Until recently, HR leaders ironed out any shortfall in certain positions primarily through recruitment. Today, major changes are heightening tensions, making them more frequent, more complex and wider ranging and prompting these managers to focus more on employee upskilling. 30% of the projects that Cegos is involved in meet this need to support job transitions. These transitions aim either to adapt to job changes, or to move into other jobs within or outside the organisation.”*

## Business units and operational departments increasingly involved in skills development

We are also seeing a change in the role of business units and operational departments: 76% of European HR leaders say they are increasingly involved in skills development. These figures are 89% in Spain and 66% in Germany.

**This trend particularly brings higher expectations in terms of training solution performance:**

- real changes in working practices and body mechanics,
- impact on business results,
- optimised total training costs.

To meet these expectations and to factor in growing economic constraints, **training departments are adopting approaches based on performance learning.** They are transforming their offers and practices while also developing real financial engineering.

## Training offer adapted during the health crisis

In the unprecedented situation we have faced in 2020, businesses have extensively adapted their training offer. 89% of European HR leaders say this is the case. Thanks to this adaptation, access to learning was maintained during the health crisis with the development of e-learning tools, and new employee needs were addressed, such as remote management, working from home, stress management, etc.



## Testimonial

### **Annick Bruyère,**

Head of Learning and Services-Mail-Parcels Branch University,  
Groupe La Poste

*“Groupe La Poste regards skills development as a strategic driver more than ever. Within the Services-Mail-Parcels Branch, we have created training centres in the main business lines. The training centre and the business line are therefore managed by the same director. These training centres make the training offer clearer and provide a faster response to the significant changes in jobs we have seen in recent years.*

*As an example, regarding the mail carrier profession, the management team outlines the key features of the job for the years ahead and the skills they will expect. For example, our cooperation has considerably enhanced a training offer that is tailored to needs and aligned with job trends and ambitions, in terms of developing the service offering.*

*Today, we are seeking to adopt a more cross-cutting approach. This is important to gain in efficiency in a context in which resources are lacking. The skills development offer must be permeable across the different functions. We therefore encourage our business lines to let employees from other functions attend the courses we design with them, either to give them a “veneer” in the area or to improve awareness of jobs in the Group with a view to developing mobility opportunities. As an internal training organisation, we also challenge our clients to optimise the design of comprehensive offers while remaining aligned with the specific needs of target learners.”*





**Patrick Benammar,**

Learning & Development VP, Renault Group

*“Skills development supports decisions taken in our companies to restore our ability to rebuild during the widespread crisis. In recent months, we have seen that traditional business models, which were often challenged by new entrants, were hit even harder by the crisis generated by Covid-19. Plunging sales and the urgent need to find ways of meeting new demands from customers and users triggered a critical, unprecedented need for skills.*

*This is the case regarding nurses, for example. Many countries are facing difficulties training and hiring these personnel and are suffering from a shortage of nursing skills during the pandemic; it is also true of maintenance technicians, as numbers are insufficient to prepare for the future of the industry and the investments it will require. People specialised in digital technology, e-commerce, data and cyber security, who have been greatly in demand in recent months, are another example.”*

## Key figures

89%

of businesses **adapted their training offer** during the health crisis

Actions taken by HR leaders in **response to technology-driven transformations**:

69%

Upskilling in current job

48%

Hiring new profiles

## Cegos is at your side

### Blended & Digital learning

Proposing a stimulated and added value learning experience



### Accompanying transformations

Accelerating transformation projects



### International projects

Deploying Corporate programmes all over the world



### Turnkey training & tailor made solutions

Preparing people to jobs and skills evolutions



### Training outsourcing

Optimising training management



OPERATIONNAL PERFORMANCE

SERVICE EXCELLENCE



# Digital transformation of training is gaining speed

The results of the barometer reflect the acceleration of digital technology in learning as a result of the health crisis. According to 81% of European HR leaders, **companies will be organising more distance learning courses than before the health crisis**. This is confirmed by employees : 64% of them (77% in Italy and 47% in France) attended a distance training course during the crisis or lockdown, 95% say they were satisfactory.

Training functions have intensely digitalised their offering and developed dedicated platforms (portals, LMS). HR leaders say that, during this period, they gave priority to virtual classes/webinars (74% of respondents), e-learning modules (54%) and e-tutoring (24%).

## A necessary increase in skills for the parties involved

This digitalisation of training demands widespread improvement of skills, especially those of learners and trainers. The barometer particularly shows that the technological aspect of distance learning is less problematic than HR leaders expected: only 21% of European employees express concern about using technology whereas 50% of HR leaders thought this would be the case. In Italy, 28% of employees are concerned about using technology. The figure is 15% in Germany. **People who find using digital technology difficult must be supported to guarantee access to training both during the health crisis and in the years ahead.**

**Trainers' skills must also be developed.** Today, trainers must be proficient in using digital tools and running distance learning sessions, to secure learner engagement and the acquisition of new knowledge, and facilitate interaction, etc. Learning departments may face reluctance among some of their trainers or have difficulty finding new profiles capable of teaching face-to-face and remotely.

Mathilde Bourdat, Training Offer and Expertise Manager, Cegos Group, says:

*"This inevitable increase in online training does not mean an immediate switch to "100% distance learning". We must strike a balance between online, work-based and classroom learning, because each form meets a specific need and goal. A proper mix is required to build effective training courses that reflect the reality of the working world."*

Also, the **tools, culture and processes implemented in distance learning will facilitate access to employee competency and empowerment in their learning.**





## Key figures

81%

of HR leaders think that **more training will be provided remotely** than before the health crisis

64%

of employees **attended a distance learning course** during the crisis or lockdown

21%

of employees are **concerned about using technology**

“

## Testimonial

**Patrick Benammar,**  
Learning & Development VP, Renault Group

*“We have seen growing use of digital technology for many years, but the crisis gave it an incredible boost and allowed staff to discover very good quality courses that they could access in just a few clicks of their mouse.*

*This new learning experience has erased certain preconceptions about digital learning which were often unfounded. We moved into a new era of possibilities and were able to run some game-changing pilot programmes.”*



“

## Testimonial

**Malika Hadj Boaza,**

Director, Total Learning Solutions

*“The digital transformation of training has been a key component of our long-term plan since 2017. All the Total Learning Solutions teams have worked hard on this priority: 75% of the projects we have handled for our branches included a digital component. This trend gained speed with the lockdown, as training was a strategic focus for building skills and adjusting to the new challenges it brought.*

*Many business lines are undergoing profound change. One of our refineries, for instance, has become a bio-refinery, and another is transitioning to bioplastic. These changes mean that new skills must be developed, even during a lockdown. By rolling out digital courses, we can provide training in all circumstances and avoid a sudden interruption in the development of our employees' skills. This is a real advantage.*

*However, our training portfolio cannot be entirely switched to digital. We reviewed the whole catalogue with our executive committee and learning managers to identify the courses we could run online and those we couldn't (simulation exercises for example).*

*In addition, running a course face-to-face is completely different to doing it online. It demands new skills as trainers do not interact with learners in the same way and do not have the same view of what's going on. The dynamics are not the same at all. Therefore, trainers must be properly trained in distance teaching techniques to adapt to the changes in their job.”*



## Cegos is at your side

### 100% distance learning solutions

The multitude of our content and diversity of our 100% distance learning solutions meet all types of needs:



#### **VIRTUAL CLASSROOM TRAINING**

the face-to-face environment with the advantages of digital technology



#### **FULL DIGITAL**

our most popular learning courses in full distance format



#### **#UP**

a personalised course to improve your soft skills



#### **3H CHRONO**

a virtual classroom in 3 steps to acquire a targeted skill

**And for your tailor-made training courses, consider the design of training programs, or the conversion of existing ones, in a 100% remote format!** Our experts can help you by combining pedagogical efficiency and operational impact.





# The need to consolidate soft and digital skills **is increasing**

The 2020 barometer shows that two kinds of skills are vital in order to cope with the ongoing transformation of companies: soft skills and digital skills. This is what European HR leaders state: 34% say that soft skills and 35% say that digital skills must be reinforced.

## Technology evolutions transform jobs

Digital skills are particularly important in light of how jobs are changing. They are vital because 77% of employees think that changes induced by technology could alter the content of their jobs. Conversely, only 24% think their jobs could eventually disappear as a result. This figure is down 15 points from 2019. In Spain, 20% of employees think their job could disappear. This figure is 28% in France. HR leaders think that 45% of jobs face a risk of skill obsolescence in the next three years (+3%).

Soft skills form the second skills set in need of reinforcement. These skills cover the inter-personal, situational and emotional abilities needed to cope with challenging and unexpected situations. Examples include agility, digital communication, ability to innovate, learning to learn, etc.

Christophe Perillou, Head of Learning & Solutions, Cegos Group, says:

*"The barometer confirms the decisive dimension of soft skills. In our more complex and multi-skilled environments, in which a lot of tasks are automated, work is changing fast:*

- *More high value-added activities,*
- *More interaction and fewer determined tasks.*

***The behavioural aspect of work is challenged and the related skills become the key to adaptability and employability."***

## Key figures

HR leaders says the **skills to be reinforced** are:

34%

Soft skills

35%

Digital skills



## Testimonial

**Malika Hadj Boaza,**  
Director, Total Learning Solutions

*"In business, behavioural skills are overtaking expertise. At Total, we used to be very focused on our staff's technical skills. But our priorities are truly changing and the emphasis is shifting to soft skills. New hires often have the necessary technical background and know their job well, but to fit in and contribute to collective success, soft skills are the most important. The development of these skills is a clear trend within our group."*

*The managerial programme we have developed is a perfect illustration. It does not cover any technical aspects as the managers come from all areas of business and Total has a very broad palette; ranging from general functions like procurements, IT and HR to more technical fields such as drilling and geology. We have created specific course based on the different management situations, i.e. senior executive managers, managers of managers, direct team leaders and cross-functional managers. In each case, the course is highly centred on learning soft skills and becoming a "coach manager" who strives to build skills within their teams. In practical terms, a manager is responsible for developing a three-year individual training plan for each new hire."*

# 77%

of employees say that **technology-driven transformations** could change the content of their job

# 27%

of employees believe that **technological changes** could lead to their job disappearing



“

## Testimonial

**Fabien Lagriffoul,**

Director of Training and Professionalisation,  
EDF Group

*“In today’s digital world, digital proficiency is a critical need and is no longer confined to the IT industry. Whatever jobs our employees do, we must provide training to teach them digital skills. And if the courses themselves include digital components, they need to learn digital skills while they train.”*

*Regarding soft skills, employees in industrial jobs should have access to appropriate training to enable them to play an active role in their own development. This requires efforts in terms of marketing the training offer: the number of courses must be reduced to make the catalogue more readable, and an efficient, dynamic LMS is needed to simplify access.”*

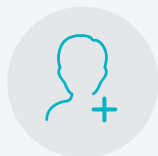


## Cegos is at your side

### #UP collection to develop soft skills

100% remote training that reinforces professional skills in work situations.

The future belongs to those who will have skills that technology cannot replace. The #UP Skills Acquisition Programme created by Cegos helps employees:



**Implement new skills**



**Learn at their own pace,**  
guided by a tutor, coach or supervisor



**Engage in a shared experience**  
with peers



**Navigate the programme**  
to apply their knowledge and improve  
their performance, both for short-term  
and long-term results



# Employees are more engaged and empowered in their training

Employees today are aware of the issues of employability and the risks of their skills becoming obsolete. **They take a practical approach to this situation and are developing a real appetite for learning.** They are prepared to learn on their own to adapt to changes in jobs and occupations and **are also keen to improve their ability to “learn to learn”** (their ambition and ability to organise and manage their own learning).

The barometer shows that 90% of employees in Europe say they are prepared to train on their own to adapt to changes in jobs and occupations. In addition, 45% are prepared to fund a part of their training costs themselves and 71% would willingly attend a course in their own time. These figures are particularly high in Spain where 60% are prepared to pay for their training and 78% to learn in their own time.

62% of Europeans say that **skills development is a responsibility shared between employee and employer.** This is the opinion of 51% of respondents in Germany, 60% in Italy, 65% in France and 71% in Spain.

Mathilde Bourdat, Training Offer and Expertise Manager, Cegos Group, adds:

*“This is great news in the current context. Not only are employees aware of the risk of skills obsolescence, but they are also keen to train. Encouraging their employees to take responsibility for their professional development is a major challenge for organisations.”*

## Key figures

90%

of employees are prepared  
to **train on their own to adapt**  
to changes

45%

of employees are prepared  
to **finance a part of their**  
training costs



“

## Testimonial

**Fabien Lagriffoul,**

Director of Training and Professionalisation,  
EDF Group

*“An employee who is keen to learn is obviously an asset for a company, and they must be given the opportunity to do it. At EDF, we have a long-standing tradition of training for promotional purposes and, each year, employees can attend courses leading to a qualification and change of status (to become a supervisor or manager). We fully support employees who are willing to learn.*

*To be of true benefit, the company must be capable of informing the staff of its future needs and help them understand what is possible and what isn't, at least within the organisation. They must ensure that needs and wishes tally. We have recently initiated some innovative retraining actions, first as data analysts (3 promotions), and then in other more technical jobs (boilermaker, planner) and even service sector jobs. They are a great success and they further both our social pact and employee engagement.”*

71%

of employees would willingly  
attend a course in their own time





## Testimonial

### **Annick Bruyère,**

Head of Learning and Services-Mail-Parcels Branch University, Groupe La Poste

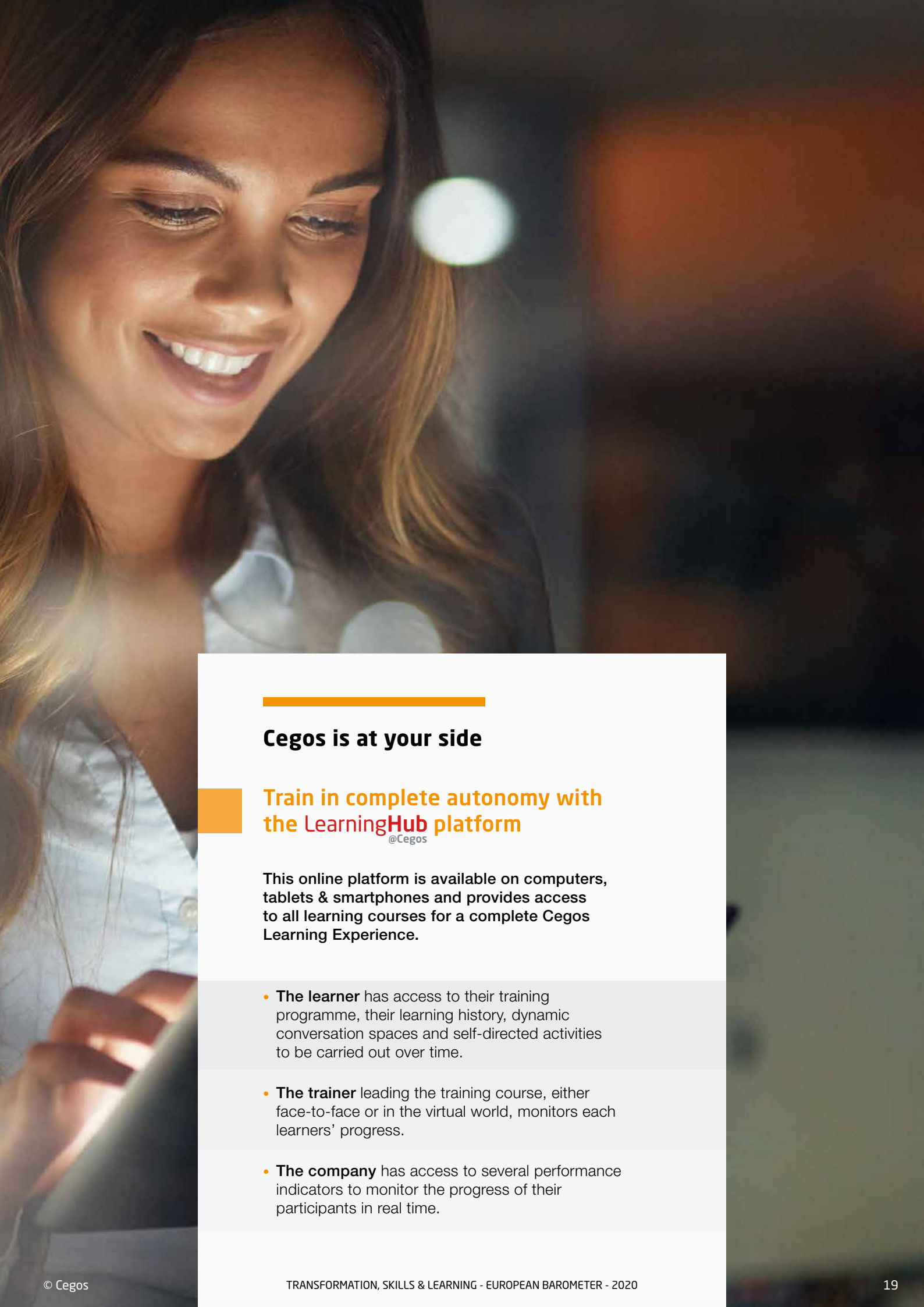
*“Groupe La Poste has undergone major transformation in recent years. This situation encourages employee engagement in developing their skills and they now play a driving role in these initiatives. The social agreement signed five years ago places great emphasis on skills development to support job transformations within the Group. We have developed incentives to encourage and develop our employees’ appetite for learning. Within each branch, the results are very satisfactory because, in just five years, over 30,000 people have completed a blended training course of at least 70 hours.*

*We have also redesigned the training offer to adapt to new uses and be more accessible to mail carriers, thus integrating a growing number of employees. Our training model greatly relies on local managers and business experts (more than 50% of training days each year), which is demanding but necessary and, above all, complements the other methods used. Over the past five years, we have developed new forms of learning, especially distance learning. After initially focusing on e-modules,*

*we are now developing virtual classes. Skills development is well integrated into training functions and, here again, we relied extensively on in-house talents to introduce new technologies (virtual reality, augmented reality, etc.) that can serve our learning goals.*

*Accessibility also means being attentive to the diverse learner profiles: young and more senior employees; men and women; newcomers to a job and employees seeking to advance their careers. This is important for our social model and the values we uphold. We must not lose sight of all these factors!*

*We monitor two indicators to ensure that learners align with our objectives. First, the global training indicator, with an annual target of 2.45 training days per mail carrier. The second indicator, which has become very important, is the percentage of mail carriers trained. We aim to provide at least one course for 80% of mail carriers each year. And we have achieved both these goals for the past five years. This is particularly important in light of how La Poste’s business has changed over this period.”*



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## Cegos is at your side

### Train in complete autonomy with the LearningHub platform

@Cegos

This online platform is available on computers, tablets & smartphones and provides access to all learning courses for a complete Cegos Learning Experience.

- **The learner** has access to their training programme, their learning history, dynamic conversation spaces and self-directed activities to be carried out over time.
- **The trainer** leading the training course, either face-to-face or in the virtual world, monitors each learners' progress.
- **The company** has access to several performance indicators to monitor the progress of their participants in real time.

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**BEYOND KNOWLEDGE\***