

How can evidence-based practice be applied to HR and L&D?

Why it matters

Professor Rob Briner
Professor of Organizational Psychology at
Queen Mary University of London

Nahdia Khan
Head of L&D Community of Practice
Emerald Works



Emerald Works Research

Where our legacy and future meet



Evidence-based practices

Our legacy, spirit, and purpose

Since 2003, our vision has been to continue reflect, guide, and at times foreshadow movement in the L&OD industry.



Our purpose is a multi-level understanding of organisational learning

Health Check Data Collection

The Health Check Survey takes **45 minutes** and includes **over 700 variables** covering learning and development strategy, vision, practice, process, digitalization, pain points, impact, and measurement.

It is continuously developed in partnership with academia and methodology specialists, L&D practitioners, business leaders, and subject-matter experts



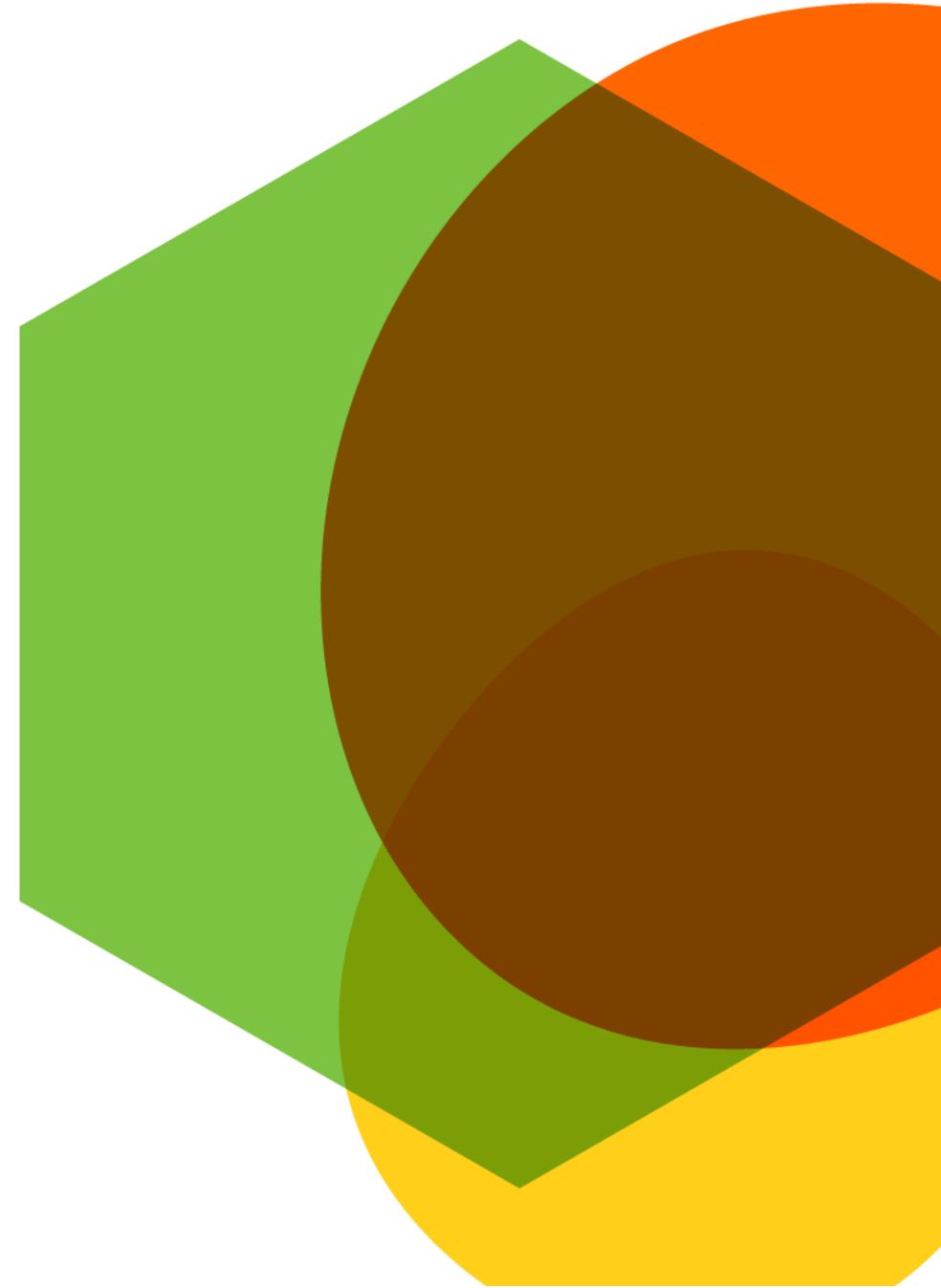
The screenshot shows the "Learning Health Check" survey interface on a tablet. At the top, the Emerald Works logo and the title "Learning Health Check" are displayed. Below the title, a note states "Questions marked with a * are required". A central illustration depicts a person's head with gears and a doctor examining it, surrounded by colorful hexagons. The main heading reads "Welcome to the Learning Health Check!". The text below explains the survey's purpose: "Since 2003, we have helped over 8,500 organizations around the globe to take their next steps to become high-performing learning cultures. To do it, we apply independent evidence to analyse, activate and accelerate change." It further states that "Simply by completing the Learning Health Check, 97% of participants say they've gained new insights on how to fast-track their strategy." The interface also offers to "confidentially review your learning strategy, compare your approach with top-performing organisations, and establish your next priorities." It promises "immediate tailored feedback" and an "interactive personalized dashboard". A progress bar at the bottom indicates that 39% of the survey is completed. At the very bottom, there is a privacy notice: "We recognise your contribution and treat your data with the respect, dignity and utmost confidentiality it deserves. This is reflected in our Privacy Policy within our Terms and Conditions." and a checkbox for "I have read and accept the Privacy Policy" which is currently unchecked. There are "Save for later" and "Next" buttons, and a contact email "healthcheck@emerald.com" is provided for support.

Let's take a Poll...

How evidence-based would you say
you/your team are already?

Choose one:

- **Not much or at all**
- **A little**
- **Quite a bit**
- **A lot**
- **Completely**





Welcome to Professor Rob Briner

How can evidence-based practice be applied to HR and L&D?



Online Webinar 28.05.20

Rob B Briner

 @Rob_Briner

My assumptions: HR, L&D and other organizational professionals should...

- ◆ ...do stuff that addresses *important* business/organizational problems and opportunities (rather than trivial issues)
- ◆ ...do stuff *that is more likely to work* (rather than stuff that is unlikely work or has little effect)
- ◆ Do you agree? If so, how are we going to do that?

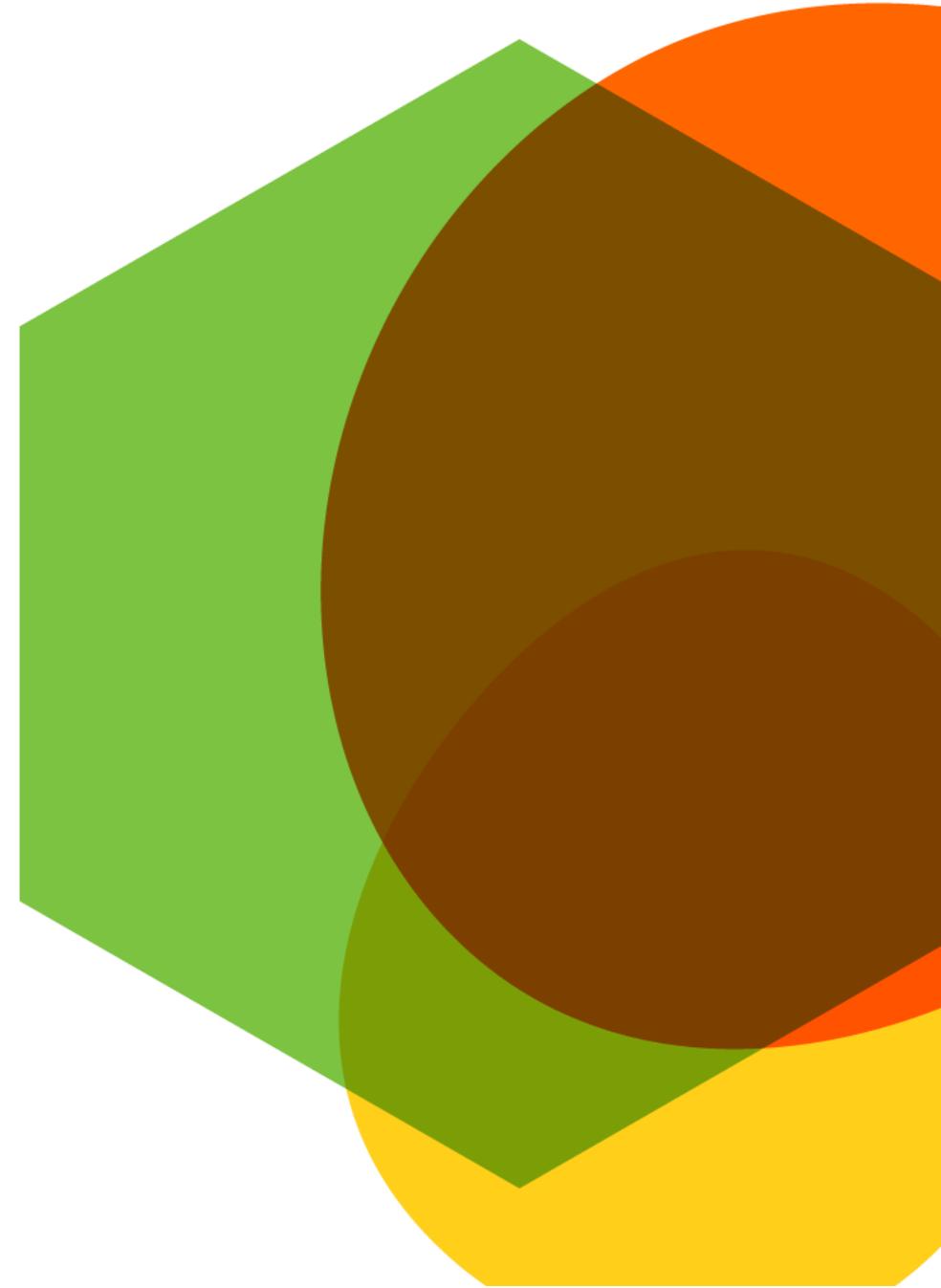
- ◆ What is EBP and where did it come from?
- ◆ What does EBP look like?
- ◆ It makes sense so...why isn't it happening?
- ◆ What are some of the barriers to EBP?
- ◆ How can these barriers be overcome?

Let's take a Poll...

What does "evidence-based practice" in HR and L&D mean?

Choose as many as you think apply:

- **Adopting proven evidence-based practices**
- **Collecting evidence to evaluate practices**
- **Looking at the science**
- **Collecting organizational data**
- **Running experiments**



Why evidence-based practice? The elevator pitch

- ◆ Decisions about what are important problems/opportunities and most likely solutions should be based on the best available evidence
- ◆ Evidence = any relevant information and data = scientific findings, organizational/context data, professional expertise, stakeholder concerns/perceptions
- ◆ *All* practitioners use evidence in their decisions on evidence but
 - Limited attention to quality (and relevance) of evidence
 - Limited sources and types of evidence
- ◆ We always use evidence – but that's not the same as adopting an evidence-based approach

Where did the idea of evidence-based practice come from? Yes, it's a 'thing'!

- ◆ 1990 Medicine
- ◆ 1998 Education
- ◆ 1998 Probation service
- ◆ 1999 Housing policy
- ◆ 1999 Social care
- ◆ 1999 Regeneration policy and practice
- ◆ 2000 Nursing
- ◆ 2000 Criminal justice
- ◆ 2005 Management and HR and L&D?



CEBM

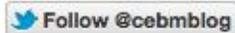
CENTRE FOR EVIDENCE BASED MEDICINE



Welcome to CEBM

Welcome to the Centre for Evidence-based Medicine at the University of Oxford.

CEBM aims to develop, teach and promote evidence-based health care through conferences, workshops and EBM tools so that all health care professionals can maintain the highest standards of medicine.



Carl Heneghan's Blog

Evidence-based thinking and why it matters.

[See the latest articles](#)

MaDOx

Analysis of new technologies, methods and practices.



Many thanks for visiting this website

We are in the process of migrating to a new setup and updating our content.

Whilst the resources remain the same details on all courses and events can be found at www.cebm.ox.ac.uk

Thank you for your patience.

Noticeboard

CEBM Teaching Evidence-Based Practice Workshop has been rolled into the Oxford Programme in Evidence-Based Healthcare and will be managed and administered by the Department of Continuing Education, University of Oxford with tutoring and support from CEBM.

Details are available [here](#) please email cpdhealth@conted.ox.ac.uk or telephone +44 (0)1865 286941 with any queries you may have about the workshop.

EBM Resources



The latest FREE tools for effective practice and teaching of evidence-based medicine.

- [CATmaker](#)
- [PowerPoint presentations](#)
- [More EBM Tools](#)

Center for Evidence-Based Crime Policy

In the Department of Criminology, Law, and Society



Evidence-Based Policing

Evidence-Based Policing Home

Current and Completed Projects

Evidence-Based Policing Matrix

EBP Hall of Fame

Collaborators & Sponsors

Resources & Tools

CEBCP Home

Six of the 16 “Ideas in American Policing” Lectures have been given by CEBCP affiliated scholars:

- Evidence-Based Policing (Lawrence Sherman, 1998)
- Policing for People (Stephen Mastrofski, 1999)
- Place-Based Policing (David Weisburd, 2008)
- Translating Police Research into Practice



Translating Research into Practice

News and Events:



We invite researchers and practitioners to submit articles to *Policing: A Journal of Policy and Practice*.

David Weisburd and Cody Telep, in collaboration with the Inter-American Development Bank, publish “Police and the Microgeography of Crime” in English and Spanish.



A NONPROFIT, NONPARTISAN ORGANIZATION

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TOP TIER EVIDENCE

Programs with the strongest evidence



WHAT WORKS?

Findings from well-conducted studies



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Centre for Evidence-Based Conservation



The Centre for Evidence-Based Conservation (CEBC) was established in 2003 with the goal of supporting decision making in conservation and environmental management. CEBC promotes evidence-based practice through the production and dissemination of systematic reviews on both the effectiveness of management and policy interventions and on the

News

- » New CEE systematic review published on [human wellbeing impacts of terrestrial protected areas](#).

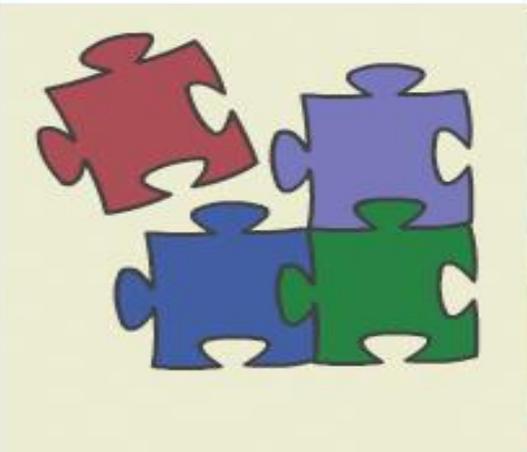


Center for Evidence-Based Education (CEBE)

Shaping, Supporting & Sustaining Transformation
...Every Piece Counts

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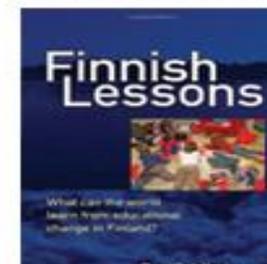
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SEARCH:

WHAT IS CEBE?

CEBE – the Center for Evidence-Based Education – is an independent network of experienced educators committed to assisting schools, networks of schools, and school systems in improving performance, transforming practice, and eliminating achievement gaps. Focusing on *Designing Learning*, *Leadership for Learning*, and *New Cultures for Learning*, CEBE draws upon a diverse range of strategies and tools, including *Learning Rounds*, *Job-Embedded Coaching*, *Innovation Catalysts*, and *Strategic Networking*, in support of its evidence-based approach

HAVE YOU READ?



*"Finnish Lessons-
 What Can the
 World Learn from
 Educational
 Change in
 Finland"* by Pasi
 Sahlberg and
 published by

MAIN MENU

[BACK TO ABOUT AIPCA](#)**AUSTRALIAN CENTRE
FOR EVIDENCE
BASED AGED CARE**

Australian Centre for Evidence Based Aged Care

The staff of ACEBAC are passionate advocates of person-centred, evidence-based care of older people. We are involved in research, education and professional practice and hope through this site we can share our learnings and assist visitors to link with other relevant resources.

A major factor in quality outcomes in the care of older people is interdisciplinary practice that is driven by the person receiving care; not by the 'experts'. This theme pervades our work. All of our research involves collaboration with a mix of disciplines and consumers.

Too often research is undertaken and never makes a difference in practice. For this reason we have a focus on translating evidence into the real world and making a quality difference for patients/residents, families and staff.



Social Work Policy Institute

EVIDENCE-BASED Practice

Partnerships to Promote Evidence-Based Practice

Evidence-based practice (EBP) is a process in which the practitioner combines well-researched interventions with clinical experience and ethics, and client preferences and culture to guide and inform the delivery of treatments and services. The practitioner, researcher and client must work together in order to identify what works, for whom and under what conditions. This approach ensures that the treatments and services, when used as intended, will have the most effective outcomes as demonstrated by the research. It will also ensure that programs with proven success will be more widely disseminated and will benefit a greater number of people.

This Web resource was partially funded by a contract to IASWR from NIMH. It seeks to promote the integration of evidence-based mental health treatments into social work education and research. The [Evidence-Based Practice Resources](#) section provides tools that can be used to identify EBPs, online resources that can inform the EBP process and a list of publications for further information. The [Partnership Examples](#) section highlights some existing partnerships created between researchers and practitioners that further EBP.

Search for:

Search

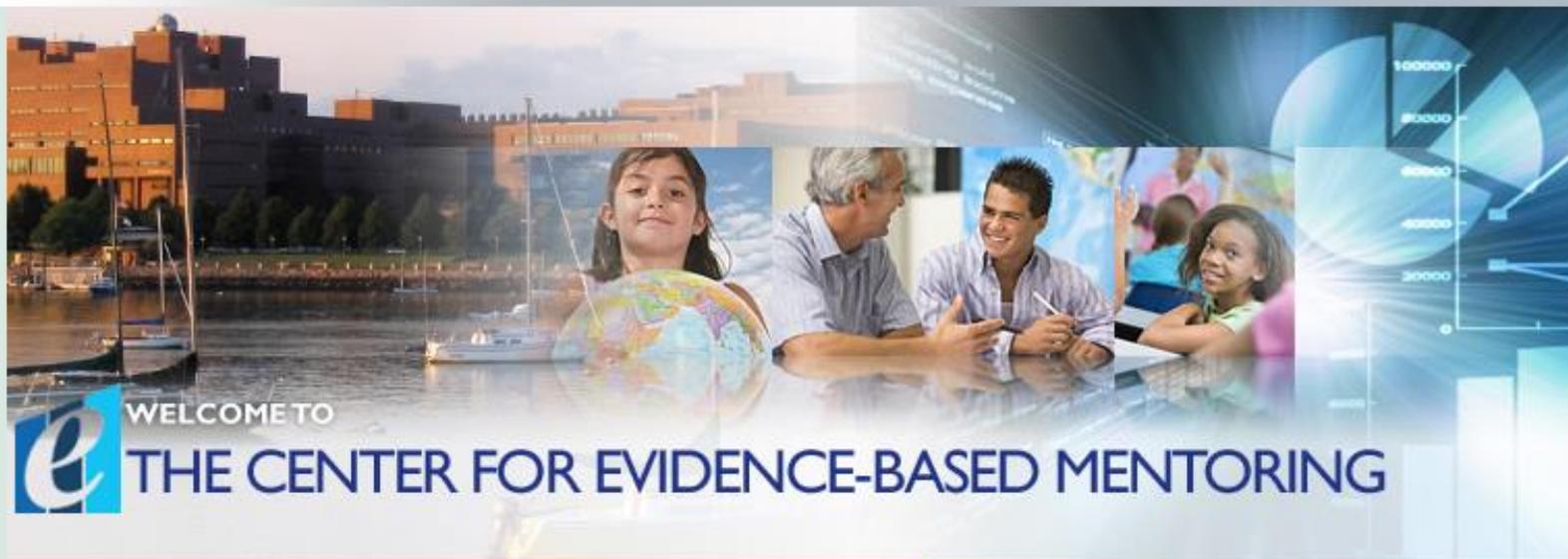
Recent Posts

- [Research Partnerships Target Improved Child Well-Being and Child Welfare Outcomes](#)
- [Social Work Policy Institute Releases Report on Advanced Practice Doctoral Degrees in Social Work](#)
- [SWPI Releases Report from Veterans Policy Symposium](#)



The Center for Evidence-Based Mentoring: An alliance between :
[Mentor/National Mentoring Partnership](#) and [University of Massachusetts Boston](#)

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WELCOME

NEWS & EVENTS

Center for Evidence-Based Mentoring Mission:

Welcome to the Center for Evidence-Based Mentoring. The Center is dedicated to creating the open and efficient exchange of research and ideas. In doing so, we seek to advance the production, dissemination, and uptake of evidence-based practice in ways that improve the effectiveness of practice and, ultimately, create stronger, more enduring mentor-mentee relationships.



This mission aligns with the sage comments that of Father Donald J. Monan, Chancellor of Boston College, made last year at UMass



February 2014 - The Center hosted a day-long short course on Mentoring in the Digital Age. More information can be found at the [course website](#) and in this [Youth Today](#) article.

December 2013 - [Weathering the Storm: Our genes](#)

Center for Evidence-Based Management (CEBMa)

Helping people in organizations
make better decisions.





ONLINE
RESOURCES

EVIDENCE-BASED MANAGEMENT

HOW TO USE EVIDENCE TO MAKE
BETTER ORGANIZATIONAL DECISIONS

ERIC BARENDIS
DENISE M. ROUSSEAU



What is evidence-based practice

- ◆ The **conscientious** (effort), **explicit** (clarity) and **judicious** (critical of quality) use of evidence from multiple sources to increase the likelihood of a favourable outcome
- ◆ It's about the ***process***
- ◆ It's not about certainties (*this **will** work*)
- ◆ It's is about ***probabilities*** and likelihoods
- ◆ It **is** about reducing **uncertainty** (*given our context this **is more likely** to lead to the outcome we want than doing something else or doing nothing*)

Evidence-based practice



Evidence-based practice is about making decisions through the conscientious, explicit and judicious use of the best available evidence from multiple sources by:

6 STEPS

1 Asking 
Translating a practical issue or problem into an answerable question

2 Acquiring 
Systematically searching for and retrieving the evidence

3 Appraising 
Critically judging the trustworthiness and relevance of the evidence

4 Aggregating 
Weighing and pulling together the evidence

5 Applying 
Incorporating the evidence into the decision-making process

6 Assessing 
Evaluating the outcome of the decision taken

To increase the likelihood of a favourable outcome.

Sign up for more: cipd.co.uk/future-hr-learning

Evidence-based practice

Scientific literature
empirical studies

Organisation
internal data

**4
SOURCES**

Stakeholders
values and concerns

Practitioners
professional expertise

**Evidence-based practice
is about making
decisions through
the conscientious,
explicit**

**6
STEPS**

**and judicious use of
the best available
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1

Asking

Translating a practical issue or problem into an answerable question



2

Acquiring

Systematically searching for and retrieving the evidence



3

Appraising

Critically judging the trustworthiness and relevance of the evidence



4

Aggregating

Weighing and pulling together the evidence



5

Applying

Incorporating the evidence into the decision-making process



6

Assessing

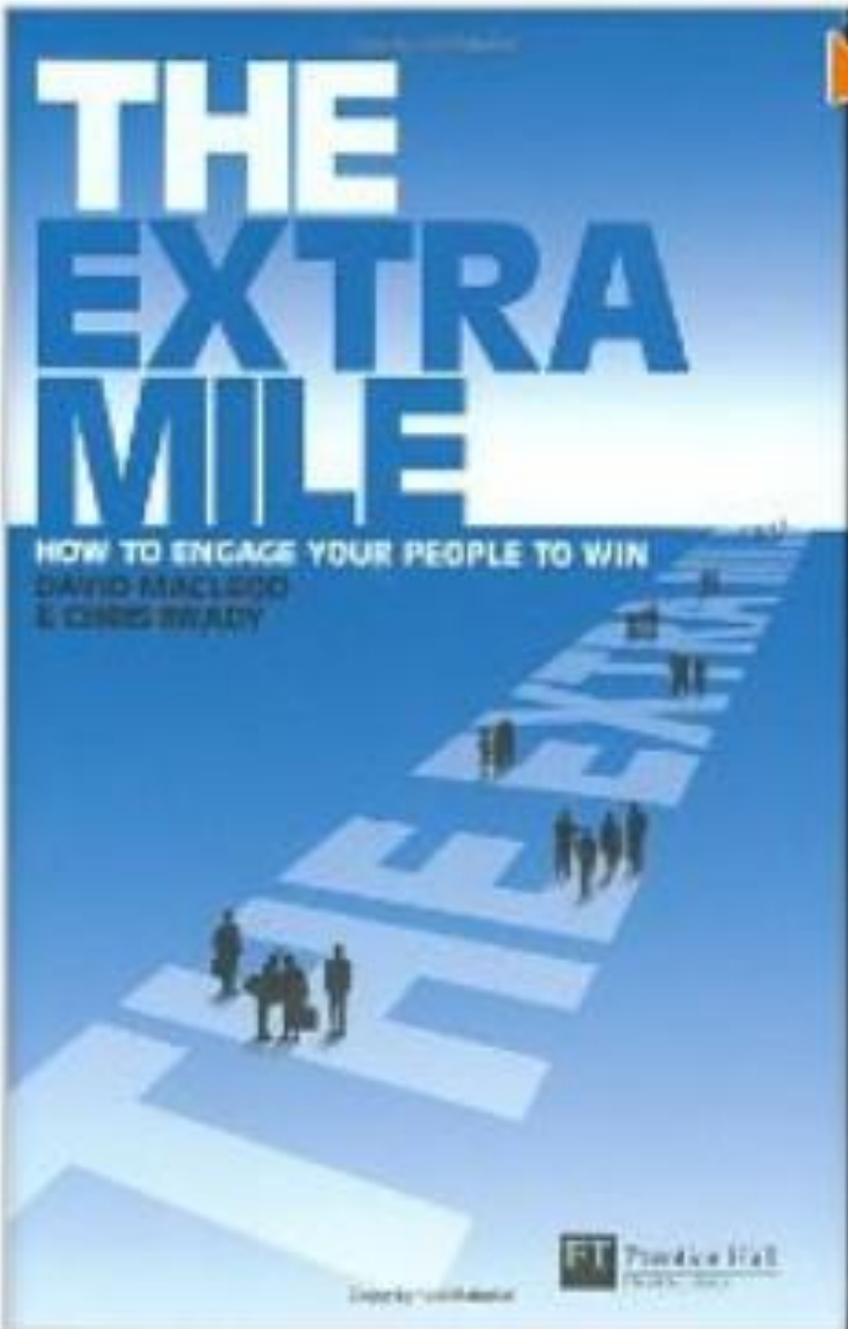
Evaluating the outcome of the decision taken

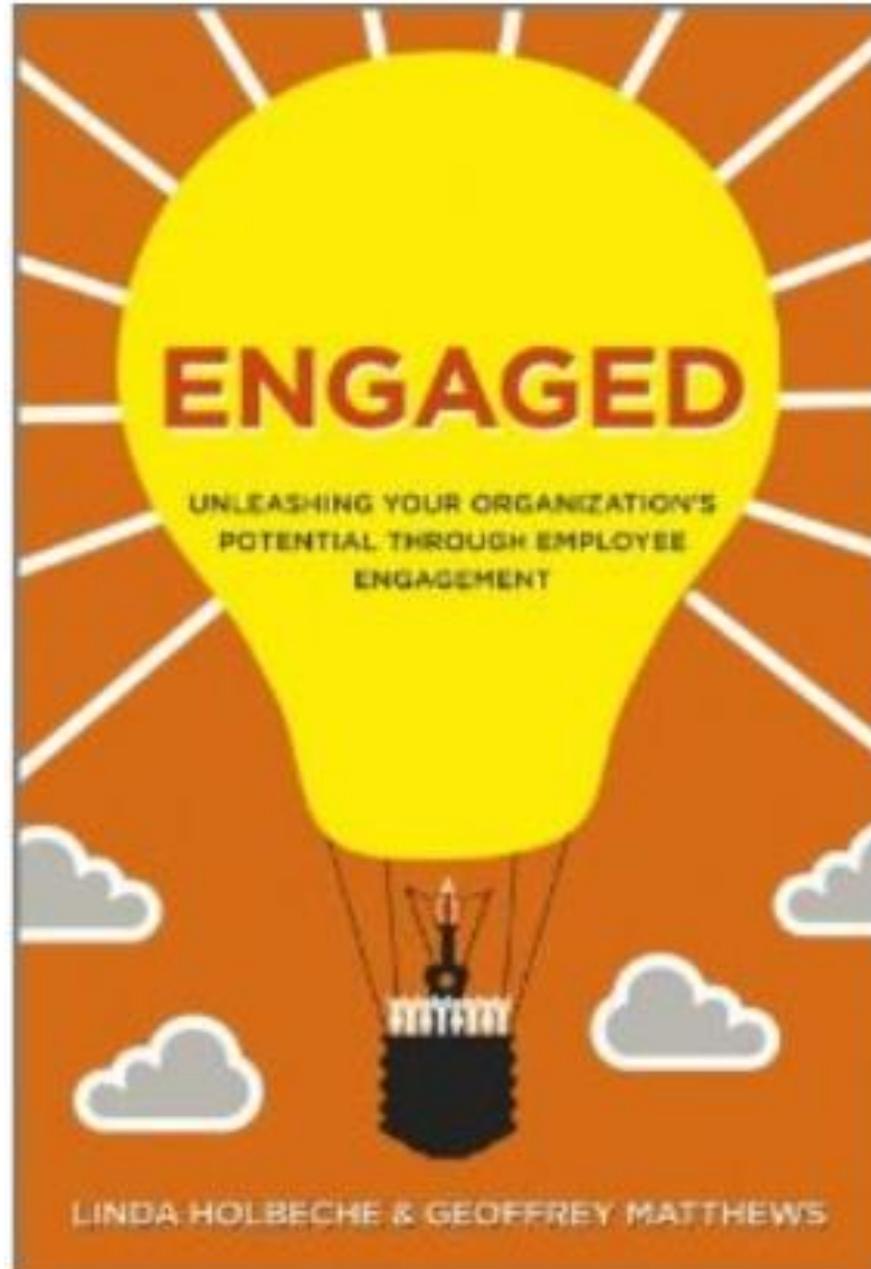


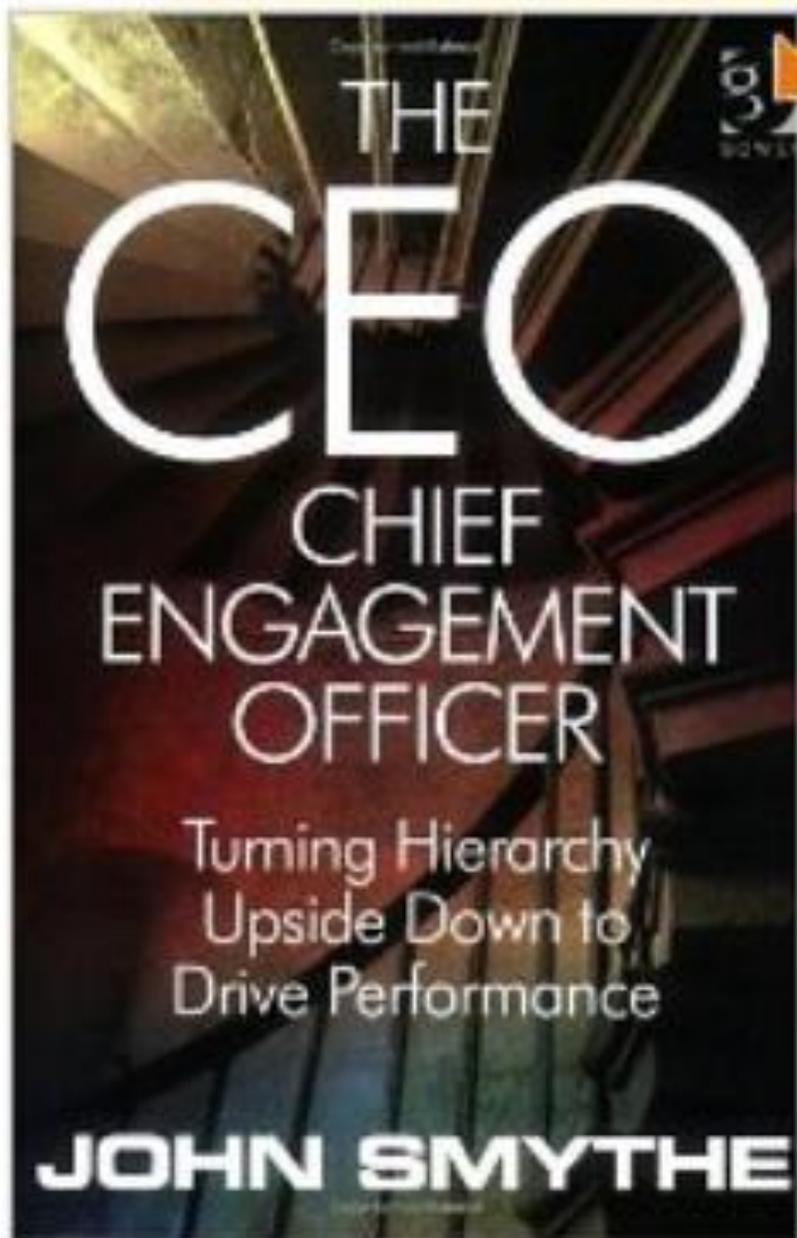
To increase the likelihood of a favourable outcome.

An example: Employee engagement

- ◆ Everybody knows what employee engagement is...right?







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Making Everything Easier!

Employee Engagement

FOR
DUMMIES[®]
A Wiley Brand

Learn to:

- Boost employee engagement levels, productivity, and creativity
- Create and sustain an engaging culture
- Attract and retain the best people

Bob Kelleher

*Author, speaker, and founder of
The Employee Engagement Group*

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4 Keys to Happiness and
Fulfillment at Work

Employee Engagement for Everyone

New York Times Bestselling Author

Kevin Kruse

Discover
Your Personal
Engagement
Profile

New York Times Bestselling Author

KEVIN KRUSE

EMPLOYEE ENGAGEMENT

2.0

*How to Motivate Your Team
for High Performance*

A "Real-World" Guide for
Busy Managers

Copyrighted Material

"Reveals the new science of relationship-building through big data and gamification."

—TIM BROWN, CEO, IDEO

How to Revolutionize Customer
and Employee Engagement with
BIG DATA and **GAMIFICATION**

LOYALTY

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RAJAT PAHARIA
Founder and Chief Product Officer, Bunchball Inc.

The
Employee
Engagement
Mindset

THE SIX DRIVERS FOR TAPPING
INTO THE HIDDEN POTENTIAL OF
EVERYONE IN YOUR COMPANY

TIMOTHY R. CLARK

TRACY MAYLETT, ED.D. • PAUL WARNER, PH.D.

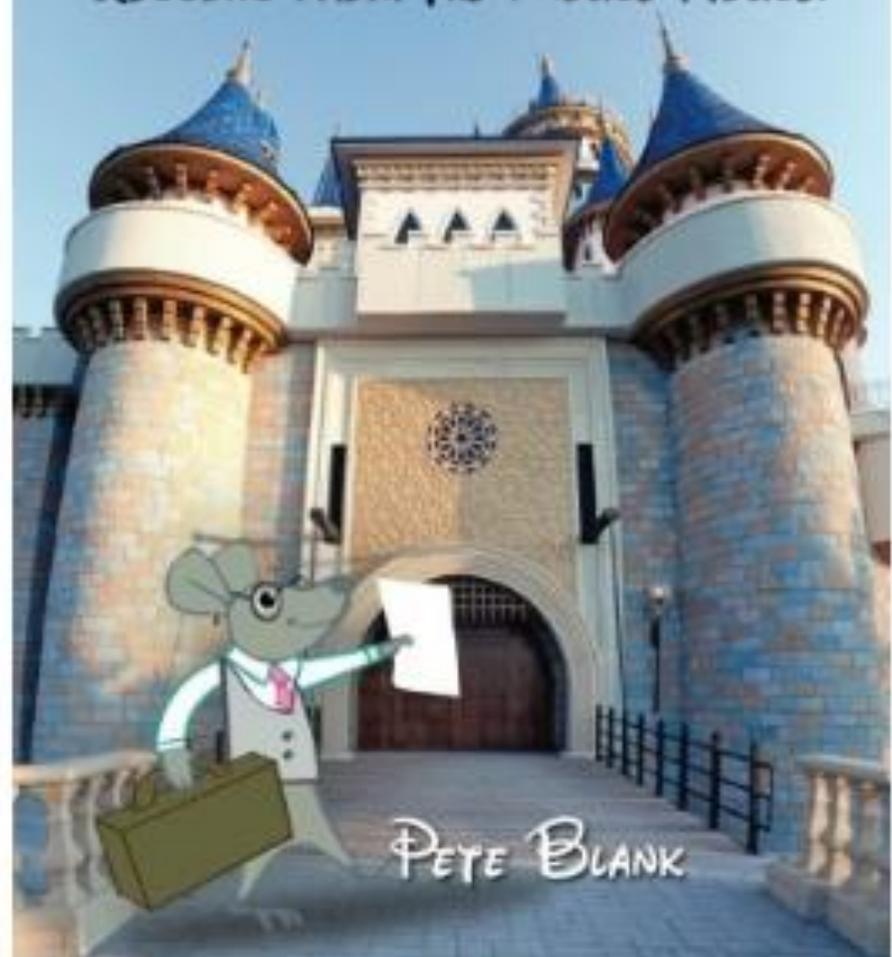
MAGIC

FIVE KEYS TO UNLOCK
THE POWER OF
EMPLOYEE ENGAGEMENT



EMPLOYEE ENGAGEMENT

LESSONS FROM THE MOUSE HOUSE!



PETE BLANK

NEW YORK TIMES BEST-SELLER

THE
TRUTH ABOUT
EMPLOYEE
ENGAGEMENT

PREVIOUSLY PUBLISHED AS THE THREE SIGNS OF A MISERABLE JOB

A FABLE ABOUT ADDRESSING THE
THREE ROOT CAUSES OF JOB MISERY



PATRICK LENCIONI

AUTHOR OF THE NATIONAL BEST-SELLER THE FIVE DYSFUNCTIONS OF A TEAM



Build it

The Rebel Playbook

for World-Class

Employee Engagement

GLENN ELLIOTT & DEBRA COREY

WILEY

JAMES DODKINS



136
IDEAS FOR
ROCKSTAR
EMPLOYEE
ENGAGEMENT

Example of employee engagement (EE)

- ◆ Suppose you or your organization believe that low EE is somehow a problem in your organization
- ◆ And because it is you should measure or look at your EE scores and attempt to increase 'low' scores somehow
- ◆ *How would you (a) approach this **problem** and (b) identify a **solution** from an evidence-based practice approach?*

Evidence-based practice

Scientific literature
empirical studies

Organisation
internal data

**4
SOURCES**

Stakeholders
values and concerns

Practitioners
professional expertise

**Evidence-based practice
is about making
decisions through
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**6
STEPS**

**and judicious use of
the best available
evidence from
multiple
sources by:**

Element 1: Practitioners' professional expertise

- ◆ Identifying the problem
 - Have I/we seen EE problems before? What happened?
 - Based on our experience, is the level of EE a problem?
 - What do I/we believe about causes and consequences of low EE?
- ◆ Identifying solution (only *if* EE is a problem)
 - Have I/we seen EE interventions before? What happened?
 - What do I/we believe about EE interventions?
 - Based on our experience, is the level of EE here a problem? What are costs & benefits of intervening?
- ◆ How relevant and applicable and trustworthy is my/our expertise?

Element 2: Organizational data

- ◆ Identifying the problem
 - What actually *is* the EE level?
 - Are our measures of EE valid and reliable?
 - Do data show that low EE is *causing* problems?
- ◆ Identifying solution (only *if* EE is a problem)
 - What attempts to enhance EE are currently in place and are they working?
 - Are there relationships between EE and other data? Employee type? Shift?
 - Does cost/benefit indicate if increasing EE is worth it?
- ◆ How relevant and applicable and trustworthy are our organizational data?

Element 3: Scientific literature

◆ Identifying the problem

- What are the average rates of EE in my sector and location – is the level here 'low'?
- What does systematically reviewed scientific evidence suggest are the problems with low EE?

◆ Identifying solution (only *if* EE is a problem)

- What does research evidence from systematic reviews of scientific evidence suggest are major causes of low EE?
- What does research evidence from systematic reviews of scientific evidence tell us about interventions to increase EE?

◆ How relevant and applicable and trustworthy are the scientific findings?

Element 4: Stakeholders values and concerns

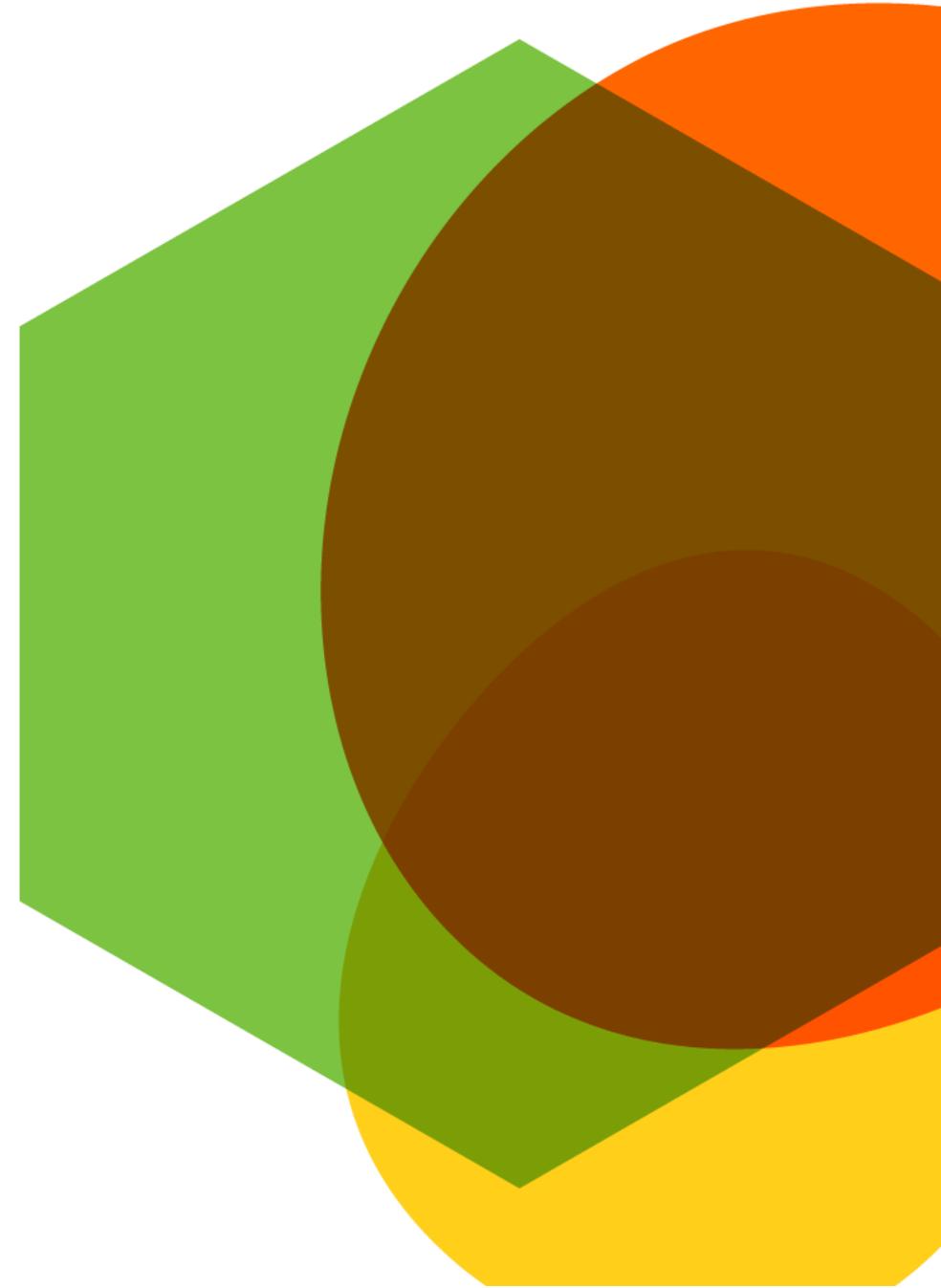
- ◆ Identifying the problem
 - How do employees feel about and view the EE 'problem'?
 - What do managers think about the problem?
 - Do customers or clients or service users have a view?
- ◆ Identifying solution (only *if* EE is a problem)
 - How do employees feel about and view the solutions?
 - What do managers think about the solutions?
 - What alternative explanations and proposed solutions do others have?
- ◆ How relevant and applicable and trustworthy is evidence about stakeholder concerns?

Let's take a Poll...

Now you've seen an example, indicate which of these statements you agree with

Agree with as many as you want

- **Evidence-based practice takes a long time**
- **We don't have the resources to do it**
- **Evidence-based practice is too difficult**
- **It's not worth doing it**
- **Evidence-based practice sounds boring**

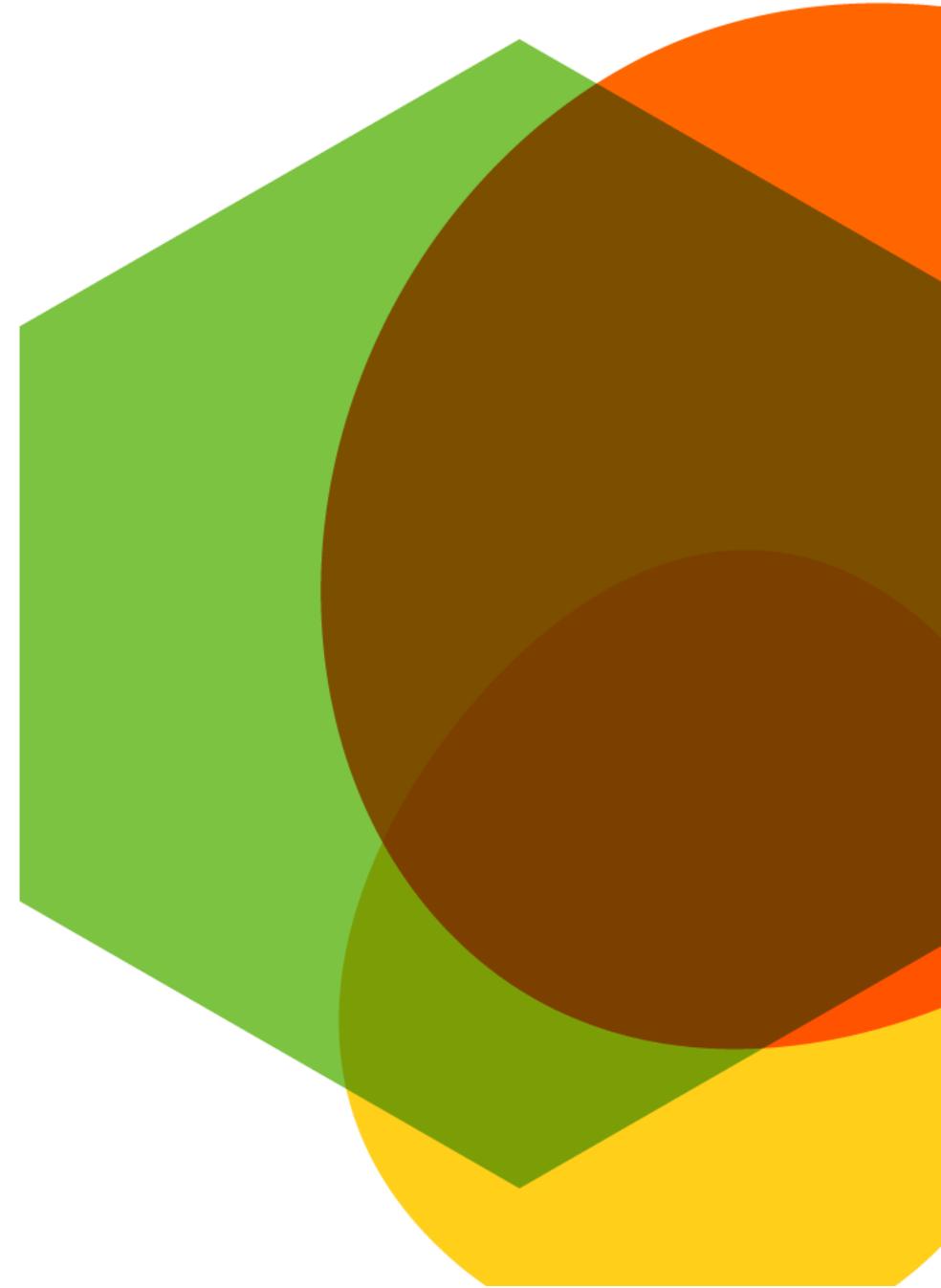


Let's take a Poll...

Thinking about the definition and example, How evidence based are you/your team already?

Choose one:

- **Not much or at all**
- **A little**
- **Quite a bit**
- **A lot**
- **Completely**



How evidence-based is L&D? Towards Maturity 2018 survey of 701 L&D Leaders

◆ Training needs analysis stuff

- 24% report that their team have data analytics skills
- 16% use learning analytics to understand individual needs (including training needs)
- 16% use learning analytics to improve the service they deliver

◆ Choosing training intervention

- 56% report that their learning initiatives support the skills the business needs
- 44% regularly review their programmes and check that they support and enhance organisational goals
- 53% of L&D leaders report that their L&D staff consider the “course” as only one of many options for building skills and improving performance

How evidence-based is L&D? Towards Maturity 2018 survey of 701 L&D Leaders

◆ Evaluation

- 14% measure specific business metrics when evaluating the effectiveness of training
- 12% use performance data to measure the impact of their learning programmes
- 20% routinely collect information from learners on the extent to which the learning points have been applied at work

◆ Reading scientific evidence

- 34% of L&D leaders report that their L&D staff keep up to date with the latest academic research into learning theory (e.g. neuroscience)

Three likely key differences between EBP and what we already do...

1. Approach to use of evidence

- **Conscientious:** Persevere, be diligent, build capacity and capability
- **Explicit:** Share, discuss, write down, capture
- **Judicious:** Judge quality, don't automatically trust, put probability on it, focus on best evidence

2. Multiple sources

- To triangulate and cross-check
- To contextualize and make sense and better use of evidence from other sources

3. A structured and stepped approach

- Get evidence for possible problems/opportunities first only then consider evidence for possible solutions
- We are easily distracted and pushed off course
- Many individual and organizational obstacles so structure can help

Key questions for any HR/L&D practitioner

- ◆ To what extent do I have a good quantity of good quality evidence that our HR/L&D activities are *addressing* a real organizational or business problem/opportunity?
- ◆ To what extent do I have a good quantity of good quality evidence that our HR/L&D activities are likely *to be effective* in addressing these real organizational or business problem/opportunity?

The HUGE challenge or paradox of evidence-based practice in HR/L&D

- ◆ Nobody disagrees with evidence-based practice in HR/L&D *in principle*
- ◆ So why isn't it happening much (or at all)?

What gets in the way of evidence-based practice *in general?*

- ◆ **Misconceptions of EBP**
- ◆ **Individual and group cognitive biases**
- ◆ **Strong and wrong beliefs**
- ◆ **Fads, fashions & (some) consultancies**
- ◆ Individual and group cognitive biases
- ◆ Organizational politics/power
- ◆ Poor logic models/theories of change
- ◆ Over-claiming about the quality and quantity of evidence (critical appraisal essential)
- ◆ Career incentives
- ◆ Pre-enlightenment views
- ◆ Not necessarily a lack of or poor evidence – it's about the *best available* evidence and a *process*
- ◆ A lack of focus on a *specific* and well-identified problem (or opportunity)
- ◆ Contexts in which practitioners' practice is not evaluated (it doesn't matter what they do)
- ◆ Good intentions (road to hell paved with)
- ◆ Erroneous belief that we *already are* evidence-based (or evidence-based enough)
- ◆ Access to only some sources/types of evidence
- ◆ The perceived need for speed
- ◆ Crude benchmarking

EXAMPLE BARRIER 1: MISCONCEPTIONS

Some general misconceptions of evidence-based practice

- ◆ Practitioners can't use their experience and expertise - *nope*
- ◆ Evidence tells you the truth and can prove things - *nope*
- ◆ It's about making perfectly-informed decisions using all the necessary information - *nope*
- ◆ Gathering the evidence will give you **The Answer** – *nope*

Some misconceptions of the role of science in evidence-based practice

- ◆ 'Breakthrough' studies or latest ideas/techniques in science are the most important/useful – *nope*
- ◆ Single scientific studies can be important - *nope*
- ◆ Science published in peer-reviewed journals can be automatically trusted – *nope*
- ◆ Science is the highest quality evidence you can get compared to the other sources – *nope*
- ◆ Scientists are reliable sources of scientific evidence - *nope*
- ◆ Data you collect and studies done within an organization are not science – *nope*
- ◆ "Science shows", "studies find", "we know from science that"- *nope, nope, nope*

Neuroscience hype-detectorists



neurobollocks

@neurobollocks

Debunking pseudo-neuroscience so you don't have to.



Neuroskeptic

@Neuro_Skeptic

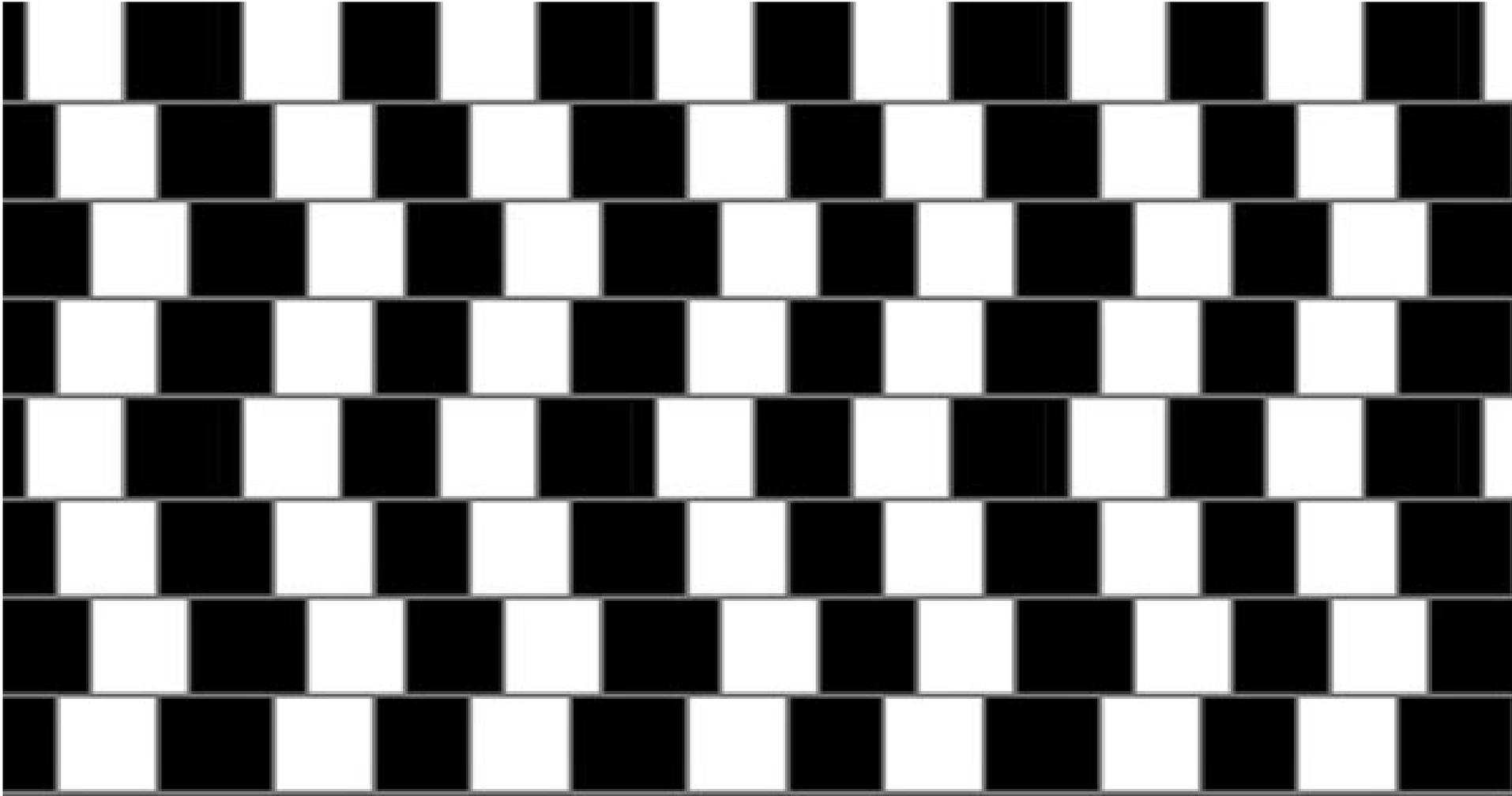
Neuroscience, psychology and psychiatry through a skeptical lens. Just a brain with some eyes. Blogs for [@DiscoverMag](#) and [@PLOSNeuro](#).

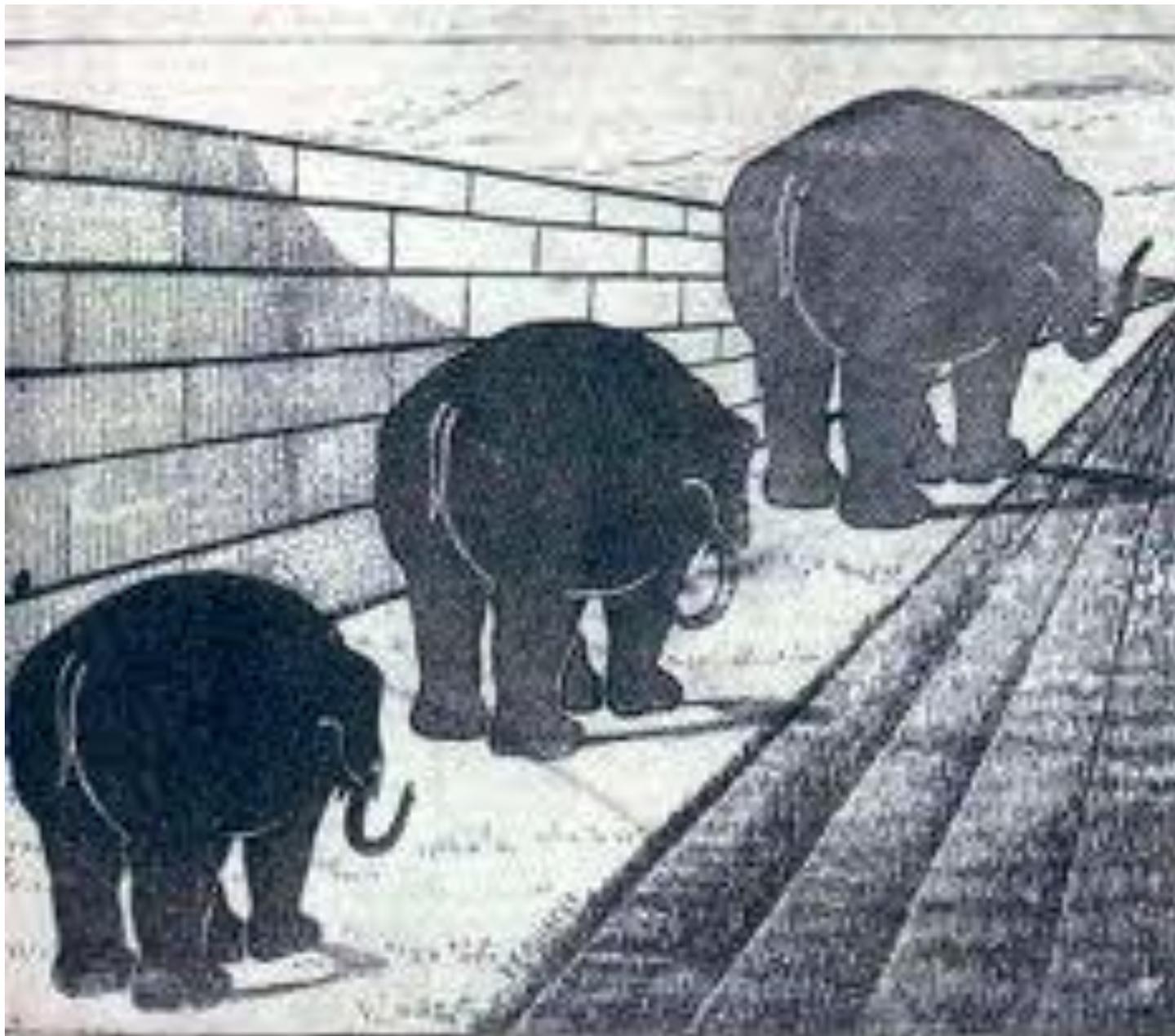
EXAMPLE BARRIER 2: COGNITIVE BIASES

Individual and group cognitive biases

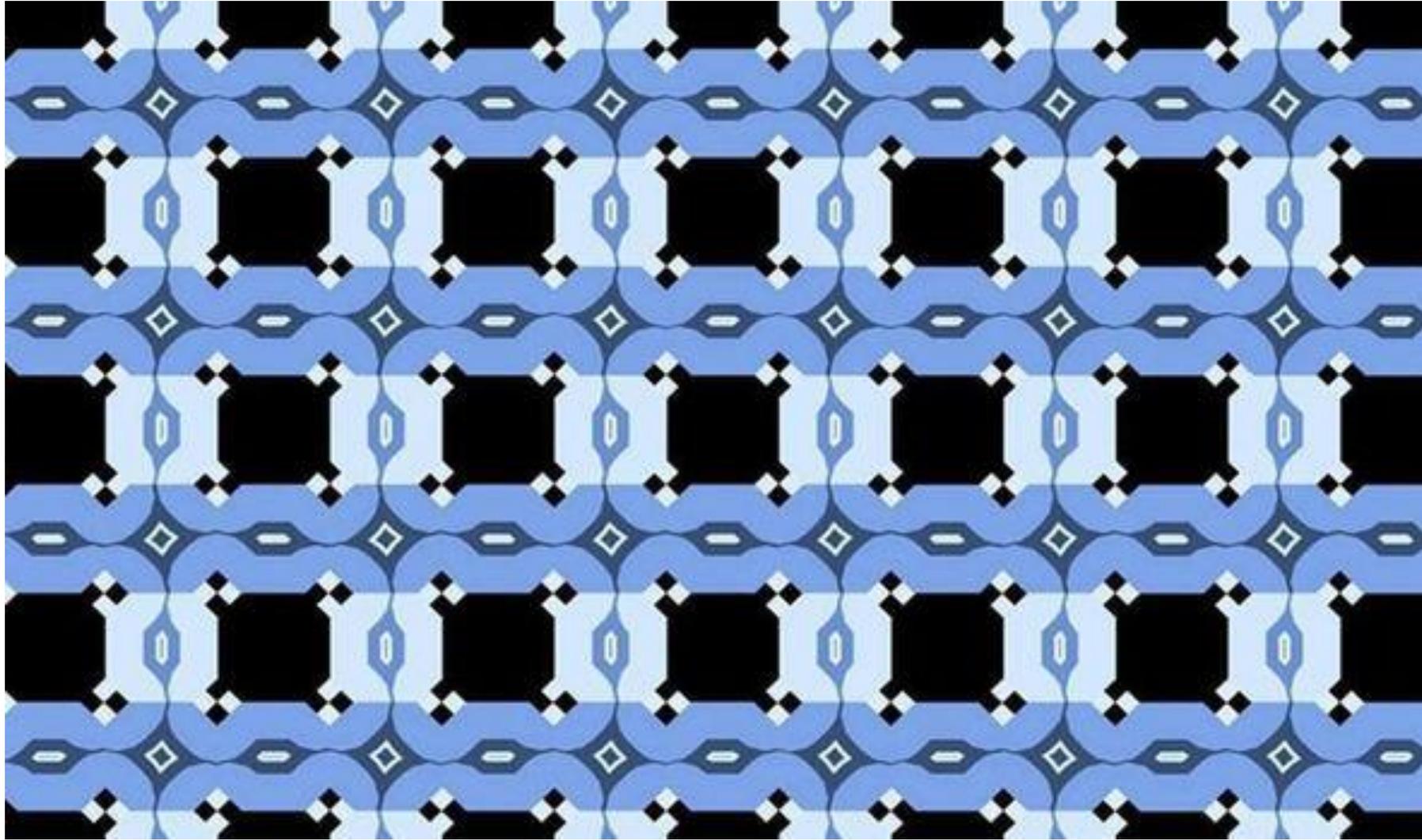
- ◆ System 1 and System 2 thinking
 - System 1 – fast, emotional, low effort, use of cognitive short-cuts, 'that's cool', 'wow' moments
 - System 2 – slow, more critical reasoning, higher effort
- ◆ We are 'hardwired' to make fast System 1 decisions – which is good for most everyday decisions
- ◆ *Not* good for larger more complicated and more important decisions

Visual biases too: Some classic optical illusions





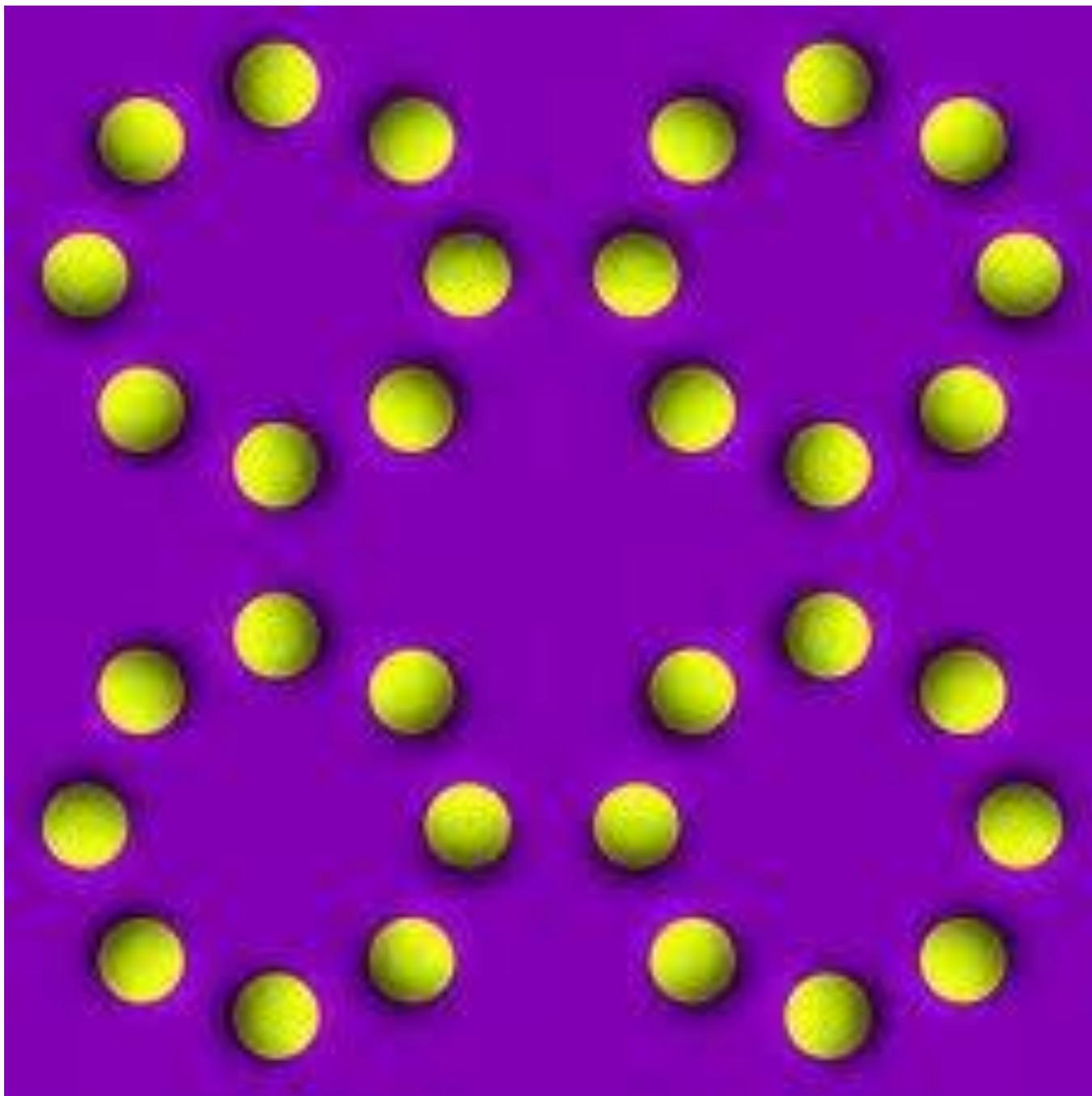
Curious Cotton-Toped Dobermans Which is the Biggest Elephant?



The Learning On-Demand Model

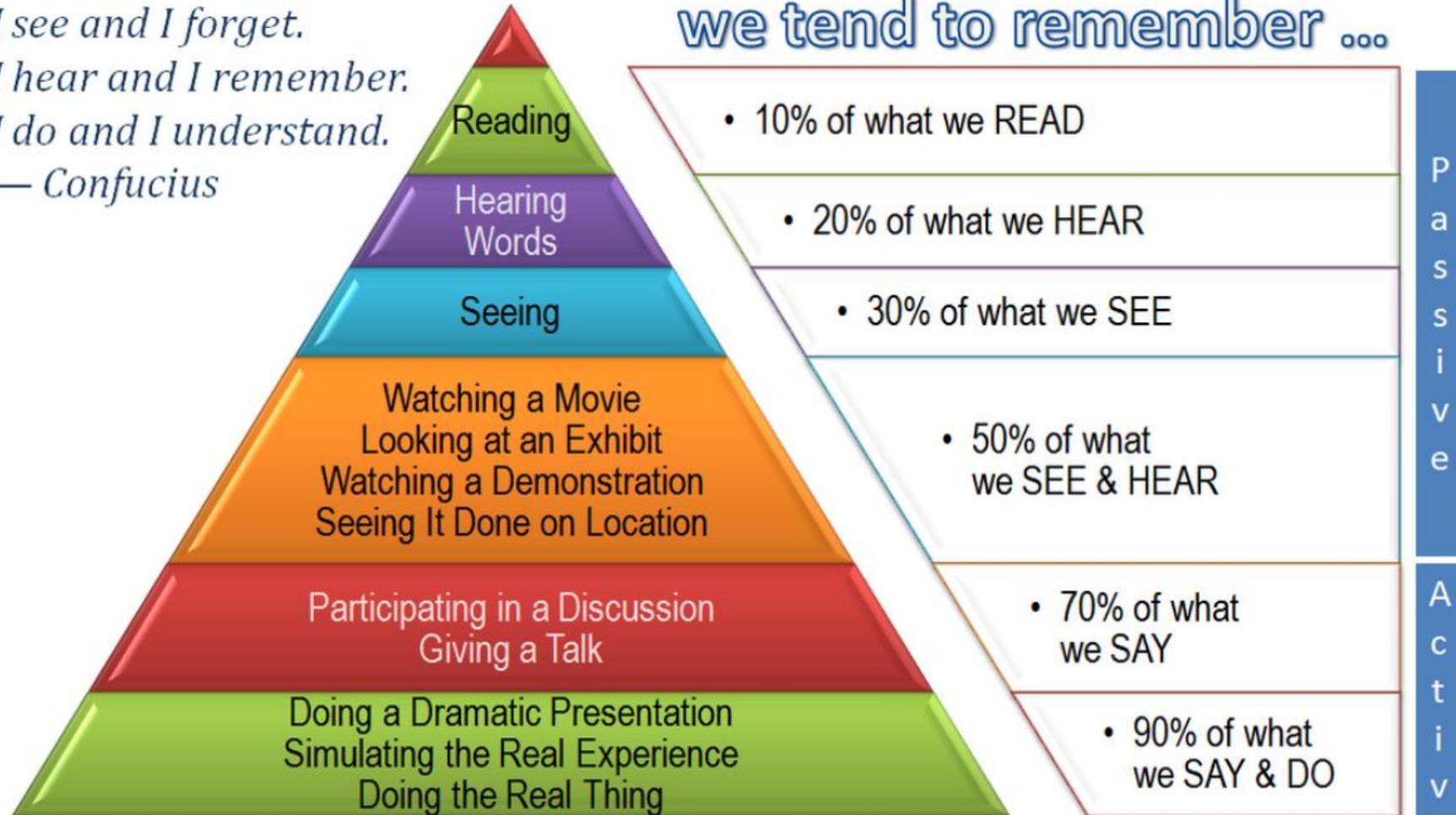
Supports today's Multi-Generational Workforce



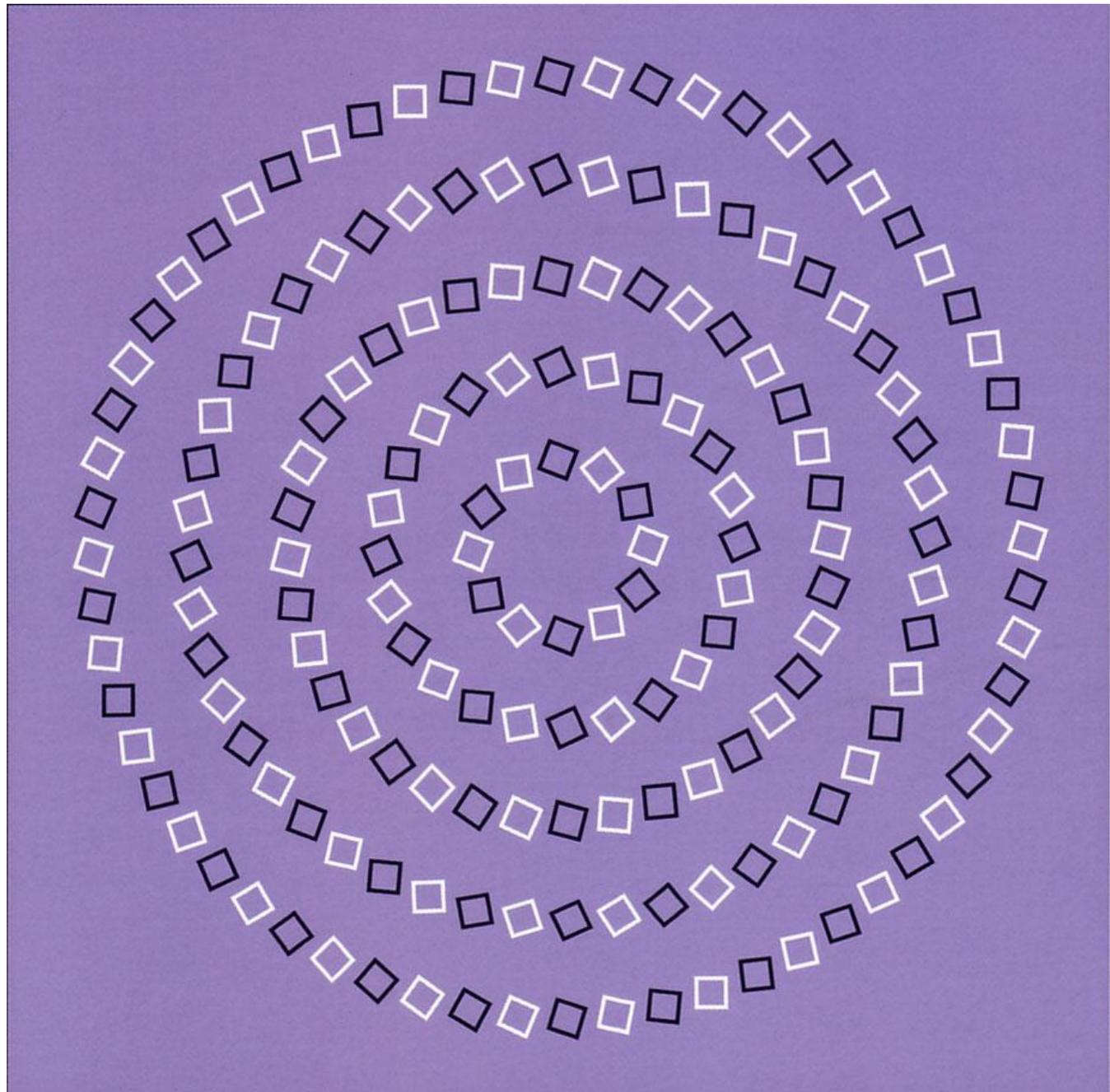


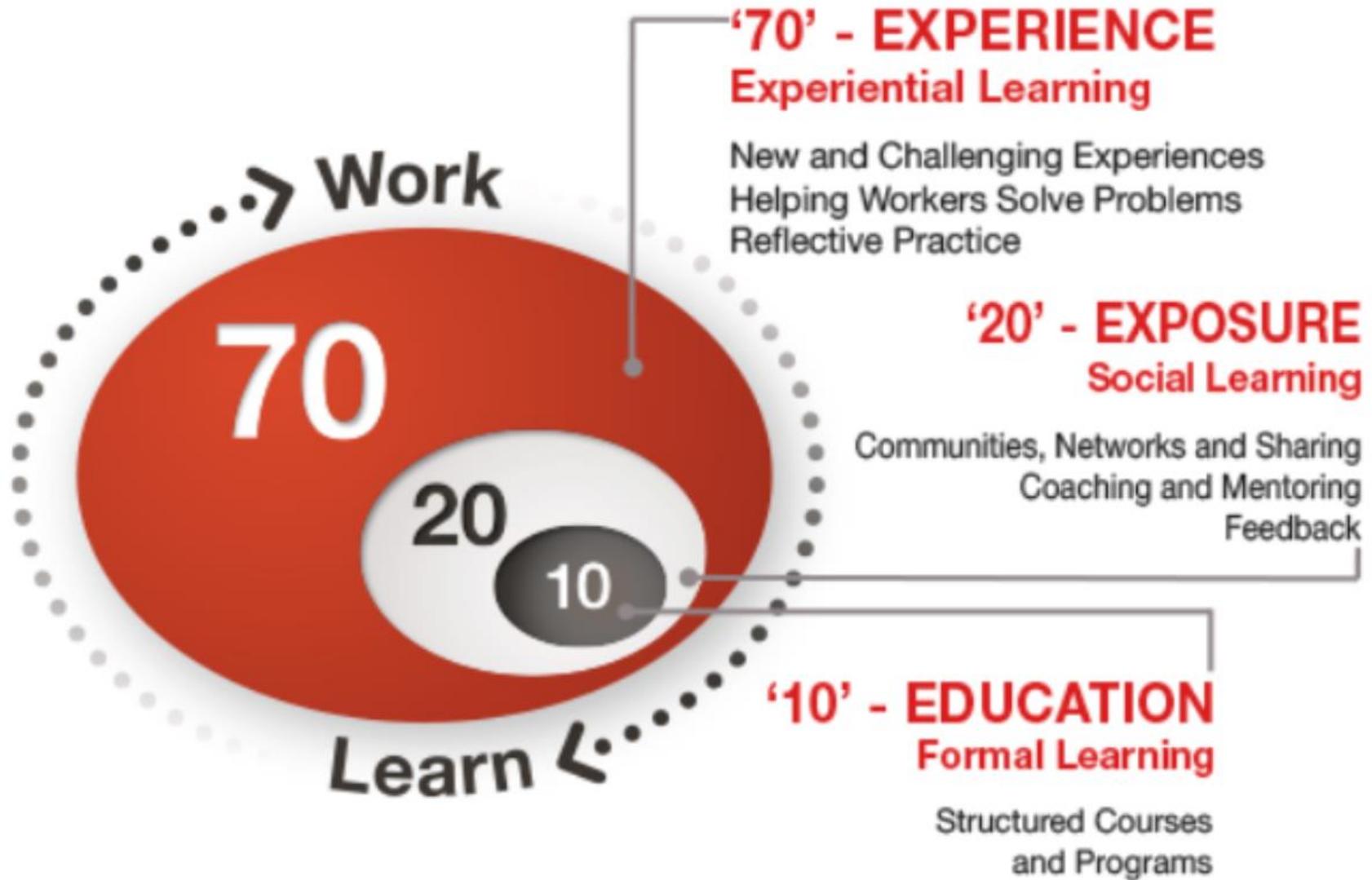
The Cone of Learning

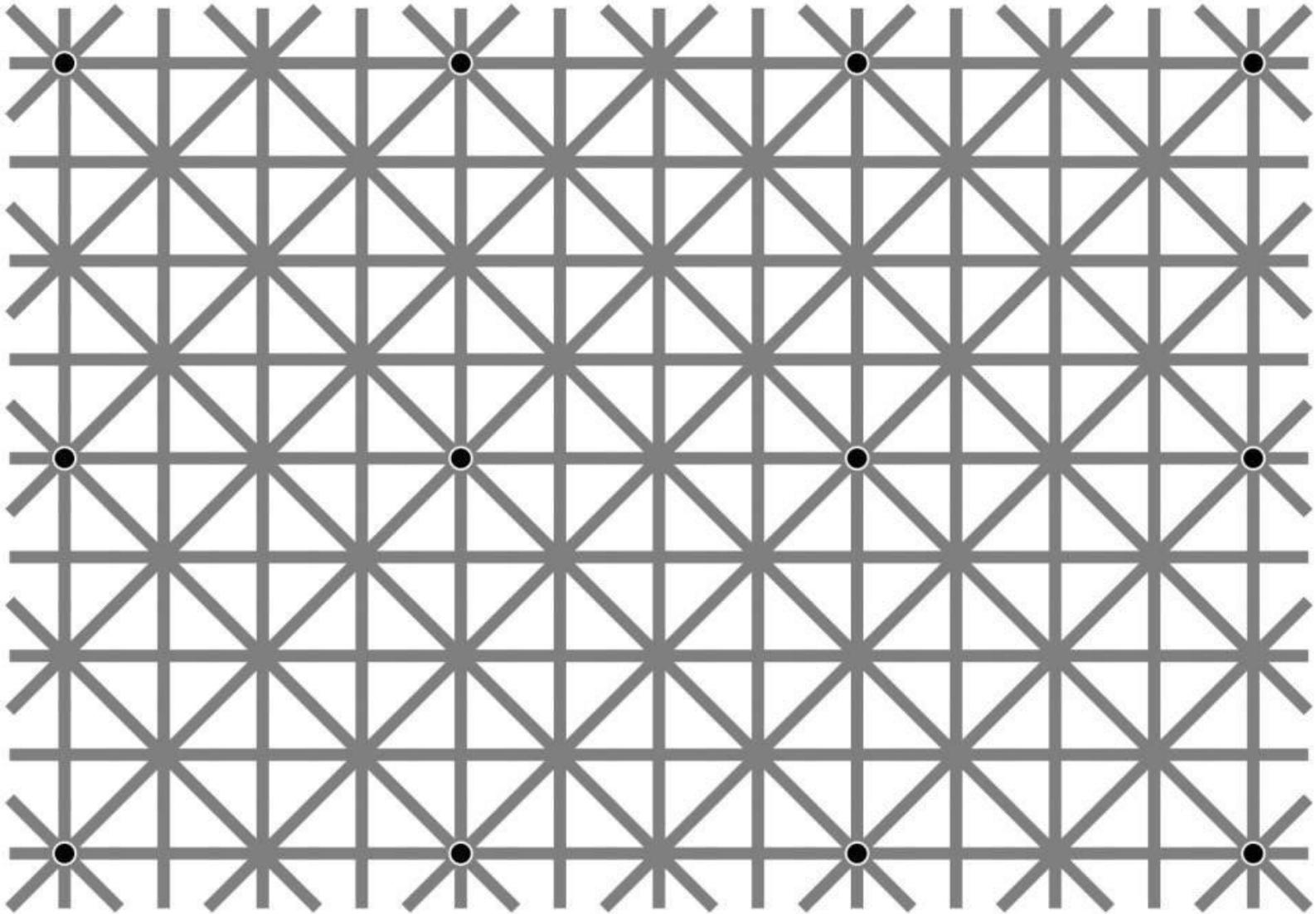
*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius



Source: Edgar Dale (1969)







HR / TALENT MANAGEMENT FRAMEWORK



01 ORGANISATION STRATEGY

VISION	MISSION
VALUES	PRIORITIES

02 HUMAN RESOURCES MANAGEMENT STRATEGY

FOCUS	CORE CAPABILITIES BUILDING	DEFFERENTIATION STRATEGY
-------	----------------------------	--------------------------

03 HR SYSTEMS & METRICS

ATTRACT	ENGAGE	DEVELOP	RETAIN	REWARD
<ul style="list-style-type: none"> • Branding • Profiling • Recruiting • Selecting • On-boarding 	<ul style="list-style-type: none"> • Employee Engagement • Performance Management • Teamwork 	<ul style="list-style-type: none"> • Core Competencies • Development Planning • Leadership Deployment • Blended Learning 	<ul style="list-style-type: none"> • Career Progression Ladders • Succession Planning • Talent Reviews 	<ul style="list-style-type: none"> • Total Rewards • Pay For Performance • Garding • Salary Structures

HR POLICIES & PROCEDURES

ORGANISATION STRUCTURE

04 TEAM PERFORMANCE & SUCCESS

- Leadership
- Productivity
- Innovation
- Collaboration
- Quality
- Speed
- Engagement
- Adaptability
- Culture & Mindset

05 ORGANISATION PERFORMANCE

- Profit
- Growth
- Customer Satisfaction
- Competitive-ness

Cognitive biases



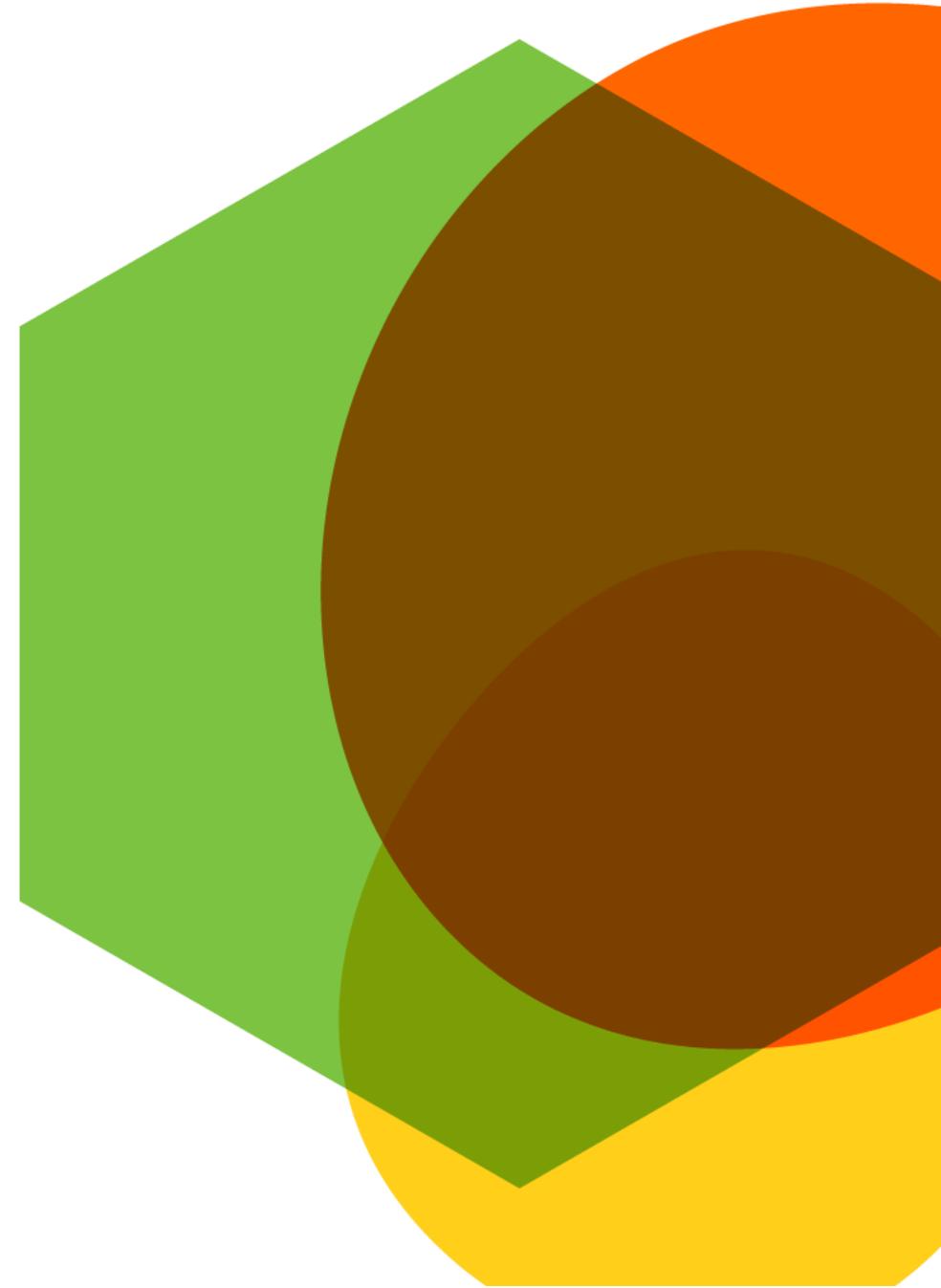
A bat and ball cost one pound and ten pence. The bat costs a pound more than the ball. How much does the ball cost?

Let's take a Poll...

How much does the ball cost?

Choose one:

- **Ten pence**
- **Five pence**
- **Something else**
- **Absolutely no idea**





**PARIS
IN THE
THE SPRING**

Error and biases in problem-solving and decision-making – some *examples*

- ◆ *Confirmation bias*: Tendency to interpret and search for information consistent with one's prior beliefs
- ◆ *Hindsight bias*: Tendency to see past events as being more predictable than they were before the event occurred
- ◆ *Loss aversion*: Tendency to prefer avoiding losses than to acquiring gains
- ◆ *Anchoring effect*: Tendency to rely too heavily or over-emphasize one piece of information (e.g., restaurant wine lists, large reductions in price in sales)
- ◆ *Framing effect*: Drawing different conclusions from exactly the same information presented in different ways (e.g., would you prefer a ready meal that's "85% fat free" or "15% fat"?)
- ◆ *Meta-cognitive bias*: The belief we are immune from such biases

EXAMPLE BARRIER 3: STRONG AND WRONG BELIEFS

Strong and wrong beliefs

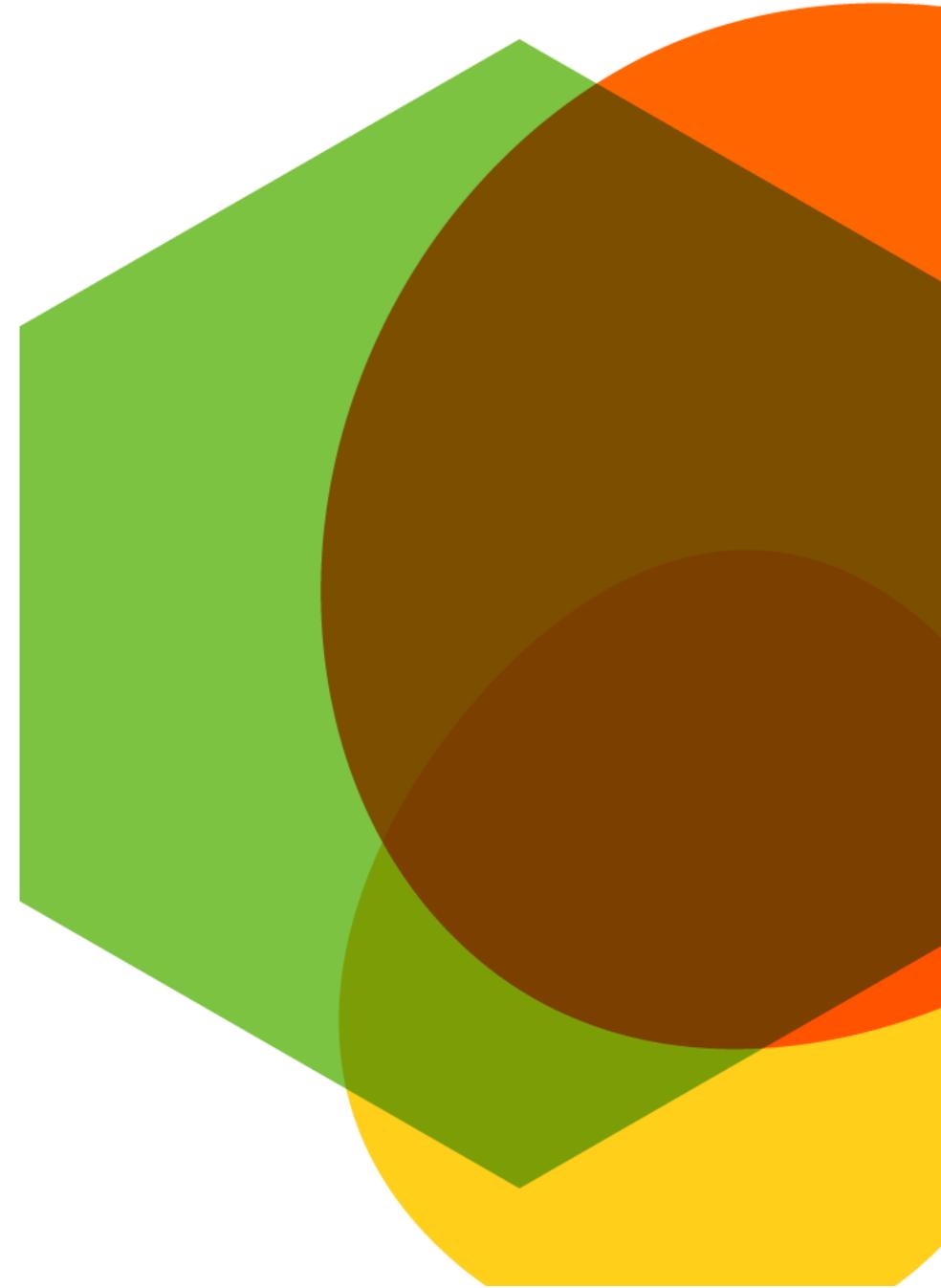
- ◆ *It ain't what you don't know that gets you into trouble. It's what you know for sure that just ain't so. (Mark Twain)*
- ◆ *The greatest enemy of knowledge is not ignorance, it is the illusion of knowledge (Stephen Hawking)*
- ◆ Ignorance is fine – false beliefs not so

Let's take a Poll...

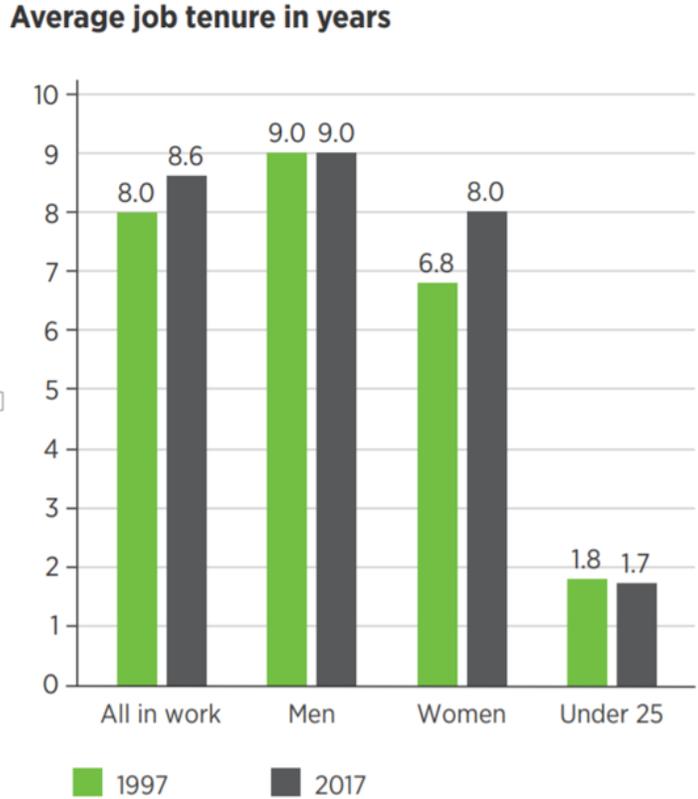
What's happened to national average job tenure over the past 15 years in UK and US?

Choose one:

- **Average job tenure has gone up**
- **Average job tenure has gone down**
- **Average job tenure is about the same**

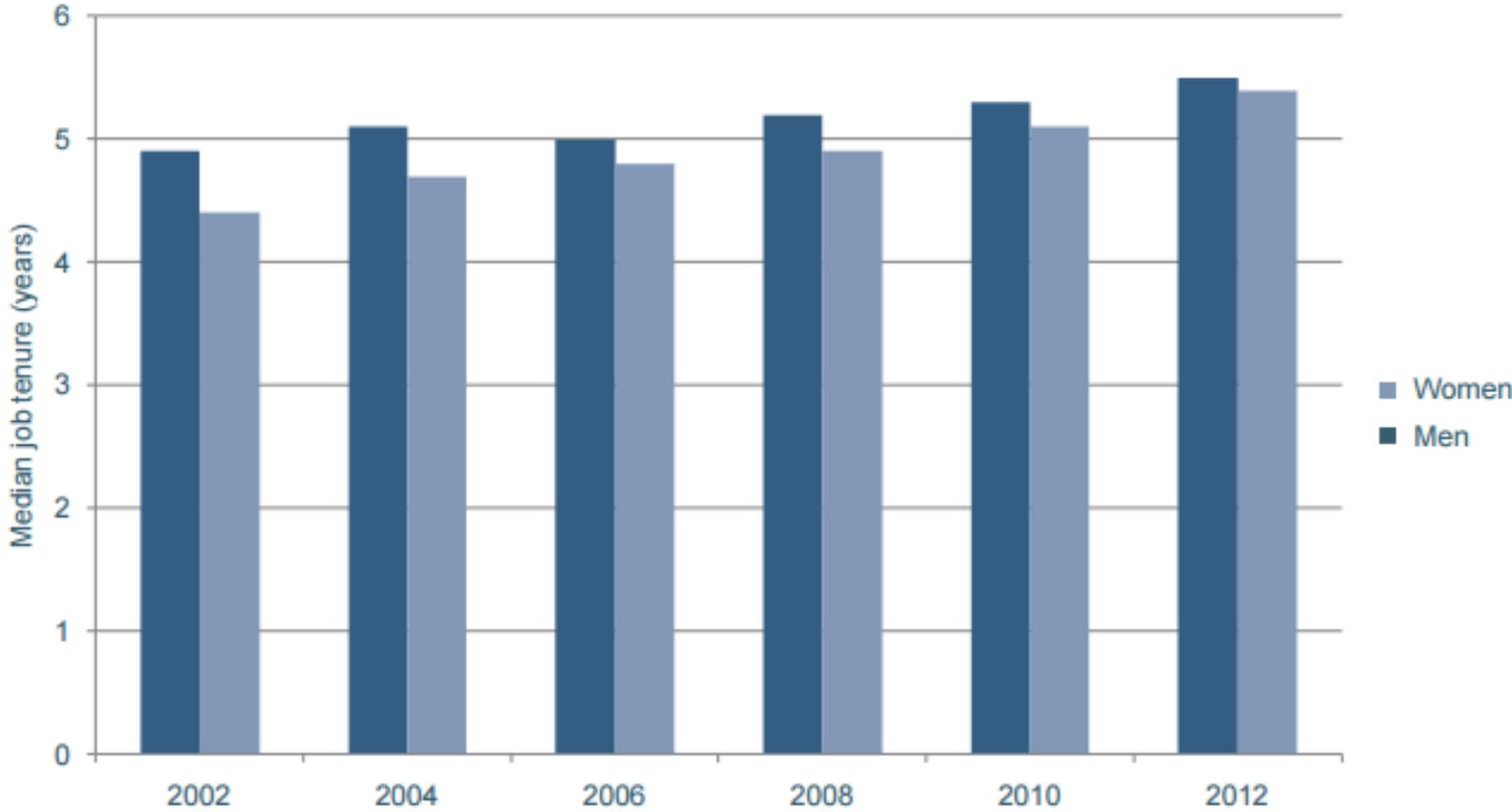


Job tenure UK 1997-2017 (CIPD Megatrends 2019)



Job tenure USA

Figure 7: Median job tenure in the USA, 2002–2012



Job tenure USA

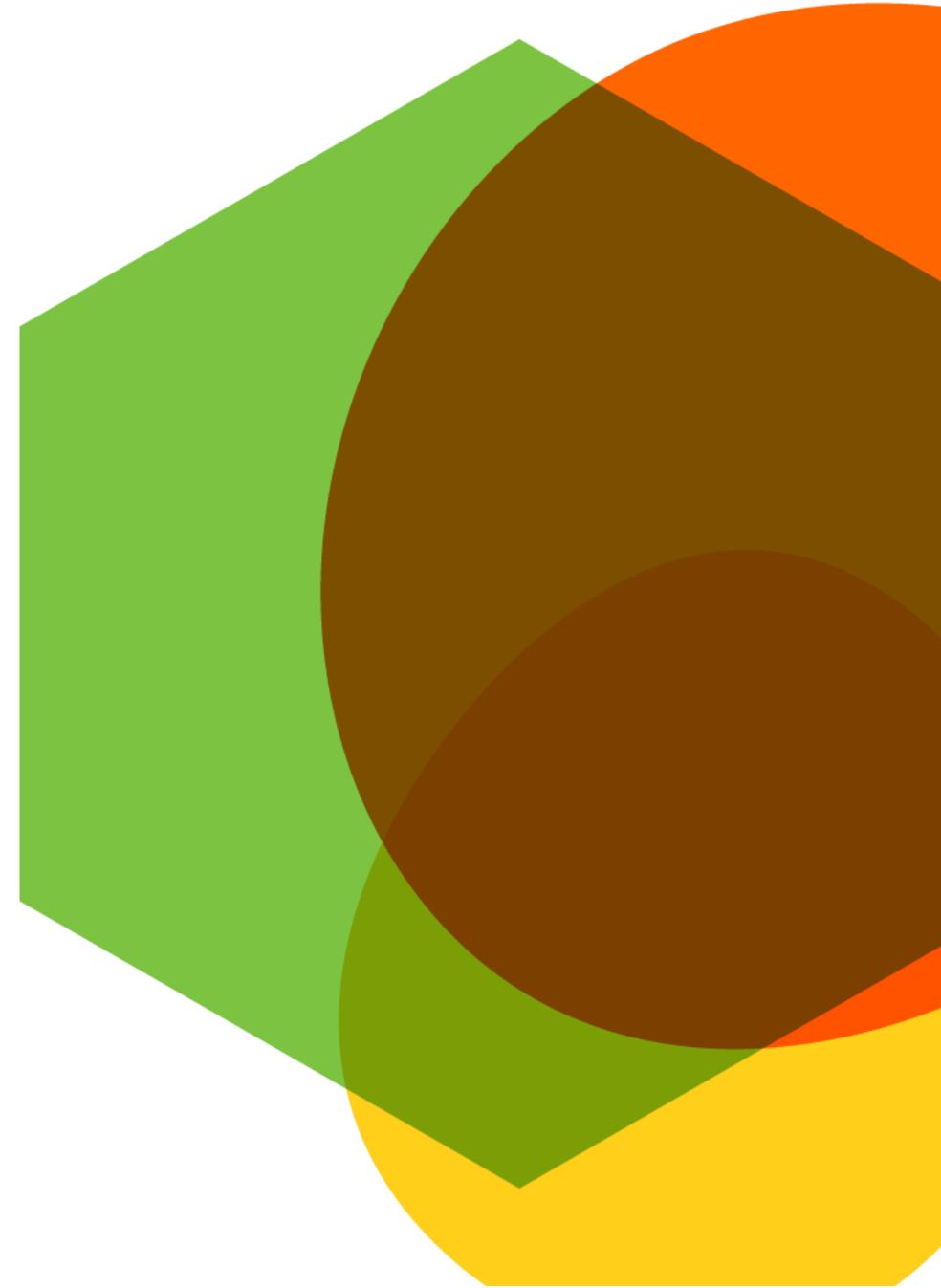
January 2006	January 2008	January 2010	January 2012	January 2014	January 2016
4.0	4.1	4.4	4.6	4.6	4.2

Let's take a Poll...

What's happened to the percentage of the UK workforce in permanent employment 1996-2016?

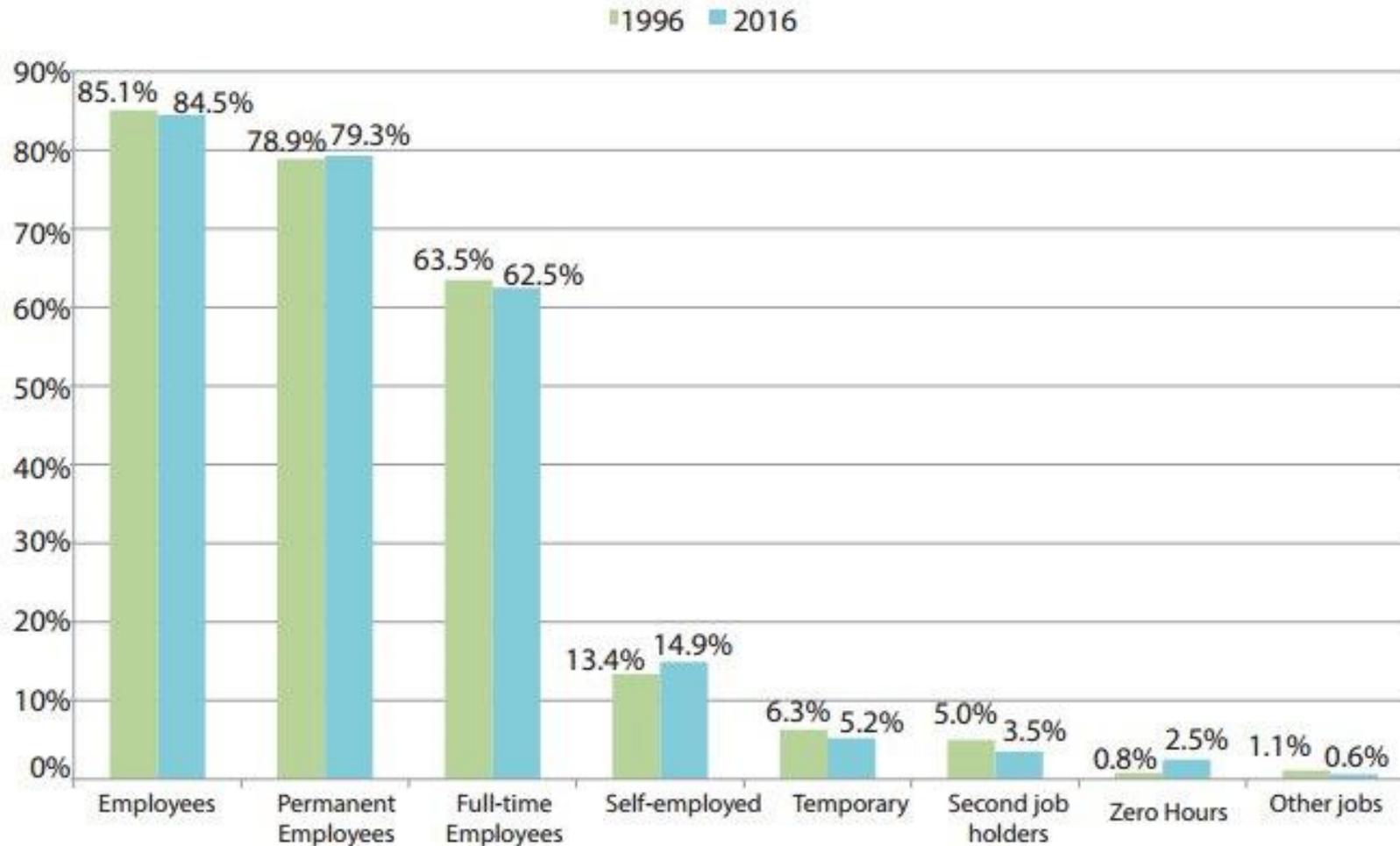
Choose one:

- **The % of people in permanent employment has gone up**
- **It's gone down**
- **It's about the same**



% in permanent employment?

Chart One: Changes in the structure of UK employment 1996-2016



Some L&D specific examples...

- ◆ People have 'learning styles' which if taken into account enable more effective training design? (Meshing Hypothesis)
 - *Good evidence **to support?***
 - *Good evidence which **doesn't support?***
 - *Not much evidence at all?*

Learning styles

- ◆ “We conclude therefore, that at present, there is no adequate evidence base to justify incorporating learning-styles assessments into general educational practice.” (Pashler et al, 2009)
- ◆ “The concept of learning style is immensely popular despite the lack of evidence showing that learning style influences performance.” (Knoll et al, 2017)
- ◆ “This idea has been repeatedly tested and there is currently no evidence to support it.” (Newton & Miah, 2017)

Some L&D specific examples...

- ◆ 70% learning takes place on the job, 20% through feedback, 10% through formal training.
 - *Good evidence **to support?***
 - *Good evidence which **doesn't support?***
 - *Not much evidence at all?*

70:20:10 Rule

- ◆ “One major conclusion from this article is that any blanket or universal invocation of a 70% [20:10] rule should be abandoned.” (Clardy, 2018)

EXAMPLE BARRIER 4: MANAGEMENT FADS AND FASHIONS

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*Author, speaker, and founder of
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Agile Project Management



AGILE

The Complete Overview of Agile
Principles and Practices

PAUL VII *Washun Consulting*

MARKETS LIVE LONG ROOM ALPHACHAT

Blockchain Financials

Blockchain officially confirmed as slower and more expensive



55

MAY 29 2019 By: **Izabella Kaminska**

Opinion **Blockchain**

Blockchain: disillusionment descends on financial services

Too many projects started with the technology rather than the solution

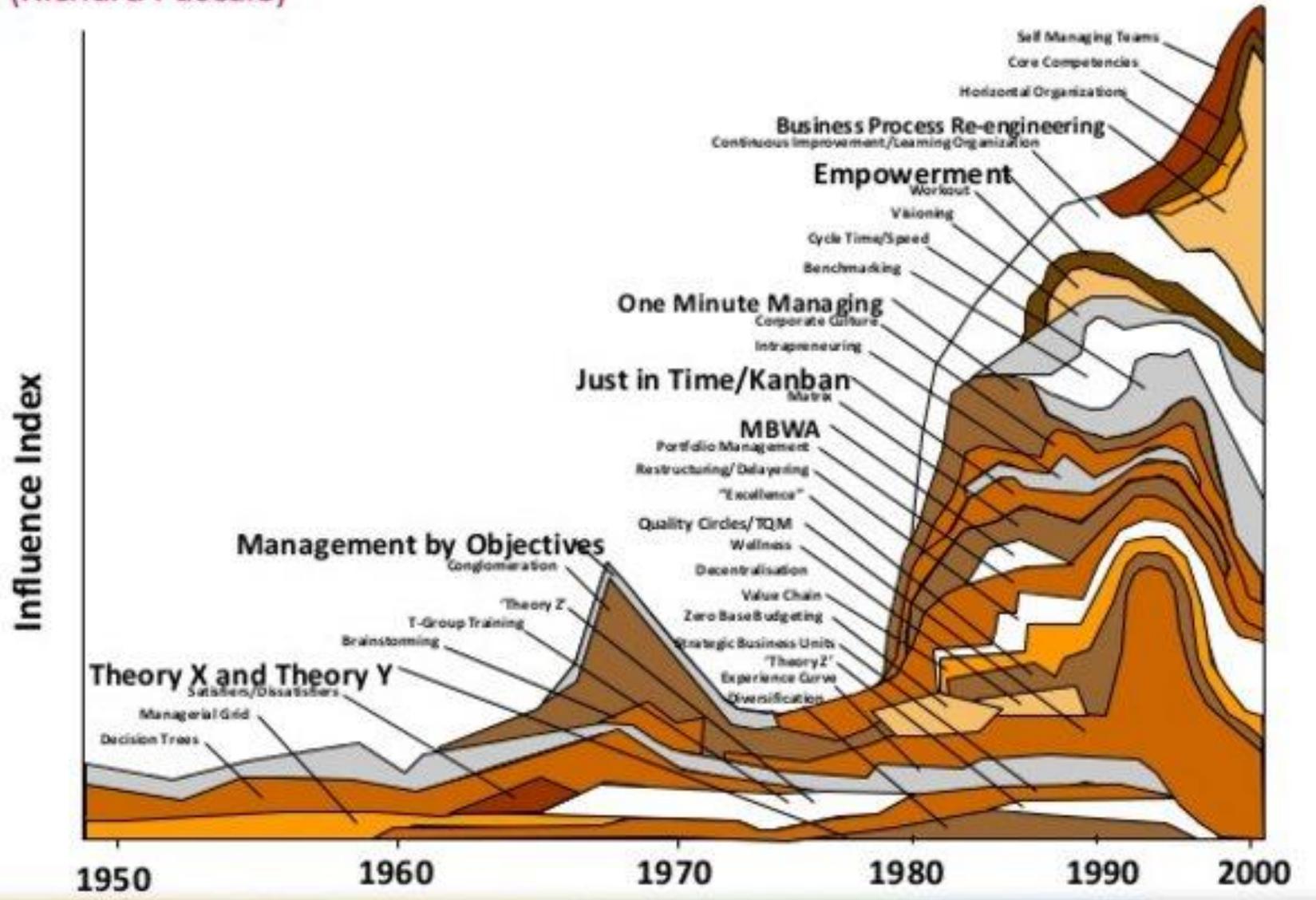
JEMIMA KELLY

+ Add to myFT



Business Fads 1950 – 2000

(Richard Pascale)



Any current or past L&D fads...?

Any current or past L&D fads...?

- ◆ Learning styles?
- ◆ Micro-learning?
- ◆ Neuro- *pseudo* - science?
- ◆ Unconscious Bias Training?
- ◆ Anything else?

Fads and fashions get in the way of evidence-based practice

- ◆ Fads get in the way of clear and critical thinking
- ◆ Encourage solutioneering – identifying a ‘problem’ by the absence of the ‘solution’ (e.g., *the problem is we don’t do emotional intelligence training, our engagement scores are too low, we don’t have an talent management strategy, we need an employee experience program*)
- ◆ Fads as interventions *may* be effective but
 - Are not the panaceas they often claim to be
 - Even if they work, effect may not be large
 - May be no more effective than existing interventions
 - Can be harmful
 - Over-applied – to all organizations and problems

Summary so far

- ◆ Evidence-based practice in HR/L&D is about using the best available evidence from multiple sources to identify problems and solutions
- ◆ HR/L&D as a profession is not very evidence-based yet
- ◆ There are many barriers to evidence-based practice such as...
 - Misconceptions of EBP
 - Cognitive biases
 - Strong and wrong beliefs
 - Management fads and fashions

Tips for getting started

- ◆ Always, always, ***always*** start with and spend more time getting evidence about and understanding the problem (or opportunity)
- ◆ Beware of the tendency to look too quickly for solutions – and solutioneering
- ◆ Ask the question ‘why?’ a lot
- ◆ Be healthily sceptical of ‘cool’ and ‘cutting edge’ fads and fashions
- ◆ Remember we are full of biases – don’t just believe what you see and hear but check it out using evidence
- ◆ Remember it’s about making a *better-informed* decision not a perfect decision
- ◆ Use the available decision supports and other resources
- ◆ Why not just try it?

So why bother with adopting an EBP approach?

- ◆ It's the only way we can...
 - ...do stuff that addresses *important* business/organizational problems/opportunities (not trivial issues)
 - ...do stuff that is *more likely* to work (not stuff that is unlikely work or has little effect or does harm)

Questions? Comments? Thoughts?

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Online Webinar 28.05.20

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