A study on digital learning, learning and development interventions and learnability of working executives in corporates

Nandeesh V. Hiremath
Indus Business Academy, Bangalore, India
Amiya Kumar Mohapatra
FOSIIMA Business School, New Delhi, India, and
Anil Subbarao Paila
Prin LN Welingkar Institute of Management Development and Research, Bangalore, India

Abstract

Purpose – The digital learning and learning & development (L&D) at workplaces in corporates is having a significant challenge, where only about 1% of the week is spent on L&D by the employees. There are an array of recent L&D reports – by Deloitte, 2019; Skillsoft’s, 2019; LinkedIn Workplace Learning Report-2019; UK L&D Report-2019; FICCI-NASSCOM and EY “Future of Jobs” Report-2017 – which have clearly been indicating that the digital learning is fast-emerging as one of the realistic option. The employees invest their time and energy for skilling/up-skilling/re-skilling for remaining relevant to the emerging business context under volatility, uncertainty, complexity and ambiguity (VUCA) world and also coronavirus disease 2019 (COVID-19) is being researched.

Design/methodology/approach – The L&D interventions have primary objective of enhancing skills, competencies and career growth among employees, and the learning engagement styles/ systems are undergoing dramatic paradigm shifts. There is dire need to understand the impact of sweeping changes with Industry 4.0 and HR 4.0; however, there are only a few industry-centric studies that are available to assess the impact of technology on L&D with digital learning. Hence, there is a need to study the factors influencing various segments of workforce in large corporates, where the learning engagement with digital learning is fast-emerging among corporates.

Findings – Given the digital learning / L&D context in corporates, this research paper has attempted to review and analyse the opportunities, challenges and emerging trends with respect to leveraging technology and innovation to enhance L&D to deliver the business goals, under the 70:20:10 framework, with case analysis of ten different corporates (across different industry sectors) viz., Genpact, Nexval, Airbus, Siemens, Astrazeneca Pharma, HPCL, HGS (BPM), HP, Flipkart and IBM. The A-to-Z of Talent Management and Leadership Development (adopted version from India Leadership Academy, Publicis Sapient, 2019) best practices are analysed, summarized and presented to indicate emerging trends in Industry 4.0 era.

Research limitations/implications – This study has been carried out for just ten major corporates/ multinational companies (MNCs) operating in various sectors. The sample size used is relatively less; therefore, the study can be carried out with a larger sample size and deeper data analysis and insights across countries/ continents. At present, this can be considered as a base-research for undertaking deep-dive analysis. The sectoral analysis and cross-industry perspectives require consideration in next studies. To address the sector-specific issues, the research can be undertaken for either a particular sector such as manufacturing, automotive,
IT/ITeS, telecom, aviation, agri-tech and pharmaceutical, knowledge-based industries, etc. or comparative analysis across few related sectors required.

**Practical implications** – This research has provided/shall provide a basis to understand the various factors that influence the L&D and digital learning ecosystem in large corporates. It is expected to provide a practical and also strategic perspective towards effective usage of digital learning systems (both in-house and open systems) for enhancing the effectiveness of L&D in the context of VUCA World and HR 4.0 around us. The proposed hypothesis of “The Digital Learning is the “Future of HR”, especially for the L&D in large Corporate Academies (in the context of Industry 4.0)” stands justified.

**Social implications** – The clear shift from training culture to “Learning Culture” is possible and feasible with strategically planned digital learning/ L&D interventions, which benefits the corporates, employees, customers and the society at large.

**Originality/value** – To the best of our knowledge, probably this is one of the first paper in the analysing the industry best L&D/Digital learning practices from an practitioners and academic perspective, as we live in the era of bit-sized and byte sized micro-learning. This study contributes to the academics by providing insights on possible digital learning policies that can be practiced by large corporates, where the “ownership of learning and career growth” is transferred onto the employees. The result of this study complements the evolving digital learning trends, in line with science of self-driven and lifelong learning principle.

**Keywords** Digital learning, Employee learning, Engaged learning, Learnability of working executives, Learning and development (L&D), Lifelong learning, Micro-learning, Online learning, Self-learning, Work place learning

**Paper type** Research paper

1. Introduction

1.1 Current context for digital learning and micro-learning

The emerging trends of the new world of work and Future of Work (FoW) in the Industry 4.0 (4th Industrial revolution) are rapidly becoming a lived reality for millions of working professionals and thousands of corporations globally. There are many mega trends impacting our business and the way we work–mobile revolution, edge computing, augmented reality, big data, cyber-security, energy challenge, cloud orchestration, AI, smart machines, connected products etc. This means that jobs are changing and changing fast. It is no longer an option to not be continuously learning. It is vital and urgent for our business. One of the studies says that 25% of the skills required by key jobs in the future are not yet part of our core skills that we have today. This is a great reason for us to be continually learning and growing in our daily work and daily life. The lifelong learning, unlearning and relearning (LUR) is imperative to both individuals and organizations.

Many business leaders, managers and employees agree and get worried about how technologies like robotics, machine language (ML) and artificial intelligence (AI) are changing jobs and how one needs to evolve with time. This concern is valid, since some jobs are disappearing owing to technology changes and some other job roles are getting evolved or transformed. According to the latest the World Economic Forum (WEF) study, nearly 54% of working-employees are required to re-skill and up-skill within three years, to stay relevant and competitive in the evolving job-market. Simply stated, the re-skilling has become critically important for organizations and employees and cannot afford to keep positions unfilled for several months and/or years due to deficit-supply of talent pool to fill the variety of positions/roles. It is becoming prominently obvious that MNCs (multinational corporations) and large corporates can never rely heavily on discovering and recruiting talent from today’s competitive and tight talent-market, while “they should build/nurture the talent internally” for filling-in those roles for ensuring business growth and sustainability. Therefore, abysmally low un-employment percentages and rigid imbalance in labor/workforce supply and demand dynamics in the job market for skilled workforce in different countries have made it a challenging and daunting task for HR managers/ business leaders to hire the “trained-and-ready to deploy-talent” at short notice, hence building in-house talent pools has become a dire necessity. Hence, building “internally equipped talent within” through digital
Learning and newer L&D interventions becomes more a necessity, than a luxury, as it gives competitive advantage, plus added organizational culture-sync, by reducing time to produce business results.

The Deloitte’s 2019 Global Human Capital Trends report that learning is the top-notch rated challenge among all corporates. The employees rated the “opportunity to learn” as one of the several priority reasons for undertaking a job role/ professional assignment and most of the chief experience officers (CXOs), chief executive officers (CEOs), business leaders and chief human resources officers (CHROs)/ human resource (HR) leaders are well aware that transformation in best business practices, technology-tools-for-business-productivity, business sustainability, work ethos and evolving business models have certainly generated a significantly enhanced demand for ongoing-and-continuous learning and lifelong skilling/upskilling/re-skilling and competency enrichment for staying relevant, both individually at employee level and at organizations at macro-level. Many of the market-leader MNCs/corporates and large organizations have designed customized programs to offer/deliver the bit-sized/byte-sized and personalized learning experience to their millions of their employees, by integrating work and encouraging collaborative learning from peers/reporting leaders, encompassing ownership for learning within/across the regions/geographies/countries and considering innovative ways to offer the creative solutions to their daily work–life into the enabling and learning culture at work, than just a training culture of the gone-by-era.

In the era of Industry 4.0 and “future of work”, there are constantly evolving transformation and has significantly brought-in the changes in the way employees work today and hence significantly modifying/revolutionizing the relationship between learning and work-workforce-workplace and job role/professional assignment, making them much deeply interwoven-and-integrated and deeply-interconnected than never before. This has thrown-up a set of challenges to business leaders and the development opportunity for HR-leaders to build robust work-centric and engaging learning programs and evolving-growth-culture, thereby facilitating up-gradation of skills in the natural journey of their daily/routine job roles on an on-going-and continuous basis. If any business/HR leader has to accomplish this, it is believed that new model of digital and self-learning to get emerged as an inspiration from the evolution in information technology (IT) which has brought-in sweeping changes in last 1–2 decades. Simply stated, the new ways of learning both Digital and Micro learning have emerged and are becoming the hard-reality to build the future workforce both in terms of attitude/mind-set, skills and competencies: thus creating a cult for “Future of work” and “inbred talent-pool” to meet changing/ evolving business needs.

1.2 Key principles for effective digital learning and micro-learning

With advent of technology and fast-paced life, the L&D in organizations/corporates has undergone significant transformation. Today in the context of Industry 4.0 and VUCA world, the digital learning and micro-learning is becoming a reality. The following are emerging principles (adopted from www.strategist.com) in respect of digital learning and micro-learning:

1. SPUR the learner: the digital content need to be simple, provocative, unique and relevant (SPUR).
2. Make it anecdotal and conversational to enhance the ability to relate and apply in work–life
3. Use story-telling techniques to significantly increase the interest-levels and learnability.
4. Use the reflective thinking and self-directed learning at all stages viz., 3D (design, development and delivery) of digital learning contents.
Create the list articles and acronym, so that R&R (recall and retention) is higher in learning process.

Avoid pointless jargons.

Last but not least, compress but not compromise on 3Cs (context, contents and conclusion) of each and every topic.

These all are more important because:

1. The average human attention is 7–8 seconds, even lower than goldfish,
2. The barrier in learning is TIME, as per the recent LinkedIn Workplace report,
3. Almost 90–92% of the MOOCs (massive open online courses) content remain incomplete and the average pass percentage is 6–8% of the enrolled digital learners, as per the recent Coursera.org study
4. Learners want “on-the-go solutions” with respect to learning also.
5. It is due to the fact that the human brain is designed to process and internalize information in bite-sized chunks OR “bite size is the right-size” in digital learning in the corporate context, owing to multiple work pressure.

1.3 Current scenario of L&D practices / interventions

All professions have array of challenges and L&D and digital learning at workplaces that are no different. All L&D/business leaders almost agree on to a common fact that “getting working executives to find time avail the L&D opportunities” is one of the biggest challenges today. Surprisingly, only about 1% of the week is spent on L&D (according to Bersin by Deloitte Research, 2019) by employees.

However, the stark reality is that the workforce/employees and managers of today’s “VUCA-world and Future-of-Work era” are keenly interested in acquiring/practicing new-age skills for variety of reasons like for growth in career, innovation, stretch assignments, accepting challenging responsibilities, to change roles etc. Skillsoft’s L&D survey (2019) across APAC indicated that over 85%+ workforce is keen to receive more training in 2018 and they require training on usage of new-and-digital technology solutions at workplace (e.g. 50% on video-based micro-learning; 48% on collaboration-learning, etc.), so that new-age-skills will ensure them to remain employable in the future.

2. Literature review

2.1 Market outlook on digital learning systems – challenges and opportunities

Kirkpatrick (1954, 1979) and Phillips (1991) viewing evaluation of L&D is essential in terms of process whereas Cascio (1982) and Giangreco et al. (2010) stressed that evaluation should be on organizational focus.

Chella et al. (2018) in their recent book entitled “HR Here and Now” have brought-in multiple perspectives based on the extensive research and in-depth discussion with many HR thought leaders in Indian corporates like Aditya Birla, Airtel, Asian Paints, Sundaram Finance, Murugappa Group, etc. Besides, LinkedIn Workplace Learning Report (2019) revealed some interesting facts like:

1. L&D budget has only 27% constraints;
2. 59% of L&D investments are for online-learning;
3. 82% of top-executives are actively-supporting professional-learning;
L&D managers are thinking-like marketers to promote learning programs through e-mail marketing, effective by \(~65\%\) and

74\% of Gen Z workers would take manager-suggested course. Similar findings are also revealed by UK L&D Report (2019) (www.findcourses.co.uk).

Nguyen et al. (2020) advocated that among all the form of digital inclusion, technology-assisted learning is the best platform and that can be used as a platform for L&D implementation.

L&D contributes to peoples' motivation, job satisfaction and engagement and also promotes value-based culture and enhances individual competencies (van Dam, 2017).

Janssen and Van Yperen (2004) viewed that innovative idea and its implementation augment organizational performance and hence L&D and digital learning will change the employment landscape globally. According to organizational approach, L&D is aid to collective development that supports organizational goal and helps in improving individual knowledge and skills as well (Harrison, 2009).

Reyna (2011) and Ficheman and Lopes (2018) have built the relationship between the teaching and learning of digital ecosystems (DTLE), which consists of hardware, software, operating systems and also the networking technologies. These in turn are inter-connected together seamlessly, by using digital technologies, so that digital learning ecosystem is built effectively to accomplish the intended learning outcomes at workplaces. This is further supported by the findings of Wannapirion (2016), where it is found that variety of media are employed in achieving the learning objectives by both the learners, and under the support of instructors, especially in the digital learning ecosystem and this has become essential in the digital learning world.

2.2 Digital learning ecosystem: context and utility to enhance organizational outcomes

Sarnok et al. (2019) have found that the “Digital Learning Ecosystem”, primarily comprises of two key components viz., (1) digital learning environment, which includes software, hardware and network and (2) the digital storytelling learning and teaching community, which comprises of three components, teaching (by instructors/coaches/mentors/managers/leaders, etc.), learning and supporting (from superiors, peers, friends, family, etc.).

Legamia and Akiate (2020) in their study found that the nurturing of “digital learning and effective teaching” by using the online learning resources primarily relies upon the faculty/instructors and students/learners, which will enable the accessibility and adaptability in amore of learner-centred ecosystem. This can be better enabled by having an excellent base of IT/digital learning infrastructure, which can act as an enabler of digital learning system—along with providing access to the online learning resources, facilitating the online-trainings to use such digital resources, building-up the enabling the learning environment—which can certainly enhance the learning experience and effectiveness in digital learning.

Phumeechanya et al. (2015) have proposed the framework of “Ubiquitous Learning Environment (ULE)”, wherein the learning environment induces a culture of learning with 3As (i.e., anywhere, anytime, anyhow) by using the portable computers to access to variety of learning resources; and in most cases, this ULE is self-driven, rather than imposed by the employers and/or L&D managers.

Pischetola and Dirckinck-Holmfeld (2020) have indicated that learning environment alone will not produce the change in classroom and/or learning system, but it is enabled better by the learning platform, regular interaction among the learners (either in person, or through digital forums or experience sharing, etc.). They have found that enactivist model in education and learning provides the multiple perspectives, in taking suitable decisions at work and addressing the problems.
Aboobaker and Zakkariya (2019) have proposed in their recent research on digital learning and transformation system that both the academicians and HR/L&D practitioners in industry should overcome the scepticism/mistrust regarding embracing the digital systems by the learners and employees, respectively, so that the organizational growth and development can be achieved, as per the planned outcomes.

2.3 Implementing 21st century L&D practices: the need of the hour

Jacqueline et al. (2019) have found that the learning function in any organization has a strategic role in five major areas, viz., (1) attracting and retaining the talent, (2) developing the people capabilities and competencies for various job roles, (3) creating the values-based culture by institutional systems, (4) building an employer brand among employees and in the industry sector they operate and (5) motivating and engaging employees for learning and contributing to accomplish the business goals. This is especially important in the Industry 4.0 era, where the physical and digital worlds are seamlessly getting connecting and large-scale transformation of business processes are happening across the business verticals, by cutting across the boundaries of countries and continents. They infer that L&D leaders have to design/strategize the revolutionizing the process of their approach, thereby creating a learning strategy and learning culture across the organization.

The earlier study by Karkala (2016) indicated that digital learning tools have distinct advantages from the corporate context. Further, Digital Literacies Learning in Contexts of Development study by Hagerman (2019) and Wright and Benoit (2019) have further strengthened this finding. According to FICCI-NASSCOM and EY “Future of Jobs” Report (2017) (published during Dec 2017), it is found that nearly 9%+ of the India’s 600+ m estimated workforce will be posted/positioned and engaged by 2020— in the “jobs that do not exist today” and interestingly, the skill-sets required for these new-age jobs fall under the category of neoskilling.

The study of “Implementing 21st Century L&D Practices” by van Dam (2017) has indicated the necessity for organizations to embrace the “Lifelong Learning Strategies/ process-driven systems”, which shall enhance the strategic role of L&D, by combining the four important components and key principles from the (1) Neuroscience, (2) Pedagogy/Andragogy, (3) Psychology/Sociology and (4) Neuro-education, which has positively contributed for the enhanced business and performance outcomes.

Prasad and Ramachandran (2019), in their recently published book entitled “Neoskilling for Digital Transformation and the Artificial Intelligence Revolution”, have illustrated with many research studies and empirical evidences that “digital learning is way for future for learners and for corporates”. This is a synthesized study by Prasad (Professor of OB and HRM at IIM, Bangalore) and Ramachandran, (Industry leader from Infosys, who works as Principal Consultant), wherein they have demonstrated multiple facets of 4-stages of learning at work places viz., skilling, upskilling, re-skilling and neoskilling. They do make a mention of cobots or collaborative robots (the term used for humans working and learning in collaboration with robots) in a safe and ergonomic environment. In other words, a customer’s/learner’s query might be answered by using a chatbot (a practical application of machine learning in practise already), while the customer/learner assumes that it is being answered by a human and in reality it is not!

Considering the above context, this research attempts to analyse and present the challenges, opportunities and trends with respect to how corporates/MNCs (both global and Indian) are investing heavily on latest tools/technologies for transforming their workforce, improve talent-acquisition quality, upskilling/reskilling, employee engagement/retention; in Google, Nokia, etc. for by leveraging technology deliver the business goals.
2.4 Research gap and background
The L&D interventions have primary objective of enhancing skills, competencies and career growth among employees, and the learning engagement styles/systems are undergoing dramatic paradigm shifts. There is dire need to understand the impact of sweeping changes with Industry 4.0 and HR 4.0; however, there are only a few industry-centric studies that are available to assess the impact of technology on L&D with digital learning. Hence, there is a need to study the factors influencing various segments of workforce in large corporates, where the learning engagement with digital learning is fast-emerging among corporates.

3. Objectives of the study
3.1 Objectives of the study
This industry-oriented academic research, with analytical approach, has investigated the multiple dimensions with working executives related to:

1. Assess the learning behaviour of working executives on L&D in the changing context of Industry 4.0 and HR 4.0
2. Evaluate the various factors related to poor engagement and utilization/completion rates of L&D facilities by working executives
3. Analyse the issues, challenges and opportunities related to digital learning systems, to enhance the learning effectiveness in L&D with digital learning; which is encouraged by the employers (both in-house corporate academies and/or open systems): which is currently at about 10–20% consumption rate

3.2 Conceptual model
From secondary research, it was evident that, the major factors that play a significant role in the L&D ecosystem is that learning engagement and application of digital learning at work, especially in large corporates, is comparatively less. Currently, the set of L&D challenges are:

1. HR leaders are facing multiple challenges in brining engagement of learning/digital L&D in large corporations,
2. L&D systems in large corporates are having vast potential to have effective usage of digital learning systems (both in-house Academies and open systems) and
3. Given the fast-changing landscape of business ecosystem, “Going Digital” is the way forward in HR 4.0

All the above factors and conceptual model were being researched upon in this industry-oriented analytical study.

3.3 Rationale of the study and the hypothesis
This industry-oriented research by experienced academicians and industry HR-manager on L&D with digital learning aims to test the hypothesis under the following context:

Learning behaviour among working executives for digital learning along with issues, challenges faced by the HR managers/leaders/CHROs and opportunities, in the context of HR4.0. The digital learning framework, their usage pattern and consumption/completion rates in some of the major corporates shall be studied.

Hypothesis to be tested: The digital learning is the “Future of HR”, especially for the L&D in large corporate academies (in the context of Industry 4.0)
4. Research methodology

4.1 Universe and sampling frame of the study

The corporates/MNCs operating in India and globally are considered for this research. The founders/CEOs/HR leaders/CHROs, etc. of these corporates form the universe of the study and used the sampling frame for undertaking practical research to meet the objectives of the this analytical study.

4.2 Tools and techniques of data collection

This study has been industry-oriented academic research, by collating and compiling information from both primary and secondary sources. The study is based on primary data collected from corporates and also from the secondary data through published information. To collect the data from HR leaders and CHROs, the personal interview (PI) methodology has been utilized to collect the data for the purpose of working towards the stated objectives of this study.

The research methodology used has been a descriptive and analytical study, where in the specific industry L&D/digital learning case analysis of the selected corporates are briefly described by collating both primary and secondary information. For collecting the data, the authors have used the convenience-sampling as a method for gathering the data and collating insights on best digital learning/L&D practices. To have a 360 degree view of the problem of L&D and digital learning, the researchers have either met industry experts/HR leaders/CHROs or collected their views from published resources.

Secondary research on L&D: the relevant exploratory research was carried by collecting information from research journals, industry reports, online databases, books on L&D and digital learning systems on L&D/digital learning, which has been used as the basis to work on this research, including interviews of few HR leaders and CHROs.

5. Data analysis, results and discussion

The data have been collected from both primary and secondary sources, which is being compiled and presented here below; along with analytical perspectives in respect of issues, challenges and opportunities for the L&D and digital learning incorporates.

5.1 The 70:20:10 framework for learning at work

The 70:20:10 framework (Arets et al., 2016 and www.702010institute.com) of learning (L&D) by employees at work (Figure 1) indicates that it is build a resilient workforce thereby creating a culture of continuous learning, as it acts as a CHANGE AGENT and nurtures a learning mindset and also enabling the learning process.

The 70:20:10 is based on the principle that:

(1) 70% of learning arises from the experience, experimentation and reflection at work.

(2) 20% of learning is derived from working with superiors/peers/subordinates/others.

(3) 10% of learning originates from formal interventions and planned learning-solutions

Figure 2 indicates that desired L&D focus must give priority on learning zone and performance support zone, where e-learning and learning support become significantly important.

Further, it is amply clear that with support the learning effectiveness and performance levels at work will get enhanced significantly (Figure 3), according to Rosenberg (2013) and Arets et al. (2019).
Jerath (2019) has compiled an article based on a panel-discussion organized by SHRM HR-Tech APAC-2019 global event, comprising of Mr. Sandeep Gautam, Executive-Director: HR, Spencer’s Retail Ltd; Mr. Sanjay Virmani, CHRO, Tata Steel Ltd.; and Mr. Raj Narayan, CHRO, Titan Ltd., and they have specified that

1. It is essential for the corporate employers to craft the employee engagement and employee experience strategies, particularly for digital learning;

2. The employee engagement programs (EEPs) are not only important, but they are the heart-core tenets of serving the business purposes from every-possible angle;

---

Figure 1. The 70:20:10 principle of learning by employees at work

Figure 2. L&D expanding services with performance support into the performance zone
(3) The HR leaders must recognize the aspects/domains that require technology-based-solutions / digital interventions and the overall IT-landscape before ascertaining IT/digi-tools that are existing in today’s market, either open-source and/or paid-tech-solutions/packages, for using with employees and large MNCs/corporates.

5.2 The specific industry L&D/digital learning case analysis of the selected ten corporates are briefly described here in Table 1

The brief nature of corporate or large corporation’s business, along with salient features of digital learning and learning and development (L&D) interventions, along with their impact on business operations and benefits for the employees are being compiled and presented below.

The detailed discussion by various researchers and industry practitioners (HR leaders, L&D manager and business leaders) has been compiled and presented in detail, in the review of literature section earlier about the significant and tangible benefits to the organization, HR/L&D department, employees and serving the customers in a better and productive manner.

Just to sum up, the research findings of Sarnok et al. (2019), Legamia and Akiate (2020), Phumeechanya et al. (2015) and Aboobaker and Zakkariya (2019) have revealed the significantly higher benefits from the organization-wide “Digital Learning Ecosystem”, “Ubiquitous Learning Environment (ULE)”, nurturing learning environment, overcoming the scepticism/mistrust regarding embracing the digital systems by the learners and employees—respectively from the academicians and HR/L&D practitioners in industry—will have lot of positive effect on the business results of the organizations.

These digital learning trends, as presented in above 10 corporates, are in concurrence with the findings by various researchers and industry practitioners (HR leaders, L&D manager and business leaders), as can be seen above. This clearly justifies the fact that “embracing Digital Learning, Digital Platforms, Digital Learning culture are the essential Business parameters for 21st Century organizations, if they desire to grow exponentially, else they could be left in global competitive race”.

6. Summary and conclusions

6.1 The digital learning is the “future of HR”

In this study, the hypothesis to be tested was: “The Digital Learning is the “Future of HR”, especially for the L&D in large Corporate Academies (in the context of Industry 4.0)”
Salient features of digital learning and L&D interventions

1. Genome online system provides personalized recommendations of content to the employees, thus making it relevant to individual employee and their work.

2. Comprises of 50 skills for the future with 50 Gurus and experts through organizational network analysis (ONAs).

3. The gurus/experts will further curate the content as beginner, intermediate, proficient and expert.

4. This platform has various features including 10,000 employees cataloguing their skills.

Implications and impact for the corporates

1. It is building and nurturing a “sustainable Learning culture”.

2. Leadership team is driving the “celebrate learning” and encouraging employees to move with learning by employees, for themselves.

3. The best part of this digital learning system is 25% of weightage is given to employee’s annual goals, hence making it work/role-relevant thus making it more productive to meet the business goals.

Bhaduri (2019), author of The Digital Tsunami and #1 HR influencer with 850,000+ followers on social/digital media, in his recent article “Reskilling at scale” in SHRD India illustrates that GenPact (established in 1997, as unit within General Electric and it became independent in 2005) has 90,000+ employees operating across 25 countries. It is suggesting its clients to adopting following philosophy: “Thinking with design, dreaming in digital way, solving problems with data and analytics tools”. Bhaduri (2019) being one the reputed HR leaders has been significant contributor to this major change added through mega-digital learning initiative in GenPact. According to Mr. Piyush Mehta, CHRO of Genpact they have around 300 skills, where half-life of most skills is hardly 2–3 years and he opines that “unless everyone become agile and looking at talent/skills with new digital interventions, the speed cannot be matched with technological shifts”. Mr. Piyush Mehta further adds that the change and digital transformation should start from the top-leadership and percolate downwards, so that the time taken for tech-adoption is least, thus benefitting the business results.

(continued)
2

**Nexval Infotech Pvt Ltd, Bangalore**

Nexval has adopted a self-driven learning strategy.

Nexval provides customized solutions and services to the mortgage lending and servicing industries, which has been featured in Forbes Great Managers Study, 2018 (with 500 Employees in India).

Nexval is focussing on Solution-centricity by emphasizing to employees that:

1. **You are LEARNING for SELF (staying relevant for FUTURE)**
2. Designed the rewards structure for learning and growth (L&G), than just L&D from employer's perspective
3. Learning transfer to productivity and sustainability (curating content to roles)

(1) Nexval is powering micro-learning by MOOCs with 19,251 hours in recent 4-months and it is great milestone (with an average of about 38 hours/employee across 4 months) which is significant, as in Nov/Dec.2019 (Figure A1)

(2) This has further grown 3x during COVID-19 pandemic times (March–July 2020), which is an encouraging trend

(3) Employees are keen to equip themselves with skills/domains, of their interest and relevance to work

A personal interview and discussion with Mr. Srinath, CHRO revealed that Nexval has adopted a self-driven learning strategy, i.e. "employees are made to realize that their skills have to be up-to-date with Industry 4.0 and they should save their career/jobs, by embracing new skills/learning and it is for their benefit first, than the company (which is next)". Mr. Srinath further clarified that he onus of responsibility of learning new-age skills, finding their application on-the-job and ensuring the career growth is responsibility of employees and not that of the employer or that of HR Leaders.

With this strategy, the company is able to overcome resistance from employees, wherein from just 23,000 hours of digital learning in 2018, it has moved to 63,000 hours of digital learning in 2019; which is significantly higher traction and growth in learning engagement.

Further, the Nexval is focussing on solution-centricity by emphasizing to employees that:

1. **You are LEARNING for SELF (staying relevant for FUTURE)**
2. Designed the rewards structure for L&G, than just L&D from employer’s perspective
3. Learning transfer to productivity and sustainability (curating content to roles)

The employees are taking highest digital learning (Figure A1) in soft skill programs (4130 hours), followed by communication skills (2352 hours), customer service (20280 hours), performance related (850 hours), compliance (9800 hours) and time management (657 hours) etc. This clearly indicates that they are keen to equip themselves with skills/domains, of their interest and relevance to work.

(continued)
<table>
<thead>
<tr>
<th>S. No</th>
<th>Name of the corporate and major interventions</th>
<th>Salient features of digital learning and L&amp;D interventions</th>
<th>Implications and impact for the corporates</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><em>Airbus</em></td>
<td>(1) Airbus has created a global digital learning library (started in 2015)</td>
<td>(1) Since 2016, it has kicked off with powerful takeoff (e.g., France, Germany), where there has been 1.4+ million total connections on Pulse-driven by 160,000+ active user-registrations by the Airbus employees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) It is helping 100,000+ employees in all the 35+ countries to keep their skills updated through 6,900+ useable and sharable learning contents/modules, for self/career/leadership growth</td>
<td>(2) Mr. Arnaud Raffray, Vice President – HR, Airbus indicated that the employee transformation and digital learning engagement at Airbus is growing rapidly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) This digital library has grown in the past 2+ years, which is one of the primary paybacks till-now to be derived from a five-year digital-transformation and organizations-wide program</td>
<td>(3) According to the findings of Annesley (2017), the Digital Learning Library has added significantly higher benefits to both employees (learners) and organizations (business performance)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(4) The digital learning library has been well accepted by employees and the “Learning culture has been evolving” at faster pace, then what was initially thought by HR Managers and Business Leaders, which is a welcome development, with this mega-Digital initiative across the Airbus company</td>
<td>(4) The major benefits accrued by Siemens by this Digital Learning consisted of:</td>
</tr>
<tr>
<td>4</td>
<td><em>Siemens</em></td>
<td>(1) The HR managers, along with ITs-Managers design and provide the access and log-in credentials of Induction App, are provided by e-mail to the candidate, who is selected and given a joining offer</td>
<td>(1) Moving-up the value-chain wrt the HR Service delivery via Digital solution, which is convenient, user-friendly and available on-the-go</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) It is a simple, easy-to-use, friendly and digital method of introducing the employer, its regulations, career opportunities, etc. on-the-go principle</td>
<td>(2) It saved 1 million and 250 man hours per year, which is significant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) The key-benefits of Induction App at Siemens included: instant getting-to-know each other; avoidance/reduction of monologue in-person sessions; new-employees knew whom to contact and for what purpose, almost seamlessly</td>
<td>(3) It enhanced billability by preventing productivity-loss of 1.5 working days for the business</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(4) It is a classic-illustration of adopting futuristic digital-solution to the today’s challenges</td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>S. No</th>
<th>Name of the corporate and major interventions</th>
<th>Salient features of digital learning and L&amp;D interventions</th>
<th>Implications and impact for the corporates</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Astra Zeneca Pharma India Ltd. (AZPIL), Bangalore</td>
<td>(1) The discussion with the HR managers, L&amp;D managers with CEO have been able to conceive and crystallize the process-drive policy/ framework to ensure talent growth within the organization. (2) This includes AZDA (Astra Zeneca First Leader Academy) and AZLA (Astra Zeneca second Line Leader Academy) to cater to specific learning needs of the employees: in both of which the employees are encouraged to engage actively in digital learning. (3) The AstraZeneca Women Leadership Academy is having specific focus on women-employees by having implemented impactful development framework.</td>
<td>(1) Hi-potential development framework at Astra Zeneca, where 70:20:10 principle is being implemented effectively, i.e. 70% for GIG market place, 20% for Mentoring marketplace and 10% for learning impetus (Figure A2). (2) Various L&amp;D, digital learning, AZPIL Academy interventions have resulted in increase in internal succession movements by 54% (business critical roles), 62% (mid-senior overall) and 100% (in sales leadership roles).</td>
</tr>
<tr>
<td>6</td>
<td>Hindustan Petroleum Corporation Limited (HPCL)</td>
<td>(1) The HPCL has been moving from training culture to ‘Learning Culture’ with all its employees, as found from the HR/ L&amp;D managers of this large Public Sector Undertaking (PSU). This new Digital learning initiative has strong policy support and necessary support/policy-push from the top management, including CEO and Board of Directors, thereby signifying the importance of top Leadership in bringing major digital transformation.</td>
<td>(1) The key focus is primarily on learning, by embedding L&amp;D in Online PMS (Performance Management System) and customized interventions to drive the Learning among employees. (2) This has enabled to promote the self-directed Learning. (3) There is clearly a direct moderate correlation between the learning score/goals and performance score/goals.</td>
</tr>
</tbody>
</table>

(continued)
7 Hinduja Global Solutions (HGSs), a Global BPM Leader

HGS is a global leader in Business Process Management (BPM), which is strategically focused on optimizing the customer experience lifecycle, by taking a true “globally local” approach

(1) HGS had major problem of high attrition of >30%
(2) HGS came out a solution on WHAT-to-do and HOW-to-do through Early-Life Program, launched in May 2016, to curb the loss of approximately 30% talent from HGS in 90-days of joining HGS
(3) The objectives of people-programs @ HGS gave huge and variety of business-benefits, as can be seen in Figure A3
(4) The discussion with HGS HR-Team has revealed that there was clear-cut connect, open discussion and total concurrence between the Top Management (CEO) and the HR / L&D Leadership Team, so that ensuring the change was smooth, easy and effective to achieve the planned results

(1) The Early-Life Program contributing HGS’s profitability with savings of approximately INR 34 crore (US $ 5.5 million) as a Business entity, which is humungous

8 Hewlett Packard (HP)

Hewlett–Packard (HP) is an USA-based MNC IT (Information Technology) corporate with HQ at Palo Alto (California) having about 66,000 employees

(1) Among its various L&D measures, they have found that 95%+ successors for DIR+ and strongly believing in Grow-talent within philosophy, due to niche-technology skills the employees must possess, which are hard-to-find in the job market.
(2) The discussion with L&D managers indicated that employees wish to grow-within-the company, rather than searching elsewhere in the market, especially when they get in-house L&D and Career growth opportunities. This is an interesting HR perspective, which the Business Leaders should make use of

(1) The HP also encourages and practices “Live an Inclusive Work-life”, through programs like Disha, Reboot and Needle to encourage women participation

(continued)
<table>
<thead>
<tr>
<th>S. No</th>
<th>Name of the corporate and major interventions</th>
<th>Salient features of digital learning and L&amp;D interventions</th>
<th>Implications and impact for the corporates</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Digital Learning at Flipkart</td>
<td>(1) The HR learning initiative at Flipkart Internet Pvt. Ltd. has been consisting of 3-key principles, viz., 1) Modelling the way, 2) Challenging the existing process, and 3) Enabling others/everyone to take action</td>
<td>(1) Figures A5 and A6 illustrate the Results, benefits and innovations of HR Learning at Flipkart including (2) A chat-bot called “Sia” to resolve employee queries as an HR-innovation (3) About 77% of HR-Learners attending at least one program; building a base of 50+ internal facilitators and coaches (4) Average NPS of 8.61 for all programs (which is excellent); PMS fairness score improved by 5-points. This resulted in them being the recipient of L&amp;D World: Summit and Awards 2019</td>
</tr>
<tr>
<td></td>
<td>“Best L&amp;D Initiative in E-commerce: Learning for HR Team”</td>
<td>(2) The philosophy was “enabling the Enablers” i.e. The HR team was enabled to facilitate the people and culture vision, through consistent engagement and deeper collaboration across functions as HR-Organization, thereby bringing in the strong self-driven ownership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The recipient of L&amp;D World: Summit and Awards 2019</td>
<td>(3) Further discussion with HR Leaders in Flipkart has indicated that training and competency-building of the HR Team was significantlky crucial in the change process, as it requires mindset change among HR-Team first, then driving the change/ transformation within/across the organization will be much easier</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The philosophy was “enabling the Enablers” i.e. The HR team was enabled to facilitate the people and culture vision, through consistent engagement and deeper collaboration across functions as HR-Organization, thereby bringing in the strong self-driven ownership</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) The HR learning initiative at Flipkart Internet Pvt. Ltd. has been consisting of 3-key principles, viz., 1) Modelling the way, 2) Challenging the existing process, and 3) Enabling others/everyone to take action</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Further discussion with HR Leaders in Flipkart has indicated that training and competency-building of the HR Team was significantlky crucial in the change process, as it requires mindset change among HR-Team first, then driving the change/ transformation within/across the organization will be much easier</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) Further discussion with HR Leaders in Flipkart has indicated that training and competency-building of the HR Team was significantlky crucial in the change process, as it requires mindset change among HR-Team first, then driving the change/ transformation within/across the organization will be much easier</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) Further discussion with HR Leaders in Flipkart has indicated that training and competency-building of the HR Team was significantlky crucial in the change process, as it requires mindset change among HR-Team first, then driving the change/ transformation within/across the organization will be much easier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Digital Learning at IBM – Your Learning</td>
<td>(1) The YL (Your Learning) is a recent Digital L&amp;D initiative of IBM, wherein there has been almost 56 hour learning per IBMer with about 33% increase on YoY basis</td>
<td>(1) YL has illustrated the fact that “Going Digital is way for L&amp;D for large corporates in near-future”</td>
</tr>
<tr>
<td></td>
<td>The International Business Machines (IBMs) Corporation is one of the oldest technology giant corporate with over 4,30,000+ employees globally across 170+ countries, of which 1,40,000+ are in India and 55,000+ in Bangalore itself</td>
<td>(2) In 2019 itself, 21.7 million hours of Digital content has been consumed by the IBM employees globally</td>
<td>(2) The IBM is in the process of empowering HR for the Future, with Cognitive HR practices like Watson-based recruitment and “Personalized” Your Learning for IBMers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) The discussion with IBM Business Leaders and L&amp;D Managers has clearly indicated that employees are keen to learn, grow and prosper; as they contribute the IBM’s Business performance</td>
<td>(3) It is further found that the Digital Technology adoption by the Tech-giant Company like IBM has enormous scope for embracing personalized and customized content design and delivery for the employees is easier, smoother and effective</td>
</tr>
</tbody>
</table>
From the above-listed analytical cases L&D and digital learning initiatives in various corporates—across industry sectors—it can be broadly summarized that the digital learning is the “Future of HR”, more particularly in the large corporate entities, since it gives multiple advantages to both, employees, stakeholders and also the employer in terms of leveraging technology to the best extent. The detailed and quantitative based research is in progress by the authors.

6.2 Summary of comparative digital learning / L&D interventions under this study
The highlights/summary of features of digital learning and L&D interventions, along with their impact on business operations and benefits for the employees are being compiled and presented below in Table 2:

From the above discussion, it can be seen evidently that, there are certain common patterns and best Digital Learning / L&D interventions, which can be summarised here below:

1. When “Learning is taken, with ownership, by the employees” the rate of success and business impact is significantly higher.

2. There is and evident shift from training culture to “Learning culture” in almost all the ten MNCs under this study.

3. The digital learning/ L&D interventions is the FUTURE in Industry 4.0 and in the VUCA-era/ post COVID-19 regime, hence the organizations/ corporates / MNCs are required to adopt and embrace the “Futuristic Digital solutions” to bring-in the engaged learning @ work (discussed below, with details), while creating a lasting business impact; thus it becomes win–win–win scenario for corporate–employees–customers.

4. There’s a measurable and concrete business impact with digital learning / L&D interventions, which have contributed for business continuity plans (BCPs) and business sustainability; the most important tents of the any business across the industry sectors.

5. Interestingly, the “intervention of “Enabling the Enablers” by digital L&D is one of the greatest influencers to bring-in the change and transformation among workforce and employees (e.g. Flipkart and IBM).

From the above summary and above-listed common patterns, the proposed hypothesis of “The Digital Learning is the “Future of HR”, especially for the L&D in large Corporate Academies (in the context of Industry 4.0)” stands justified. Of course, the further data-driven and deep-dive research is required to generalize this broad finding from this study with ten major corporates/ MNCs.

6.3 Create the engaging learning
There are many ways to create engaged learning. Based on various studies and corporate experiences/best practices, the following methods are suggested for business leaders and CHROs/HR leaders:

As already discussed earlier in detail, in the review of literature section, the earlier findings from the Nguyen et al. (2020) regarding digital inclusion; van Dam (2017)’s value-based culture; Ficheman and Lopes (2018)’s building the relationship between the teaching and learning of digital ecosystems (DTLE) etc. are clearly signifying the keen interest among the employees for learning-for-growing, when the top leaders/L&D leaders create the enabling systems, especially for digital learning platforms and opportunities.
<table>
<thead>
<tr>
<th>Sl#</th>
<th>Corporate / MNC</th>
<th>Digital learning</th>
<th>L&amp;D</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Genpact</td>
<td>Genome project of digital learning</td>
<td>Mega L&amp;D initiative with 1500+ learning modules, 60+ domains covering 10,000+ employees</td>
<td>There was a concrete shift to a &quot;sustainable learning culture&quot;, which is evident</td>
</tr>
<tr>
<td>2</td>
<td>Nexval</td>
<td>Learning for self, using digital was a corporate solution given to employees</td>
<td>L&amp;D moved to L&amp;G (learning and growth), as employees took ownership of learning for career growth</td>
<td>An average 3x fold increase in learning in COVID-19 pandemic, indicates that employees own L&amp;D better under crisis/when transformation is essential</td>
</tr>
<tr>
<td>3</td>
<td>Airbus</td>
<td>Global digital learning Library is launched</td>
<td>Over 6,900+ useable and shareable modules available to employees globally</td>
<td>It transformed the digital learning and employees transformed significantly in five-year learning project (ongoing still)</td>
</tr>
<tr>
<td>4</td>
<td>Siemens</td>
<td>Induction App</td>
<td>Instant and on-the-go know each-other connect for the newly hired employees</td>
<td>It saved 1 million and 250 man hours per year; the key lesson is “Adopt the futuristic digital solution” with new-gen employees, who are tech-savvy and digital natives</td>
</tr>
<tr>
<td>5</td>
<td>Astra Zeneca Pharma</td>
<td>24-month learning journey for new hires</td>
<td>Blended learning with digital and personalized L&amp;D interventions</td>
<td>It’s best and classic example of 702010 principle @ workplace in an MNC; and, internal talent succession rate is &gt;50% (average), which is excellent for business continuity plans (BCPs) and business sustainability in the long term</td>
</tr>
<tr>
<td>6</td>
<td>HPCL</td>
<td>Online PMS for the self-directed learning across the corporate</td>
<td>Probably, it is one of the best and largest L&amp;D in one of the largest public sector in India</td>
<td>Clearly evident shift from training culture to “Learning culture” was seen</td>
</tr>
<tr>
<td>7</td>
<td>HGS</td>
<td>Digital solution focussed to address the higher (&gt;30%) attrition rate</td>
<td>L&amp;D was integrated into the work, which made the magical change with employees</td>
<td>It saved US$ 5.5 m for HGS, which is humongous benefit for the business @ HGS</td>
</tr>
<tr>
<td>8</td>
<td>HP</td>
<td>Core philosophy was to “Grow-talent-within” with niche tech skills</td>
<td>Live an inclusive work-life was driven with L&amp;D @ HP</td>
<td>Enhanced employees and women participation @ work was most significantly visible fact at HP</td>
</tr>
<tr>
<td>9</td>
<td>Flipkart</td>
<td>Digital L&amp;D for HR team was designed and implemented</td>
<td>Core L&amp;D included “Enabling the Enablers (HR)” was hallmark practise @ Flipkart</td>
<td>An average NPS (Net Promoter Score) for all digital/ L&amp;D programs for HR teams was the best outcome; This resulted in Flipkart being the recipient of L&amp;D World: Summit and Awards 2019</td>
</tr>
<tr>
<td>10</td>
<td>IBM</td>
<td>The YL (Your Learning) is a recent Digital L&amp;D initiative of IBM</td>
<td>In 2019 itself, 21.7 m hours of Digital content has been consumed by the IBM employees globally</td>
<td>YL has illustrated the fact that “Going-Digital is way for L&amp;D for large corporates in near-future”</td>
</tr>
</tbody>
</table>
(1) To search for the newer form of avenues/opportunities to integrate the real-time learning and knowledge/skill application into the work-processes/job flow. The mobile and wearable devices becoming almost omnipresent, which are cloud-connected, and the institution of augmented reality (AR) policies/practices, the corporates should be in a position to explore newer approaches to virtual or digital learning, wherein the learning occurs in bites, on an ongoing-basis and without being visibly noticed yet contributing for work–life almost throughout the entire work–life on daily basis.

(2) To make the learning more customized/personalized, so that it is significantly useful to a specific employee/job role and get it delivered at convenient times and modes of employees-choice (place, pace, time, speed, duration, level of proficiency, etc.). Undoubtedly, in this context, the technology plays a critically important and significantly transformative role. There are many learning providers in market today, who offer text-based, videos and program-based curriculum in smaller-and-bite-sized, more comprehensible/consumable formats, organizations have an scope to craft the creative approaches to allow their employees to learn when they see the value @work / feel the need / find it relevant to enhance performance/ outcomes at work.

(3) To design the systems to integrate learning with work, teams and individuals. The teams have become significantly essential in the transfer of vast variety of work; hence, organizations will design the enhanced learning opportunities to equip/enable the employees and managers as members of teams, providing content and also experiences customized to the framework of employees/departments/client-based team.

(4) The responsibility for L&D shall be the co-owned by both employees and their employers; hence, there is strong wave of shared and collaborative responsibility between the L&D champions and the business itself. This shared responsibility creates joint ownership and also enables joint accountability for higher success. There is also trend of major investments in learning initiatives / L&D within organizations, some organizations are not connecting the performance-linked incentives (PLIs) to their learning program outcomes, but instead putting them on self-use systems of learning by making employees realize the need to enhance skills/competencies so as match the future of work and staying relevant in competitive business market.

(5) To strengthen and create a deeper learning culture in the corporates/organizations, by either can be introducing incentives-based culture to acquire new skills and career-growth-driven ecosystem within the organizations. Organizations which practise the incentive-based system where it is ensured that the managers encourage/nurture the learning culture and that employees/workforce/staff-teams find that learning opportunities practical to adopt and practise @ work, thereby the benefits are harnessed both in terms of new skills-learned/applied and also in enabling a learning culture/ecosystem.

(6) Engagement in learning gets enhanced by integrating learning and work: enhanced work–life balance, career growth opportunities, longer life expectancy, opportunity for job changes/enrichment/enlargement and the acceleration of skills, etc. necessitate the need for significantly innovative strategies for creating varied portfolio of learning/L&D and engaged-experiences @work to support employees, who may work in many diverse arenas and disciplines during/across their career span of 2/5/10 years in that corporate.
Learning Experience Platforms (LXPs) is one of the latest and possibly most-pervasive trends in L&D and also the emerging trend in learning technology, which enhance engagement in learning. LXPs are the true content delivery systems, which are functionality mirrors and common technologies that the employees may utilize in their workplace/daily situations like streaming video and social media. With LXPs, content can be integrated into a suitable digital platform to provide the on-demand learning experience; learning resources can be systematized into channels/playlists based on knowledge on specific topics, skillsets, or learning objectives; learners/end-users can use-and-share and rate the contents consumed, post the comments/suggestions/experiences etc., and receive references using a dynamic social settings. In this method, the LXP moves upward from just a “tool for learning@work”, to a holistic solution for “employee-learning-for-the-life”.

6.4 A to Z of Talent Management and Leadership Development Best Practices in Corporates

From the above-listed analysis of industry cases on emerging HR practices, it can be realized that the change and transformation of HR function across the industries, where Business Leaders (CEOs) and HR Leaders (CHROs) should aim to build an enabling CULTURE for adaptation/adjustment to new-normal amidst COVID-19 with respect to working, learning/L&D, employee engagement and thereby contributing to business continuity plans (BCP) and business growth. This can be enumerated with “A to Z of Talent Management and Leadership Development Best Practices” (which is adopted and summarized with Report of India Leadership Academy, Publicis Sapient-2019 www.publicisssapient.com).

<table>
<thead>
<tr>
<th>A</th>
<th>Action-based Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Blended-learning Approach</td>
</tr>
<tr>
<td>C</td>
<td>Coaching at regular intervals acts as enabler</td>
</tr>
<tr>
<td>D</td>
<td>Deep change from within is the key</td>
</tr>
<tr>
<td>E</td>
<td>Es (4Es: Education, Exposure, Environment and Experience)</td>
</tr>
<tr>
<td>F</td>
<td>Fail Fast and share failure stories with others</td>
</tr>
<tr>
<td>G</td>
<td>Giving back to community and society through CSR</td>
</tr>
<tr>
<td>H</td>
<td>Happiness is key component of the Business Strategy, build Happiness all around</td>
</tr>
<tr>
<td>I</td>
<td>Individual Development Planning (IDP)</td>
</tr>
<tr>
<td>J</td>
<td>Journaling of the progress and get it checked with Buddy/Mentor</td>
</tr>
<tr>
<td>K</td>
<td>Knowledge intensives, learn through internal and external partnerships</td>
</tr>
<tr>
<td>L</td>
<td>Learning mind-set at all times</td>
</tr>
<tr>
<td>M</td>
<td>Mindfulness practice to be inculcated for clarity, focus and enhanced results</td>
</tr>
<tr>
<td>N</td>
<td>NEXT and NOW are the brave aspects for growth</td>
</tr>
<tr>
<td>O</td>
<td>Online learning is a great enabler on-the-go and learn what you find-useful/applicable</td>
</tr>
<tr>
<td>P</td>
<td>Purposefulness in all spheres (personal, professional, social, etc.)</td>
</tr>
<tr>
<td>Q</td>
<td>Qualifying process of INVESTING in the BEST and mechanizing the rest</td>
</tr>
<tr>
<td>R</td>
<td>Readers are leaders, hence keep reading and evolving</td>
</tr>
<tr>
<td>S</td>
<td>Sponsorship by Business, for on-going learning and contribute back for business results</td>
</tr>
<tr>
<td>T</td>
<td>Teach back, as it enhances highest knowledge retention/dissemination and application</td>
</tr>
<tr>
<td>U</td>
<td>Unlearning breaks boundaries, assumptions and barriers for infinite learners</td>
</tr>
<tr>
<td>V</td>
<td>Value-based Leadership binds people through openness, collaboration and future-ready</td>
</tr>
<tr>
<td>W</td>
<td>Whole-leader Development, beyond competencies (mind, body, heart and soul)</td>
</tr>
<tr>
<td>X</td>
<td>Xcellence is the way, perfection is a myth</td>
</tr>
<tr>
<td>Y</td>
<td>Yearn to LEARN, be a Life-Long Learner (L3)</td>
</tr>
<tr>
<td>Z</td>
<td>Zillenial Focus to have multi-generational approach with inclusive growth of youth</td>
</tr>
</tbody>
</table>
6.5 Potential contribution of this research to HR literature
This research has provided / shall provide a basis to understand the various factors that influence the L&D and digital learning ecosystem in large corporates. It is expected to provide a practical and also strategic perspective towards effective usage of digital learning systems (both in-house and open systems) for enhancing the effectiveness of L&D in the context of VUCA World and HR 4.0 around us.

From the above-listed analysis of industry cases on L&D and digital learning, it can be seen with multiple examples across industries that the corporates should strive to build a “CULTURE of Learning, Sharing, Engagement and Growing TOGETHER”, which can be summarized through A to Z of Talent Management and Leadership Development Best Practices (adopted from India Leadership Academy, Publicis Sapient, 2019: www.publicisssapient.com).

7. Limitations of the research and the future scope
This study has been carried out for just 10 major corporates/ MNCs operating in various sectors. The sample size used is relatively less, therefore the study can be carried out with a larger sample size and deeper data analysis and insights across countries/continents. At present, this can be considered as a base-research for undertaking deep-dive analysis. The sectoral analysis and cross-industry perspectives require consideration in next studies. To address the sector-specific issues, the research can be undertaken for either a particular sector such as Manufacturing, Automotive, IT/ITeS, Telecom, Aviation, Agri-Tech and Pharmaceutical, Knowledge-based Industries, etc., or comparative analysis across few related sectors, that may help in reaching the meaningful interpretations and determining the L&D/Digital Learning challenges of the specific sectors.

ORCID iDs
Nandeesh V. Hiremath http://orcid.org/0000-0002-1293-9862
Amiya Kumar Mohapatra http://orcid.org/0000-0003-3963-5997
Anil Subbarao Paila http://orcid.org/0000-0001-7979-3928

References
A JB
36,1


Wannapiroon, P. (2016), “Information technology and educational innovation”, Faculty of Industrial Education, King Mongkut’s University of Technology North Bangkok, pp. 159-161.


(The Appendix follows overleaf)
Figure A1.
L&D with Digital learning (Micro-Learning) at Nexval India (Dec, 2019)

Figure A2.
Hi-potential development framework at Astra Zeneca
Figure A3. Critical problem of losing 30% talent in first 3-months at Hinduja Global Solutions (HGS): 2016–19

Figure A4. Impact of people-driven engagement interventions at Hinduja Global Solutions (HGS): 2016–19
Figure A5.
Designing the learning blueprint for HR at Flipkart

Figure A6.
Results, benefits and innovations of HR learning at Flipkart
About the authors
Dr Nandeesh V. Hiremath, currently working as Professor (HR and Entrepreneurship) and Faculty Mentor – ELIC (Entrepreneurship Learning and Incubation Centre) / Startup Cell and National Startup and Innovation Project of Ministry of HRD, Govt. of India, at Indus Business Academy(IBA), Bangalore, India. Dr. Hiremath has 28+ years of diverse experience in PG-Teaching, Corporate Training, Research and Techno-management Consultancy. His special interests include HR/Leadership Development, Entrepreneurship and Start-up Management, Digital / MOOCs-integrated / Blended Learning, Intellectual Property Rights (IPRs) and providing consultancy services to the NGOs (Non-Government Organizations) to make difference to the beneficiaries in rural India and youth. Nandeesh V. Hiremath is the corresponding author and can be contacted at: drnandeeshvh@gmail.com

Dr Amiya Kumar Mohapatra, currently working as Deputy Director at FOSTIIMA Business School, New Delhi, India, engaged in teaching-and-research in Economics/Finance and Public Policy. He has played leadership roles in Accreditation and Quality Assurance, International Collaboration, and Academic Administration domains. He has co-authored five reference books, published 23 edited books and published over 90 research papers/articles, presented 60+ research papers in forums like IIM-Ahmedabad, IIM-Bangalore, IIM-Indore, IIT-Delhi, Jawaharlal Nehru University, Delhi University, etc. Dr. Mohapatra has received “Star Performer Award” (2015–16 at FIIB) for his all-round contributions and “Research Shree Samman 2017” by NBMF, Jaipur for his contributions to research/publications.

Dr Anil Subbarao Paila, currently working as Senior Professor and Dean at Welingkar Institute of Management Development, Bangalore, India. Dr. Anil Rao’s special areas of interest include Finance, Leadership Development, Executive Execution, Digital Learning, facilitating Learning and Development interventions between Academia and Industry/Corporates, Professional Networking on Policy changes like NHRD, AIMS, CII, etc. Dr. Anil Rao was the former President of Association of Indian Management Schools (AIMS), New Delhi/Hyderabad, which is one the premier policy making and facilitating body in Management Education in India. Dr. Anil has deep international exposure with global premier institutions like Harvard, London Business School, Emory Univ-USA etc.

For instructions on how to order reprints of this article, please visit our website:
www.emeraldgrouppublishing.com/licensing/reprints.htm
Or contact us for further details: permissions@emeraldinsight.com