PSC Webinar

Future readiness of employees and the HR function

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Roadmap

1. Dominant framing of the fourth industrial revolution (4IR)
   - tech-centric conceptions and themes
   - HR’s place in 4IR

2. HR 4.0
   - WEF framework
   - SABPP National HRM System Model

3. Future readiness and employability of employees
   - Reskilling revolution
   - Capabilities
   - Future literacy

4. Future of future of continuous employee development:
   capabilities, careers, and contexts

5. SABPP PEOPLE Factor Strategy
How are we framing the question/problem and solution set?
What discursive formations are informing the framing of the problem/question and the related solutions?

<table>
<thead>
<tr>
<th>Changing world</th>
<th>HR</th>
<th>Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>as disruption or disruptive innovation,</td>
<td>as a function,</td>
<td>realigning</td>
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<tr>
<td>as fourth industrial revolution,</td>
<td>as an architecture,</td>
<td>recalibrating</td>
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<td>as shaped by exponential tech,</td>
<td>as a value chain,</td>
<td>re-engineering</td>
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<td>as digital reset or new normal,</td>
<td>as a system,</td>
<td>reshaping</td>
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<td>as outsized effects of black swans,</td>
<td>as a structure,</td>
<td>reinventing</td>
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<td>as volatile, uncertain, complex, and ambiguous</td>
<td>as a set of professionals,</td>
<td>reimagining</td>
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<td></td>
<td>as a set of capabilities</td>
<td>revolutionising</td>
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| Future of continuous employee development: capabilities, careers, and contexts | |
| SABPP PEOPLE Factor Strategy | |
macro level – fourth revolution and tech-centrism

Adapted from Roser (2017) and ENISA (2019)
macro level – fourth revolution and tech-centrism

different frames, lines of sights and thinking, and destinations

Adapted from Roser (2017) and ENISA (2019)
**Macro Level – Fourth Revolution and Tech-Centrism**

Different frames, lines of sights and thinking, and destinations

<table>
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<tr>
<th>Framing of Technology</th>
<th>Tech Fusion and Utopianism</th>
<th>Tech Diffusion and Realism</th>
<th>Tech as Social Artefact</th>
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<tr>
<td>Convergence</td>
<td>Incubation, transfer and diffusion</td>
<td>Tech as socially constructed and embedded</td>
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<td>Exponential universalism, utopianism and frontiers</td>
<td>Context-bound and contingent</td>
<td>Mutual influence and institutional-boundness</td>
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<td>Impact</td>
<td>Tech-based disruption</td>
<td>Disruption and integration</td>
<td>Value creation</td>
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<tr>
<td>Policy Focus and Strategic Choices</td>
<td>New economies</td>
<td>Evolving hybrid economies</td>
<td>Patterns of infrastructure, structure, discourses and practices</td>
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<td>HR's Place and Strategic Choices</td>
<td>HR disrupted</td>
<td>HR fit for the digital age</td>
<td>HR value creation and citizenry for future</td>
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Combinatorial impact of technologies such as cloud computing, AI, big data, robotics, 3D printing, automation, IOT

Idea of abundance and tech-based utopianism
Tech fusion and singularity

**DIGITIZE**
Something becomes information enabled

**DEMONETIZE**
The cost of products and services decrease significantly

- Record Stores
- Book Stores
- Long Distance
- Research & Libraries
- Classifieds
- Local Stores
- eBay

**DEMATERIALIZE**
Physical products disappear and consolidate

**DEMOCRATIZE**
Access is available and affordable to everyone

Source: Singularity University
**Software platform**
Car manufacturers are developing software platform for vehicles and cloud services.

**Digital ecosystem**
Blurring the traditional boundaries and creating an ecosystem that encompasses the ‘car’ creating a seamless user experience and mobility services.
Beyond HR

Tech fusion and singularity

- unbundling of HR function, practices and processes
- from lean, agile organisations to commons and decentralised, autonomous, protocol-based organisations
- universalistic and best practice approaches
Tech fusion and singularity

HR’s Place and Strategic Choices

- Unbundling of HR function, practices, and processes
- From lean, agile organisations to commons and decentralised, autonomous, protocol-based organisations
- Universalistic and best practice approaches

HR as AI, RPA, and code

→ Examples in talent assessment and learning
Tech fusion and singularity

HR’s Place and Strategic Choices

- Unbundling of HR function, practices, and processes
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HR disrupted

HR as AI, RPA, and code

→ Examples in talent assessment and learning

Problematic assumptions and theoretical grounding

Biases baked into AI and data
Strategic choices and roadmaps for HR or ‘bricolage’ by the HR practitioner?
# Roadmap

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<th>Section</th>
<th>Details</th>
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# HR4.0: Shaping People Strategies in the Fourth Industrial Revolution

## Imperatives

**Developing New Leadership Capabilities for the 4IR**
- Embrace and explain ambiguity
- Combine operational management, technology integration and people management skills
- Use culture as the new structure
- Use analytics as a key tool in the distributed organization

**Managing the Integration of Technology in the Workforce**
- Build strategies for job reinvention, reskilling and redeployment of talent
- Identify reskilling pathways for talent whose work is being transformed by automation
- Orchestrates a combination of actions to address the impact of automation
- Build a talent ecosystem encompassing alternative work models and employ different methods of finding needed skills

**Enhancing the Employee Experience**
- Create a human-centric, holistic and purposeful employee experience
- Rethink and invest in employee well-being
- Align the employee experience with the agile operating model
- Use technology to engage employees

## Emerging Leadership Practices

**Building an Agile and Personalized Learning Culture**
- Foster a culture of lifelong learning and shared responsibility
- Engage and pro-actively manage employees in at-risk jobs
- Unlock the learning mix that is right for the organization
- Track and measure skills in your organization

**Establishing Metrics for Valuing Human Capital**
- Use new technologies and data to develop new human capital metrics
- Use technology and data to drive the business decision making
- Create external reporting on the value of and value-added by human capital
- Include all forms of human capital within the organization’s metrics

**Embedding Diversity and Inclusion**
- Proactively manage diversity in alignment with business growth
- Embed D&I into concrete steps in culture and process
- Use data analytics rigorously to measure diversity and assess inclusion
- Engage with stakeholders and knowledge sources beyond the organization

## Emerging HR Functions

**Cultural Ambassador**
- Digital HR Lead
- Head of Work Reinvention and Reskilling
- Head of Relevance and Purpose
- Employee Experience Specialist
- HR Data Scientist
- Diversity & Inclusion Officer
1. Are our HR strategy, processes and systems promoting efficiency in current operations (fit) as well as building capability to transform our products, operations and workforce to meet new competitive [and technological] challenges as they arise? [FS 2/20, 1/21]

2. Are we actively networking within and across sectors/industries to identify relevant innovations and potential disruptions? [FS 2/20]

3. Have we reconsidered the role of HR and the relevance of HR practices in the light of the need to consider multiple ways for people to work for/with our organisation? [FS 1/21]

4. Have we chosen a model for our `HR4.0` framework? [FS 1/20]

5. How are we viewing technology and human agency together? [FS 1/20, 4/20, 6/20]

6. Have we challenged the relevance of our Employer Value Proposition in relation to different, and changing, segments of our workforce? [FS 11/20]

7. Have we reviewed the roles, structure and skills of our HR practitioners for future requirements and put in place plans to implement any changes needed? [FS 1/20]
Your head, heart, and hands

| Mindset, emotional intelligence, and experimentation (see in particular page 20 of Factsheet 2020/02, March) |
| Future readiness, employability, and literacy (Factsheet 2021/02, March) |
| Future lifespan, career, and employee life cycle (Factsheet 2021/03, April) |
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SABPP PEOPLE Factor Strategy
“Current systems of learning and signalling job-fit do not provide the agility that lifelong learners will require, and we find ourselves at a defining moment to make skills the currency of the labour market. Shifting to a skills-based system can not only provide more efficient mechanisms by which employers can identify the talent they need for business to flourish but can also create fairer labour markets where individuals are able to rapidly transition between roles; have greater access to learning opportunities; and be matched to employment requirements.”

<table>
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<tr>
<th>TODAY, 2018</th>
<th>INCREASING, 2022</th>
<th>DECLINING, 2022</th>
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<td>Analytical thinking and innovation</td>
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<td>Manual dexterity, endurance and precision</td>
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<td>Complex problem-solving</td>
<td>Active learning and learning strategies</td>
<td>Memory, verbal, auditory and spatial abilities</td>
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<td>Critical thinking and analysis</td>
<td>Creativity, originality and initiative</td>
<td>Management of financial, material resources</td>
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<td>Technology installation and maintenance</td>
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<td>Reading, writing, math and active listening</td>
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<td>Attention to detail, trustworthiness</td>
<td>Complex problem-solving</td>
<td>Management of personnel</td>
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<td>Emotional intelligence</td>
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<td>Quality control and safety awareness</td>
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<td>Reasoning, problem-solving and ideation</td>
<td>Leadership and social influence</td>
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<td>Systems analysis and evaluation</td>
<td>Technology use, monitoring and control</td>
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Source: WEF (2019)
FIGURE 5: High-level view of the list of OIHD methodology

**Quantitative Analysis**
- Unit group must show signs of high demand based on various dimensions (discussed next).

**Qualitative Analysis**
- Once an occupation has been shown to be in high demand at a four-digit level, it is then transposed into a six-digit occupation by being shown to be in high demand through validation with private and public stakeholders.

**Occupations at the six-digit OFO level**

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**Inclusion Criteria**

<table>
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<th>Automatic inclusion</th>
<th>Conditional inclusion based on supporting evidence</th>
<th>Conditional inclusion based on literature</th>
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<td>Occupation is mentioned five or more times across literature</td>
<td>Occupation is mentioned two to four times across literature, but demand seems narrowly specified</td>
<td>A literature review of other grey literature or academic sources provides evidence that the occupation in question is in high demand</td>
</tr>
<tr>
<td>Interview with industry representative provides strong motivation for inclusion</td>
<td>Occupation is mentioned one to two times across literature, but underlying qualitative evidence is robust</td>
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**Exclusion Criteria**

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<td>Occupation is mentioned one to two times, but underlying qualitative evidence is not robust (i.e., principal custodians of said occupation are not the voices behind including particular occupations)</td>
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<td>Occupation is not sufficiently skilled, not sufficiently in shortage, or not sensible (35)</td>
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**Reskilling revolution**

Critical requirement for national intervention:
- Consensus on constructs (knowledge, skills, abilities, aptitudes, attitudes, mindsets, competencies, competence, capabilities, meta-)
- Drawing on sound neuro, psychological, behavioural and sociological theories and frameworks (how constructs relate and interact)
- Understanding the roles of pedagogy, andragogy, and heutagogy
- Enabling skills development landscape
- Are jobs and occupations the anchor for skills development?
- Consensus on our objective – critical, reflexive, and productive citizens? Empowering or tooling employees? Or need to shift beyond the traditional binaries?
The discussion of the reskilling revolution focuses in on the specific skills that are and will be in demand and that the workforce will need to be equipped for.

However, this may be a narrow lens on the future preparation and readiness of the workforce. It also does not focus in on the human capabilities that are required to learn, develop, and master skills and for developing the expertise to use these skills together and appropriately in context. And, thus, it does not focus on the development and harnessing of these capabilities.

For example, the development of capabilities such as learning to learn, creativity, empathy, and resilience as well as the development of mental models and mindsets that underpin future readiness.

Related to the above discussion of capabilities, the United Nations Educational, Scientific and Cultural Organization (UNESCO) is promoting the development of future literacy. However, we need to note the use of the terms, capability and skill, in the description of future literacy.

UNESCO’s promotion of ‘using-the-future’ shifts perspective from seeing the workforce as reacting to the shifting skills demands caused by technological changes. It is human beings (as citizens, agents, and members of the workforce) that shape and develop technologies.
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The discussion on the reskilling revolution suggests that there is a need for constant upskilling and reskilling for the transition of roles caused by 4IR technologies.

This state of transitioning and the continuous changes to tasks, work, and jobs are now the status quo. There is no permanence and thus no permanent or fixed jobs, roles, occupations, and professions.

Thus, lifelong upskilling, reskilling, and multiskilling is required to remain employable in the future.

However, as the discussion on capabilities suggests, this may be a narrow lens.

Future employability may be seen more broadly as the interrelation and dynamic between capabilities, careers, and contexts. That is, the individual’s capabilities that have been developed and can be developed through his/her lifespan; the individual’s career drive, journey, and related development through successive career transitions and/or portfolio of career positions/roles held concurrently; and the labour market and broader socio-economic and political landscapes.

The key question is: who is responsible for and funds the future employability if there is an interrelation and dynamic between capabilities, careers, and contexts.
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SABPP PEOPLE Factor Strategy
HR Management System Standards Model

SABPP HR MANAGEMENT SYSTEM STANDARDS MODEL

BUSINESS STRATEGY – HR BUSINESS ALIGNMENT

Prepare

Strategic HRM  Talent Management  HR Risk Management

Implement

Workforce planning  Learning & Development  Performance Management  Reward  Wellness  ERM  OD

HR ARCHITECTURE

HR Service Delivery  HR VALUE & DELIVERY PLATFORM  HR Technology (HRIS)

Review

HR MEASUREMENT

HR Audit: Standards & Metrics

Improve
HR Competency Model
SABPP journey

Setting HR Standards

- Developing professional standards
  - Standards of good people practices (HR Management System Standards Model)
  - Code of professional and ethical conduct
  - Professional competence – registration and continuous professional development

HR Voice

- HR governance
- R&D
- Value & visibility
- Optimising alliances
- Innovation & tech
- CPD
- Excellence

PEOPLE Factor

- Positioning HR in digital era
- Excellence and evidence-based
- Online & in touch
- Partnering and promoting HR profession
- Leading on people practices
- Ethically-centred governance
SABPP journey
HR ecosystem & pipeline

Board
Committees
Members
Departments
SABPP
HRYC
Student chapters
Accredited universities & providers

Quality assurance

Students
Practitioners
Practice
Audit

Ethics, code, body of knowledge and R&D
Thank you for providing a space to share our thoughts. This is an important platform to begin reflections on key questions and issues. I am available for further engagement.

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