

Editorial: *Human Capital, Reskilling, Learning culture, and Microlearning*

According to Deloitte 2019's Global Human Capital Trends the top-rated challenge is learning, both a top reason for taking a job, and a solution recognized by the business leaders with regard to the imperative of continuous, lifelong development within the integration and connection of work and learning. (Volini et al., 2019) The need to improve learning and development (L&D) is their top-rated trend for this year, taking into account the evolving work demands and skills requirements, the growth imperative of reskilling, the need of both increasing agile and self-directed learning models' adoption, and working to instill an end-to-end cultural focus on learning.

Deloitte's Human Capital professionals pledge also for a new approach of talent acquisition in today's world of changing jobs and skills. (Volini et al., 2019) They recommend organizations to continuously "access talent" in three ways: *"mobilizing internal resources, finding people in the alternative workforce, and strategically leveraging technology to augment sourcing and boost recruiting productivity"*.

A month later after the above mentioned Deloitte's Human Capital professionals' approaches, in May 2019, a Content Marketing Manager for Speexx in Munich, Christina Quintanilla, (Quintanilla, 2019) put in discussion Deloitte's concept of "learning in the flow of life" (gaining new knowledge or skills during quotidian routine, fitting into someone's daily live both at work and outside of it; in Deloitte's terms, embedding the achieving of the goal of lifelong learning not only in the flow of work). Quintanilla suggested finally how to make learning as easy as possible for learners by: offering adequate content, controlling and making use of the power of both macrolearning (which is focused on a larger topic or field, providing a bigger picture for workers having more time to learn) and microlearning (which is a subset of macrolearning, focusing on specific skills or pieces of information quickly accessible, especially through mobile delivery); optimizing content for mobile delivery and encouraging the use of mobile learning; embedding a learning culture from the very beginning.

The well-known Adweek brought to our attention at the beginning of August this year the opinion of Vineet Madan, the founder and CEO of Junction Education (a learning platform-as-a-service company), with regard to the potential in the brand space of the microlearning programs as tools for both employee education, and training end-users of products and services. Madan underlined some best practices for schooling consumers (backward design, keeping it short and sweet, being mobile, delivering user-friendly recommendations and suggestions, and finishing strong), making the microcourses friendly, relatable and conversational. (Madan, 2019) This made us recall some other suggestive aspects:

- three years ago five key ways marketers and marketing teams benefit from microlearning were highlighted (closing the marketer's skills gap, fitting into a busy marketer's life by on-demand

development, developing understanding and confidence in marketer's data, strengthening communication skills and building a competitive strategic thinking, getting quickly ahead of the learning curve and delivering better service to customers); (Grovo, 2016)

- on the occasion of a talk at Learning Technologies 2018 on microlearning, the following definition was given: “a way of teaching and delivering content to learners in bite-sized (3-5 minutes) bursts at the point of need and with a focused and specific learning outcome. The learner is in control of what and when (s)he's learning. This makes it particularly easy to apply on the job”; (EduMe, 2018)
- according to Digital Marketing Institute, microlearning is “a fresh and innovative way to provide employees with an effective yet simple way to learn the skills they need to succeed in the digital world”; (Digital Marketing Institute, 2018)

Beyond books on this subject (such as: “Didactics of Microlearning”, by Theo Hug (Editor) – Waxmann, March 8, 2016); “The Microlearning Guide to Microlearning”, by Carla Torgerson - Torgerson Consulting, 1st Edition, December 20, 2016; “Big Book of Microlearning”, by Karl Kapp - American Society for Training & Development, 2019), other different opinions were expressed also with regard to, for example, the use of microlearning in sales enablement, (Cook, 2017) the benefits of creating microlearning marketing funnels, (Robins, 2018) things can be learned from content marketers to design better microlearning (Atkinson, 2019) or the use of drip marketing and microlearning to deliver training at the speed of business. (Campbell, 2019)

Coming back to the above mentioned Deloitte's Human Capital professionals it is worth underlining their future perspective view on “devwork” (the combination of development and work, considering learning and work as two constantly connected sides of every job), introducing a shared responsibility between L&D and the business (beyond coowning it). In their opinion, going on this way it is possible to get the fruits of learning new skills and encouraging a learning culture.

Allow us to end by making reference to two approaches of the marketing skills:

- one from August last year (Salesforce Canada), referring to surprising ways of improving marketing skills: *improvise your way to a new marketing strategy, expand your horizons, speak programming like a Pro, give new games a sporting chance, pause for poetic moments*; (Salesforce Canada, 2018)
- one from June this year (Alexandra Uifalean, Content Writer), showing which are the marketing skills necessary to survive the challenges of digital marketing: customer knowledge, storytelling, creativity, delegating, copywriting, listening, teamwork, adaptability, social media management, crisis management, time management, SEO, graphic design, decision making,

analytics, foster relationships (cultivating meaningful relationships with customers). (Uifalean, 2019)

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