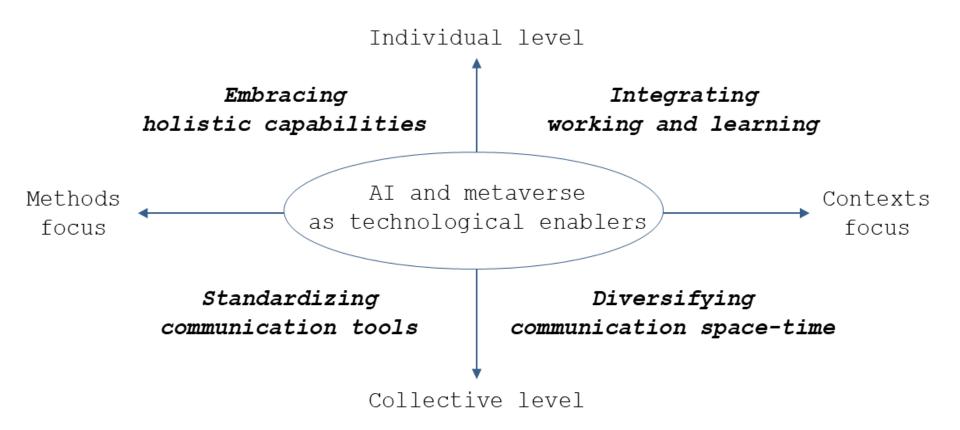
The era of Omni-learning:

Frameworks and practices of the expanded human resource development

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Main streams of HRD innovation



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1. Embracing holistic capabilities

| | Temporal focus | | |
|-----------------------|-----------------------------------------------|-------------------------------|--|
| Objective | Retrospective & inductive | Prospective & deductive | |
| | knowledge | wisdom | |
| Answering "Why so?" | Modeling | Forecasting | |
| Description | As-Was → As-Is | As-Is → To-Be | |
| Understanding problem | Making implicit knowledge | • Predicting the future based | |
| Science-oriented | (know-how) explicit | on the (formal or mental) | |
| | • Finding generalizable | models and insights | |
| | concepts, values, | • Utilizing scenarios or | |
| | categories, dimensions, | simulations | |
| | patterns, causalities, | | |
| | mechanisms, or theories | | |
| | 1 | | |

Answering "So what?"
Prescription
Solving problem
Engineering-oriented

Benchmarking

As-Was ← As-Is

- Revisiting good practices to draw critical success factors (CSFs)
- Revisiting bad practices to draw critical failure factors (CFFs)

Backcasting

To-Do ← Ought-To-Be

- Planning based on the anticipated and desired future
- Designing and managing reactive or proactive (policy) leverages

2. Integrating working and learning

| Place for education | | Content of education | | |
|---------------------|--------------|-----------------------------|-----------------------------|--|
| | | Learning | Training | |
| | | (knowledge creation) | (knowledge application) | |
| On the job | | On-the-job learning (OJL) | On-the-job training (OJT) | |
| Off the job | Educational | On-the-class learning (OCL) | On-the-class training (OCT) | |
| | institutions | | | |
| | Personal | On-the-life learning (OLL) | On-the-life training (OLT) | |
| | daily life | | | |

3. Standardizing communication tools



War room



| Elements | Functions | | Meanings |
|----------|----------------------------|---------------------------|--------------------------------------------------------------------------------------|
| LMF | | Common tools | • Logic tree with MECE principle |
| | | for modeling | • M ulti-dimensional M atrix (table) or M ap |
| | Individual | | • Flowchart for temporal, logical or causal |
| | reflection | | sequence |
| EEOSP | _ | Common model | $m{\it E}$ verything $m{\it o}$ n the $m{\it s}$ ame $m{\it P}$ age |
| | | | Sharing all information on both description and prescription |
| | | A common | $m{\it E}$ veryone $m{\it o}$ n the $m{\it s}$ ame $m{\it P}$ age |
| | Collective deliberation | understanding of model | Every participant seeing/sharing the same information |
| | | | • Visualizing verbal message |
| | | | • Sharing communication/decision rules 5 |

4. Diversifying communication space and time

| Space | Time | | | |
|--------|-------------------------------------------------|-----------------------------------------|--|--|
| | Synchronized | A-synchronized | | |
| Close | Close & synchronized | Close & a-synchronized | | |
| | (e.g., conventional offline meeting) | (e.g., offline bulletin board) | | |
| Remote | Remote & synchronized | Remote & a-synchronized | | |
| | (e.g., real-time online communication platform) | (e.g., online/cloud computing platform) | | |
| | | | | |

5. AI and Metaverse as technological enablers

| Focus | Basis | | | |
|-----------|----------------------------------------|-----------------------------------------|--|--|
| | Augmentation of reality | Simulation of virtuality | | |
| External | Augmented reality | Mirror worlds | | |
| | (e.g., head-up display, smart glasses, | (e.g., geographic information system, | | |
| | internet of things, QR code) | digital twin, computer simulation) | | |
| Internal; | Lifelogging | Virtual worlds | | |
| intimate | (e.g., personal recording platform, | (e.g., cloud computing-based community) | | |
| | social media, car black box) | | | |