The Kydon Manifesto

INTRODUCTION KYDON

The modern workforce must prepare for a workplace of the future. The Kydon Manifesto is founded upon a fundamental shift in the approach to how people train and learn. Current education and training approaches are problematic in that they tend to use traditional methods to condition instinctive responses to various pre-conceived situations. Beyond acclimatizing our workforce to expected workplace behaviours, there is now an urgent need to imbue our people with a willingness to move away from "correct" and "proven" techniques.

Kydon's approach to learning takes into account the contemporary workplace's need for a different attitude towards training and learning. It encompasses a Transformational Learning capability that does more than just train or educate people, but also inspires their hearts and minds to actively engage in innovation.
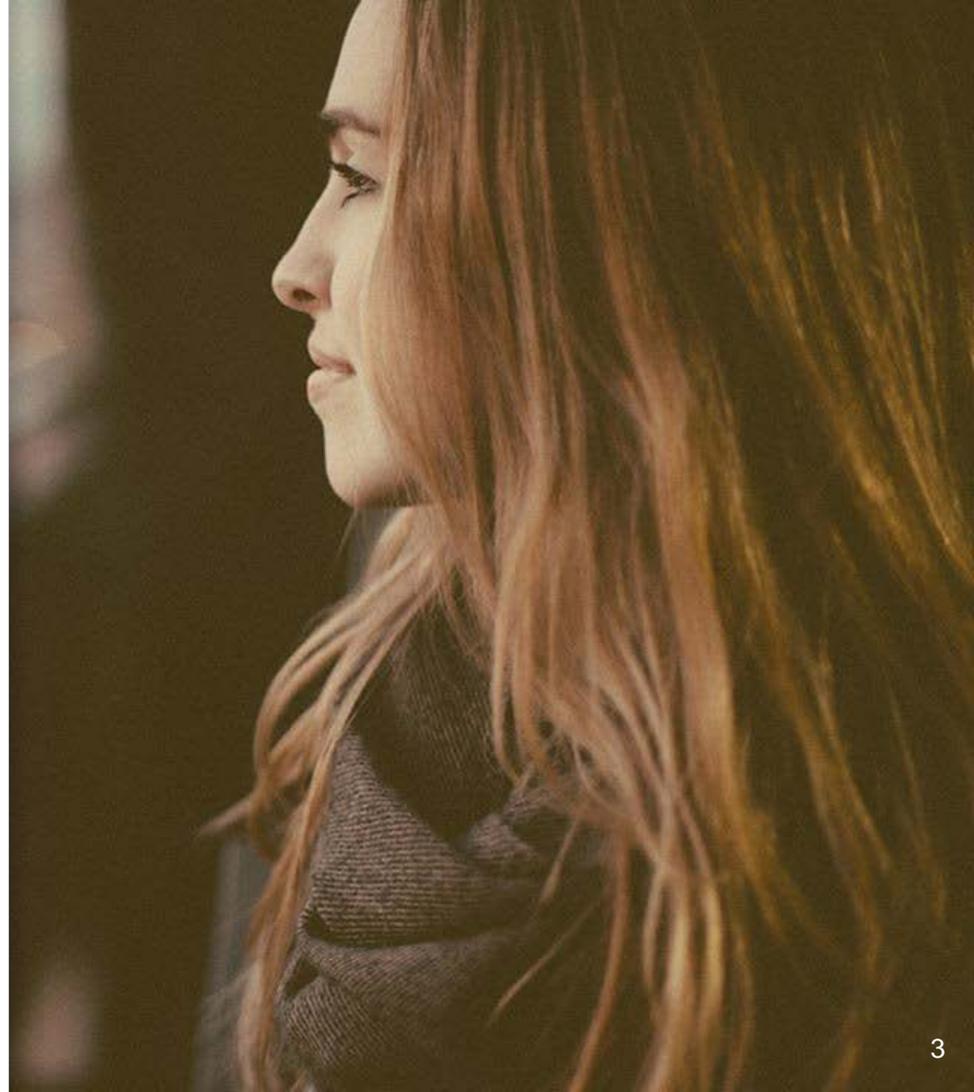
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TRANSFORMATIVE PERSPECTIVES TO LEARNING

We posit that learning pedagogies will need to transform from an industrial-age mass production of similar people for the structured industries, to a knowledge-age mass customization of adaptive innovators for the unstructured, complex environment. Curriculum transformation that embraces new learning methods, interactive and immersive learning content and innovative use of technology enabled by an enlightened instructional team is the key lever. To do this, there is a need to move from the traditional design of instructions as sterile detached components, to a design of learning in holistic authentic contexts.

Furthermore, learning systems will need to transform from the traditional notion of centralized linear-hierarchical knowledge-transfer modality to a distributed pervasive content accessibility and collaborative knowledge construction modality. An eLearning transformation that embraces innovative learning technologies and unprecedented accessibility to learning content, enabled by a superior infocomm-technology infrastructure for knowledge collaboration will be essential.

IMPERATIVES FOR LEARNING
TRANSFORMATION

The volatility and complexity of the future workplace would require the modern enterprises to rapidly learn and adapt continuously, while equipping our people with cognitive tools to innovate local solutions to emerging challenges. There is also a critical need to motivate our people towards learning. In the past, operational systems were less complex and we could direct trainees on what to learn. With the quantum increase in complexity and content of the modern economy, learners must now be motivated and empowered with the necessary means to ensure that they can learn better and faster. Our people are also expected to adapt and innovate to develop local solutions to overcome local challenges without much direct supervision. To do so, they must be nurtured with higher order competencies. Our organizational culture, training system and instructional and learning methods must change correspondingly to nurture these new skills as well as engender a culture of life-long learning.

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CREATING AN ENDURING CHANGE – TRANSFORMATION MODEL

It cannot be assumed that the pairing of novel and exciting pedagogical strategies with technological solutions would naturally lead to deep and effective learning, if these initiatives are not made in tandem with a paradigm shift in learning. We believe a shift from a predominantly instructional or teaching paradigm to a learning paradigm, enabled by five interdependent transformational elements is key to learning transformation success.

Curriculum Readiness. Curriculum transformation deals with the "what" and "how" of education and training. Modern competencies and values inculcation components must be matched with appropriate learning strategies supported by necessary technology and infrastructural capacities to ensure effective delivery. The core idea is to rewrite the curriculum to achieve desired objectives commensurate with their espoused vision.

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CREATING AN ENDURING CHANGE – TRANSFORMATION MODEL (CONT'D)

Technology Readiness. We must strive to leverage on advances in technologies to provide our people with richer learning content with faster time-to-market, extend learning beyond classrooms, enable personalized (as opposed to mass produced) delivery and grow social/collaborative learning networks. Mobile learning provides an alternative learning avenue during downtime, access to a myriad of online knowledge resources and encourage peer-to-peer sharing. Learning will be engaging and exciting. A personalized learning environment shifts the focus on the learner to discover, sensemake, construct and share knowledge using blogging, podcasting, mindmapping, networking and collaboration.

Content Readiness.   We must endeavor to build a rapid digital content development capability. The core idea is to have interactive web-based digital content (including eManuals, videos, games and courewares) that are customizable, reusable and shareable across the entire organization.

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CREATING AN ENDURING CHANGE – TRANSFORMATION MODEL (CONT'D)

People Readiness. Educators, Trainers and managers must shift away from passive, uni-directional lectures towards active, learner-centric environments. Leveraging on technology and hands-on activities, their role must change from a content deliverer to a learning facilitator. The core idea is to re-profile our people to understand the psychomotor, cognitive and affective requirements of modern operating environment and the changing demographics of our workforce. Our people must be equipped with balanced competencies in instructional and learning capacities, capable of exploiting technology to achieve learning outcomes.

Structure Readiness. At the organizational level – we must facilitate the learning of our members and continuously transforms ourselves. This begins with the recognition that learning is the competitive edge of any organization and not a HR function alone. Leaders must be willing to disrupt themselves and drive the organization towards embracing learning as a core competency. We must also plan and consider the structural and cultural support elements to make such change sustainable.

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CREATING AN ENDURING CHANGE – TRANSFORMATION MODEL (CONT'D)

At the society level – it is about becoming a learning society - which the Organisation for Economic Co-operation and Development (OECD) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) consider key to development via a different kind of learning. In such a world, learning is extended beyond formal learning (schools, universities, institutions etc.) into informal learning, it is an "activity, not a place", it empowers self-directed lifelong

Ignoring any of these transformation elements can by themselves cause the failure of any modern transformation. Yet, each element alone will not be able to bring about real and sustained change that is desired.

TRANSFORMING LEARNING SYSTEMS FOR **TOMORROW**

Bearing in mind learning takes place at the individual level, Kydon's vision is a multi-pronged approach to transforming the learning systems of today for tomorrow. We envision a rich learning environment in organisations and institutions through better engagement of learners. This can be achieved through immersive pedagogical paradigms that exploit their cognitive capabilities, the encouragement of self-driven learning, and engenderment of a spirit of life-long learning by building a learning eco-system that encourages self-directed and collaborative learning modalities, all supported through the delivery of rich content over a pervasive IT infrastructure. Our vision can be broken down into four broad areas: Engaging Digital Learners, New Learning Paradigms, New Pedagogies, and New Knowledge Mobilisation.

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TRANSFORMING LEARNING SYSTEMS FOR TOMORROW (CONT'D)

Engaging Digital Learners. Our new generation of learners are made up mostly of "Digital Learners". Similarly, with globalization and increasing broadband penetration, they are also more tech-savvy and comfortable with ICT-enabled learning. In the past, our systems were less complex and the educators or trainers could direct learners on what to learn. With the quantum increase in content and information however, learners must now be motivated and empowered with the necessary means so that they could learn better and faster.

New Learning Paradigms. Kydon's vision entails a fundamental shift away from passive, one-directional lessons, towards a more immersive and collaborative learning environment. It will also involve a major change in the role of the educator or instructor, viz from teaching to facilitation, leveraging on new media and a combination of interactive lectures, supported by 3-D animation, gaming, self-directed, hands-on and team based activities to create a positive learning experience. Such a process would also require them to first 'Tell the Story, then Teach the ABCs', balancing both the deconstruction and consolidation of content in order for deep learning to take place.

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TRANSFORMING LEARNING SYSTEMS FOR TOMORROW (CONT'D)

New Pedagogies. Retention studies has shown that learners will lose 60% of what was taught within 9 hours of a typical didactic classroom session. Knowledge loss over time can be mitigated via advanced pedagogies (inclusive experiential learning, problem-based learning etc), which must be supported by New Media content.

New Knowledge Mobilisation. Kydon aims to transform the traditional notion of centralized linear-hierarchical knowledge-transfer modality to distributed pervasive content accessibility and collaborative knowledge construction modality, moving from the traditional concept of instructions as sterile detached components to learning in holistic authentic contexts. It embraces innovative learning technologies for anytime, anyplace, anypace learning and unprecedented accessibility to learning content, enabled by a superior infocomm-technology infrastructure. As such, it is anchored on three key pillars: Collaborative Learning, Self-Directed Learning and Learning Mobilisation.

BALANCED AND SUSTAINED APPROACH TO
LEARNING TRANSFORMATION

While our ideas radically shift the traditional notions of learning, our approach remains balanced and adaptive. We believe behaviorist or cognitive methods such as drills and memory work for mastering procedural and repetitive skills continue to be valid and important where they are needed. It is Kydon's strong belief too that change is not instantaneous and cannot be rushed, but sustained by nudging along progressively through perseverance and strengths in leadership.