Forces shaping the future of work

- Globalisation and Political change
- Economic Uncertainty
- Social & Demographic change
- Technological change

The Changing Context of Work, Workforce & Workplace
Creating a human centric future…

Klaus Schwab – The Fourth Industrial Revolution

“together shape a future that works for all by putting people first, empowering them and constantly reminding ourselves that all of these new technologies are first and foremost tools made by people for people.”
So, WTF?
Agile HR and people practices

• Workforce planning

• Learning and development

• Flexi and agile working

• Leadership capabilities
Accessing skills and capabilities

Business strategy
- Future capabilities
- Growth areas

Rightsourcing
- What skills are needed?
- How well are we positioned to attract and retain?
- What are the best options, channels?

Talent supply chains
- Virtual talent sources
  - ‘Open’ or ‘Crowd’ sourcing
- Contingent talent sources
  - Temporary or contract labour
- Remote talent sources
  - Nearshore, offshore, homeshore
- Third party talent sources
  - Partnership and outsourcing
- Employee talent sources
  - Full or part time employees
Alignment and engagement are critical drivers of performance

Perspective of the Individual

Skills
- Skills
- Ability

Knowledge
- Knowledge

Behaviour
- Interest/Values
- Motivation
- Personality/Traits

Perspective of the Organisation

Functional Competencies
“What are the skills and knowledge required to execute the job role”

Corporate Values
“What are the core beliefs needed to nurture the organisation culture”

Professional Competencies
“What are the best traits to perform the job role well”

Purpose, Autonomy, Mastery
WEF Research on top 10 skills for the future

• Complex problem-solving
• Critical thinking
• Creativity (would include curiosity)
• People management
• Coordinating with others
• Emotional intelligence
• Judgement and decision making
• Service orientation
• Negotiation
• Cognitive flexibility (would include ability to learn)
Creating agile learning organizations

Agility and Adaptability

Scope of learning

Low

High

Core training programs

Learning a new skill

Reinforcing existing skills

Learning at point of need

Learning to solve problems

Learning to adapt

Continuous, adaptive and collaborative learning

On-line help and support services

Focus of traditional corporate learning

Organizational reach and value

Collaborative learning

Embedded learning
Declining investment in workplace training

Investment in training (cost per employer, Euros)

- France
- Germany
- Italy
- UK
- EU28

50% of EU level
1/3rd that of
# Reinventing learning – renaissance
eLearning

<table>
<thead>
<tr>
<th>Pedagogy</th>
<th>Andragogy</th>
<th>Heutagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher driven</td>
<td>Participants as co-owners of the learning</td>
<td>Learner self-directed (Discovery)</td>
</tr>
<tr>
<td>Passive ‘bystanders’</td>
<td>Transformational</td>
<td>Disruptive</td>
</tr>
<tr>
<td>Cognitive/theoretical</td>
<td>Facilitative learning</td>
<td>Non-linear process</td>
</tr>
<tr>
<td>Safe</td>
<td>Experiential and immersive</td>
<td>Improving learning skills themselves</td>
</tr>
<tr>
<td>Content driven</td>
<td>White space/reflection time</td>
<td></td>
</tr>
</tbody>
</table>

Source: LBS
## Summary

There is no agreed definition of flexible working. In this report, though, we look at trends in where and when employees work, with flexible working being arrangements that deviate from whatever the standard pattern of work is (be it 9-to-5 hours, shift work, a central workplace and so on). There are, though, a few main types of commonly recognised flexible working arrangement or flexible working practice (see Box 1).

### Box 1: Typical flexible working arrangements

<table>
<thead>
<tr>
<th>Arrangement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time work</td>
<td>When employees are contracted to work anything less than full-time hours.</td>
</tr>
<tr>
<td>Term-time work</td>
<td>An employee remains on a permanent contract but can take paid/unpaid leave during school holidays.</td>
</tr>
<tr>
<td>Job-sharing</td>
<td>Where two (or occasionally more) people share the responsibility for a job between them.</td>
</tr>
<tr>
<td>Flexitime</td>
<td>Allows employees to choose, within certain set limits, when to begin and end work.</td>
</tr>
<tr>
<td>Compressed working hours</td>
<td>This doesn’t necessarily involve a reduction in total hours or any extension in individual choice over which hours are worked. The central feature is reallocation of work into fewer and longer blocks during the week. Examples are four-and-a-half-day weeks and nine-day fortnights.</td>
</tr>
<tr>
<td>Annual hours</td>
<td>The total number of hours to be worked over the year is fixed but there is variation over the year in the length of the working day and week. Employees may or may not have an element of choice over working patterns.</td>
</tr>
<tr>
<td>Working from home</td>
<td>Employees regularly spend time working from home.</td>
</tr>
<tr>
<td>Mobile working</td>
<td>Employees work all or part of their working week at a location remote from the employer’s workplace (which may be the employee’s home).</td>
</tr>
<tr>
<td>Zero-hours contracts</td>
<td>An individual has no guarantee of a minimum number of working hours, so they can be called upon as and when required and paid just for the hours they work.</td>
</tr>
</tbody>
</table>
Take up of flexible working

99% of businesses surveyed believes that a flexible workforce is vital or important to competitiveness and the prospects for business investment and job creation (CBI & Pertemps 2017)

Figure 1: Employees working part-time hours, 1984–2016 (%)
(UK, seasonally adjusted, % of employees)

<table>
<thead>
<tr>
<th>Flexible Working Arrangement</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Flexitme</td>
<td>10.7</td>
</tr>
<tr>
<td>2 Annualised hours contract</td>
<td>5.3</td>
</tr>
<tr>
<td>3 Term-time working</td>
<td>5.0</td>
</tr>
<tr>
<td>4 Job-sharing</td>
<td>0.4</td>
</tr>
<tr>
<td>5 Nine-day fortnight</td>
<td>0.3</td>
</tr>
<tr>
<td>6 Four-and-a-half-day week</td>
<td>0.5</td>
</tr>
<tr>
<td>7 Zero-hours contract</td>
<td>2.8</td>
</tr>
<tr>
<td>8 On-call working</td>
<td>1.8</td>
</tr>
<tr>
<td>9 None of these</td>
<td>73.2</td>
</tr>
</tbody>
</table>

5-6% people are homeworking – increased about 1% since 2002
Levels of satisfaction

Figure 20: Satisfaction with attributes of a job for part-time and full-time employees, 2012 (%)
(GB, % of part-time employees saying they are completely/very satisfied minus % of full-time employees saying they are completely/very satisfied)

Source: Skills and Employment Survey 2012
Potential barriers

- Social norms and attitudes – presenteeism, gender differences
- Corporate cultures and managers mindsets
- Operational pressures
- Lack of technology infrastructure
- Government policy

- People management practices from recruitment onwards

87% of people want to work flexibly, but only 11% of jobs are advertised as being flexible (Timewise Flexible Jobs Index 2018)
Supporting and developing managers and leaders

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Leadership and development for agility

Stage of Vertical Development

- **Dependent—Conformer**
  - Team player
  - Faithful follower
  - Reliant on authority
  - Seeks direction
  - Aligns with others

- **Independent—Achiever**
  - Independent thinker
  - Self-directed
  - Drives an agenda
  - Takes a stand for what they believe
  - Guided by internal compass

- **Interdependent—Collaborator**
  - Interdependent thinker
  - Sees systems, patterns, and connections
  - Longer-term thinker
  - Holds multiframe perspectives
  - Holds contradictions

*This model combines the thinking of Harvard’s Kegan and Lahey¹ with CCL’s McGuire and Rhodes.²*
Putting the human back in to Human Resources – people centricity

Voice  Empowerment
Recognition  Inclusion  Purpose
Well-being  Alignment  Fairness
Shared values  Worklife integration
Compassion
Mindset shift from rules and policies to principles and evidence

Principles led, evidence based, outcomes driven
Fit for purpose People Management practices

From ‘best practices’ to ‘best fit’ practices

Outcomes driven and evidence based

Welcome to your company
Orientation begins here
A focus on organisation, culture and governance

Understanding culture and organisational dynamics

 Operating models and organisation strategy