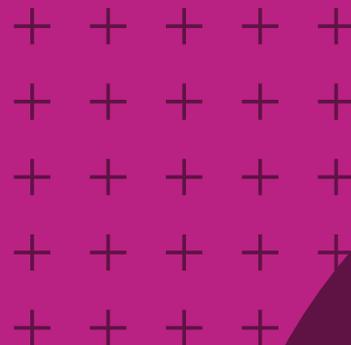


# The Evolving State of Internal Talent Academies

Virginia Blackburn



in partnership with



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# Introduction



Companies are always on the hunt for bright, new talent – even more so in the shadow of the pandemic, which tore through the global workforce between 2020 and 2021.

As many businesses shifted to remote or hybrid working models to combat local lockdown rules, employees had a chance to re-evaluate their work life balance and re-prioritised what they deemed important within their place of work.

In the second half of 2021, as nations began to emerge from the pall of the pandemic, a shift occurred; now labelled the 'Great Resignation', huge swathes of employees left their jobs for pastures new. According to the US Bureau of Labor Statistics, over 47 million people **voluntarily quit their jobs\*** in 2021. In the month of November alone, 4.5 million people resigned from their jobs, an all-time monthly high since the government started tracking resignation data.

There were a myriad of reasons for this movement. Research from the Pew Research Centre in Washington noted low pay, a lack of opportunities for advancement and feeling disrespected at work are the top reasons why Americans quit their jobs last year.

Businesses reacted, but with the labor market suddenly controlled by the employee, many have struggled to hire new people. Data from Pew's survey noted workers who quit in 2021 are now employed somewhere else – 53% of these moved to roles where they have more opportunities for advancement.

As a result, companies which lost talent are having to play catchup in their attempts to develop the necessary skills internally to stay productive, innovative, and competitive – choosing to upskill, or reskill, existing talent.

The process of upskilling is not new but has rarely been a priority for businesses and participation in programmes tends to vary widely by occupation and education. A study of over 15,000 adults in the US by Gallup, in partnership with Amazon, noted most workers (57%) are very or extremely interested in participating in training to upgrade their skills or to learn new skills that could help them advance their career.

\*Surviving the Great Resignation [↗](#)

Workers in highly skilled occupations are much more likely to be offered upskilling opportunities by their employers than those in lower-skilled jobs. For example, 75% of workers in computer occupations have participated in upskilling within the past year, and 72% of engineers and science workers, Gallup's study showed.

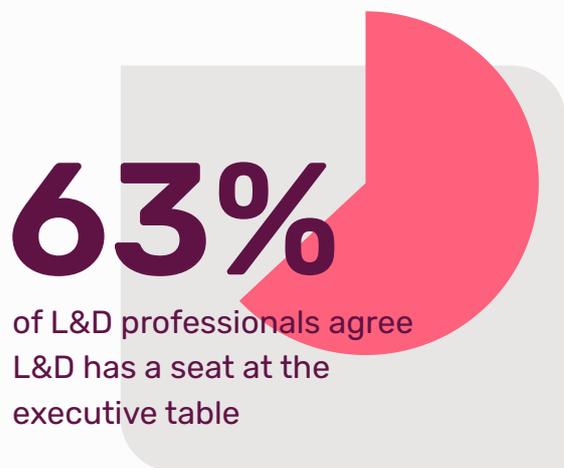
At the low-end, less than one-third of workers in food preparation, office administration, production, and transportation roles have participated in upskilling.

These figures are unsurprising – deciding which employees need reskilling and matching them to vacant roles within a business can be a challenge. Especially if you lack the tools to track employee metrics. According to a study from the Boston Consulting Group, in OECD countries, the skills mismatch affects two out of five employees – equating to 1.3 billion people having competencies which either exceed or are insufficient for the activities they perform.

By 2030, BCG expect this figure to have risen to 1.4 billion.

However, the pandemic has forced businesses to think about their skills shortages differently. **LinkedIn's Workplace Learning Report 2021\*** revealed 63% of learning and development (L&D) professionals agree L&D has a seat at the executive table.

To better understand how much of a priority skills development is for businesses, HRD Connect teamed up with Learn In, a US based software company which helps companies better steer learning resources towards skill-development that advances every employee.



“CEOs believe the lack of skills is the biggest risk to their business yet connecting the dots between available learning resources and new opportunities towards advancing people’s current capabilities to achieve strategic goals is still a major problem to solve,”

says David Blake, Learn In’s CEO and co-founder.

“We can no longer hire our way out of it, as there just is not enough available talent in the market. The ideal path forward is to shift learning from the reactive tactical sphere into a proactive lever for the business.”

\*LinkedIn's Workplace Learning Report 2021 [↗](#)

So how advanced are company talent development efforts?

The best companies do four key things well:

- 1 Clearly sequence learning activities for various growth paths and career tracks.
- 2 Create the ability to build or buy deep skill-building programs from internal and external experts for deployment to one employee, a few employees or cohorts of employees.
- 3 Include critical supports that meet the needs of every population of employee including funding via personal learning budgets or reallocation of tuition assistance, time to learn and develop, and internal mentoring support from experts.
- 4 Make it easy to access learning in the flow of daily work, to track development and administer it well too.

Many companies offer lots of these resources already, but they are hard to find, opaquely explained, and have no connection to employee ambition or career goals, which makes it hard for employees to benefit. Instead, formally directing opportunities and resources - namely money, time, support, and deep skill-building programs - towards more effective upskilling is what more companies call their "Internal Talent Academy" (ITAs). It's an internal online destination that is hybrid-friendly for employees with all the tools, resources and opportunities that also provides L&D administrators with the requisite precision, control and tracking.

Some of the biggest companies have deployed various styles of academies, like Comcast's Academy of Customer Service, Cemex's Supply Chain and Safety Academies, or Fords' autonomous vehicle academy.

Smaller companies benefit from them too, such as Red Ventures, who use it primarily to help people within the company transition careers. ITAs are about continuous workforce development to flex and adapt to the changing needs of the business. It's a much bigger idea than a focus on intensively developing one or a few strategic skills, which results in a more capable, higher retained talent and real business impact.

Throughout February and March 2022, over 100 HR leaders provided insight into the status of their ITAs, including where responsibility for skills development lies; how funding is applied and where investments are made; how companies allocate learning time to their workers; and what learning opportunities are available to workers. Data was also gathered on specific initiatives underway.

## Key findings



### Priority:

Over half of survey respondents (56.9%) said workforce skill development was a core pillar of their company's senior management, with a paltry 1% putting it as a low priority.

### Responsibility:

The HR department (37.30%) and training/learning and development (34.30%) department(s) were primarily responsible for skill development. But survey respondents also cited people management teams, people operations and COOs as having a role. Cooperation between departments was also evident regarding skills development.

### Investments:

Learning and training investments varied significantly among survey respondents. Less than a quarter of companies believe that they can afford to keep spending the same, while more than 50% of companies below 5,000 employees are seeking to increase skill-building investments.

### Budgets:

Just over a third of respondents noted their L&D budgets had increased since the pandemic, with a small proportion (11%) noting their funding had been cut. Most respondents (71%) use a centralised budget for L&D, but 35% noted specific departments were given dedicated budgets.

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## Resources:

The most used learning resources and opportunities are scheduled internal training programmes (84.30 %), learning management systems (64.70%) and training reimbursement benefits (50%.)

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## Current initiatives:

The top three initiatives concerning developing workplace skills were: strategic development across the organisation and/or on specific teams (87.3%); preparing talent for international rotation/promotion/internal mobility (63.7%); and delivering customised training (43.1%).

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## Training formats:

On the job learning, e-learning and in-person training ranked highly among training and development modes. However, most survey respondents noted their companies do not formally allocate time for training, nor have they changed their learning strategies since the pandemic.

# Profile of Respondents

**101**  
HR Leaders

A total of 101 HR leaders responded to **The Evolving State of Developing Talent Academies 2022 Survey**.

**48%**  
Manager to C-Suite Level

Respondents ranged from manager to c-suite level, where most respondents sat (48%).

A further 27.5% of respondents reported themselves as directors.

**53.9%**  
Company size by employees < 1000

Company size by employees ranged from less than 1000 (53.9%) to 25,000-50,000 (2%). Most respondents came from companies of a smaller size.

**61.7%**  
of respondents came from North America & Canada

By region, most respondents came from North America & Canada (61.7%) followed by Europe (25.4%).

# Managing the upskilling process

- + The concept of re-skilling and upskilling, as previously noted, are not
- + new. Over the course of their careers, employees will have to learn new
- + skills as part of their role(s) as new software systems are introduced, new
- + initiatives are launched, or even to expand their tasks to include those
- + that other colleagues used to do.

Plenty of people have changed careers entirely over the course of their working life, and these progressions have always been part of developing within a role as well as remaining productive and employable.

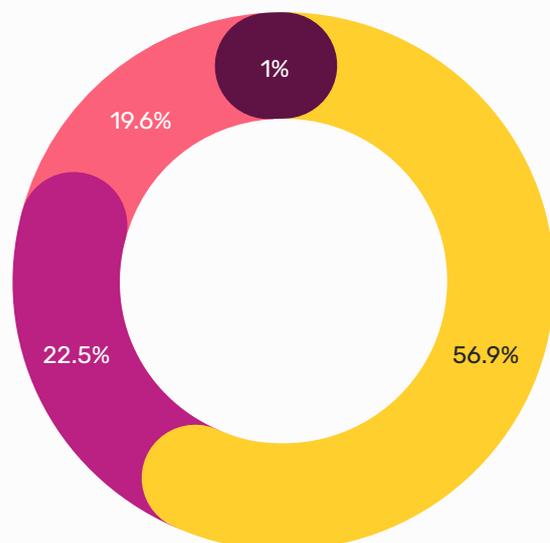
But in these instances, it has been the responsibility of the employee to ensure they get the training/development opportunities needed

for them to do their role. **The Evolving State of Developing Talent Academies 2022** Survey, however, shows workforce skill development is now a priority for most businesses' senior management. Over 55% said it was a core part of their strategy, while a further 22.5% noted it was a high priority for their business.

So, what has changed?

How much of a priority is workforce skill development for your company's senior management?

- A core pillar of the company's strategy
- A high priority, but not part of our core strategy
- Medium priority
- Low priority



Terms like the 'great resignation,' 'talent crisis,' 'skills shortages,' 'skills gaps' and the 'war on talent' have littered the headlines of global news outlets because there is a very real and evident deficiency in the talent pool. Most of this has been driven by technological change; advances such as increased automation has facilitated a shortage in digital knowledge. As a result, businesses are struggling to attract and retain the skilled talent they need to meet the speed of change. In addition, hard to fill roles – such as data scientists and coding professionals – demand higher salaries, which means companies may fail to secure talent at a reasonable cost.

The pandemic has also undoubtedly had an impact. Enforced working from home, especially to those of a younger generation, has resulted in workers demanding more than just a high salary – the benefits they valued before, are no longer enough and training and development opportunities are now seen as essential when examining job criteria.

Growing a future workforce from within is therefore now a priority. Amanda Scott, director of Talent, Learning and D&I at multi-national food service company Compass Group, says they are in the fortunate position to be able to hire people with no skills or qualifications at all.



**“They then must undergo mandatory training.”**

she explains.

**“A lot is online, and we pushed for more developmental training for [new hires] than we had done before, but we also found that some people wanted to go back to face-to-face training.”**

Hiring with less requirements can have other benefits too, including the critical issue of improved equity in the workplace.

Then there is the issue of who handles the training. As noted already, development has – in the past – been the responsibility of the employee; they find the area they want to improve, identify potential courses and/or opportunities to learn within the business and then make a request to the relevant team.

Given the speed at which digital transformation is occurring, and the sheer competitiveness of the talent market, businesses can no longer rely on employees to develop the skills they want them to have.

According to the survey results, the responsibility for this is in dedicated training and development departments (34.3%), with HR departments more broadly also taking on a lead role (37.3%).

**37%**

**of companies say their HR department handles their workforce skill development**

Businesses in North America & Canada are marginally more likely to lean on their training and development departments (38%), than their HR departments (33%) than their European counterparts. European businesses were split evenly on which department handles workforce skills development – 32% both cited HR and training and development departments.



# 38%

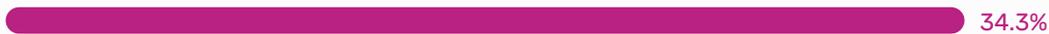
of businesses in North America and Canada lean on their training and development departments

## Who handles your company's workforce skill development?

HR Department



Training/learning and development



Talent management



People operations



Chief operating officer, or equivalent



Other



“The past few months have accelerated the future of work. Everyone has been affected – from the world’s most powerful organizations to small businesses and individuals,”

says Tracy Keogh, chief human resources officer at HP.

“It is more important than ever to not only invest in the latest technology but also invest in the skills of our workforce. The strength and agility of our people will be what continues to propel us forward.”

# Budgets and investment

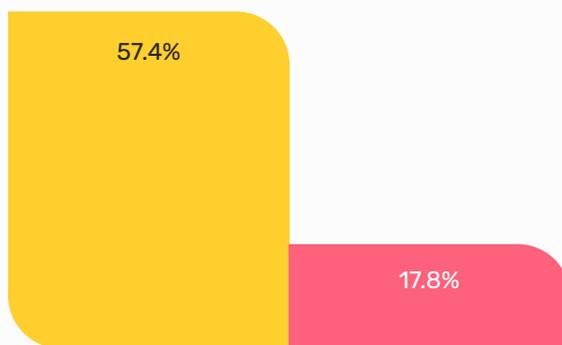
- + One of the biggest benefits of developing existing talent is that
- + businesses can reduce their recruitment costs. A **study\*** run by the
- + World Economic Forum noted that, in the US alone, with an overall
- + investment of \$4.7bn, the private sector could reskill 25% of all workers
- + in disrupted jobs with a positive cost- benefit balance.

This means that, even without considering any further qualitative factors or the significant benefits of reskilling for the employee, for 25% of at-risk employees, it would be in the financial interest of a company to take on their reskilling. And some larger companies have already realised this potential.

In 2014, Credit Suisse estimated it saved between \$75 and \$100 million in rehiring and training costs due to its **Internals First program\*\***, where recruiters call candidates inside the firm before dialling any candidates outside the company.

## Looking ahead, what are companies planning in terms of skill-building investments

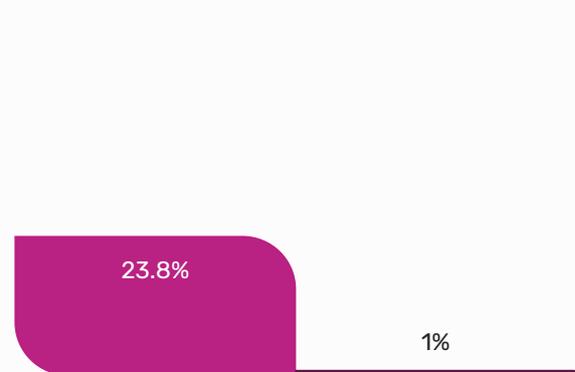
Positive efforts:



We need to increase skill-building investments

We need to refresh most of our current investments

Neutral/Negative efforts:



We can keep things the same

We can afford to consolidate or reduce current investments

\*Towards a Reskilling Revolution [↗](#)

\*\*Boost Your Career through Internal Mobility [↗](#)

The cost of reskilling – which includes funding learning design, training materials and subject matter expertise – is approximately \$24,800 per person in the United States, according to a 2019 paper from the World Economic Forum and Boston Consulting Group. Which is less expensive, according to research by Gallup, who state “the cost of replacing an individual employee can range from one-half to two times the employee’s annual salary.”

There’s clearly a strong business case for introducing upskilling and reskilling programmes. Fortunately, most respondents see this with less than a quarter of companies planning to spend the same or less. Over 50% of companies below 5,000 employees want to increase skill-building investments, and over 85% of larger companies either will increase skill-building investments or refresh most of their current investments.

Almost a third of respondents, nevertheless, reported their organisation’s investment into learning development had increased since the pandemic began in March 2020. This suggests businesses are aware of the skills shortages within their organisation and are choosing to avoid hiring due to insufficient supply of skills and the competitive landscape.

According to Statista, corporate training expenditure in the US increased by almost 10 billion in 2021.

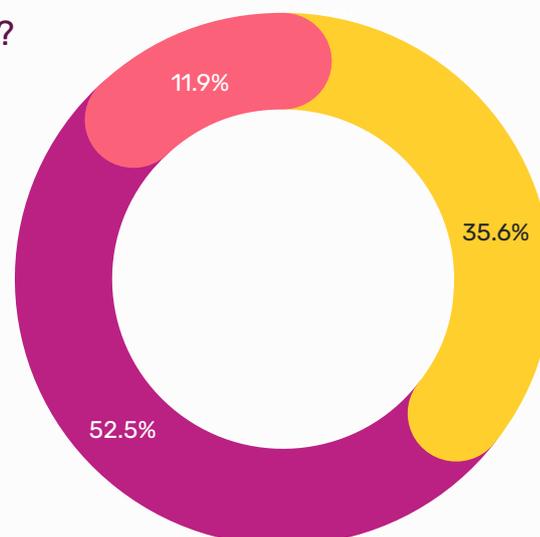
Following a dramatic increase of over \$20 billion from 2016 to 2017, total expenditure on workplace training in the United States dropped from \$93.6 billion in 2017 to \$82.5 billion in 2020 before climbing to \$92.3 billion in 2021.

Meanwhile, over half of respondents (52.5%) said their learning and development budgets had stayed the same. For just over a tenth of respondents, learning budgets have decreased. During the pandemic, many businesses suffered financially, recording losses of huge magnitudes, securing new budgets in the recovery has therefore been a challenge for many.

Furthermore, the various dire predictions about the state of the economy, a potential forthcoming recession and the unstable international conflict also do not inspire confidence. And then, of course, is the suspicion that some companies still do not understand the extent of the change is needed.

## Has this budget increased since the pandemic started in March 2020?

- Increased
- Stayed the same
- Decreased



This trend is likely to change, however. The involvement of senior management – and their push to prioritise developing internal talent – will no doubt see a greater number of companies distribute a greater source of funding to reskilling and upskilling programmes.

There is strong justification to invest as the ROI is clear; Association of Talent Development surveyed 2,500 companies and found that those with “comprehensive training programs” had 218% higher revenue per employee and 24% higher profit margins.

In addition, the behavioural shift among employees will also see these programmes pushed forward. The threat of the “great resignation” and the fact a larger share of the workforce has a greater degree of choice in their employment than in the past, will likely mean the demand for skills training will increase.

Currently, businesses fund learning and development in numerous ways – according to survey respondents. Having a centralised budget was the most common funding model (71%), followed by individual departmental budgets (35.3%). Interestingly, a small minority of respondents –5.9% – said they shared the costs with other companies, either inside or outside their industries.

A further 10.8% of respondents also reported they planned to redirect funds to offer a learning budget per employee in the future; 16.8% of respondents noted they already had learning budgets/stipends for each employee.

## How is learning and development funded within your organisation?

Centralized budget



Budget per department



Use free learning to minimize cost



Budget per worker



Tap into government funding (e.g., Federal tuition assistance)



Share costs with other companies in your industry



Share costs with other companies outside your industry



## Initiatives underway

- + Given the changes which have occurred within the workplace,
- + HR leaders need to ensure the development programs introduced
- + are fit for purpose – and more specifically, are relevant for their
- + own employees.

One of the most striking findings of HRD and Learn In's survey is the increasing need for individualised training: it is no longer the case that one size fits all. When asked which initiatives would be the most important to improving skills within their workforce, survey respondents were clear: personalisation has become a necessity.

The most important processes cited in the survey were strategically developing skills (87.3%), which must by its very nature involve greater personalisation; preparing talent for international rotation/promotion/internal mobility (63.7%), which also serves the double purpose of upskilling and attracting the best and delivering customised training.

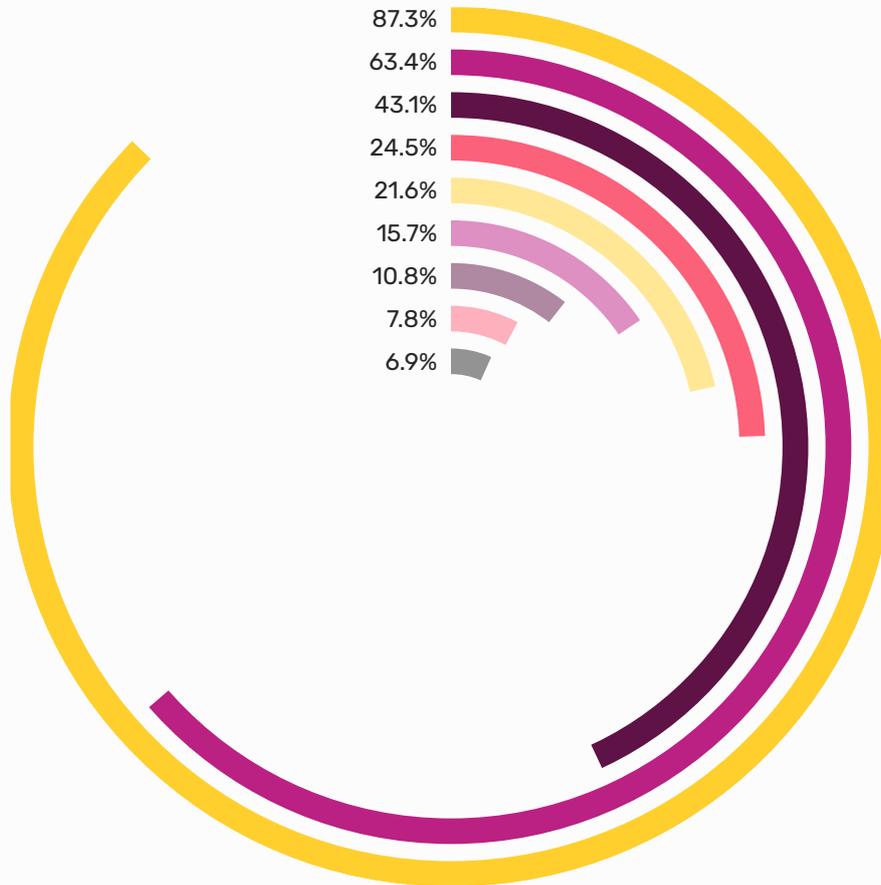
According to Rutgers School of Business, the reason corporate training does not help some organizations gain a market edge is that programs often overlook key details – like alignment with business objectives and measuring the effectiveness of learning interventions which only 25% of survey respondents do.

Just over

# 40%

of survey respondents said delivering customised intensive group/cohort training at scale would be important for their workforces' skills in the future

## What are your top three initiatives to improve workforce skills?

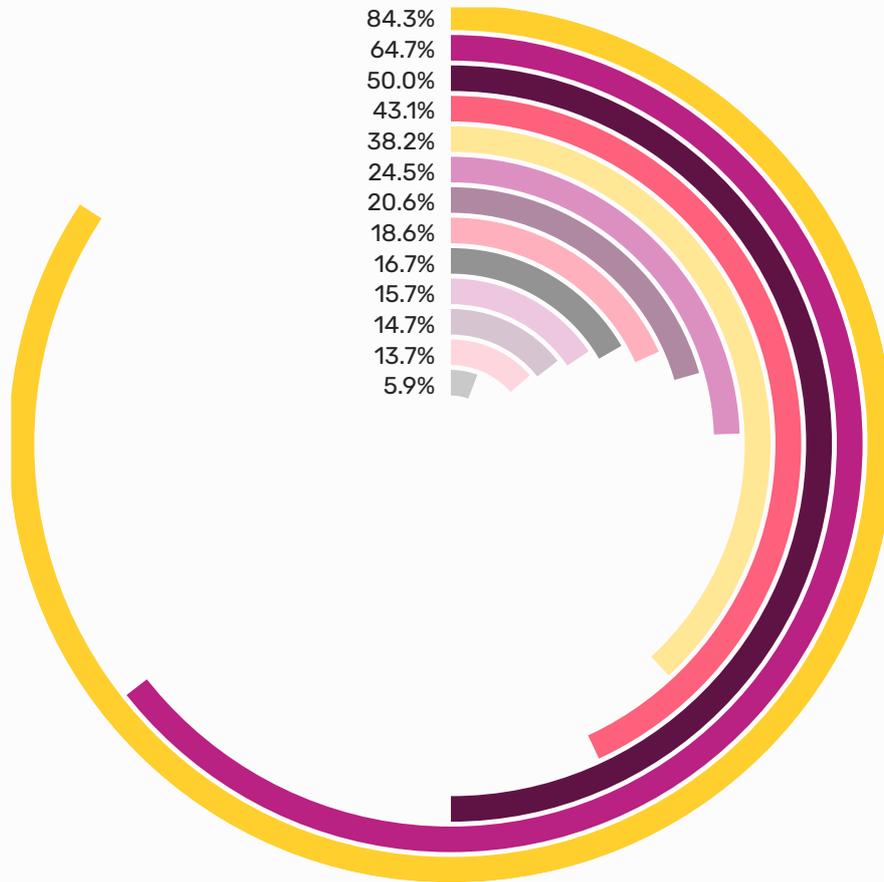


- Strategically develop skills across the organization and/or on specific teams
- Prepare talent for rotations, promotions, and internal mobility
- Deliver customised intensive group/cohort training at scale
- Measure return on investment and learning outcomes
- Compliment short-form content hosted on LMS/LXP with longer-form programs
- Rethink education benefits process and policies
- Redirect funds to offer a learning budget per employee
- Other - Write In
- Improve degree program benefits (e.g., offering free college)

Respondents who selected the 'other' option noted the following as important to their employee skill development: bursaries, short form content, apprenticeships, coaching and mentoring.

Results from the survey revealed internal training programs were the most used learning resource among respondents (84.3%), followed by learning management systems (64.7%). Training reimbursement benefits (50%), new projects and stretch assignments (43.1%), and content licences (38.2%) were also popular tools.

### Which of the following learning resources and opportunities does your company offer?



- Scheduled internal training programs
- Learning Management System
- Training reimbursement benefits
- New projects, stretch assignments, gig work
- Content licenses (e.g., Coursera, LinkedIn Learning, 2U)
- Sponsorship (e.g., Company will fund education in exchange for pre-stipulated term of employment following qualification completion)
- Tuition assistance benefits funding (e.g., Guild, InStride)
- Scheduled time to learn each week
- Learning budgets/stipends for each employee
- Learning experience platforms (e.g., Degreed, EdCast)
- Career break or learning sabbatical
- Part time work alongside study
- Other - Write In (Required)

The use of tuition benefits is more common for companies in North America & Canada (20.6%) than in Europe (12%). However, European businesses are more likely to fund an employee's education in exchange for a pre-stipulated term of employment (28%) – known as sponsorship – than North American businesses (20.6%).



# 28%

of European businesses are more likely to fund an employee's education in exchange for a pre-stipulated term of employment



**“Our teams work on certain platforms and it's cloud-based,”**

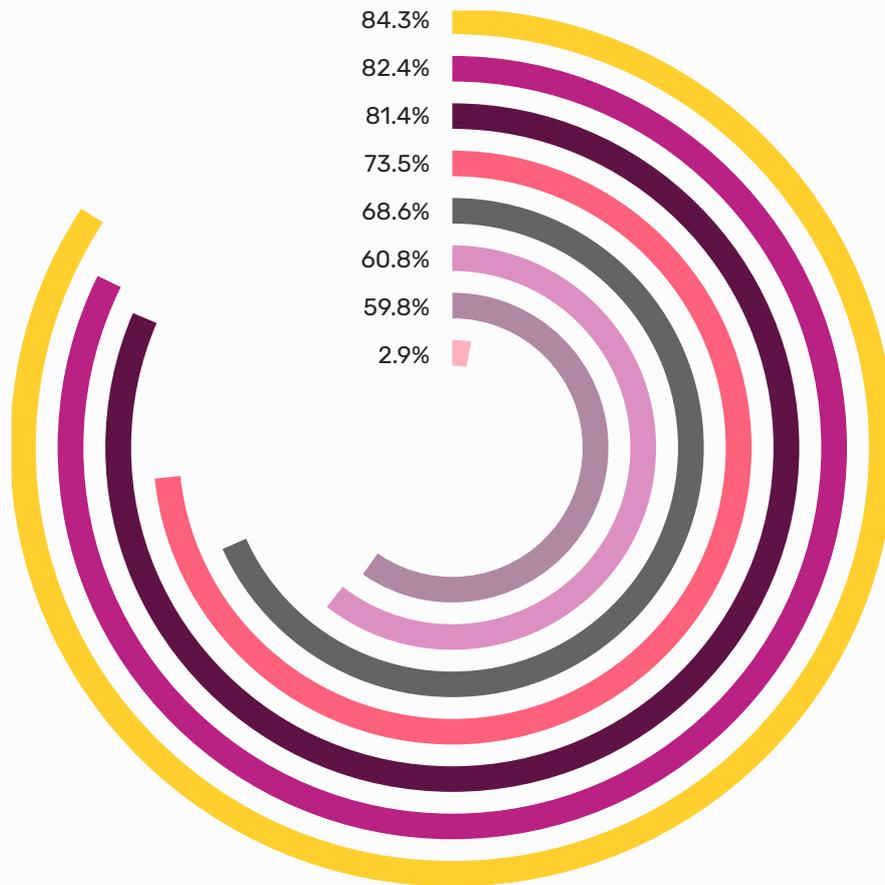
says Amandip Bahia, People and Organisation lead at international banking and wealth management group Investec.

**“We were specialist before and needed to change. Now it is about being able to learn wherever you are, online and in person, and our new initiatives include an inclusive and diversity as well as a leadership course for women in conjunction with Harvard.”**

With regards to training formats, survey respondents noted their organisations offered a wide range of internal training options. On the job learning (84%) and e-learning (82%) were the most popular among respondents, but self-directed microlearning (73%) and in person training (81%) were also common. Those respondents who selected 'Other,' said debriefing after critical incidents and rotational assignments were also useful forms of internal training and development.

The switch to remote working as the pandemic hit triggered an increase in online learning. According to **a report from the World Economic Forum\*** published in January 2022, enrolment numbers for online learning more than doubled in 2020, and increased by 32% in 2021, peaking at 189 million.

\*These 3 charts show the global growth in online learning [↗](#)



- On the job learning
- E-learning
- In-person training
- Online, self-directed microlearning
- Team-based learning (virtual or in-person)
- Hands on training (eg. Use of a specific software or hardware)
- Peer-to-peer collaborative learning
- Other - Write In

These increases reflect growing global acceptance of online teaching, including increases in remote learners taking higher education courses and those from vulnerable or remote communities. The report noted there has been a five-fold increase in employer provision of online learning opportunities for employees, a four-fold increase in individuals independently

seeking online learning opportunities, and a nine-fold increase in online learning opportunities created through government programmes.

Wakefern Food, the largest retailer owned cooperative in the US, has deployed artificial intelligence to the frontline of its learning content.



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**“It’s incredibly important to deliver the right content rapidly to our 80,000+ employees without disrupting their flow of work by tapping into new and existing content,”**

says Katie Shields, manager of retail learning & initiatives at Wakefern Food

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Given how short employee attention spans have become, and competition for attention is fierce, shorter digital learning content – microlearning – has become more popular. As HRD has noted, Zoom fatigue in the wake of lockdown has also meant that average learning session times have decreased from 20 to just over four minutes, on average.

As a result, workplace learners will want to access e-learning courses on mobile devices, on the move – on trains, over breakfast, before meetings. While this approach might increase knowledge, provide on-the-job task support, and satisfy curiosity, we do know that passive self-directed bite-sized online learning won’t create job-ready skills.



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**“You can’t run a marathon by watching five two-minute videos of others running a marathon,”**

says Learn In’s Blake.

**“It takes planning, preparation, practice, teamwork, and so on for it to become a reality. The same goes with job-ready skills.”**

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# Allocating time to learn

- + As company's ramp up their efforts to recover from the pandemic, and
- + rescue losses, the urgency of work will trump the luxury of learning.
- + However, as businesses look to bolster their workforce, either through
- + new talent or developing existing talent, ensuring everyone has
- + dedicated time to learn new skills will be imperative.

At the moment, however, this is not the case. Just over half of survey respondents (52%) note their business does not 'formally' allocate time for its employees to learn. These businesses do however expect learning to be completed during company time if learning/training takes place.

A further 26% of respondents set specific deadlines for employees to complete learning exercises, but do not specify when the work should take place. Just under 10% of respondents reported their company expects employees to learn on their own time.

## How does your company allocate learning time for its employees?

Allocate a specific weekday when employees can engage in learning new skills

 3.9%

Allocate specific hours per week when employees can engage in learning new skills

 6.9%

Allocate some hours weekly for employees to use at their discretion

 3.9%

Set specific deadlines for training to be completed

 25.5%

Company does not formally allocate time, but learning should be completed during work hours

 52.0%

Employees are expected to learn in their own time

 7.8%

Those companies which do allocate formal time for learning use a variety of formats: 3.9% allocate a specific weekday for their workforce to engage in learning new skills; 6.9% allocate specific hours during the week; and a further 3.9% allocate 'some hours weekly' for employees to use at their discretion.

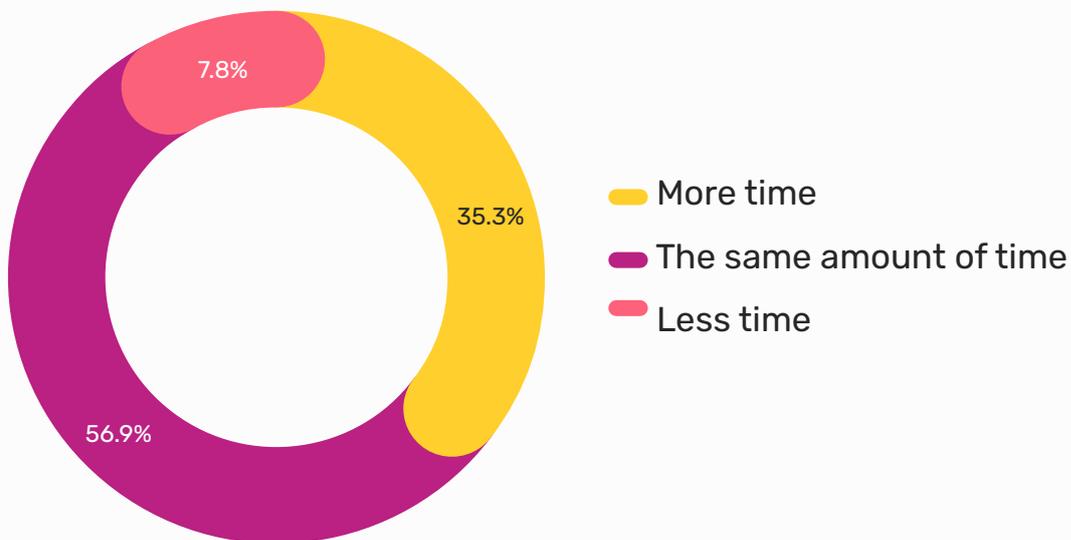
Promisingly, the pandemic does seem to be steering companies in the right direction. Just over 35% of survey respondents said the amount of time provided by their company to learn has increased since the pandemic. However, just over half (57%), says the amount of time has not changed.

Just over

**35%**

of survey respondents said the amount of time provided by their company to learn has increased since the pandemic

In comparison to before the pandemic, how much time are employees now given annually to improve or learn new skills?



This reflects a longstanding tension which has existed in the workplace for decades; although training employees to upskill is clearly to the benefit of any company, there is a residual mindset that upskilling should not occur during company time. If a person is learning, the thinking

all too often goes, they are not necessarily working. In professions such as the law and accountancy, a trainee is expected to put in the hours both during work and after hours.

## Changes on the horizon



Looking ahead, to what extent are current learning investments sufficient to close work skill gaps? Not a great deal, it seems. The results of HRD and Learn In's survey suggest companies are re-evaluating whether their current learning and development efforts are enough.

Over half of respondents (57%) said their organisation should increase skill building investments in the future – this included workflow tools and content.

A further 18% went one step further with the need to refresh most of their current investments.

The proportion of businesses wishing to conduct a complete overhaul was slightly higher in for businesses in Europe (24%) than in North America & Canada (15.8%).

Only one European respondent said their business would reduce investment into learning in the future.

### Looking ahead, to what extent are your current learning investments (such as workflow, tools, or content) sufficient to close workforce skill gaps?

We need to refresh most of our current investments



We need to increase skill-building investments



We can keep things the same



We can afford to consolidate or reduce current investments



Given the other findings of the report – the constant emphasis on personalised learning; the double chore of appealing to and keeping the best employees by offering them further

scope for training; and the constant need to keep ahead of the competition – the time has come for HR and learning departments to invest more in their current workforce.

# Conclusion



The concept of the workplace has changed drastically over the past three years – and the pace of change has caused problems for both employees and employers. But where once the workplace was the domain of the employer, employees now have more power over what the future of work will look like.

Progression, or opportunities to learn and develop as an employee, is slowly replacing higher wages as one of the most sought-after benefits when looking for a role. And companies are starting to wake up to this shift; how they go about structuring their learning and development programs will not only help them attract new talent but elevate the talent they already have within their workforce.

The skills half-life is decreasing rapidly too. Gartner Group studied 7.5 million job postings in IT, finance, and sales and found that 29% of the skills listed in 2018 vacancies may no longer be needed this year, even as the average number of skills required in postings jumped from 17 to 21. Our world is changing rapidly, and most leaders need to understand that skills are the building blocks to an organization's talent – and how they are acquired, maintained, and advanced will make a world of difference to their success.



# 29%

**of the skills listed in 2018  
vacancies may no longer  
be needed this year...**

Gartner Group



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**“This would have happened anyway, even without the pandemic”**

says Investec’s Bahia.

**“It is down to the new millennial agenda. But we must accept it is a different market now: people do not stay in a career the way they used to, and the market is so hot at the moment, they can earn a bigger salary with more flexibility elsewhere.”**

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Results from the survey revealed learning investment needs to increase and programs need to be personalised to the learner, both in hybrid form (between learning on-line) and in person. Individualised career paths set out from an early stage are also now more common and more understood than they had been formerly. But a deeper, more intensive learning experience is required.

The other key to a successful upskilling/reskilling program will be flexibility. Because of the nature of what has happened in the last two years, HR professionals – including Scott – point out that there are now younger people in roles that might once have gone to more experienced people. This makes the need for comprehensive training even more important.

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Blake urges companies to question whether their legacy tools will in fact serve this need. While e-Learning tools, bite-sized content, college degrees and micro-learning might meet tactical compliance goals or help employees gain knowledge, they will not necessarily prepare employees with the skills they need to adapt to the ever-changing demands within most jobs.



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