

Learning & Development: How tech and trends in energy sector are bringing a paradigm shift in employee training

ETHRWorld brings the ongoing trends and technologies in the energy sector which are bringing a paradigm shift in the way employees intake knowledge, implement new methodologies, and grow together.

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- EESL started a knowledge centre for the employees, in which it conducted two seminars every month to aid learning and developments.
- Ather Energy focuses on learning journeys and not “training”. Its learning journeys focus on the 3Es: Education, Exposure and Experience.
- CLP India has introduced Renewables University (RU) that aims to achieve quality engagement and bonding within teammates of the renewables business.
- There are twin focus areas at the Council on Energy, Environment and Water (CEEW)’s L&D programme calendar for this year, and both are equally lofty and ambitious!



Industry experts say learning at energy companies has continuously evolved to become more contemporary and organisations are trying to create more focus around highlighting inclusive culture, modernizing their learning management systems (LMS), integrating learning in the flow of work with increased on the job learning and stretch assignments.

Experts propound since remote working seems to be the future, for now, there is a need to be more adaptive in terms of collaboration, coordination and cooperation from employers as well as employees.

“We are in an era when learning is highly democratized; what is important to a learner is to be able to quickly identify learnings based on individual needs, hence ‘learning personalization’, self-paced learning sprints are taking over traditional classroom training,” said Niti Misra Tiwary, Manager - Learning & Culture (India and South Asia), Eaton.

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Enabling digital mindset

More than 5,000 employees-strong Eaton’s primary focus has been to develop talent by focusing on building capability and behaviours around enabling digital mindset, which starts with fostering an environment where employees feel empowered to experiment, innovate, and make decisions, etc.

Through its initiative around Leader excellence, Eaton has made significant progress in mobilizing its leaders to build habits around key areas that support the company in creating its desired culture.

In terms of speed breakers faced, Misra said keeping learners engaged and reflective has been a major challenge considering unprecedented situations the employees have faced during this time. Also, replicating person connect, especially to enable learning from others, networking has been challenging.

As Energy Efficiency Services Limited (EESL) explored several technological solutions for its remote working model, it became easier for the organisation to conduct training and workshops for its employees, and also engage with them on a regular basis.

At EESL, there is a Performance Management System (PMS) for all 1,000 employees in place to make the workshops more appealing. Keeping the factor of work-life balance in check, the training is organised in batches, whilst ensuring flexibility as per employees' needs.

The company started a knowledge centre for employees, in which it conducted two seminars every month to aid learning and developments. In addition to this, EESL has agreed to become a Strategic Partner of the WePOWER Network by the World Bank. It formed a five-member committee to lead this initiative in the organisation. The objective of this initiative is to encourage the participation of women in the energy sector.

Focus on learning journeys and not “training”

Ather Energy focuses on learning journeys and not “training”. The team at Ather believes training is usually a one-off and a band-aid approach to learning. Its learning journeys focus on the 3Es: Education, Exposure and Experience. According to this model, only 10 per cent of the learning happens through formal education, whereas a whopping 70 per cent happens through on-the-job experience and 20 per cent through exposure to peers or informal learning opportunities.

Ather Energy does not focus on skills alone; its development process is based on technical, functional, and leadership competencies. The company has learning interventions that are bite-sized, more conversational, and skills labs to enable practice, practice, and more practice.

Learning is not restricted to virtual sessions or face-to-face workshops; the company has various informal adult learning channels, including The Boring conference, book reviews, study circles, mentoring, stretch assignments/roles, ask me anything (AMA) sessions, to name a few. The learning programmes that it designs are about co-creating, and Ather believes it serves one of the 3: reactivation, reassurance or revelation.

More than 400 employees-strong CLP India has introduced Renewables University (RU), a virtual learning platform that aims to foster a sustained learning environment that is conducive to capability building. The university aims to achieve quality engagement and bonding within teammates of the renewables business that is spread across remote locations in the country, while also eliminating the barrier to learning caused by distances and remoteness.

The seven modes of learning at RU provide diverse learning options to students to learn at their own pace. These modes include formal courses to self-prepared content to enhance artistic and cultural skills. Similarly, the Special Task Force (STF) designed to apply formal learning in the field has been another innovative learning intervention. ACCESSHR, an online LMS platform has been used extensively by CLP India employees to enrol for online certifications in different areas.

There are twin focus areas at the Council on Energy, Environment and Water (CEEW)'s L&D programme calendar for this year, and both are equally lofty and ambitious! The first is related to its vision of creating impact at scale. To enable this, the research institution has trained approximately 20 of its high-performing colleagues, around the special skills required for managing at scale – the way of thinking, laser focus and execution excellence required to translate this into reality.

The learning session facilitated by Aditya Ghosh (Board Member, Fabindia and Oyo Hotels & Homes; and Chairperson, Social Enterprise Central of SEWA & Nirantar SEWA) was the primer and the organisation is currently focused on creating a Project Management Office (PMO) to actively guide, monitor and track task forces that have signed up for various tenets of this vision.

The second skill is related to its *raison d'être* of building careers in public policy. The organisation is developing and curating a CEEW Academy to equip its staff with the professional skills needed to succeed in CEEW, and the public policy world at large. Also, it has defined modules at four distinct career levels – Integration module, Emerging Leaders module, Trusted Partner module and Senior Leadership module.

L&D will not just be a part of the internal process

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“At the heart of it all is the management and HR regularly engaging with employees. Extensive support is being extended to our in-house Covid care team,” said Venkatesh Dwivedi, Director – Projects, EESL.

According to Sunitha Lal, CHRO, Ather Energy, the focus has shifted to curating and moderating the learning content from creating it from scratch. She further said that L&D leaders need to deepen their knowledge of the science behind learning.

“Learning starts in the brain. Understanding how the brain assimilates and retains information is key to developing the right learning strategies,” Lal added.

Industry leaders opine businesses will strive to train employees with the technical skills required to operate in this constantly evolving digital world. They say organisations would look at investing in tools and programmes to make learning and upskilling interactive and participative.

“We are already seeing that gamification of training programmes is attracting and motivating employees to enrol. Going forward, L&D will not just be a part of the internal process but start taking up more of a strategic role aligned to business objectives,” said Gopinath Govindan, Director – Human Resources, CLP India.

Reman Singh, Head - Human Resources, CEEW, believes people learn best when they have an actual challenge or situation in front of them that they need to solve. She said agile organisations recognise this and therefore make learning opportunities available at these critical junctures.

Singh asserted that classroom training sessions will not disappear as they create a depth of engagement, exchange and personalised interaction that is possible only when a group of people come “physically together” to learn.

“In fact, given the fatigue of remote working, we may even see the frequency of such sessions go up for smaller batches of participants,” she added.

Link: [Learning and Development Series: Learning & Development: How tech and trends in energy sector are bringing a paradigm shift in employee training, HR News, ETHRWorld \(indiatimes.com\)](#)