



Original Article

Application of the By Day Learning Method for Enterprises: A Case Study at Viettel Group

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Abstract: Industry 4.0 and digital transformation trends demand enterprise workforces to continually enhance their capabilities and adaptability. Suitable learning models are therefore highly essential for building the capacity of these workforces. This article introduces “By Day Learning”, a new learning model developed by the author working for Viettel Academy at Viettel Group. Through secondary data collection, this article identifies the theoretical basis of the By Day Learning method and assesses how it was introduced at Viettel Group from August 2021 to November 2023. Initial results demonstrate that BDL is suitable for organizations with a large workforce distributed across multiple locations, and is potentially applicable in Vietnamese enterprises as it will be able to contribute to building learning organizations that can retain daily learning practices, create learning opportunities anytime and anywhere, personalize learning practices, and enhance the learning capability of individuals in the organizations.

Keywords: Daily learning, By Day Learning, enterprise (s), Viettel.

1. Introduction

In the context of Industry 4.0 and digital transformation trends, modern enterprises imperatively need to enhance their and their workforce’s competitiveness and adaptability. Accordingly, they must keep themselves up-to-date so as to improve their knowledge and skills, thereby being able to innovate products or business models. This process is referred to as “organizational learning” or “learning

organization” - a philosophy and a sustainable approach in building an organization. Particularly, following the evident shift from “training and development of human resources” to “learning and development of human resources,” enterprises are compelled to transform into “learning organizations,” creating an environment where individuals, teams, and even the organizations themselves keep learning and innovating continuously. Learning has become the critical avenue for understanding

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and adapting to the ever-increasing speed of change (Marquardt, 2002).

According to Tarique (2014), in the context of Industry 4.0, with intelligent manufacturing technologies, the shift in training and learning in organizations is shown in the following aspects:

Firstly, a shift from traditional training to digital-based training optimizes costs and increases labor productivity.

Secondly, a shift from periodic training to continuous training promotes knowledge transfer and acquisition, thereby creating the unique knowledge of an enterprise, which turns into a sustainable competitive advantage of the enterprise.

Thirdly, there is a shift from standard training to individual training, where learners are at the center so that training courses are designed to meet their individual needs.

Investment into technological development to promote training and learning is crucial for enterprises. This article focuses on the “By Day Learning” (M) method developed by the authors at Viettel Academy and put into use in throughout Viettel Group, thereby providing suggestions for the method being introduced widely to Vietnamese enterprises.

2. Methodology

The authors researched adult learning theories and transformative learning models, developed the BDL method, put it in into use at Viettel Group, conducted an evaluation of its results, and proposed to widely duplicate it in other Vietnamese enterprises. The evaluation lasted from August 2021 to November 2023. The authors collected secondary data from the annual reports of Viettel Academy and Viettel Group regarding the introduction of BDL.

3. Theoretical basis for the building of BDL

3.1. Adult Learning Theory

Adult Learning Theory is based on the notion that adults learn differently from children.

Unlike children, who mainly absorb new information, adults tend to be more critical and analytical in their learning approach. Adult Learning Theory, also known as andragogy, introduced by Knowles (1978) outlines key assumptions that affect adult learners and principles that works well for common training courses for adult learners. Accordingly, there are five key assumptions of adult learners, including: (1) Self-concept; (2) Adult learner experiences; (3) Readiness to learn; (4) Orientation of learning; and 5) Motivation to learn. Some principles of andragogy include: (1) Providing clear reasons for learning; (2) Creating a reliable, informal, and comfortable learning environment; (3) Relating learning to learners’ past experiences; (4) Granting learners self-directed control in all aspects of the learning course; and (5) Encouraging learners to self-assess their learning needs and outcomes. Knowles’ theory provides key principles for designing effective training courses for adult learners.

Smith and Spurling (2001) discovered three fundamental motivations of lifelong learning: (1) Learning to know; (2) Learning to do; and (3) Learning to be. This theory highlights that adults learn for different purposes and motivations. Identifying what motivations drive adult learners helps design suitable training courses.

In summary, Knowles (1978) identified key supportive factors that promote adult learning, including self-concept, adult learner experiences, readiness to learn, orientation of learning, and motivation to learn. Similarly, Smith and Spurling’s (2001) theory of motivations for lifelong learning also addresses factors such as learning to know, learning to do, and learning to be. Therefore, BDL has inherited those factors and was developed based on the core principle of motivation for learning which is a crucial element for retaining long-term learning.

3.2. Transformative Learning Model

According to Revans (2003), to master and lead in the VUCA (Volatility, Uncertainty, Complexity, Ambiguity) world, “the rate of learning must always be greater than the rate of change,” especially in the rapidly changing

technology context now. Hence, the “Leaders of Learning” model developed by DuFour and Marzano (2011) is suitable for enterprises that aim to make training and learning activities a significantly impactful factor for their development. This model helps enterprises understand the five elements that enhance the quality of training and learning activities provided by the enterprises, including learner, facilitator, content, method, and format.

Because of rapid societal change, swift advancement of technology, and strong changes in training in organizations, it is a must for enterprises to keep innovating and transforming learning models for suitability. The Transformative Learning Theory of Mezirow (2012) explores the transformation process from perception to behavior of learners through ten factors: (1) Awareness; (2) Assumption; (3) Feeling/emotion; (4) References; (5) Exploration, choice; (6) Planning for application; (7) Self-learning; (8) Self-challenge; (9) Enhancing capabilities; (10) Building confidence.

Through the study of these two models, it becomes apparent that learning and training in enterprises need to stem from a perceptive change of learning in new contexts, in which an emphasis is placed on learners’ change so they can actively learn and apply knowledge to their work quickly. DuFour and Marzano’s (2011) theory outlined fundamental learning factors (i.e.: facilitator, learner, content, method, and form), but it did not address technology, especially digital technology. It is therefore necessary to study if digital technology can help create a learning environment where the majority of learners can learn anytime, anywhere as contents are digitized in different forms that are diverse and meet their needs. Meanwhile, Mezirow’s (2006) theory also indicates that factors including self-learning and application are suitable for timely and practical learning; hence, these two factors can be applied in transformative learning for enterprises.

3.3. *By Day Learning*

Being aware of the importance of digital transformation in learning and training in

enhancing enterprise workforces, the author designed the BDL application for Viettel Academy first, and it then started being introduced throughout Viettel Group. BDL is a method, both inheriting basic elements from previous studies and containing new factors in line with the context of digital transformation, such as leadership, digital technology, policy mechanisms, flexibility, and learning for self-assertion. Specifically, BDL comprises four groups of factors (Figure 1).

(1) The characteristics of adult learners

Firstly, job relevance: Adults learn because they perceive learning necessary and relevant to their work. When learning while working, learners tend to seek knowledge that can help them promptly address their current issues. Thus, BDL helps to go directly to the point-of-need learning. Issues of the organization are systematized into a database and shared through the BDL application, enabling learners to quickly and easily understand issues that may face them, thereby enhancing their work performance. Particularly, these issues are presented in short sessions, providing optimal support for learners.

Secondly, self-directedness: For adult learners, learning is a personal choice rather than an obligation. Therefore, learning is goal-oriented and autonomous for them. With BDL, individual learners are self-disciplined, comfortable, and proactive in spending time learning. The self-directedness of an individual learner is reflected through his proactive and self-conscious execution of learning tasks daily by planning, selecting, and committing to completing his study workload.

Thirdly, experience: Adult learning is associated with application and work and life experience. BDL therefore develops knowledge from lessons learned and secrets of success to serve the purpose of internal sharing, promotion of learning abilities, continuous improvement, and the application of technology in building employee capability.

Fourthly, flexibility: With digital transformation, the BDL application creates a learning environment, offering suitability and

convenience for individuals and organizations/businesses with diverse, flexible, and accessible session contents. This contributes to building a learning culture, providing a learning environment anytime, anywhere, and significantly enhancing the enterprise employees' capability.

Compared to previous models, BDL introduces a new element, which is flexible learning. According to Ebbinghaus (1964), over 70% of learned knowledge is forgotten after one day. For working people, concentration on the ability to learn also diminishes over time. Hence, sessions are designed in microlearning experiences of from 7 to 10 minutes and visualized, allowing learners to have enough time study and address their problems. Furthermore, for businesses with employees working in different geographical locations, having diverse cultural backgrounds and customs, accessing limited e-learning resources, or facing difficulties in being able to organize training courses, BDL offers an optimal solution. BDL sessions are digitized into various formats such as audio, videos..., etc. BDL, therefore, can serve as a fundamental component for businesses to develop a learning culture and to progress towards building a learning organization as it attracts the attention, facilitates the participation, and gradually develops the learning habits of employees in the business.

(2) The factors related to training courses

Firstly, learners: BDL targets the workforce at Viettel Group and extends to working learners who have no opportunity to attend full time training courses.

Secondly, facilitators: Facilitation is provided by approximately 300 persons who are leaders and experts from inside and outside Viettel Group.

Thirdly, contents: Contents are developed according to categories such as Leadership and Management competencies, Core competencies (compliance, processes, regulations, laws, etc.),

and Professional competencies, etc. Those contents are structured into concise sessions, ensuring characteristics such as being visual, refined, innovative, easy to remember and understand, and applicable in practice. Each BDL session includes (1) Introduction; (2) Main content; (3) Conclusions; and (4) Quizzes. Such a structure helps ensure logicity and enhance knowledge acquisition (from suggestion to core information extraction, and enhances memorization through answering associated questions).

Fourthly, forms: Learners access the BDL application on personal mobile devices to retain acquiring knowledge in a proactive manner on a daily basis whenever and wherever they can.

(3) Training environment and policies

Firstly, leadership: This is a new element added to BDL. Leaders are responsible for making decision for a company's key operations (Yukl, 2012), committing to investing in capacity building (Ali, 2009) through enacting policy and regulations and investment allocations for learning and training activities. Simultaneously, leaders set an example in learning and training through activities such as directly providing training to employees, attending training courses together with employees, and promoting the dissemination of knowledge in the organization. Leaders synchronize thinking and perception regarding the role of building and developing the capabilities of the workforce in the 4.0 era, developing knowledge from lessons learned and secrets of success to serve the purpose of internal sharing, promoting learning abilities, continuous improvement, and technology application in enhancing the workforce's capabilities. Viettel Academy shifted from merely using available software to proactively applying digital technology in building BDL.

Secondly, policy and regulations: This is another new factor added to BDL. To build a high-quality workforce and a learning

organization, it is important for the business to have policy and regulations to promote each individual employee's learning (Rana et al., 2016). At Viettel Group, all employees must take compulsory training courses on the BDL platform as follows: (1) Every week, each must complete at least two sessions and more if they want; (2) Learning hours are recorded on the platform serving as the basis for implementing the annual KPI in training required by Viettel Group (35 hours per person per year); (3) The BDL platform applies artificial intelligence (AI) to serve as default reminders which will make a call on the 25th hour in case the learner has not completed the study workload according to KPI.

Thirdly, technology application: The BDL model is implemented via an application on all Viettel employees' mobile phones; accordingly each is given an account. Learners therefore can log in the application and learn whenever and wherever they can. Their learning behaviors are tracked using AI. It then even suggests to learners what they should learn to suit their individual needs. AI is also used to automatically remind individuals of fulfilling their learning tasks according to KPI. Moreover, BDL also has a prominent feature, which is After Training Management (ATM). ATM requires and records learners' specific application of learned knowledge into work, thereby bringing the positive value of learning and training to business production reality across units in Viettel Group. To maintain and develop the BDL application, as of 2023, Viettel Group had trained 400 employees with digital skills so as to continuously add built-in sessions that meet requirements for diverse content, rich forms, and suitability for various types of learners. Regarding the maintenance and development, Viettel has flexibly and has diversely applied technologies such as virtual MCs, AI clips, Powtoon, Storyline, etc. (Viettel Academy Annual Report, 2023).

Fourthly, training models: Learners study by using a software application. Small learning units or short sessions (under 10 minutes) are digitized in diverse formats and regularly updated and supplemented during the learning process. In BDL, sessions are presented in forms of increasing difficulty and complexity including (1) Audio, (2) Video, (3) Slides, (4) Lecturer-recorded video, (5) Animation, (6) On-site recorded video, (7) Simulation, and (8) Gamification.

(4) Learning motivation

This group of factors includes learning to know, learning to do, learning to be, and learning to assert. In the relentless VUCA world, learning and training in enterprises are both essential and imperative to enhance the capabilities of the workforce. Learners absorb new knowledge, not just to know, to do and achieve, but also to assert themselves. In this group of factors, learning to self-assert, which is a new feature of BDL based on Maslow's Hierarchy of Needs theory (1970), indicates that every individual has a need of self-assertion. In BDL, with the ATM feature, learners have the opportunity to demonstrate themselves by applying the acquired knowledge to specific tasks in practice, proving their competence to colleagues and leaders (in 2023, approximately 10,000 actions of application were recorded in BDL) (Viettel, 2023). As a result, learners are recognized and positively evaluated (by leaders and colleagues). This therefore can be considered a solution to create learning motivation by allowing learners to assert themselves (corresponding to levels 4 and 5 of Maslow's Hierarchy of Needs Theory).

In summary, with the inherited factors from previous learning models and adult learning theories, BDL has been further developed, is applicable in practice, contributing significant value to Viettel Group. The newly added factors are distinct from previous models, proven in practice and suitable for the context of Vietnamese businesses.

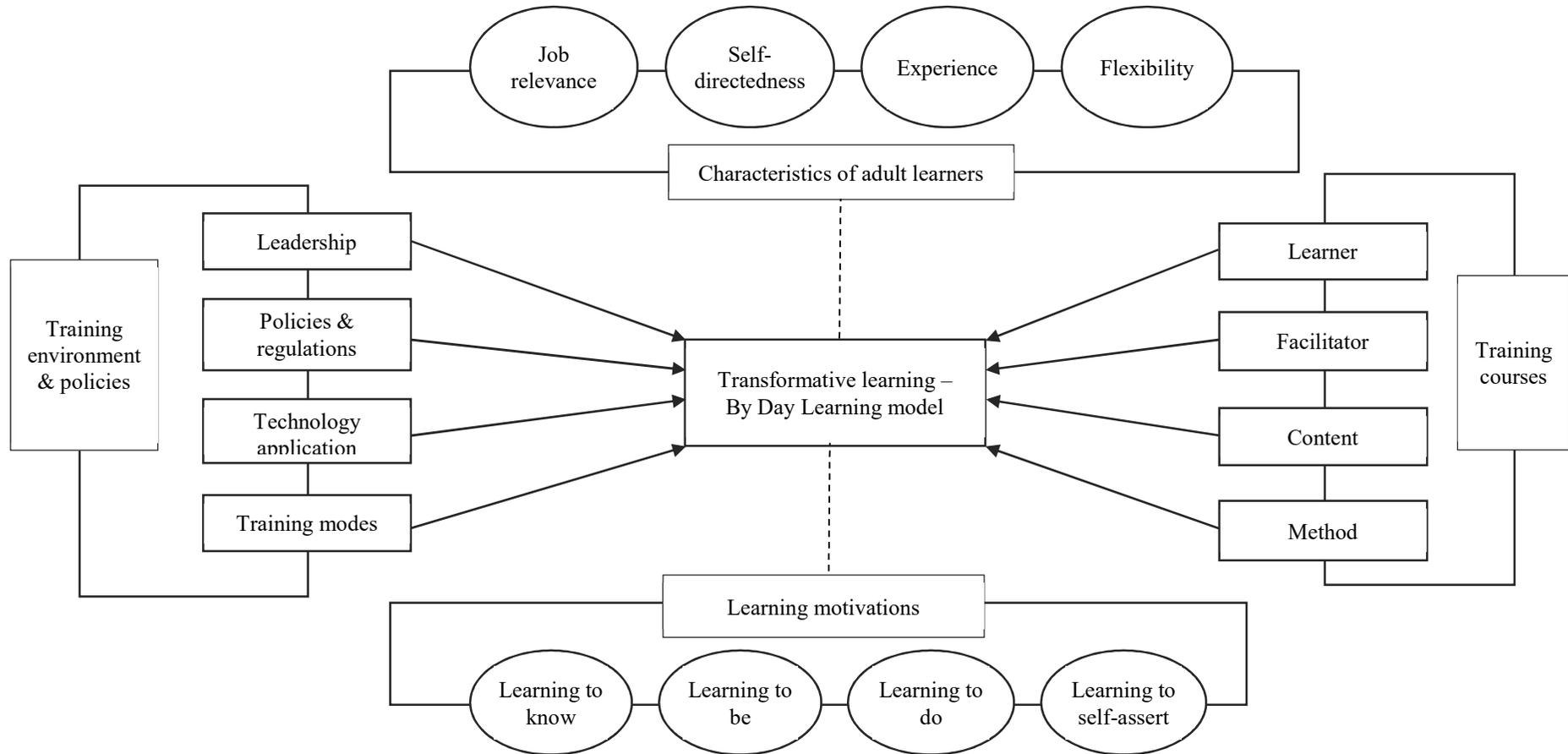


Figure 1: By Day Learning Model
Source: Proposed by the authors (2023).

4. Deployment of By Day Learning at Viettel Group

4.1. About Viettel Group

Viettel Group was established in 1989 and is the leading telecommunications, industrial and digital technology enterprise in Vietnam. Viettel is a pioneer and a key player in mastering digital platforms to collaborate with the government in implementing the National Digital Transformation Program across three pillars: Digital Government, Digital Economy, and Digital Society. Therefore, the Group significantly has invested in developing its workforce. Founded in 2006, Viettel Academy is a training institution that constructs, maintains, and develops values based on community consciousness and organizational community consciousness. Being aware that digital transformation in training is an inevitable trend in today era, Viettel Academy has emphasized digital transformation in its learning and training activities. It has been at the forefront of advancing technology applications, combining offline and online training, telecourses, testing through the e-Learning online training system, and more.

To meet the urgent demands of the digital transformation era, Viettel Academy has successfully implemented the BDL model, fundamentally changing the learning and training approach to create learning opportunities anytime, anywhere, and enhance individual self-learning capability. The development and deployment of BDL on mobile phones and the Internet represents a breakthrough step for Viettel Group. So far, BDL has had over 60,000 users just two years after its launch, helping Viettel's workforce retain their daily learning habits. Such an application of digital technology is key to allow

a vast number of learners to quickly access knowledge and skills and at the same time enable proactive learning anytime, anywhere, creating learning habits and contributing to building a learning culture within the enterprise. This research was conducted in Viettel Academy.

4.2. Deployment of By Day Learning

The BDL method has been implemented with the BDL application installed on personal mobile devices to help learners actively and continuously acquire knowledge every day whenever and wherever they can (smartphones, tablets, etc.). During the implementation of this model, the research team conducted a needs assessment of employees through surveys and questionnaires. The collected data was cross-checked and supplemented to accurately assess individual employees' needs of additional knowledge.

Digital transformation in training is structured into three levels: Level 1 – Digitalization of data, Level 2 – Digitalization of procedures, and Level 3 – Transformation of administration models/digital business models. BDL demonstrates it has achieved those three levels of digital transformation reflected in the fact that its contents are digitized into electronic sessions, its procedures are digitized for learners to access on mobile devices anytime, anywhere, and finally, it helps transform the learning and training model within the business (Tuyen & Vui, 2022). BDL is a new online learning method for Viettel's employees. According to the author's research, BDL has seven basic and outstanding characteristics as shown in Figure 2.

With its advantage of network infrastructure and technology, Viettel deployed the BDL application on mobile devices (Figure 3).

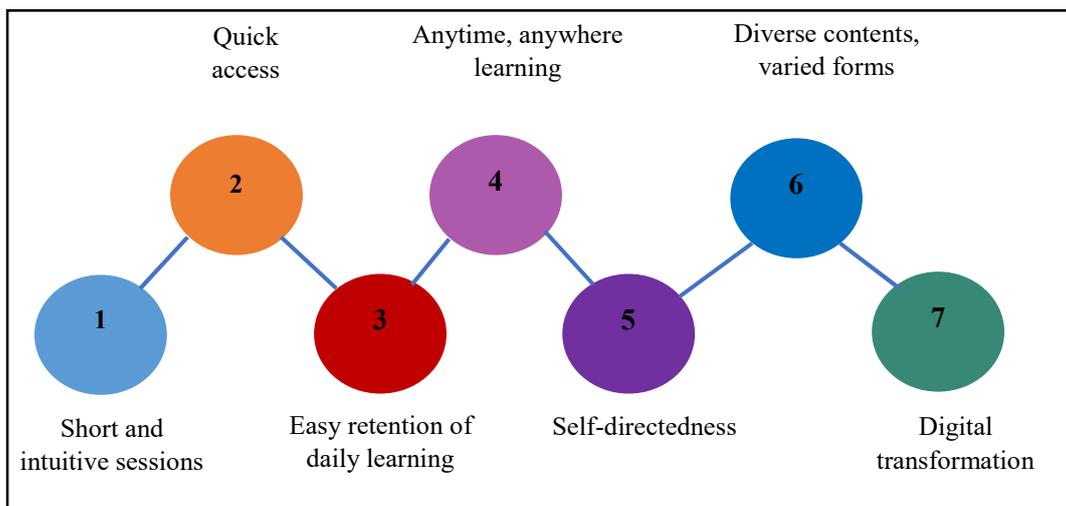


Figure 2: Key characteristics of the BDL method

Source: Tuyen & Vui (2022).



Figure 3: The interface of the BDL application on mobile phones

Source: Tuyen & Vui (2022).

BDL is an application designed for mobile devices and computers with a management system enabling learners to learn anytime and anywhere as long as there is internet connectivity. This new application is highly convenient for Viettel's employees because of its diversity, flexibility, and autonomy in content, duration, and point of time. According to BDL records, in

the time from September 2021 to November 30, 2023, Viettel Academy accumulated 2,110 sessions, of which in 2023 only approximately 1,000 under-10 minute sessions were digitized with concise, intuitive, and attractive content.

As long as this transformative learning model is put into use, Viettel has flexibly built a body of competent employees who are able to

digitize thousands of contents, including expertise and skills, to supplement its internal knowledge facilitating the anytime, anywhere learning.

After two years of implementation, there have been over 70,000 registrations, 60,000 learners, and 14 million learning sessions recorded on the BDL application, which equals to 23,000 learners per month and 2,000 learners per day on average (BDL data). Learning on the BDL application significantly contributed to the successful execution of 6 KPIs regarding the quality and efficiency of training activities at Viettel Group, specifically: 100% learners made right registration; 130% of training volume achieved in comparison to the plan; learner satisfaction of the training courses was 9.0/10 on average; 96% of learners passed the post-test; 85% of learners applied learned knowledge to their work; and 35% of learners successfully applied knowledge to their work (Viettel Academy 2023 report). In 2023 alone, there were approximately 10,000 contents registered for post-training application in the ATM by Viettel's employees, which is ten times higher than in 2022 (BDL data).

The effective implementation of BDL demonstrates significant professionalism and commitment from Viettel's leadership, creating impetus for deploying and executing the transformational learning model. The training strategy is built by Viettel Group through the issuance of specific policy and regulations, including KPIs to evaluate the quality and effectiveness of training activities. Particularly, the application of digital technology in learning activities at Viettel Group contributes to enhancing the learning experience for its employees, encourages knowledge application at work, builds a flexible learning environment, meets individual learning needs, and creates favorable conditions for the development and self-assertation of each individual's capacity.

4.3. Evaluation of the implementation results

Through the simultaneous implementation of BDL alongside proactive training activities, Viettel won the LearningElite award from the Chief Learning Office in the US for two consecutive years (2022, 2023), which has demonstrated the suitability of the transformational learning model at Viettel Group. Thereby, it is seen that the training activities at Viettel Group have closely aligned with the goal to become a model training institution for Vietnamese enterprises by 2025, progressively transforming Viettel Group into a 'learning organization', bringing training activities alongside production and business operations, delivering positive value, and transitioning from the use of existing software to researching and innovating platforms. Viettel Group has rapidly grasped the shifts in learning trends, studying technological applications, especially digital technology to develop a transformational learning model which is distinctly suitable for ongoing shifts, meeting requirements, and aligning with the learning characteristics of employees of the group.

So far, BDL has been further improved and introduced widely to various organizations and enterprises. Annually, through its foreign affairs, the BDL application is introduced to its partner organizations and enterprises by Viettel Group. Thereby, the BDL application becomes an effective marketing tool in the B2B business model of Viettel Group. Accordingly, thousands of users have been provided to organizations and enterprises, with tens of thousands of learners, helping Viettel Academy implement its strategy of "bringing training activities alongside production and business operations."

Therefore, the research of the implementation of BDL at Viettel Group demonstrates: Firstly, this method helps maintain learning anytime, anywhere, continuously enhancing the workforce's

capabilities. Secondly, this method is suitable for the learning characteristics of working people. It not only meets the need of capacity-building for Viettel Group's workforce but also has the potential to be widely introduced to other organizations and enterprises. In the future, this method needs to be continuously applied, researched, and duplicated in other organizations and enterprises to make learning and training a core factor for the success of Vietnamese businesses.

5. Conclusion

Learning in an organization aims not only to enhance the workforce's capabilities but also to bring sustainable development value to the entire organization. Digital transformation in training allows people to learn anytime, anywhere, and is aimed at building a learning organization, a learning unit, and a learning society. Both the theoretical foundation and the current implementation of BDL at Viettel Group show that BDL is a clear manifestation of digital transformation in learning, contributing to building a learning organization that maintains daily learning, creating opportunities for learning anytime, anywhere, and personalizing learning while enhancing each individual's ability to self-learn. Based on their research, study, and implementation of BDL at Viettel, the authors suggest that organizations/businesses can apply this method in training employees. This learning method aligns with the trend of digital transformation and shifts in training forms, contributing to building a learning culture in an organization/business, and progressing towards establishing a learning organization. Moreover, the BDL method contributes to enriching existing adult learning models and

theories, providing further academic knowledge about the learning transformational model, especially those in enterprises. This research also suggests deeper topics for further research in the future.

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