

LEARNING MINDSET REPORT 2022

The Great Learning Disconnect



CONTENTS

- 03 — About the survey
- 04 — Bridging the learning disconnect – Alistair Cox, Hays CEO
- 05 — Foreword – Chris Eigeland, Go1 Co-Founder
- 06 — Key findings
- 08 — **Aptitude** Analysis of our respondents’ need and preferences for learning new skills
- 10 — **Attitude** Exploring workers’ desire to improve, and employers’ efforts to help them
- 12 — **Availability** Assessing whether employees have access to the right learning tools
- 15 — **Spotlight insights** Differences in responses from certain demographics
- 17 — **Next steps** Recommendations for moving forward
- 18 — About us

What is a learning mindset?

Hays and Go1 define a learning mindset as a person’s orientation to upskilling. Those who show a positive attitude, high levels of aptitude and make themselves available to learning new skills, are considered to have a high learning mindset.

ABOUT THE SURVEY

In conducting our research across 26 countries, we surveyed over 15,000 workers on learning and the ways in which it relates to their professional career. We also asked over 5,000 hiring managers for their views on upskilling and how their organisations and employees approach it.

UKI and EMEA

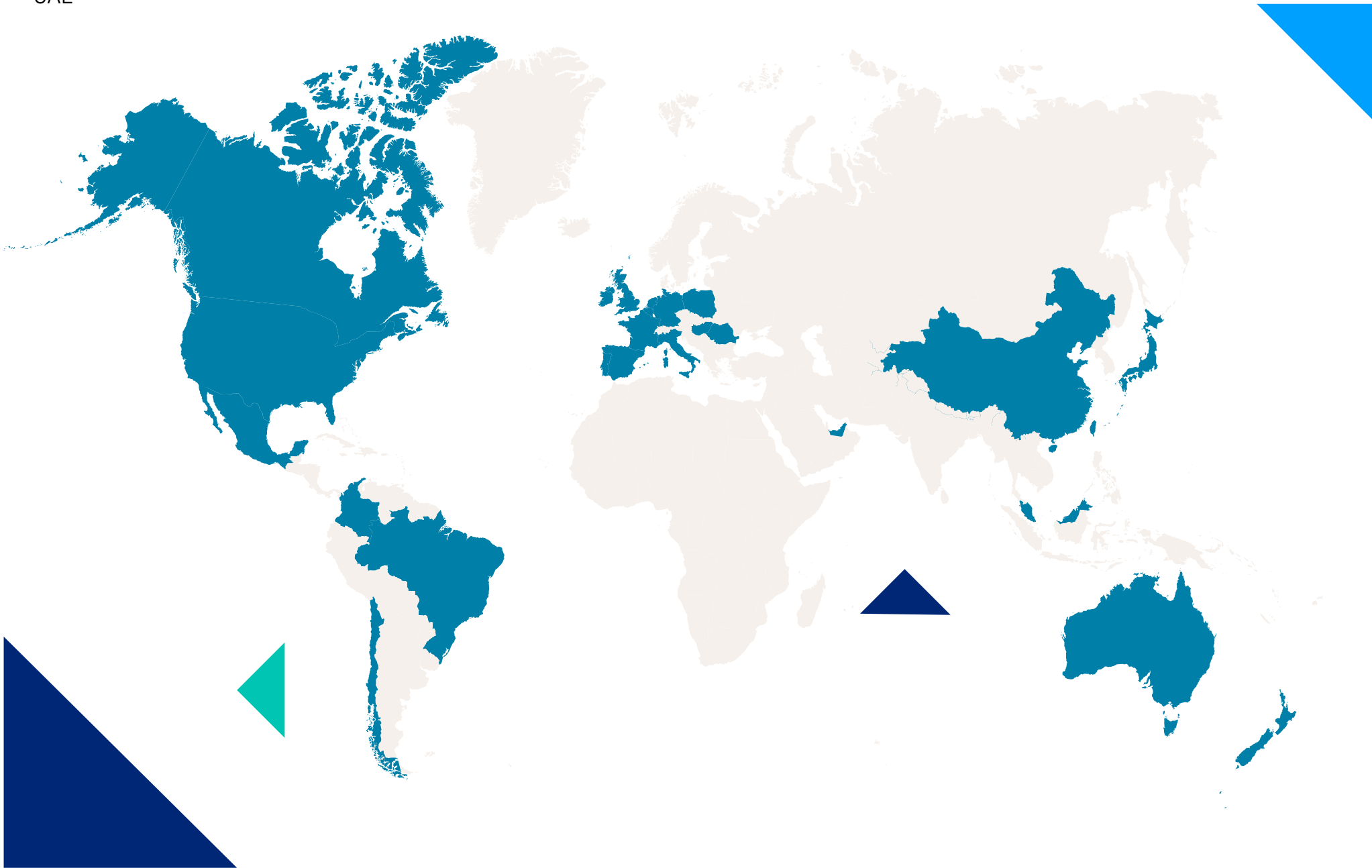
- Belgium
- France
- Germany
- Hungary
- Ireland
- Italy
- Netherlands
- Poland
- Portugal
- Romania
- Spain
- UK
- UAE

US and Americas

- Brazil
- Canada
- Chile
- Colombia
- Mexico
- USA

Asia and ANZ

- Australia
- China
- Hong Kong (SAR)
- Japan
- Malaysia
- New Zealand
- Singapore

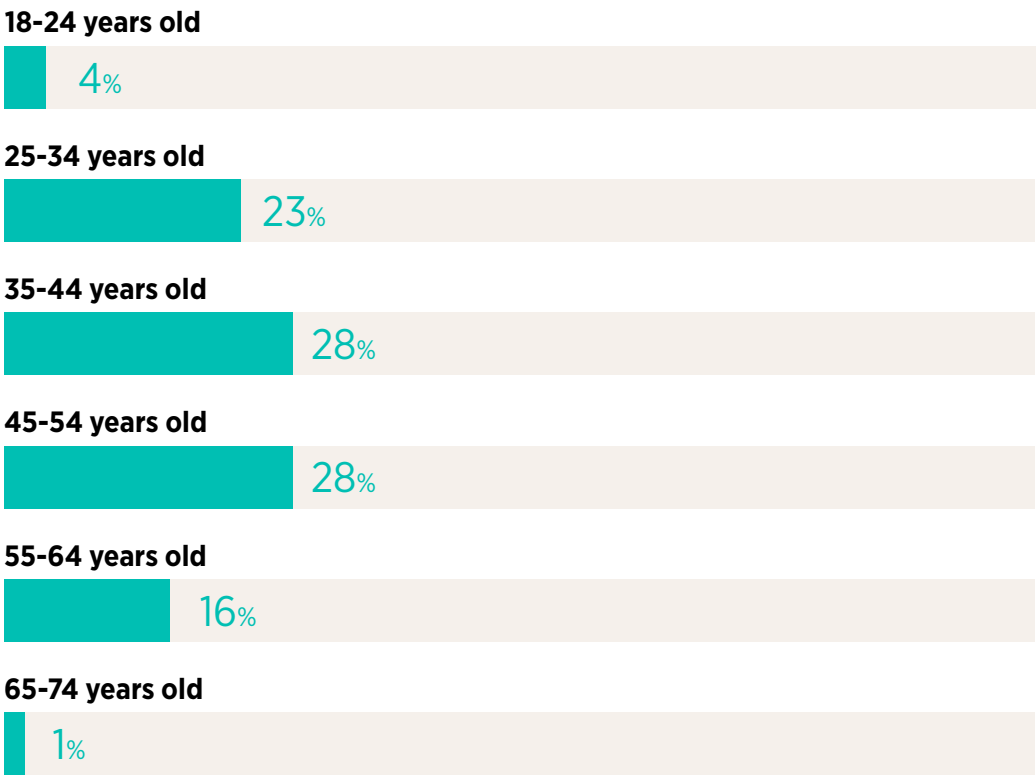


Top five industries our respondents work in:

- 1 Technology
- 2 Accounting & Finance
- 3 Engineering
- 4 Sales
- 5 Manufacturing



Respondents by age:



We would like to thank all of the respondents who took the time to complete our survey. Without your help, we would not be able to provide these insights and improve future learning opportunities.

BRIDGING THE LEARNING DISCONNECT –

ALISTAIR COX, HAYS CEO

There is no doubt that the world of work has changed faster and in more fundamental ways than any of us have experienced before. However, the speed at which digital transformation has taken place has not been matched by the supply of talent available for these roles. At the same time, what employees look for from their jobs and workplace has changed, and what is expected of employers is no longer the same as it was previously.

At Hays, we value and promote learning as a vital part of people's career journey. The pandemic has shown just how important that is. Our global partnership with Go1, in place since 2019, has enabled us to significantly enhance our ability to offer learning to candidates through our free online platform, My Learning.

The need for new skills is not limited to just one sector – it's an imperative everywhere, and for everyone. As automation takes over the delivery of repetitive tasks, workers need to upskill their capabilities to ensure they can contribute to more specialised roles. For example, we are seeing HR staff shifting away from process-driven activities and towards driving organisational change and personal development, whilst finance clerks who source and input data are developing their management accounting skills.

Meanwhile, sustainability continues to be a priority for all of us. At Hays, we have found growing awareness in the finance sector is driving a significant increase in the number of roles focusing on ESG, while the need for skills around data management are increasingly important in the Green Economy. If candidates with the relevant knowledge are in short supply, upskilling the current workforce is an obvious and important solution.

But is that importance translating into action in workplaces across the world?

We wanted to understand the learning mindset of both employers and employees. How did both parties value learning new skills? Were they on the same page or was there a disconnect? To find out what was going on, we conducted a survey across Europe, Asia and the Americas, where we asked both groups questions about their Attitude, Aptitude and Availability to learning new skills.

The results showed there was a disconnect between the two groups. Whilst 83% of workers surveyed showed great enthusiasm for learning new skills, under half of employers believed that their own employees were similarly inclined. There was also a difference in perception on the outcomes of learning, as 81% of workers believe they regularly apply new skills effectively, something only 60% of employers claimed to witness. Given that the survey also uncovered that 82% of employers were concerned about a skills shortage in their company, this appears to be an opportunity missed.

In fact, only half of workers surveyed could confirm they received learning resources from their place of work and, on top of this, just 42% were satisfied with these. Are businesses and workers failing to communicate, and therefore not making use of suitable materials? Or are organisations not prioritising learning to fill their skills shortages?

What is clear is that the appetite to learn is there. We already knew this given the sheer demand for our in-house learning platform, provided to us by Go1, which delivered 29 million minutes of learning over the last 18 months.

So, what can be done? We all have a major role to play to tackle key issues such as candidate and skills shortages.

By upskilling the current workforce, employers will nurture a sustainable pipeline of talent and therefore support the economy of tomorrow. **Furthermore, learning and personal development are important aspects of any Employee Value Proposition (EVP) and will help you attract talent in an age of candidate shortages.** It is crucial that businesses work this into their short and long-term strategic roadmaps.

At the same time, business leaders can look at Thrive, our Learning Management System, in partnership with Go1. Thrive is an online training platform available to all organisations, big and small, to help get your workforce prepared for the new world of work.

Workers also have a role to play. With new skills being needed regularly across all industries, **continuous learning is essential for you to future-proof your career and ensure you stand out to employers.** Talk to your business about building a learning development plan that helps you do this.

Ultimately, building learning strategies into your personal and organisation's plans is a win-win for all concerned. The need now is for both groups to work together to bridge the learning disconnect.

Whilst 83% of workers surveyed showed great enthusiasm for learning new skills, under half of employers believed that their own employees were similarly inclined.

FOREWORD –

CHRIS EIGELAND, GO1 CO-FOUNDER

Transformational changes are rapidly sweeping through workplaces worldwide as organisations act quickly to enable and upskill a remote workforce.

Even with the best of intentions, though, many employers seem at a loss to identify and embed the skills needed for an effective workforce. This has resulted in a mismatch between the skills that employers need and the skills that workers actually have.

Companies are also weighed down by the challenge of engaging employees in learning. Even employers who recognise the importance of upskilling are struggling to find learning content that meets the full spectrum of their learners' needs.

So, what can employers do to improve their approach to training and development? And how do they address this skills gap, equipping their people and organisation for the future?

We know that people are leaving their employers because of a lack of training opportunities that directly link to career development and new internal opportunities. And we know that companies who are not doing enough to nurture their people are experiencing high levels of employee turnover and burnout, while also struggling to attract future talent.

Organisations that will thrive amidst this upheaval are those that embrace upskilling and stay ahead of the curve by providing their people with the right learning content to boost their foundational skills. That is, skills that will be in constant demand, surviving any technological or workplace evolutions.

In the coming years, demand for these foundational skills, such as problem-solving, decision making, and communication, is likely to continue rising.

The past two years have truly emphasised that human capital is any company's core business asset. What's more, employee development has become existentially important – for individuals and organisations alike. Our own research clearly illustrates that people are eager to learn new skills. They recognise that upskilling, reskilling, and continual growth are the keys to job promotion, greater job satisfaction, and more career options.

With the aid of modern technology, the core skills that people are hungry for are within grasp. Online learning has utterly transformed the way we upskill, providing people with the training they need to succeed, within a workplace culture of learning. Employers can now adapt their training programs to fit their employees' needs. They can also make learning as accessible as possible in an employee's day-to-day working life.

At Go1, we're confident that with the right guidance and the right technology, all companies can foster a culture of learning. We're committed to empowering L&D and HR professionals in their roles, so that they can feel equipped to empower their own people and organisation.

We believe wholeheartedly in the power of learning for both individuals and organisations and are excited to partner with Hays, who share this vision to transform organisational learning.

Go1 can provide you with the tools and support you need to inspire a love of learning in your organisation, while helping to elevate your workplace's learning culture.

KEY FINDINGS

Our survey revealed that there is a disconnect between employers' and employees' perception of learning and, therefore, the ways in which they approach it. There are several factors contributing to this, but the lack of communication between the two groups is a recurring issue.

As a result, there is largely employee dissatisfaction toward their organisation's learning support; meanwhile, employers may view this as disinterest and a lack of willingness to develop.

Different perceptions of learning desires and outcome

There is a difference in perception between how regularly employees apply newly learned skills to their role and the frequency with which employers observe this among their workforce.

The overwhelming majority of employees who responded to our survey believe that they not only learn new skills quickly, but also frequently apply these in the workplace. However, while 81% of workers surveyed stated that they demonstrate their development on a regular basis, just 60% of employers agreed that this was the case with their own employees. They also underestimated how much time their staff devote to learning outside of office hours.

Over half of those surveyed stated that continuous learning is "extremely important" to them, while 83% said that they were "very much" open to learning new skills, but employers aren't recognising the frequency with which they evidence their learning or the speed with which they advance, as only 73% agree that their employees learn new skills quickly, as opposed to 91% of employees. Meanwhile, there is a disconnect in that employers also do not realise the effort that staff put in outside of the office, with 40% of workers claiming to study on a weekly basis, and 68% investing their own money in doing so.

Furthermore, these workers are less likely to recognise the learning resources on offer at their organisation, with just over half of those surveyed confirming that they have access to adequate material from their employer. In comparison, 78% of employers claimed to offer these.

Learning is personal

One explanation for this is that there is a disconnect between employers and employees on what the definition of learning actually is. Our survey showed that employees favour formal learning in a structured way, with a preference for in-person learning, followed by tutor-led online seminars. They then retain their knowledge through testing, as well as passing on their knowledge to others. However, should workers fail to recognise any training they receive on the job as learning, they are more likely to believe their employers' support is unsatisfactory.

The survey also uncovered that mentorship schemes are highly effective, yet underutilised. Roughly half of each group of respondents informed us that there was no mentorship programme in place at their organisation. In the instances where such a program is in place, two thirds of workers and three quarters of employers were pleased with its effectiveness.

Employees can find resources – but not always at work

While employers and employees are aligned on the best ways to learn, the resources that organisations make available are not suited to those preferences.

A quarter of workers feel that their company's offering does not meet their learning needs, while just over half of employers were satisfied. Simultaneously, just 17% of employees and 8% of employers disagree with the statement that adequate resources are available in general. If that is the case, why aren't organisations accessing these?

The survey also revealed that each group ranks themselves as higher in terms of responsibility for employee learning. Each group believe the other is not making enough effort, on some occasions leading to a lack of accountability.



APTITUDE, ATTITUDE AND AVAILABILITY

Hays and Go1 identified three core characteristics that are important in defining a person's learning mindset: Aptitude, Attitude and Availability.

Our study was broken down into these three traits accordingly, the results of which are outlined in this section.

APTITUDE

Our definition: To what extent a person needs to develop and how well-suited they are to different learning methods

In this section of the survey, we explored how highly workers rated their ability to upskill. Beyond this, we wanted to uncover whether this was necessary for success in their current role, and which learning methods were best suited to their needs. Additionally, we asked employers to provide feedback on their workforce’s capabilities and preferences.

The data revealed that there is a disconnect between employees’ and employers’ perception of the former group’s aptitude for learning, as well as their ability to apply what they have learned in an effective way. We found that workers overwhelmingly believe that they not only learn new skills quickly, but also utilise these regularly. Employers, however, were less convinced. Just 60% claimed to witness improved performance from employees on a regular basis, compared with 81% of workers who claimed to frequently apply new skills effectively.

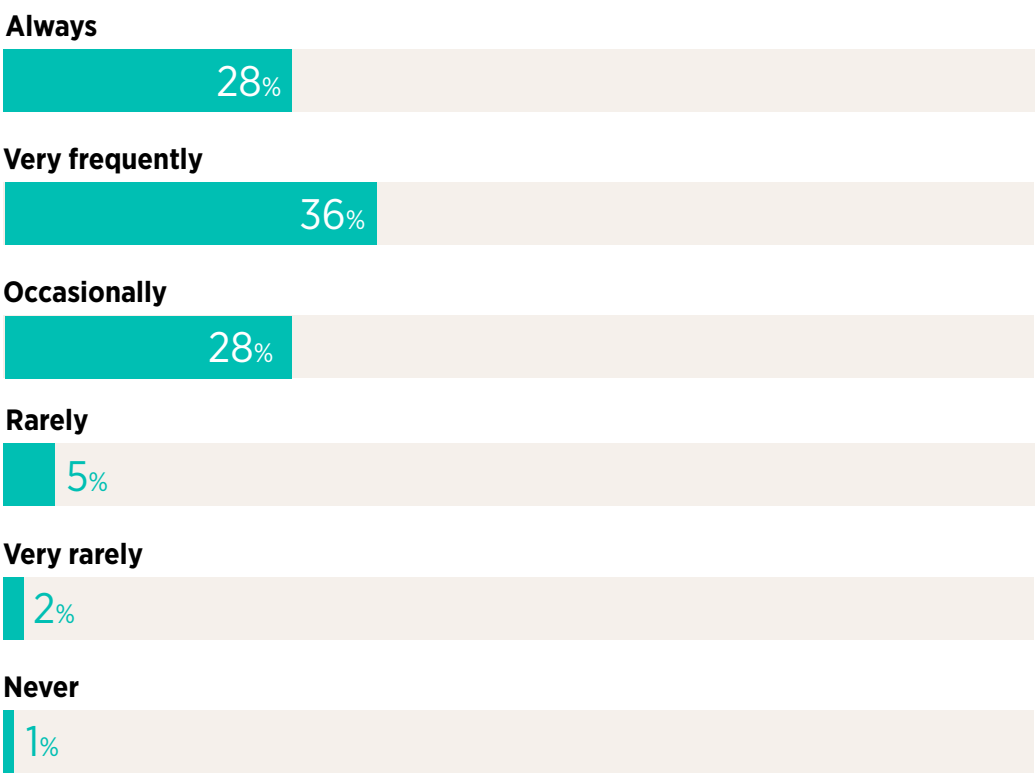
Employers and employees are, however, aligned on how to learn and retain skills. When asked to rank methods of upskilling by how effective they are, both groups showed a preference for classroom learning, followed by structured online tutor-led seminars. Each group also favoured visual learning resources and ranked self-testing and teaching others as their preferred methods of retaining new knowledge.

Furthermore, organisations are yet to make use of their aligned preferences. Under half of employees surveyed agreed that the learning resources provided at their place of work were suited to their needs, as did just 60% of employers.

Meanwhile, the majority of employers claim that they would considering hiring inexperienced candidates with the intention of upskilling. While this is an important and necessary approach in bridging the skills gap, their other responses demonstrate that they are not wholly convinced by their current employees’ learning capabilities.

Workers need to upskill for today’s roles

How frequently does your role require you to learn new skills?



Under half of employees surveyed agreed that the learning resources provided at their place of work were suited to their needs, as did just 60% of employers.

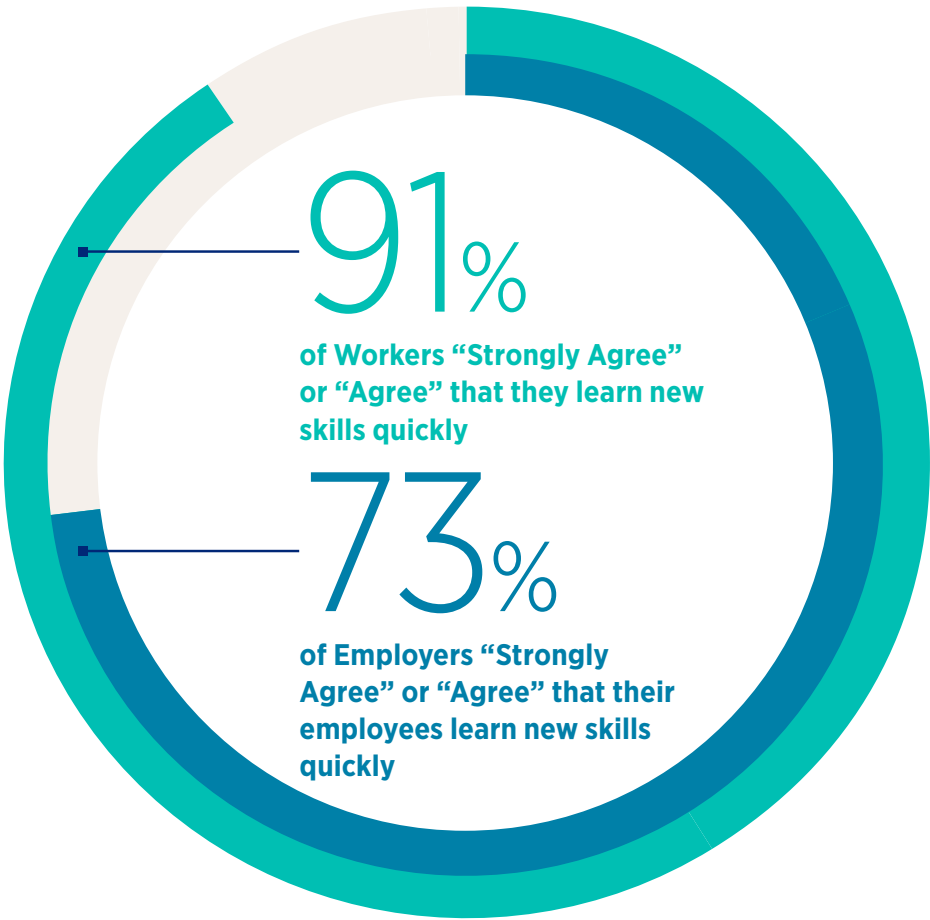


“Instead of a one-size-fits-all approach, HR professionals and L&D managers should look into personalising training so it’s tailored to each employee’s personal needs and goals.”

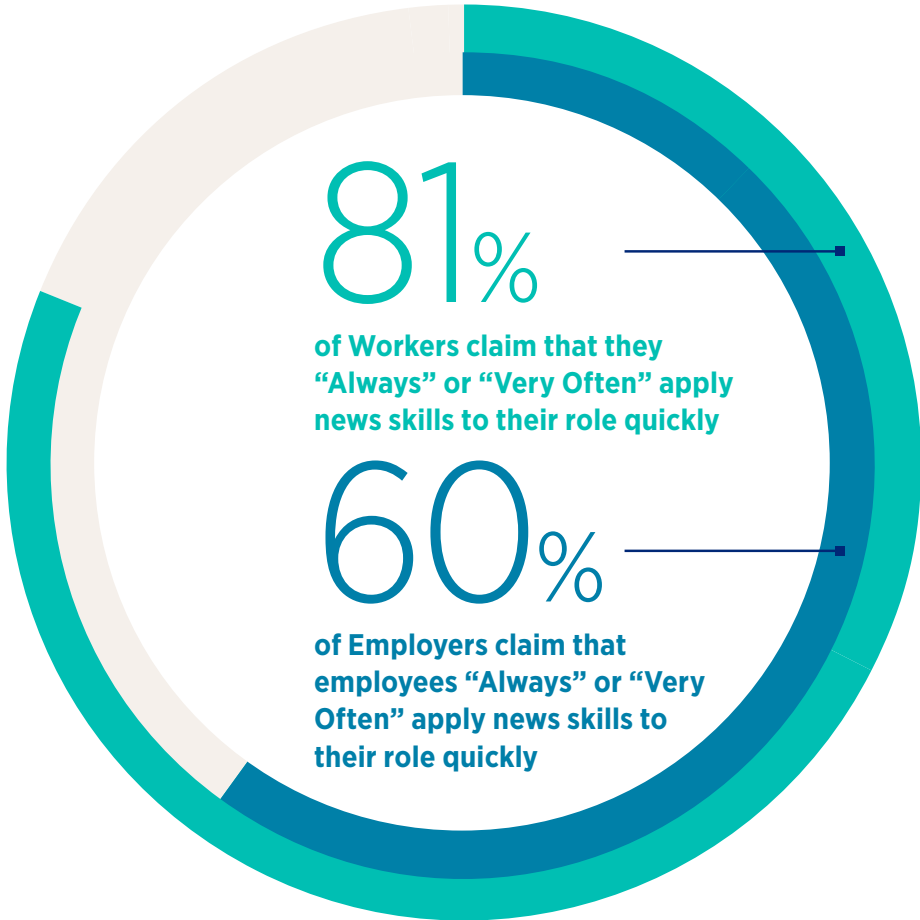
Go1

APTITUDE

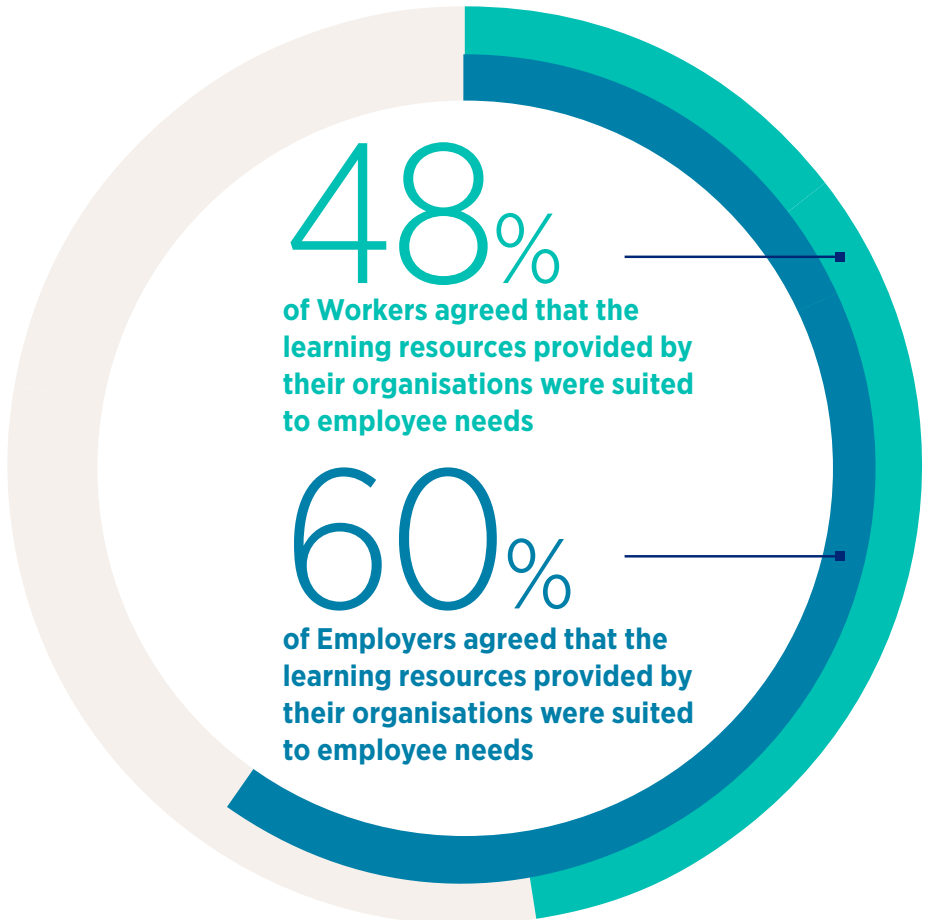
Workers believe they learn quickly



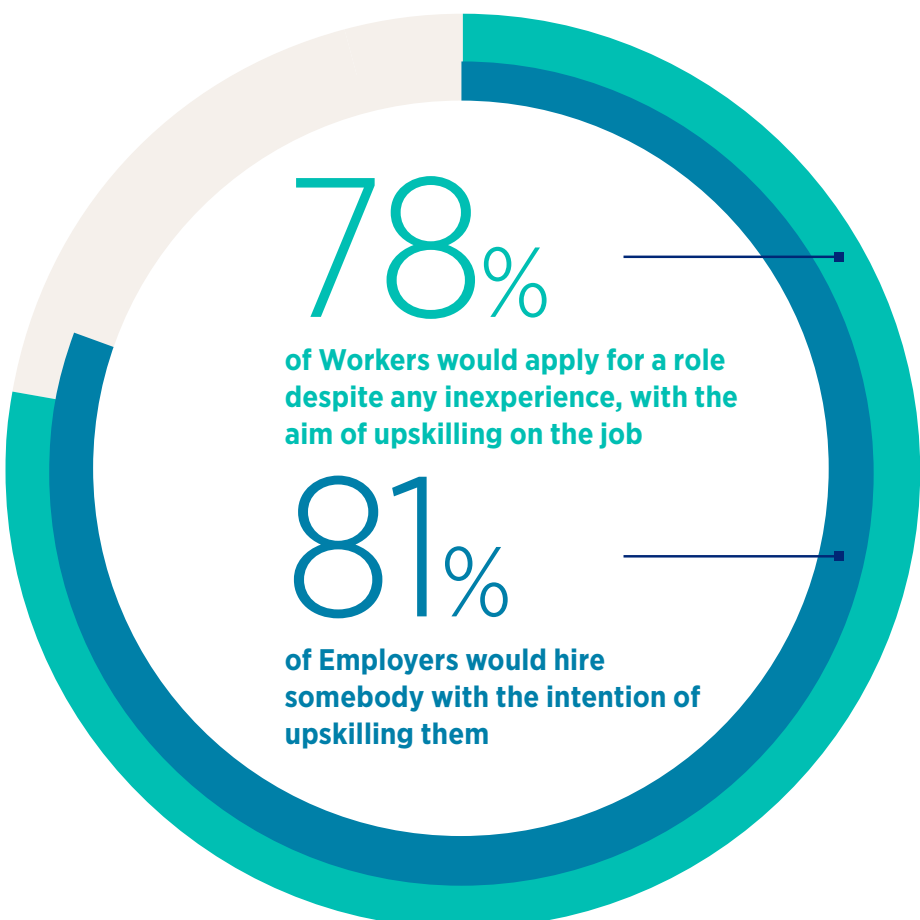
Workers claim to apply new skills quickly, but employers are less convinced



Employers aren’t offering learning resources that suit their workers’ preferences



Workers are confident they can fill skills gaps and employers are open to it



“Knowing how employees like to learn can provide HR professionals with insight into how they can adapt their training programmes to fit the needs of their employees.”

Go1

ATTITUDE

Our definition: A person's feelings towards learning and the importance they place on it for their self-development

An important aspect of discovering a person's or organisation's learning mindset is their Attitude to learning. We wanted to find out who workers and employers thought were responsible for upskilling, and which steps each group take toward achieving this.

It became clear that workers feel strongly about learning and are willing to devote resources to this. They want to be constantly learning, and as such believe that what they do in working hours is insufficient, so therefore invest in upskilling during their spare time. When asked what continuous learning meant to them, over half of the workers surveyed responded that it was of the highest importance, in contrast to just a third of employers.

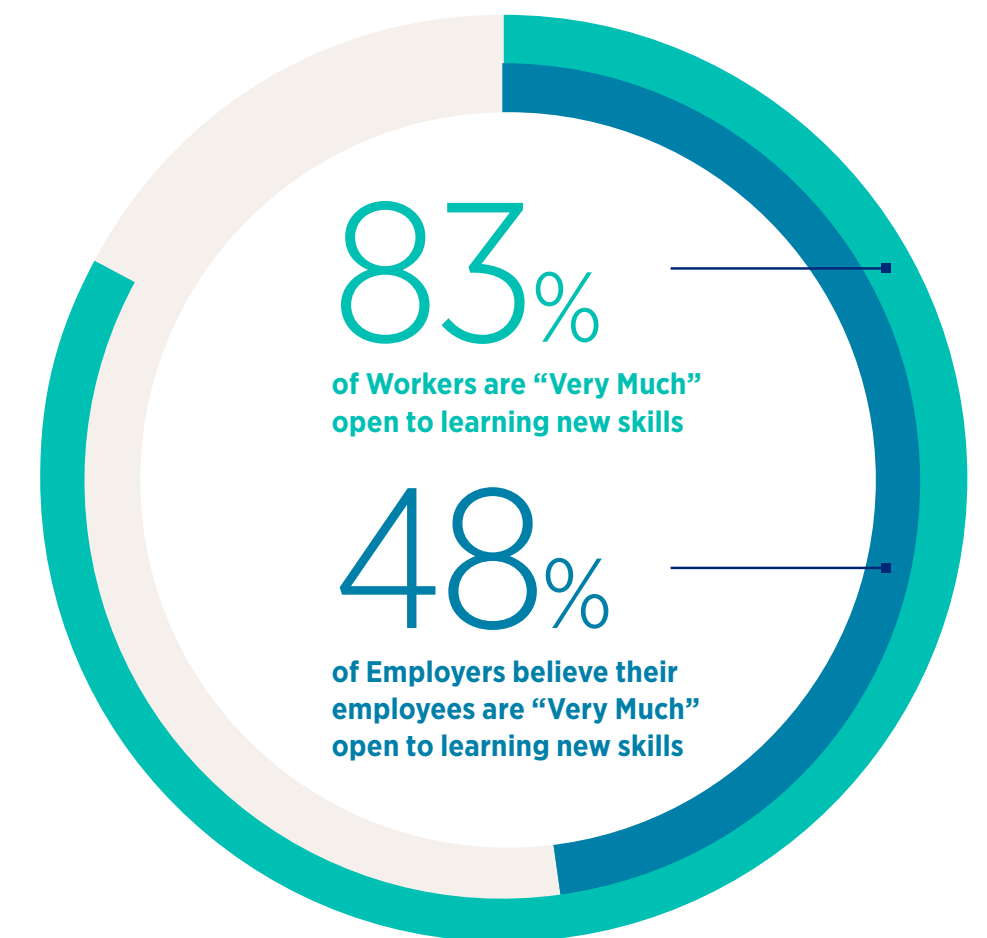
Likewise, with regard to how regularly they spend time learning outside of office hours, the most common response from workers was that they do so on a weekly basis (40%); only 18% of employers expected their own workforce to study so frequently. Indeed, 59% of workers surveyed said that they invested money in their own upskilling and did so on a voluntary basis.

Personal development also matters more. When ranking their reasons for upskilling, workers on average named this as their primary purpose; this did not place so highly among employers, who instead sought improved performance. Other data supports these employers' attitudes, as only 27% of workers could confirm that they had a personal development plan at work that involves learning, while 42% outright denied this was the case.

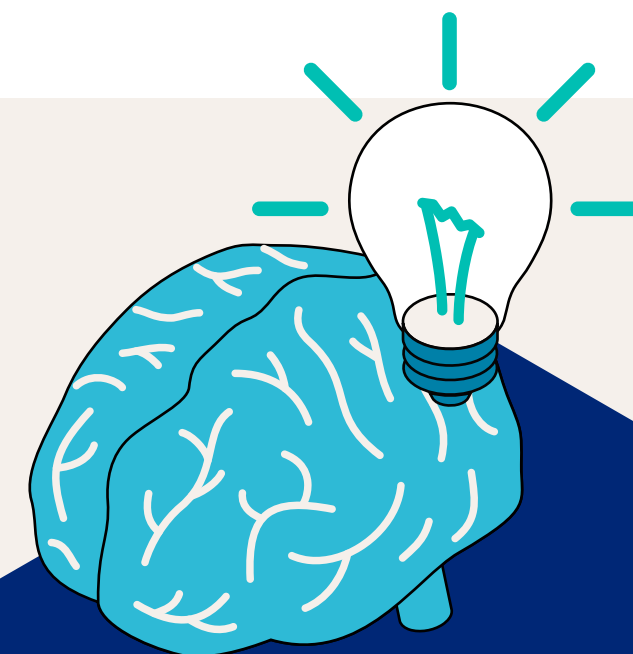
The data also revealed that there is a disconnect in who is driving learning. When asked to rank who was most responsible for employee learning, both workers and employers stated that they believed that they themselves were most responsible.

Almost two thirds (65%) of employers also claimed that they encouraged studying during working hours on a regular basis, something that only 46% of employees said they did. Workers have already demonstrated their willingness to learn in their own time, so there is either a breakdown in communication here, a disconnect in each group's definition of what learning is, or possibly both.

Many employers are unaware of workers' willingness to learn



“Nearly 4 in 5 (78%) employees are happy to learn new skills whenever they can during the working day. A further 59% are willing to learn outside of work hours to improve their job performance. Although people shouldn't have to use their spare time to learn, it goes to show how important learning and training opportunities are to employees.”

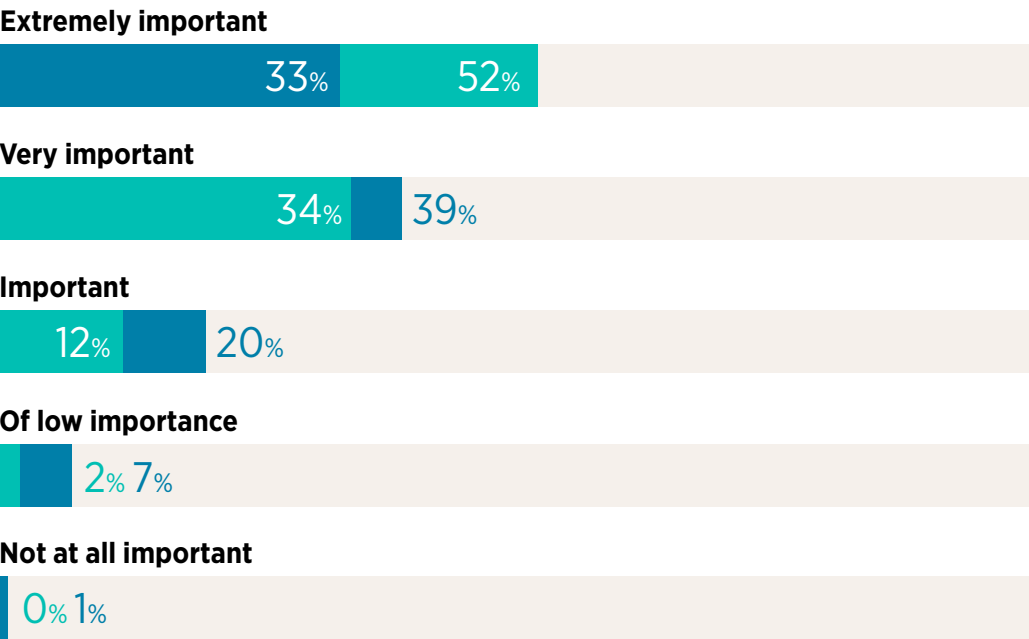


ATTITUDE

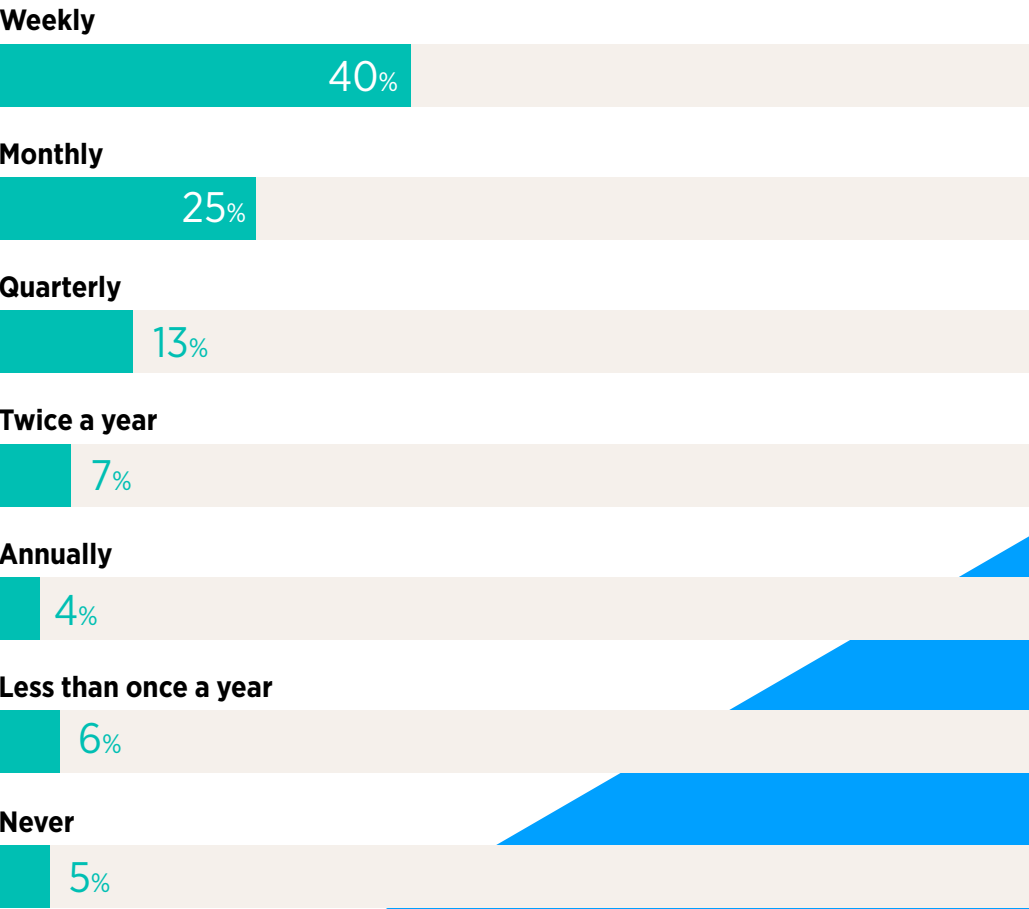
Continuous learning is more important to workers than organisations

Continuous learning is:

Workers Employers

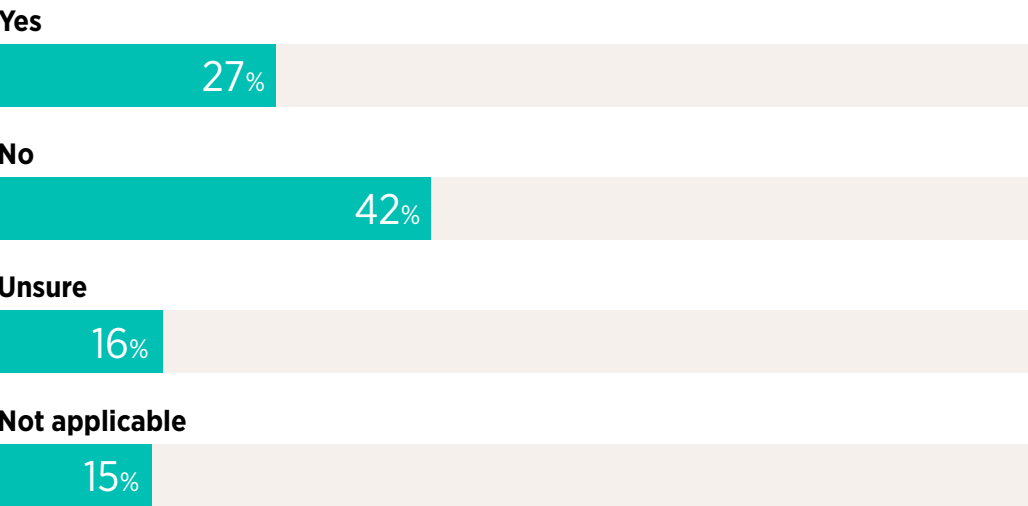


How often do workers spend time learning outside of office hours?



Employers are not setting learning-based development plans with employees

Is there a clear development plan set with the employer that involves specific learning?



Workers and employers each believe they are responsible for learning

Rank who is most responsible for employee learning:

Workers Employers

- 1 Employee
- 2 Employer
- 3 Government
- 4 Industry-specific bodies
- 5 Education establishments

- 1 Employer
- 2 Employee
- 3 Government
- 4 Education establishments
- 5 Industry-specific bodies

Employers claim to encourage workplace learning more regularly than workers participate



“Most employees like to feel a sense of pride in their work, do their jobs well, and advance within the company. Without training, it’s harder for employees to do this, which may lead to them feeling undervalued and unable to achieve their goals.”

Go1

AVAILABILITY

Our definition: The access someone has or thinks they have to learning tools, and how much personal time they spend learning

For this section of the survey, we set out to determine a person’s or an organisation’s Availability to learning. By this we meant the access someone has or thinks they have to learning tools, as well as how much personal time they take out to learn new skills.

The data showed a clear contrast between employees and employers, as just over half of workers could confirm that their employers offered learning resources. This compares to 78% of organisations who said they do. This could be a breakdown in communication between the two parties, or a difference in opinion on the definition of learning.

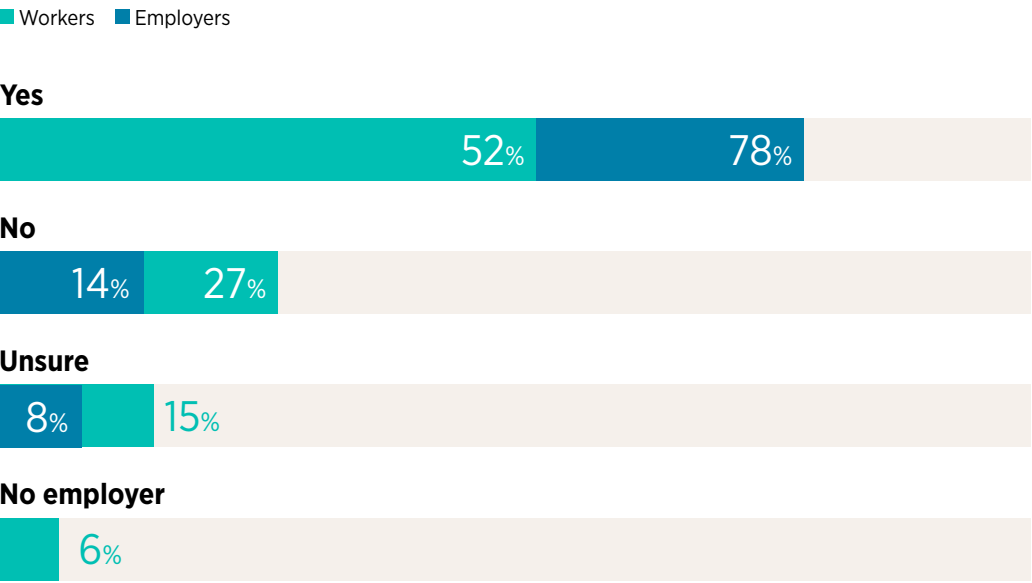
This is further highlighted where we asked whether people could find suitable learning resources, and whether they were satisfied with what was available from their employer. Only 17% of employees said they could not find learning resources, but a quarter of workers surveyed were not satisfied with the learning resources made available from their employer.

We also found that a highly effective method of learning was being underutilised. Approximately half of both groups said there was no mentorship programme at their company. However, when this was implemented, both parties found it to be successful.

In the new age of work, encouragement can be taken from the results that show a mentorship was largely unimpacted by the pandemic and introduction of hybrid working.

Workers are less likely than employers to be aware of workplace learning resources

Are employers providing learning resources?



“It’s vital that HR leaders, as well as their employers, adapt their training methods and solutions to best empower their workforce, making skill development more effective and attainable for their employees. It’s also now down to employers to take active responsibility in ensuring they retain staff. After all, employees are a company’s biggest asset, and investing in talent is essential to business growth and success.”

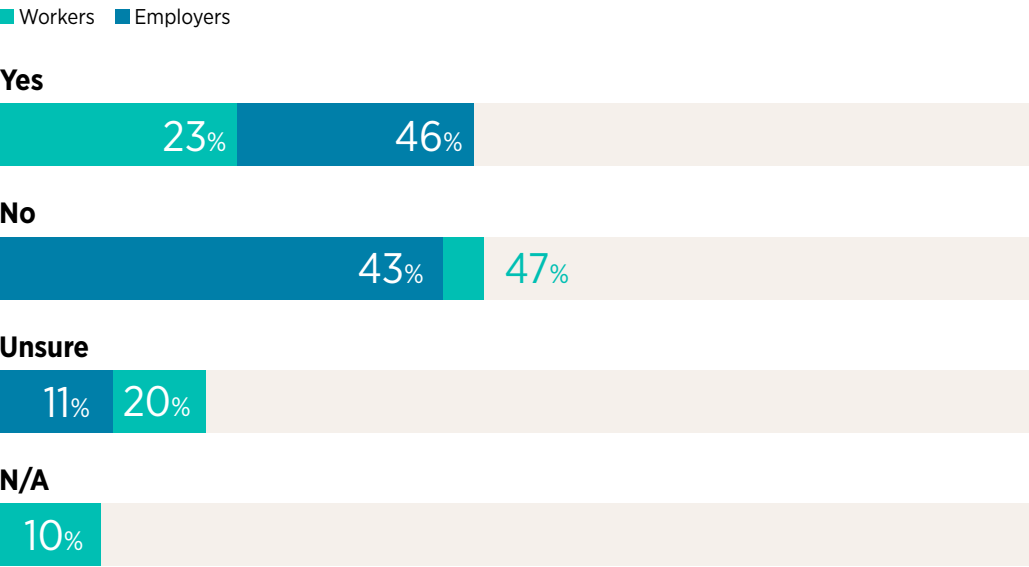
Go1



AVAILABILITY

Employers claim to be committed to upskilling following pandemic – but workers don’t see it

Has your organisation offered employees more learning resources as a result of the pandemic?



Workers believe that the right learning resources are out there but their employers are not providing them

17%

of Workers cannot find learning materials that meet their needs

25%

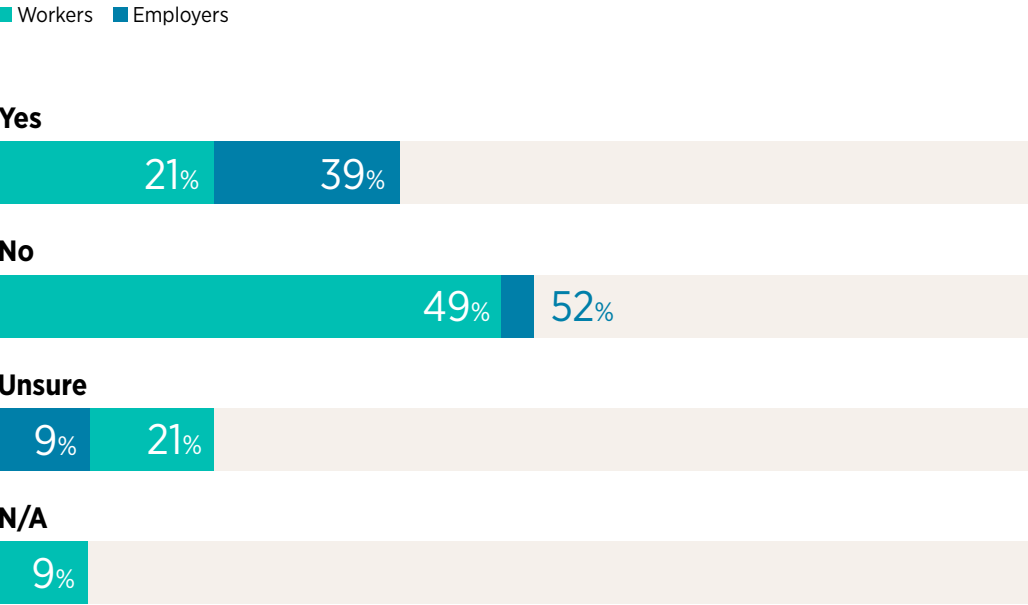
of Workers are not satisfied with the resources on offer from their company

“People want to learn, but they will leave their job if they aren’t getting enough support.”

Go!

Mentorship schemes are uncommon, despite their success and ability to survive pandemic

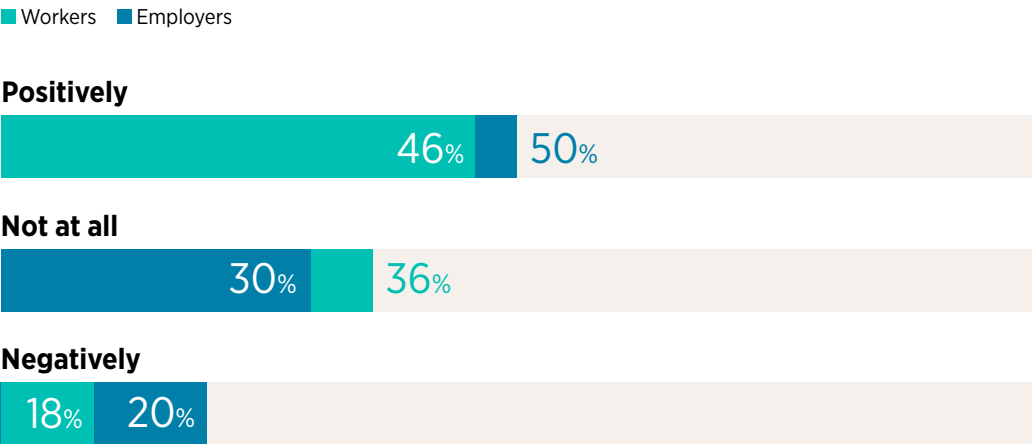
Is there a mentorship scheme in place at your organisation?



How satisfied are you with the mentorship scheme?



How has this been affected by the pandemic?





SPOTLIGHT **INSIGHTS**

When analysing the results of the study, in some instances, people from certain demographics gave different responses to the average.

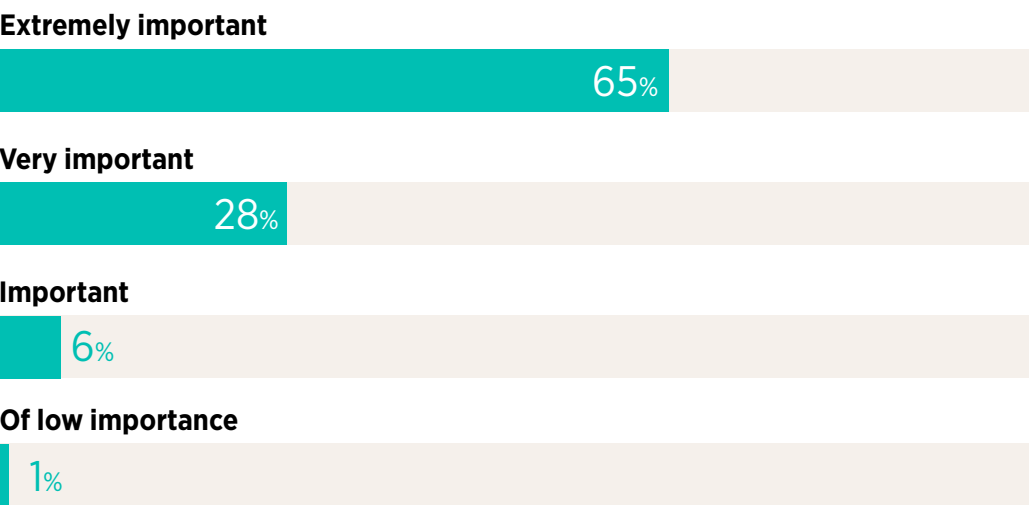
In this section, we highlight examples of those differences by age groups, locations and specialisms.

SPOTLIGHT INSIGHTS

To further explore the disconnect, we broke down our list of respondents by age, location and field of work, with the aim of gaining greater insight into their approach to learning. The data revealed that people in certain demographics had preferences/opinions that were not always in line with others – we have detailed these areas below.

How important is learning to Workers?

65% of Workers in the Tech industry believe that continuous learning is “Extremely Important”, in comparison to 52% on average.



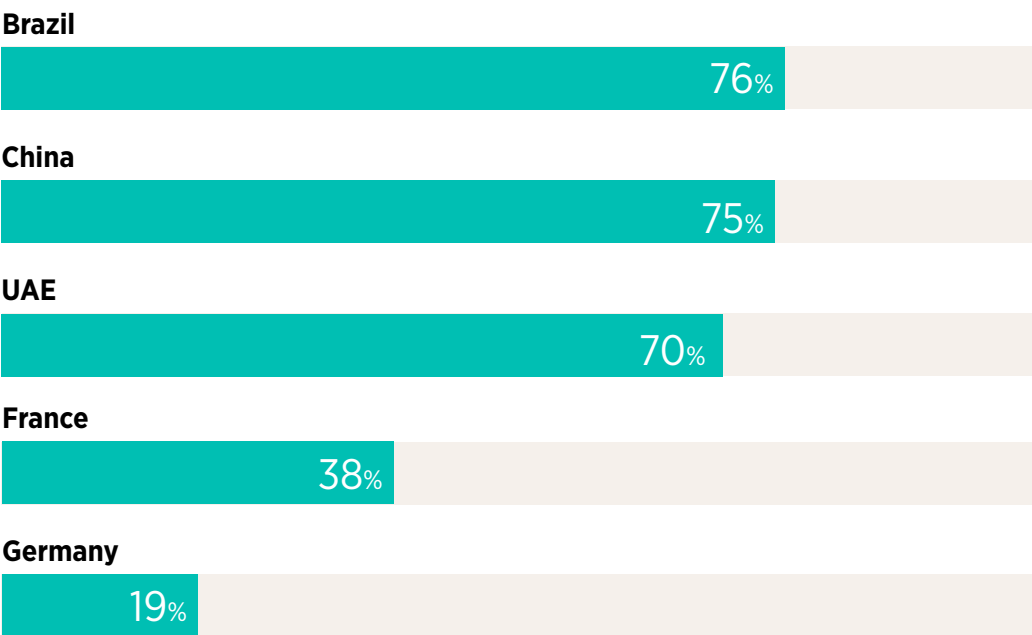
65%
of Workers aged 18-24 confirmed that the learning resources supplied by their employer suit their preferred method of learning – the average across all ages was 48%

75%
of Employers in Germany claim they regularly see employees apply new skills to their role, compared to just 23% in Japan

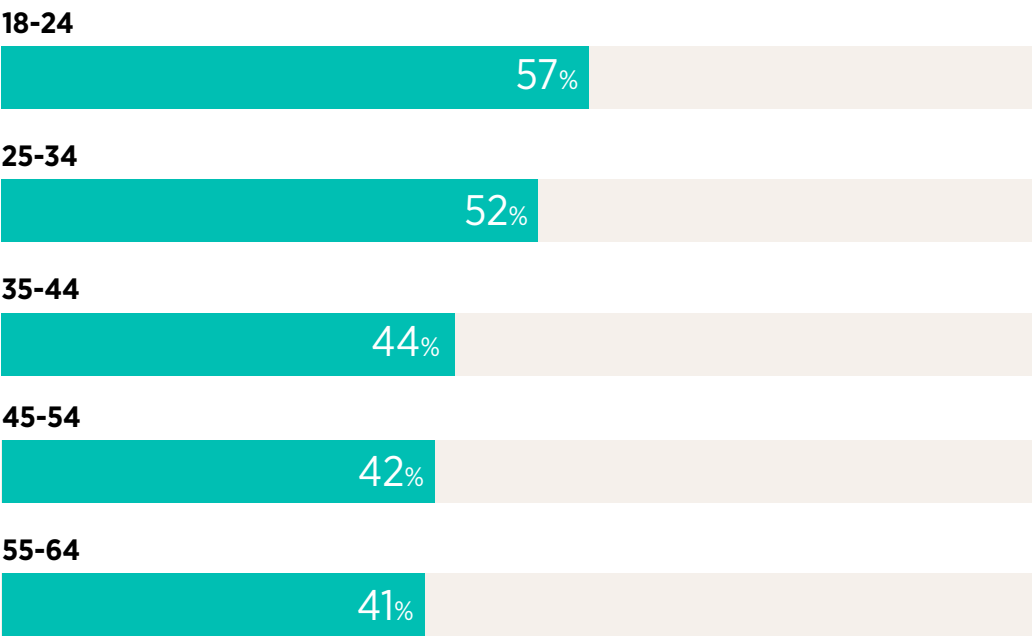
35%
of Workers in Marketing, PR and Comms agreed that their organisation’s learning resources suit their preferred method of learning, compared to 48% across all industries

44%
of Workers state they learn outside of office hours on a weekly basis - this rises to 52% among Workers in Tech.

% of Workers for which continuous learning is “Extremely Important”:



% of Workers by age group who claim to regularly improve skills in office hours:

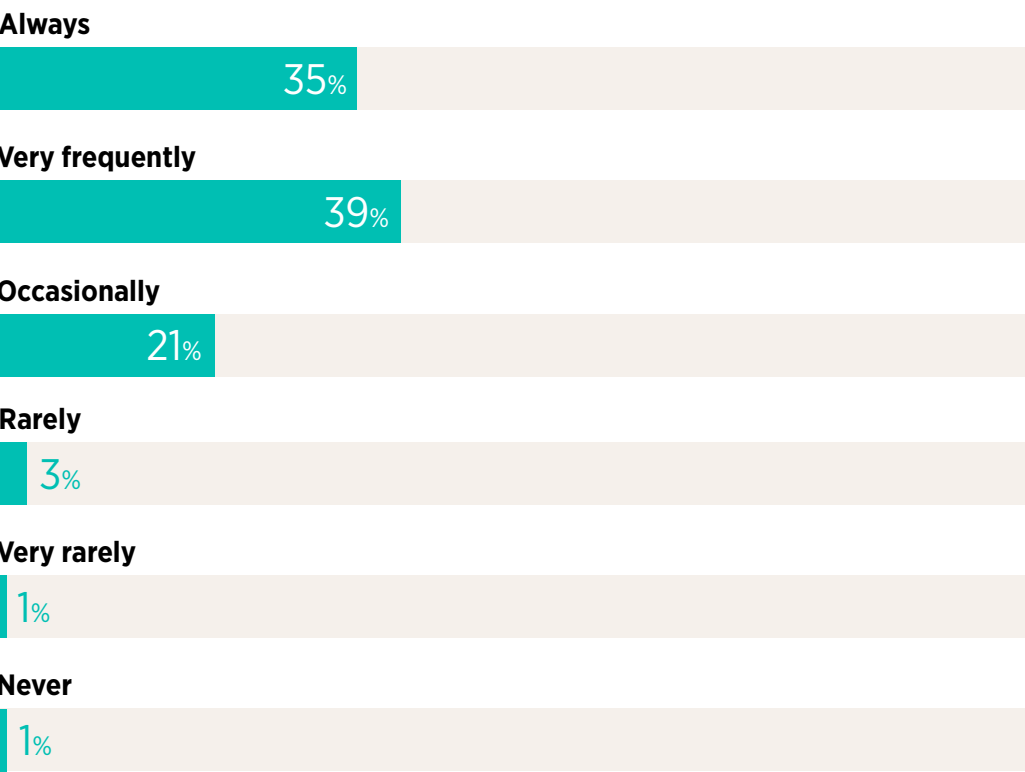


Learning preferences and applying new skills

19%
of Workers in Japan “Strongly Agree” with the statement that they learn new skills quickly, compared to the worldwide average of 41%

66%
of Employers in the Sales industry believe that their employees learn new skills quickly, compared with the average of 78%

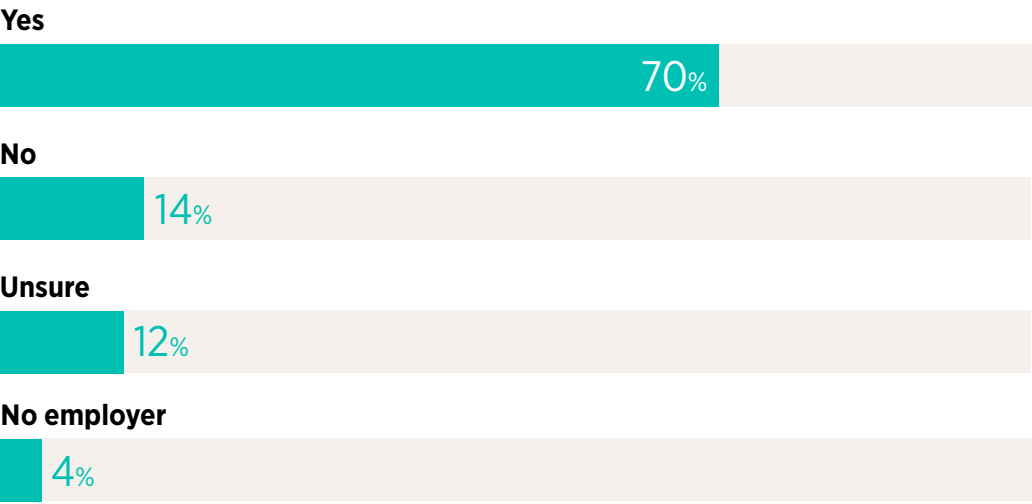
74% of Workers in Tech said that their role required them to regularly learn new skills, compared with 64% overall.



SPOTLIGHT INSIGHTS

Access to learning resources

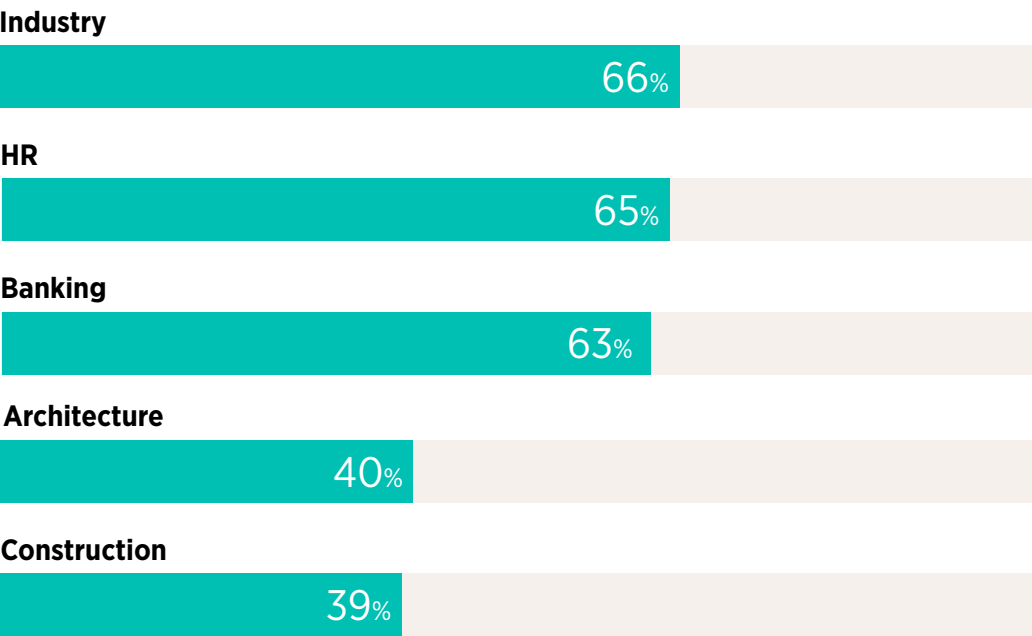
70% of Workers in China confirmed that their employer makes learning resources available, compared to the global average of 52%.



58%

of Workers aged 18-24 are pleased with their organisation’s learning resources, compared to 42% across all ages

% of Workers whose employers offer learning resources



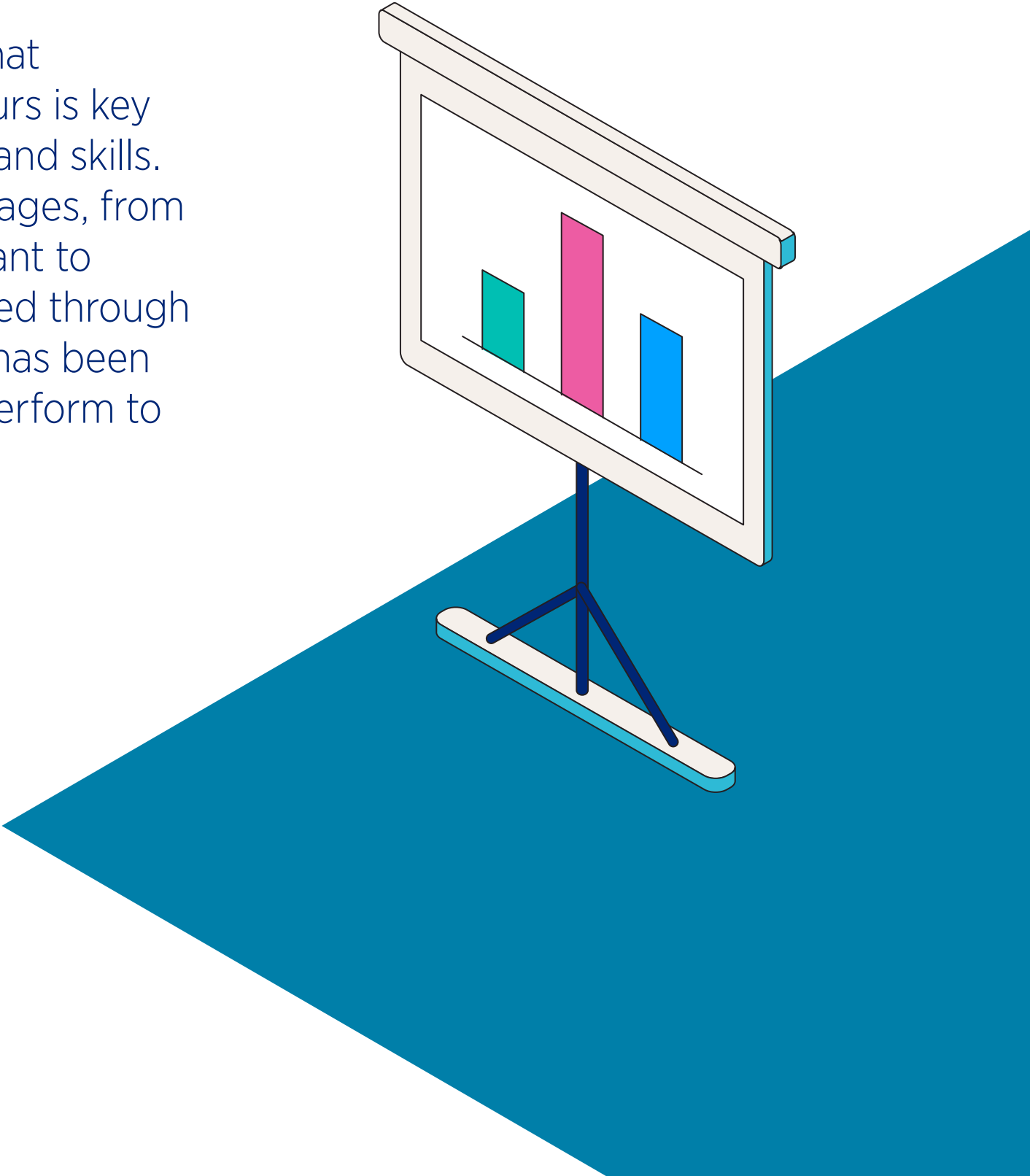
Learning preferences and applying new skills

Aural learning was preferred among Workers aged 18–24 in the following countries:

- | | | | |
|---|---------|---|--------|
| 1 | Belgium | 6 | Japan |
| 2 | Brazil | 7 | Mexico |
| 3 | Canada | 8 | Poland |
| 4 | China | 9 | Spain |
| 5 | Germany | | |

“76% of employees agree that learning during working hours is key to developing their growth and skills. We know that people of all ages, from Gen Z to Baby Boomers, want to learn. People feel empowered through learning. But not everyone has been given the right training to perform to their potential.”

Go1



NEXT STEPS

This report has shown the disconnect between employers and employees in regard to learning and upskilling. Our survey has shown that there is a difference in opinion as to how quickly workers utilise new skills in their jobs, there is a disconnect on the learning resources available and there is even a breakdown in defining learning itself.

Now that this disconnect is clear, this section will recommend next steps for both parties to try and bridge the divide. Before doing so, it is recommended, whether you are an employer or an employee, to assess yourself against the three As mentioned in this report: Attitude, Aptitude and Availability (AAA). Are you as an individual happy with your AAA rating? Does your business do enough in each category to promote learning to employees?

If you think there is room for improvement, we have several recommendations and next steps for you.

Employers

1. Your employees or potential recruits want to learn new skills, as highlighted by nearly 83% of respondents answering “Very much” to the question; “I am open to learning new skills.” Have you integrated learning into your Employee Value Proposition (EVP)? If not, you could find yourself struggling to attract and retain workers. At Hays, we offer a full suite of business solutions and can support your company in creating EVP strategies that support learning. You can find your nearest office at www.haysplc.com.
2. Despite learning and upskilling forming part of your strategic roadmaps, do you remain unclear on how to deliver this to your workers? We have worked with Go1 to provide businesses with Thrive, a Learning Management System that helps you assign training and track your team's completions. You can learn more about Thrive at www.hayslearning.com.
3. Do you have development strategies with your employees and are you communicating these effectively? Our report found that a quarter of workers were not satisfied with the learning resources made available to them by their employers. Communicating with your staff to ensure you are providing the right support could help with employee churn.

Workers

1. Communication is a two-way street. If you are one of those surveyed who is unhappy with the learning support from your employer, how are you communicating this to them? If you are unsure if such support exists at your workplace, ask your manager if there is a learning budget and if there are any tools available. If you are not happy with the current set-up, make suggestions that would improve your experience.
2. Understanding what skills you will need in the future, to keep yourself in-demand and to future-proof your job, will help you stand out from other candidates. At Hays, we have the knowledge and foresight to know what you need for tomorrow. Get in touch with your nearest Hays office at www.haysplc.com.
3. We also provide thousands of free learning courses to help you upskill via our My Learning platform, in partnership with Go1. Our survey showed that nearly 40% of candidates dedicated time on a weekly basis to learn new skills outside of office hours. Contact your local Hays office to find out more about the learning resources we have available.

ABOUT US

Hays

Hays is the world's leading professional and skilled recruitment company operating across 32 countries globally. We continue to strengthen our position in Asia operating in five markets across the region from 12 offices. Our operations continue to grow as we aim to help substantially more companies achieve their goals and support more people to find the right jobs to transform their lives.

We are accredited with the world-leading ISO 9001:2015 certification in all our operational markets in Asia including China, Hong Kong SAR, Japan, Malaysia and Singapore. Our extensive candidate database allows our consultants to search millions of candidates globally using elastic search technology to find the best people in the fastest timeframe.

In addition, our exciting collaboration with LinkedIn® provides real-time data on the active candidate market, behavioural trend analysis for future movers and an additional talent pool of millions of potential candidates. We are proud to be the number one most followed recruitment agency on LinkedIn with 5.0+ million followers

Find out more at hays-china.cn

Go1

Go1 makes it easy for organisations to learn, with the world's most comprehensive online library of learning resources. Go1 pulls the world's top online learning providers into one place, delivering all the learning an organisation needs in a single solution. With over 3.5 million learners – and growing – Go1 is a world leader in online learning.

Go1.com has raised over US\$280M in total funding from investors including AirTree Ventures, Blue Cloud Ventures, Larsen Ventures, Madrona Venture Group, M12, Our Innovation Fund, Oxford University, Salesforce Ventures, SEEK, SoftBank Vision Fund 2, TEN13, and Y Combinator. To learn more, visit www.go1.com

hays-china.cn/en/learning-mindset-report-2022/

© Copyright Hays Specialist Recruitment (Shanghai) Co. Ltd 2022. HAYS, the Corporate and Sector H devices, Recruiting experts worldwide, the HAYS Recruiting experts worldwide logo and Powering the World of Work are trade marks of Hays plc. The Corporate and Sector H devices are original designs protected by registration in many countries. All rights are reserved. The reproduction or transmission of all or part of this work, whether by photocopying or storing in any medium by electronic means or otherwise, without the written permission of the owner, is restricted. The commission of any unauthorised act in relation to the work may result in civil and/or criminal action

