Learning Challenges in the Increasingly Complex Working Environment of Store Retailing – Case Study: Implementation of an Electronic Performance Support System (EPSS)

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Abstract: *Many companies are still in the midst of the digital transformation. Their departments and employees are equally affected by the far-reaching changes. This is particularly true for stationary retailers, who are faced with the major challenge of having to adapt and implement work processes in day-to-day business within a tight timeframe. The planned use of new software solutions raises the question of how store employees can best be prepared for the upcoming innovations. One specific solution being considered is the use of an Electronic Performance Support System (EPSS). For this purpose, a qualitative survey was conducted to provide information on whether the system-supported provision of context-related assistance adequately covers the support needs. The results provide current and important insights into the learning challenges facing stationary retail and related sectors in times of digital transformation and how these can be overcome.*

1. INTRODUCTION

Business models are changing at an ever-increasing pace and are becoming more and more complex, despite which the efficient implementation of work processes is a precondition for success in highly competitive markets. The increased use of process-oriented software is intended to relieve operational employees of manual tasks and help them to become more productive. In this context, there is also an increasing need for training in the use of IT tools. Preparing employees for these changes in face-to-face training sessions only meets the increased requirements to a limited extent, as the transfer of knowledge does not result in the practical use of the system to be operated, but is largely theoretical. Employees are faced with problems in their tightly scheduled day-to-day work because they have not been trained in detail for every application that may arise or they can no longer remember exactly how to proceed in individual cases. According to the Ebbinghaus (1885) forgetting curve, only 60% of the content can be recalled just 20 minutes after training and the information stored in the memory continues to decline sharply over time if the training content is not applied promptly. Accordingly, the support effort is greatest in the so-called hypercare phase shortly after the implementation of a new system or process and must be urgently supported with adequate learning content.

The acquisition of skills is the focus of interest here and, in this context, the trend is towards informal learning in the workplace and learning in social communities (Niemeier, 2016, pp. 8-9). *Informal learning happens as a result of interactions between people and quite often, it is not even recognized as learning, because a lot of it is an exchange of tacit knowledge - The sharing of knowledge gained through experience with another who hasn't yet had those experiences* (Matthews, 2013, p. 43). Informal learning is firmly integrated into life and work contexts, although it is

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usually not perceived as learning (Reglin, 2000). Learning processes can be set in motion through conversations with colleagues, attending seminars, reading a book or watching a YouTube video. This form of learning is therefore often referred to as incidental learning (Dehnbostel, 2007, p. 50). *The majority of employees' learning happens informally back in the office or on the store floor* (Matthews, 2013, p. 43). Informal learning during work is learning about experiences made in and through work activities and is based on dealing with situations or solving problems (Dehnbostel, 2007, p. 49). In companies with conducive framework conditions for informal learning, technical support options and a corresponding learning culture, the percentage of informal learning will be higher than in companies that continue to adhere to formal forms of learning. Despite all the uncertainties regarding the exact definition and organization of informal learning, there is a largely political, economic and scientific consensus that informal learning must be accorded an important position in the context of lifelong learning (Rohs, 2013).
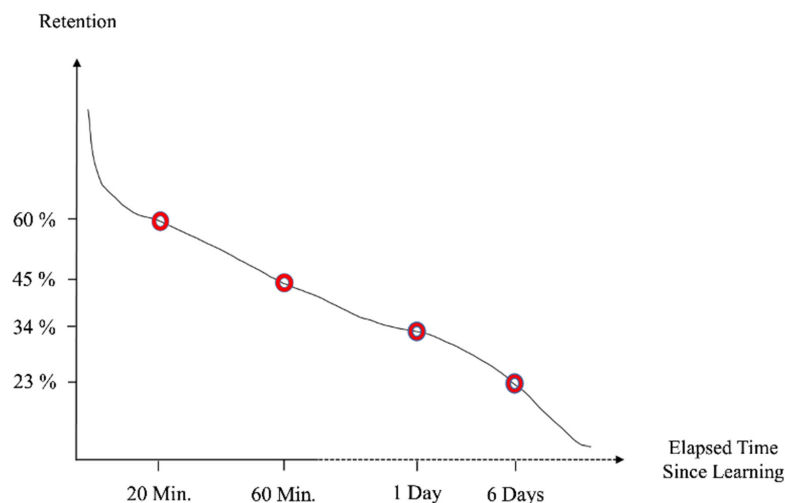

Figure 1. Forgetting curve according to Ebbinghaus
Source: Ebbinghaus (1885)

In recent years, it has become increasingly clear that the learning landscape in companies has changed permanently in the course of digital transformation and will continue to change extensively in the course of further artificial intelligence (AI) development. Educational technologies are therefore having an ever-increasing influence on the education sector (Nieswandt et al., 2019, p. 13). In addition to virtual reality and the use of artificial intelligence, performance support is also becoming increasingly important in this context. If possible, learners should receive the learning content they need at the moment of need in order to apply what they have learned, recall it or be able to react to unforeseen situations (Gottfredson & Mosher, 2011, p. 37), Performance support is therefore often associated with the term workplace learning, as it is transfer-oriented learning support in the workplace and the knowledge is available in the work process (Gottfredson & Mosher, 2011, p. 37). Kerres (2018) highlights the fact that learning in performance support and training systems does not take place in a classroom, but in interaction with a technical system. *The problem of how to transfer what has been learned from a training room to the application context becomes obsolete* (Kerres, 2018, p. 15). In times of increasing digitalization and the constantly growing use of process-supporting software solutions, Electronic Performance Support Systems (EPSS) have established themselves in practice. They recognize contextual relationships (software used → function used → appropriate learning content) and actively provide immediate digital assistance. The aim is always to provide the user with the content they need to solve problems in the software they are using.
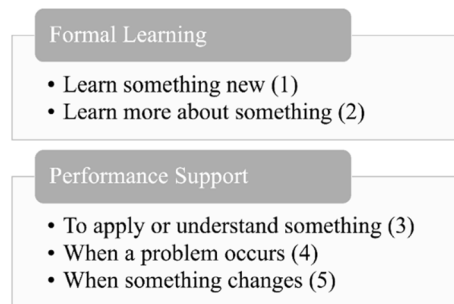
Figure 2. 5 Moments of Need Model
Source: Gottfredson and Mosher (2011, p. 37)

2. RESEARCH METHODOLOGY

A qualitative survey was conducted using an interview guideline, the structure of which also formed the thematic structure for the subsequent data processing and analysis. A semi-structured interview form was chosen so that the interviewer could focus on the questions. However, the interviewees should also be able to describe facts in a self-directed manner and highlight their relevance (Liebold & Trinczek, 2009). Two survey groups were identified: 1. learning & development experts (target group 1: HR L&D experts) from the relevant HR department who are the source of professional development measures and 2. operational employees in stationary retail (target group 2: store employees) who benefit from the professional development measures. As it can be assumed that the theoretical knowledge of HR L&D experts differs from the practical experience of store employees, individual interviews were conducted with 6 people from each target group. According to Helfferich (2011), expert status is dependent on both the research question and the field of activity of the person in question, an orientation towards subject responsibility appeared to be the most sensible solution. Since corporate learning is traditionally the responsibility of the Human Resources department and is specifically located in the Learning & Development department, it was a good option to contact the executives and executive employees of the L&D organizational units. The questions for the store employees differed in that they related more specifically to the professional context, whereas the HR L&D experts were also asked to comment on abstract terms and approaches.

A total of 12 interviewees were asked 14 questions each. The resulting amount of data was reduced to the essential statements using the Mayring (2015) summarizing analysis technique. This approach made it possible to better compare the statements of both groups. Important aspects that went beyond the answers to the questions were also recorded and evaluated. By summarizing the originally large amount of data, it was possible to compress it to a manageable level that still adequately reflects the original material. In accordance with the procedure described by Mayring (2015, pp. 70-72), the transcribed texts were first paraphrased and then assigned to content categories based on the interview guideline structure.

The statistics show that ⅔ of HR L&D experts are executives. 84% of them have been with the company for no longer than 5 years and are also male. ⅔ of them are no older than 45 and ⅓ are between 51 and 60 years old.

According to the participant statistics, ⅔ of the store employees interviewed are operational managers, 50% have been with the company for no longer than 5 years and around 33% for no longer than 10 years. The gender ratio is balanced at 50% each and none of the interviewees is older than 40 years.
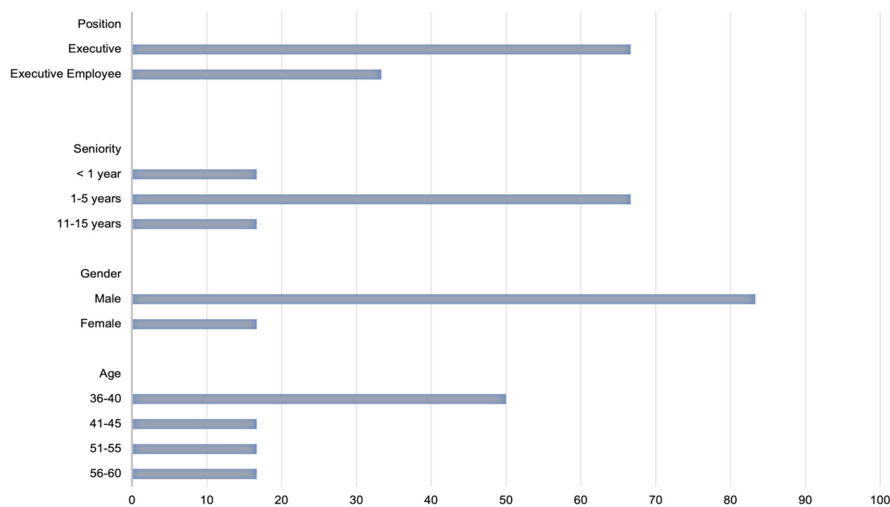
Figure 3. Participation Statistics HR L&D Experts
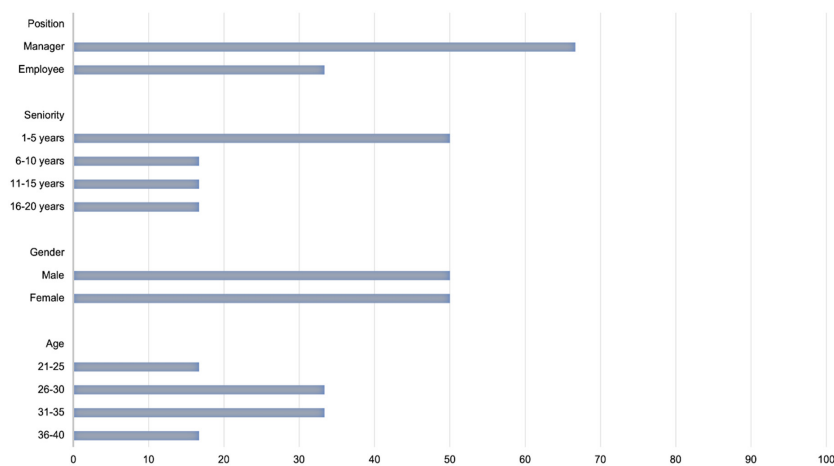**Source:** Own calculations

Figure 4. Participation Statistics Store Employees
Source: Own calculations

In addition to the Main Question (MQ): Could Electronic Performance Support Systems (EPSS) help employees in retail stores find appropriate solutions to suddenly occurring problems?

The following Sub-Questions (SQ) and Hypothesis (H) can also be derived:
SQ1: What impact does the changing world of work have on store employees?
SQ2: What learning challenges does the company face now and in the future?
SQ3: What technical, regulatory and organizational framework conditions need to be created in order to be able to use EPSS in the stores in a targeted manner?
H: The HR L&D experts assess the learning needs of store employees differently than they do.

Answering the subsidiary questions and confirming or refuting the hypothesis leads to a comprehensive picture of the learning situation in the company and describes the particular effects for the store employees in detail. These findings are important in order to define the conditions for the success of an EPSS solution and to provide a conclusive answer to the main question. In the following chapters, the analysis of the results and the discussion section, the statements are assigned to the subsidiary questions, hypothesis and the main question in order to provide a better overview.

3. RESULTS OF THE ANALYSIS

Table 1. What impact does the changing world of work have on store employees? (SQ1)

HR L&D Experts	Store Employees
The constant growth of the product range, the addition of new product categories and the expansion of the non-food area are also increasing the demands on store employees IT tools are changing and automating processes. The proportion of technology in their work is increasing and store employees will soon have to operate IT systems that support them in carrying out their work processes alongside their manual work. If customers are able to use a self-service checkout in the future, this will also have far-reaching consequences for work processes. In future, store employees will have to react flexibly to spontaneous situations. The company is trying to be the last big player in the industry to switch from the analog to the digital age and catch up on things that have been neglected for years within a very short space of time. The change processes that arise in this context have a serious impact on the employees in the stores. Employees urgently need to be involved in the change processes, as their willingness to go along with the new paths is very low.	The work is more demanding and time-consuming, as more specifications have been added and the range is constantly growing. The required information is very scattered and you have to search for it when necessary. In addition, the work has become very complex due to the constant changes and the tasks to be completed are often disjointed. Expectations on the part of the employer are very high, as employees are expected to follow the path of change without any problems. The company wants to meet the customer's requirements, but it is not always easy for employees to adapt to the new or frequently changing work processes, e.g. as part of promotional sales. The changes should be communicated to employees in advance so that they know what to expect. Change is a sometimes gradual but constant process.

Source: Own processing

Table 2. What learning challenges does the company face now and in the future? (SQ2)

HR L&D Experts	Store Employees
The stores will be faced with an enormous wave of topics that will involve a high learning effort. In this context, providing sufficient learning content is a major challenge. The complexity of future tasks and the limited time available to employees can also pose problems when it comes to learning. Some employees, particularly those over the age of 50, are already overwhelmed by the effects of the digital transformation. Lifelong learning is not currently a high priority in the company, but this would be important if the company wants to remain competitive in the long term. Learning always takes place when new processes need to be implemented. Employees currently receive instructions on how to carry out specific tasks.	Communication according to the top-down principle is problematic, as the information content decreases or varies from level to level. The amount of general information disseminated by circular is constantly increasing and the number of small process changes is also growing rapidly. In addition, more and more evaluations and control tasks have to be carried out. The work is perceived as more difficult, as the sales figures to be achieved are increased annually or the personnel costs are reduced and there is no time left for learning. Many tasks have to be completed in a very short time, which can quickly overwhelm employees. Acquiring in-depth knowledge or attending training courses is out of the question. The employees consider continuous learning to be absolutely necessary in order to develop further.

Source: Own processing

Table 3. What technical, regulatory and organizational framework conditions need to be created in order to be able to use EPSS in the stores in a targeted manner? (SQ3)

HR L&D Experts	Store Employees
The store employees have not yet had any systemic learning experiences and learn on the job and by exchanging ideas with each other. Self-directed or lifelong learning are things they have never come into contact with before. There is currently no opportunity for store employees to learn at work, as they do not have work devices and are not allowed to use their private smartphones. One option would be to set a fixed learning time, which in turn would severely restrict situational learning. Access to digital learning content is currently not available due to the lack of technical infrastructure.	The information was previously distributed according to the top-down principle and the learning content was conveyed by the line manager. It took some time before what had been learned was actively applied, so much was forgotten. It would be desirable if learning content could be accessed from home and the appropriate arrangements made for this. The employees have to learn a lot in practice, as everyday situations can be described but not simulated. A real help would be the availability of a laptop with a printer function, internet connection and an e-mail inbox. In addition, a hotspot should be accessible with a private smartphone.

Source: Own processing

Table 4. The HR L&D experts assess the learning needs of store employees
differently than they do. (H)

HR L&D Experts	Store Employees
Some employees actively request learning content, but it is not certain that the desired knowledge also represents the required knowledge. In order to determine the required learning content in more detail and prepare it specifically, a prior target group analysis is necessary. The scattergun approach should not be used, which would not be possible due to the sheer volume of topics. The employees in the store should be familiar with the basic sales processes, but it is difficult to ensure that everyone does everything in detail. In addition, a basic understanding of technology should be created, as many employees have no connection to it. In order to meet the work requirements, the learning fields should be closed with pragmatic approaches. In the best case scenario, we get to the point where the employee wants to learn. The affinity for digital learning is higher among employees than it used to be and if they don't know something, they look it up briefly on the internet, but they don't consciously take this action.	The IT systems to be used are not self-explanatory and in the past had to be learned independently with a great deal of effort. Appropriate seminars offered by the regional companies would be desirable before the roll-out of new software. There must always be several employees at the point of sale who are familiar with the processes and can take over in the event of staff shortages. Nevertheless, every employee has individual strengths and weaknesses that need to be encouraged. For this reason, there are employees who have a focus on performing certain activities. If training content (e.g. Excel content) is no longer present after participation, the employees concerned watch a video on YouTube to reactivate the knowledge. The headset is highly valued as a fast and location-independent communication channel for exchanging information among colleagues. Despite technical weaknesses, its use is perceived as a real work facilitator. The private smartphone is an absolutely essential work tool for working quickly and in an organized manner, as the information does not arrive where it is supposed to and the response via the smartphone usually takes only a few seconds.

Source: Own processing

Table 5. Could Electronic Performance Support Systems (EPSS) help employees in retail stores
to find appropriate solutions to suddenly occurring problems? (MQ)

HR L&D Experts	Store Employees
There has been a development from stock learning to learning on demand. Electronic Performance Support Systems (EPSS) can support employees in their tasks if the assistance offered is targeted, simple and tailored to their needs. The learning content should be prepared in as small a format as possible so that it can be integrated into the daily work routine and processed as quickly as possible. The EPSS should be able to recognize exactly which software you are currently using, as you need to get exactly the answers to the open questions that you need at a specific moment of need. An EPSS is highly suitable for employees in the operational area where processes change or need to be relearned, but it should not be seen as a stand-alone solution, as it always requires basic knowledge. There are currently numerous obstacles (including technical, legal and organizational ones) that stand in the way of value-adding solutions. The electronic performance support approach can be easily integrated into the workflow if appropriate end devices that can be used to access learning content are available when required. In the future, learning in the workflow will become even more important.	In most cases, the training courses are based on the standard process, but most errors only occur if you deviate from this procedure. A search engine that allows you to search for specific information would be a target-oriented solution. You need to be able to access the results quickly in order to take the next step in the work process. At the moment, everyone knows what needs to be done because employees are well networked and support each other. The headset used in this context saves employees a lot of time and promptly provides the answers to the questions asked.

Source: Own processing

4.   DISCUSSION

In order to develop a basic understanding of the learning situation, both the experts and the employees were asked right at the beginning of the interview how they assessed the status quo. While the HR L&D experts generally rated the learning situation as too analogue, not needs-oriented and not up to date, the store employees made a connection to their day-to-day work and used specific

examples to describe how they access relevant information, what kind of learning aids are available to them, what training is provided and how they help themselves. The current approach cannot be clearly assigned to any learning theory, as the topic of learning is not based on any recognisable principle (Grotlüschen & Pätzold, 2020). Although information is often shared with employees via various communication channels, the degree of processing varies, meaning that the absorption and retention of information depends on the cognitive abilities of the respective employee (Kerres, 2018, p. 153). The attempt to help employees cope with their day-to-day work is recognisable, but the approach is uncoordinated and not very effective, as there is no learning context. Based on the interview results, it became clear that the employees have found their own ways to create a functioning learning situation within the framework of the available options. They use their personal smartphones to access the customer app or exchange information via the WhatsApp messenger service, even though their employer prohibits the use of personal devices during working hours and the exchange of data via WhatsApp. However, the availability of a communication channel between the operational managers and the store employees was made impossible due to the frequently changing work situations in stationary retail. There is a need for action on the part of the employer to find a solution that either allows the use of private devices and access to WhatsApp during and outside working hours or provides for the purchase of company devices and a suitable communication tool. Both experts and employees rate the importance of learning in the company as low, which is surprising given the impending wave of change that HR L&D experts at least are likely to be aware of on a larger scale. The implementation of IT systems and the associated implementation of new work processes require new opportunities for learning to adequately cover the resulting needs. A contemporary type of education and new forms of learning are needed that can keep pace with the speed of digital transformation (Nieswandt et al., 2019, p. 2).

4.1. Effects of the Changing World of Work on Store Employees (SQ1)

The product range is constantly growing, new product categories are being added, the product area is expanding rapidly and all of this has a direct impact on the work of store employees. The creation of new areas of activity means that employees have to learn and implement completely new work processes, but there are also work tasks that need to be completed in order to remain attractive to customers. A new product is usually accompanied by a new work process and, if it is an organic product, the way it is handled also changes due to legal requirements. This practical example shows that even supposedly small changes have far-reaching and long-term consequences for the work of store employees. Complexity inevitably increases due to an increased number of unrelated work processes that have to be carried out separately and can sometimes overwhelm employees. In addition, the planned use of new IT tools and the automation of processes will present employees with new challenges that they were not previously confronted with. Some store employees have digital skills that they have primarily acquired privately, while others do not. According to a Bitkom (2018) study, many large companies rate the digital skills of their employees as the most important skill. In this context, however, digital competence does not only mean the operation of software or the use of technology but also the ability to communicate digitally with each other via the available channels (use of the employee app, responsible use of messenger services, etc.) (Nieswandt et al., 2019, p. 3). It would therefore be important to equip the employees concerned with this competence before the technologisation of their work takes place on a large scale. The interviews with employees revealed that they have no idea what challenges they will face in the coming months.

The changes that have been implemented or are currently taking place mainly relate to non-technical issues such as the large-scale modernisation initiative at the stores, the gradual expansion of the product

range, the intensified advertising campaigns and similar measures. The digital transformation projects have not yet affected the operating business to any great extent, but will do so very soon. There is no doubt that work will continue to change as a result of digitalisation. The widespread availability of the internet with sufficient bandwidth is a standard requirement and the use of laptops and smartphones in a professional context is indispensable (Gerdenitsch & Korunka, 2019, p. 1). It is also to be expected that communication and cooperation with each other, but also with others, will continue to increase with the help of appropriate technologies (Hasenbein, 2020, p. 8). Hasenbein (2020) explains that the type of collaboration must be less hierarchical, as long decision-making processes hinder progress and teams should increasingly be able to make decisions themselves. Both the HR L&D experts and store employees believe that the store employees directly affected by the change should be directly involved in the change process, as they are at the centre of the digital transformation. The 8-step model by Kotter (2011) has proved particularly useful in this context, as the model clearly shows the individual steps that need to be taken to implement a successful change process.

4.2. Current and Future Learning Challenges for the Company (SQ2)

The implementation of new IT systems and processes is imminent and, in this context, the need for digital learning content is growing. Meeting this demand adequately is a major challenge due to the wide range of topics. The time available to employees in the stores is extremely limited and there is hardly any time for learning. Acquiring in-depth knowledge or attending training courses is out of the question. Employees must be able to access learning content in the workflow that will help them immediately. Up to now, learning has been externally controlled and detached from the specific work context in the form of written instructions. As some employees are already struggling with the new way of working, the far-reaching changes brought about by the digital transformation can quickly become overwhelming. Communication according to the top-down principle is problematic, as the information content/content decreases or varies from level to level. This leads to more misunder-standings and misinformation that is passed on to colleagues. In addition to the top-down procedure, there are other communication channels, such as circulars, which are also used to share information. This leads to confusion, as it is not always clear where the required information can be found.

As a result of the digital transformation, the development of action competence, rather than the development of knowledge, is moving to the centre of interest (Niemeier, 2016, p. 6). Informal learning is becoming increasingly important compared to formal learning, as learning takes place during the work process. The challenge lies in linking the learning content with the activity being carried out. The aim is to meet the needs of the employees with their very different requirements and wishes, but the role of the employee must also change so that they take responsibility for their personal development and not just wait to be offered learning opportunities. To achieve this, it is necessary to establish a sustainable culture of self-directed learning and to develop training strategies that promote this development (Niemeier, 2016, p. 11). Learning will inevitably become more flexible and self-directed learning will take place on a case-by-case basis. In addition, networking and the exchange of knowledge with others (social learning in communities) is becoming increasingly important.

4.3. Current Technical, Regulatory and Organisational Framework Conditions (SQ3)

The employees have not had any systematic learning experiences to date and have mainly learned by interacting with each other. They have no proven learning skills and therefore do not know how to learn in a self-directed and autonomous manner. In a flexible working environment, very different learning needs develop depending on the activity and work process, because the learning on stock

that has generally been practised to date can only be met to a limited extent (Braun & Schmidt, 2006, p. 283). It is therefore important to create the basic conditions for employees to be able to access the required learning content when needed in the future and for this type of learning to be anchored in the learning culture. Currently, store employees do not have any work-related devices and the use of private devices is officially prohibited. There are no working/learning time regulations, which means that employees have to learn (on the side) while working if they can find the time. In this context, one employee expressed the wish to be able to access the learning content from home, as this is the only way to learn undisturbed. Access to digital learning content is not possible due to the lack of technical infrastructure (low internet bandwidth, no W-LAN coverage in the store).

4.4. The Experts in the HR L&D Department Assess the Learning Needs of Store Employees Differently to the Store Employees Themselves (H)

The HR L&D experts identify a learning need for processes and technology, whereas the store employees see their needs primarily in the area of IT. This sufficiently supports the hypothesis that the HR L&D experts assess the learning needs of operational employees differently than the store employees themselves. The statements of the HR L&D experts are contradictory. One expert demands that the scattergun approach (everyone learns everything) should not be applied and points out that target group analyses are necessary in order to be able to make specific offers. Another expert believes it is right that all employees have a uniform basic understanding of sales processes and technology, meaning the use of new hardware. There is agreement on the point that the learning fields should be developed using pragmatic approaches wherever possible. The hope is that once employees have recognized the benefits of learning, they will develop their own drive to learn. The experts estimate that employees generally have a higher affinity for digital learning than was previously the case. Store employees associate the implementation of new IT systems with an arduous learning process that they had to go through independently. They would very much appreciate seminars offered before the roll-out of software, as the acquisition of knowledge was very cumbersome, and the system was operated suboptimally for a long time. They generally agree with the experts that employees should know the basic sales processes, but they do not currently see any acute need for learning. Every employee has individual strengths and weaknesses that need to be encouraged. Although there are employees who have a focus on performing certain activities, there are no fixed role assignments with specific activities in the sales outlet. The learning behavior of employees has changed due to the available digital possibilities, so that it is quite normal to watch a video on YouTube or to use the headset as a practical means of communication for technical questions.

5. CONCLUSION

The learning situation is very intransparent and disorganized, which is due to the fact that there is no overarching learning strategy. Employees receive information from different sources via different channels on a daily basis and have to prioritize which information is important and which is not. Learning aids in the form of written instructions can be very useful at a specific moment of need but do not provide any background information or context to other topics. The employees have found effective ways to help themselves and to learn. They access the customer app on their personal cell phones to find out about the latest offers, they google articles and learn about products this way, they communicate with their supervisor via WhatsApp and help each other using the headset. All of these solutions fulfill their purpose and help employees to master their day-to-day work. However, the employer does not provide for the use of a private device during working hours, nor does it allow the use of the WhatsApp messenger service for data protection/

information security reasons. Now that it is known how useful the solutions are, it should be the employer's task to look for suitable technical alternatives that can achieve a similarly good or even greater benefit.

The effects of the change processes implemented, which primarily relate to the product range, are enormous. The work processes are becoming more extensive and more complicated as not only the sheer number of products is growing, but special tasks are also being added. As a result, store employees have more and more work to do in less time. Under these circumstances, learning is out of the question, even if time were available, because there are no appropriate regulations for learning during and outside working hours. The planned implementation of new IT tools and processes would completely overwhelm employees, who generally do not have sufficient digital skills, at this point. It is therefore necessary to pave the way for the planned IT roll-outs, make arrangements that are conducive to learning and drive forward the necessary skills development among employees. The company skips stages of development in order to catch up with the competition, which means that some parts of the organization are faster than others. Employees criticize the communication and implementation of changes, which can have a demotivating effect. Employers should be more forthcoming, especially with those at the center of the digital transformation.

In view of the systems and processes that will soon be implemented, the question arises as to how the high demand for learning can be adequately satisfied. It is a major challenge to be able to guarantee the enormous production costs of the training materials. In addition, the learning content must be designed in such a way that it can provide the employee with rapid assistance at a specific moment of need. The focus is on strengthening skills and in this context, informal learning is becoming increasingly important compared to formal learning. Learning takes place in the work process and the requested content should provide the answers needed to continue or complete the work process as precisely as possible.

5.1. Could Electronic Performance Support Systems (EPSS) Help Employees in Retail Stores to Find Appropriate Solutions to Suddenly Occurring Problems?

Electronic Performance Support Systems are predestined to provide store employees with needs-based solutions to problems that suddenly arise, provided that the necessary technical, regulatory and organizational conditions are met. These conditions do not currently exist and would have to be created. The added value of an EPSS solution would far outweigh the effort involved and provide employees with real assistance in the context of digital transformation, helping them to implement their tasks in the respective IT systems. Electronic Performance Support Systems (EPSS) are able to provide learning content in a context-sensitive manner. Employees receive simple, targeted and tailored assistance that supports them in their work process. The production of learning content must be geared to demand, which means that it must be prepared in as small a format as possible. An EPSS is highly suitable for employees in the operational area where processes change or need to be relearned, but it should not be seen as a stand-alone solution, as basic knowledge is always required. The "Five Moments of Need" model by Gottfredson and Mosher (2011) shows that basic knowledge forms the basis for performance support and that formal and informal learning can be easily combined. Many classroom training courses are based on the standard process, but most errors only occur when there is a deviation from this approach. IT systems have a great many functions and not all of them can be trained, which is why it is absolutely helpful to be given food for thought if necessary when there are a large number of different work processes in different IT systems.

Acknowledgment

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