CORPORATE LEARNING WEEK

The Learning Ecosystem E-Book

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FROM THE GROUND UP:
Designing & Developing a
21st Century Learning Ecosystem

Damian Maldonado, MPA

Director of Training & Development

Central California Alliance for Health

Julie Moraga, MA

Leader of Learning & Development

San Francisco Health Plan

#CLOWEEK

Identify which department structure works best for your organization

Recognize your organization's level of development

Next steps to implement and move forward to next level

No silver bullet

Simple steps
can be taken

Focus of today's session:
7 Critical governance steps

Section 3:

Structure the Ecosystem

Section 4:

Delineate Roles and Responsibilities

Section 2:

Coevolve to Win Support

Section 5:

Create Symbiotic Relationships

Section 1:

Identify the Need for Structure

DESIGN PHASE

DEVELOPMENT PHASE

LEARNING ECOSYSTEM

Section 6:

Measure the Health of the Ecosystem

Section 7:

Anticipate the Ecosystem's Future

Section 2:
Coevolve to Win Support

Section 3:
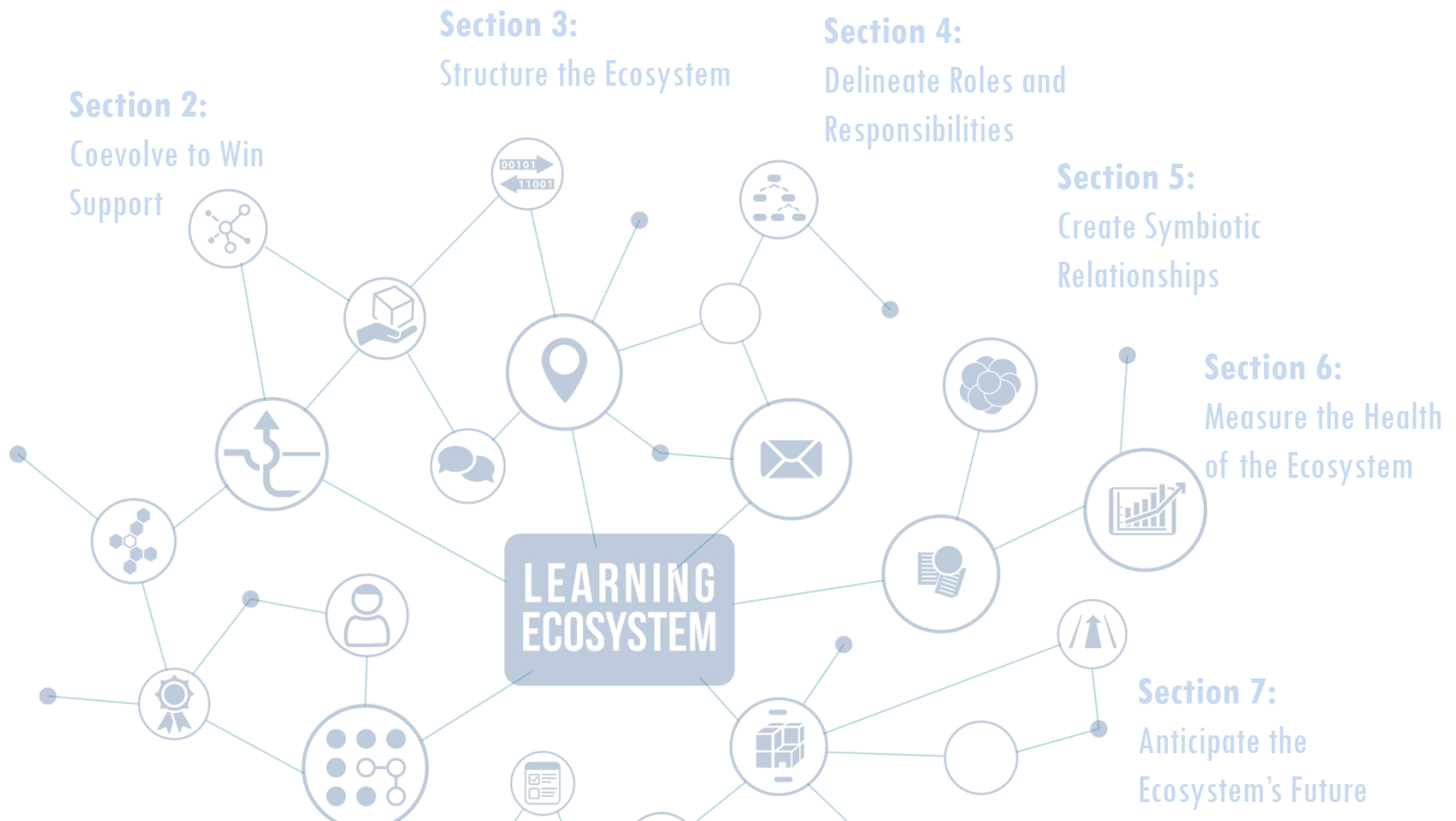Structure the Ecosystem

Section 4:
Delineate Roles and Responsibilities

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LEARNING ECOSYSTEM

Section 1:
Identify the Need for Structure

Biggest **Pain Point**

Business need for formalizing the System

Key Tip
- The ecosystem already has learning taking place

- Via surveys (**to whom?**),
- focus groups (**who?**),
- interviews (**who?**)

2009 **Merced** **Go Live**

Roughly 50% of Alliance staff hired within last 2 years
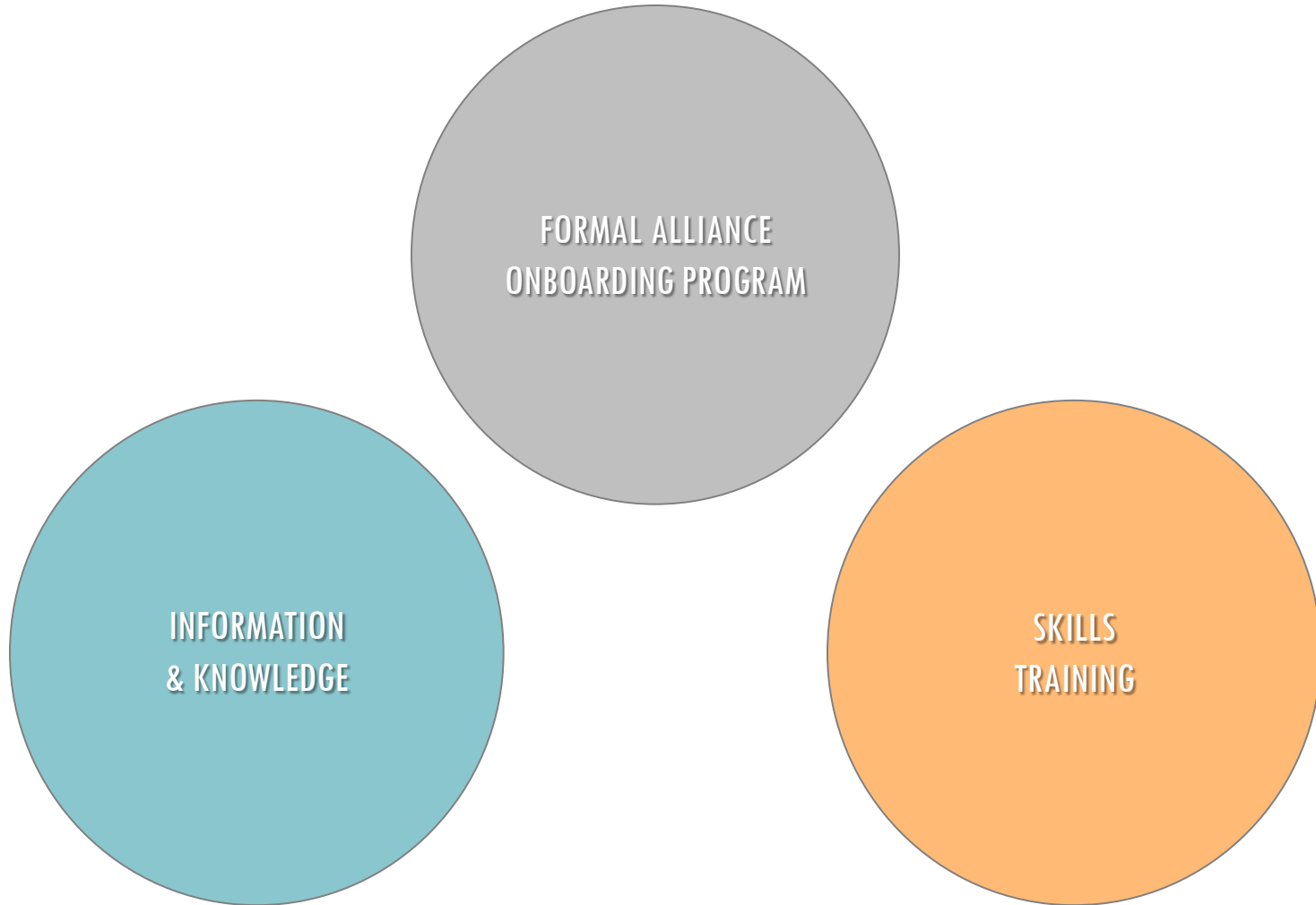
No other local managed care organizations

Business need for formal Training & Development Initiative was very clear

FORMAL ALLIANCE
ONBOARDING PROGRAM

INFORMATION
& KNOWLEDGE

SKILLS
TRAINING
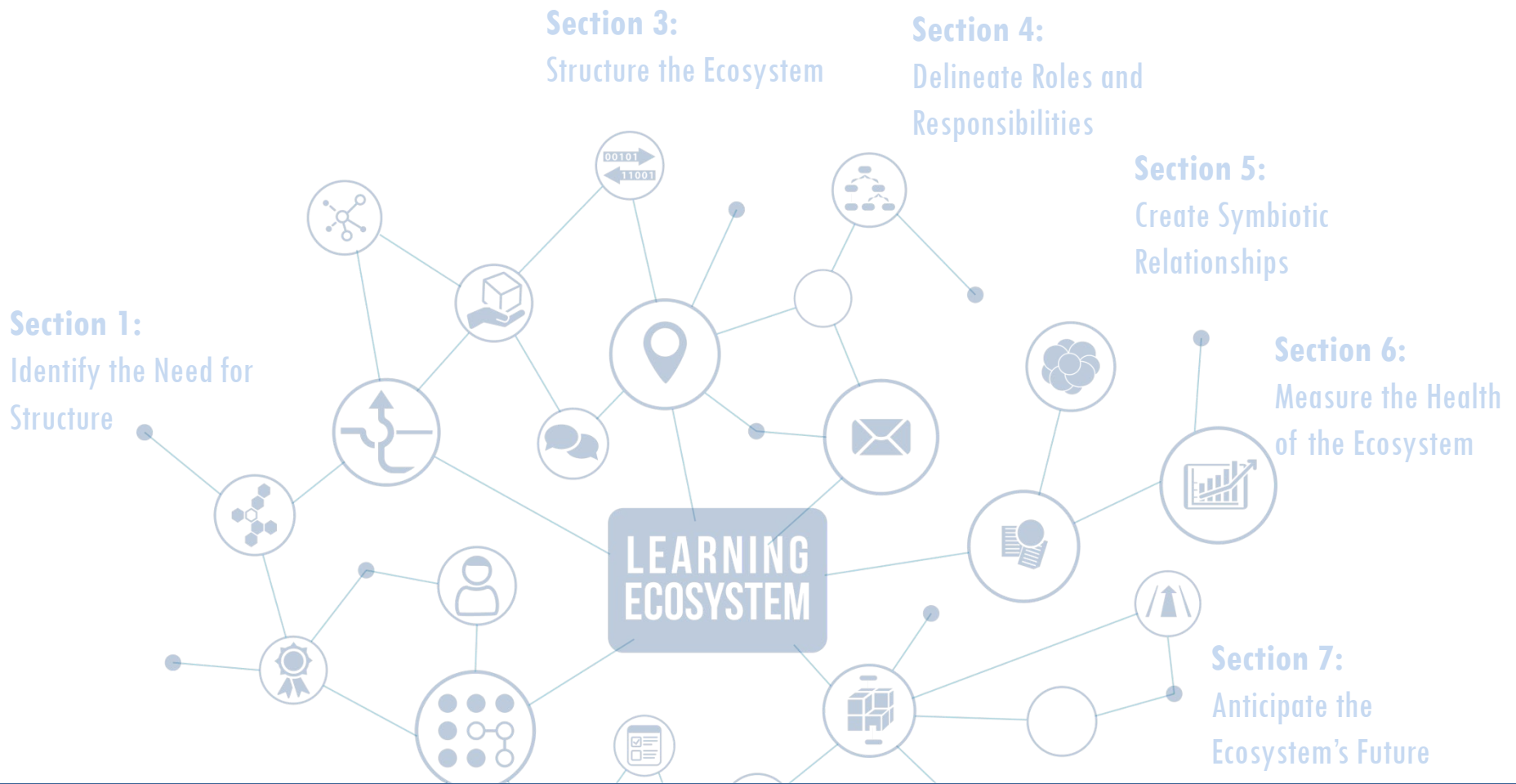
SFHP Biggest Pain Point

Business Need Training

- New staff, fast growth
- No formal training in place
- Structure learning for the organization

WORKBOOK

Key Tip

- Central Limit Theorem — sampling of 30 people

1. Where is the biggest pain point?

2. How will you go about identifying?

3. Who is your target audience?

Section 3:
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LEARNING ECOSYSTEM

Section 7:
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Ecosystem's Future

Section 2:

Coevolve to Win Support

Key Tip:

The ecosystem already has learning taking place

- **What** is the business need?
  - Gathered from needs assessment (Step 1)
- **Who** are your stakeholders (CAO, CHRO, COO?)
- Use business acumen
  - Speak their language

Our **key** **stakeholders** at the time:

- Chief Operating Officer

- Human Resources Director

- Compliance Director

Other **stakeholders** at the time:

Dept. Specific:

- Directors
- Supervisors perform job specific training

Other **activities** in the Ecosystem:

- Instructor-Led Training
- Monthly Newsletter
- Core Competencies

- Operating Manuals
- Terminology
- Overview of Services

What does your **learning ecosystem** need at this time?

- Mobile
- Social
- Collaborative
- Micro-learning

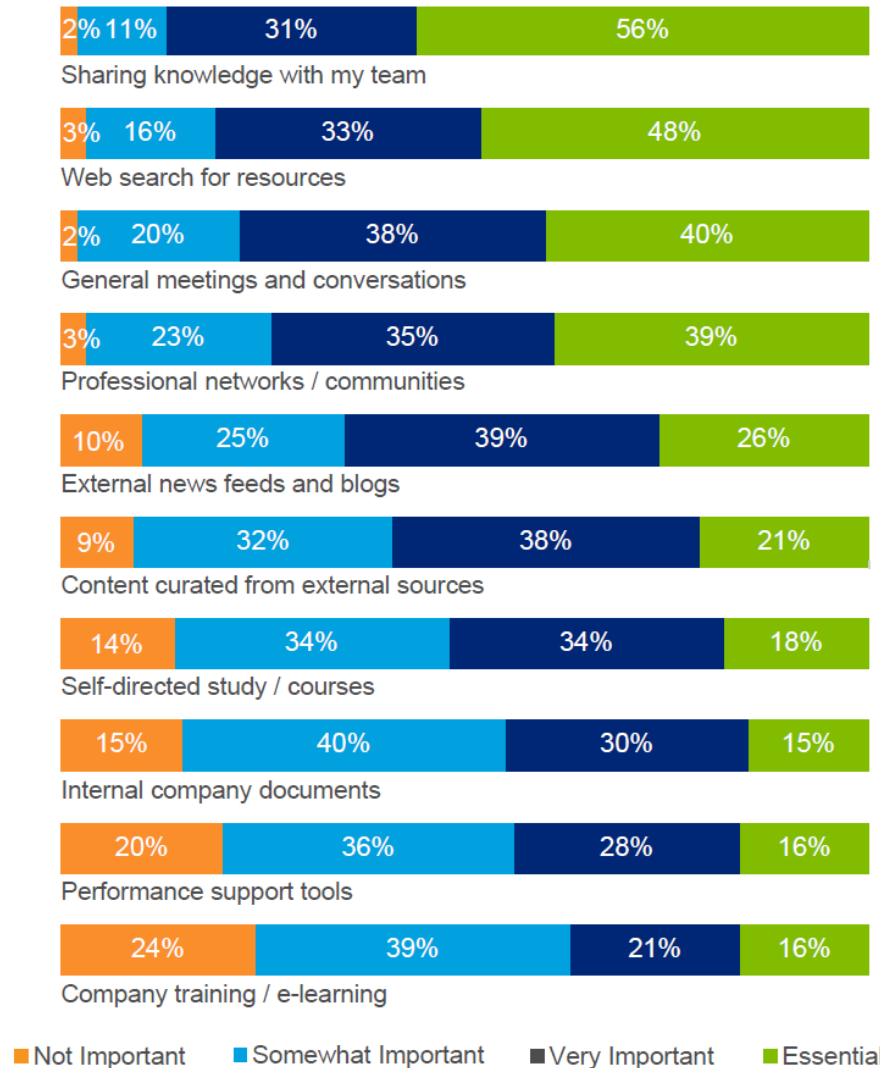At SFHP **key stakeholders** at the time:

- Chief Operating Officer

Evolved into the **need** for a Learning & Development Department

- Added Directors of Compliance Director and Human Resources

What does your **learning ecosystem** need at this time?

- Mobile
- Social
- Collaborative
- Micro-learning

Figure 5: Preferences of Today's Learners

Category	Not Important	Somewhat Important	Very Important	Essential
Sharing knowledge with my team	2%	11%	31%	56%
Web search for resources	3%	16%	33%	48%
General meetings and conversations	2%	20%	38%	40%
Professional networks / communities	3%	23%	35%	39%
External news feeds and blogs	10%	25%	39%	26%
Content curated from external sources	9%	32%	38%	21%
Self-directed study / courses	14%	34%	34%	18%
Internal company documents	15%	40%	30%	15%
Performance support tools	20%	36%	28%	16%
Company training / e-learning	24%	39%	21%	16%

■ Not Important   ■ Somewhat Important   ■ Very Important   ■ Essential

Source: *Centre for Learning & Performance Technologies and Bersin by Deloitte, 2014.*[18]

WORKBOOK

1. Identify business need (Step 1)

2. Identify your top three stakeholders in the ecosystem

3. Craft a message for each identified stakeholder (Pain Points)

   - How are you going to sell the idea to individual stakeholder?

EXAMPLES:

- CEO may be interested in community perception….
- IT may be interested in increasing sales…
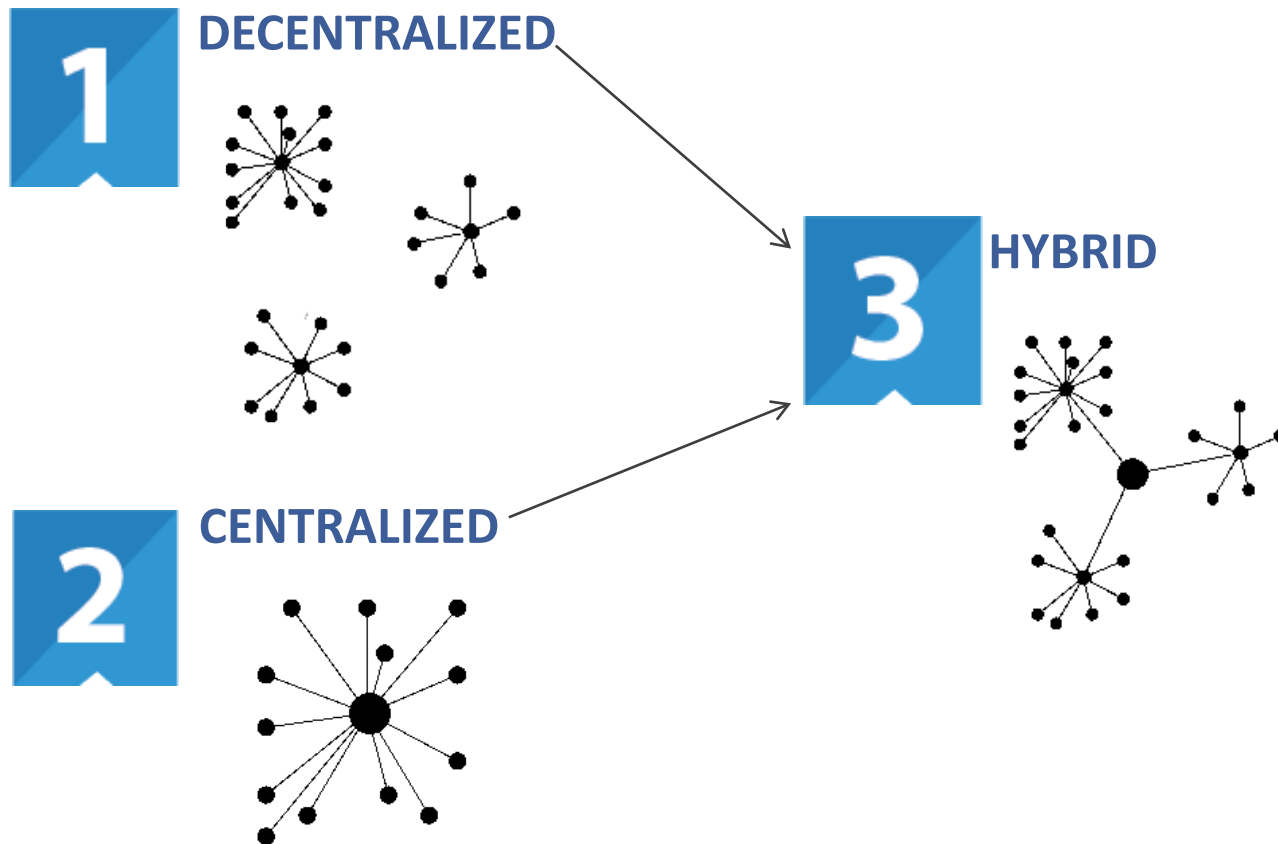- CHRO may be interested in recruitment and retention…

Section 1:
Identify the Need for Structure

Section 2:
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LEARNING ECOSYSTEM

Section 3:

Structure the Ecosystem

Three most common structures of **T&D departments:**

1 **DECENTRALIZED**

3 **HYBRID**

2 **CENTRALIZED**

Centralized

- Trainers located in L&D

- Training design and delivery are consistent.

- Report into one L&D supervisor

- One training budget

Decentralized

- Trainers located with business unit

- Training design and delivery inconsistent.

- Reporting into business unit

- Each unit has a training budget

Hybrid

- Trainers co-located with both

- Training design and delivery aligned.

- Dotted-line reporting structure

- Each unit has a training budget, but some items are by L&D

Three most common structures of **T&D departments:**

1 DECENTRALIZED

2 CENTRALIZED

3 HYBRID

WORKBOOK
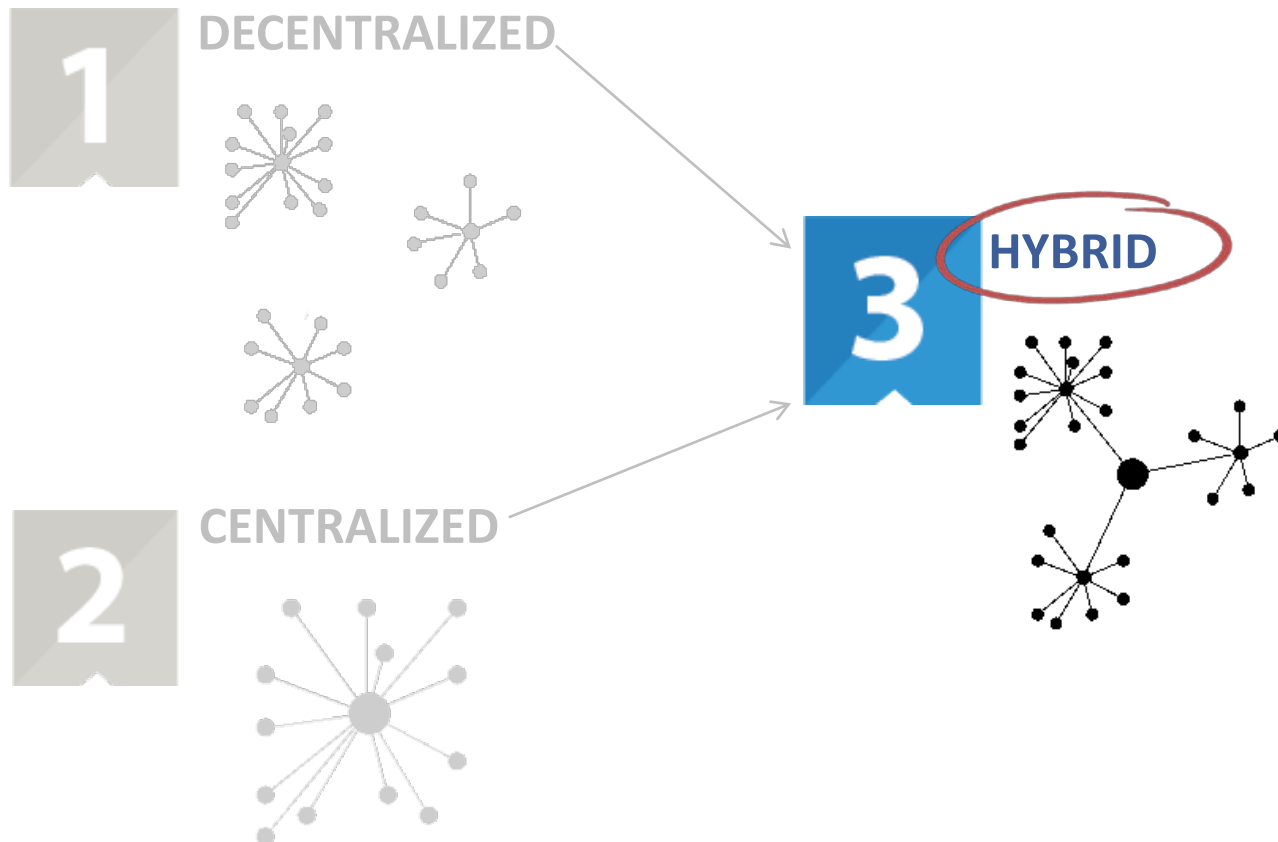
1. What structure best puts learning in a position to meet business objectives?

2. Where will the learning programs, initiatives, department be housed?

   - **Example:** HR, Ops, Sales, Independently

3. How will your proposed structure benefit the learning ecosystem?

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LEARNING
ECOSYSTEM

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Section 4:

Delineate Roles & Responsibilities

ROLES AND RESPONSIBILITIES

STRATEGIC

T&D Steering Committee

- Strategic Alignment
- Progress Reporting
- Includes CEO, COO, CAO, HR Director and T&D Director

PROGRAMMATIC

T&D Task Force
(As Needed)

- Strategic Development
- Operational and Dept. Alignment
- Core lines of business
- Includes department reps.
- Involves sub-committees

Sub Com

Sub Com

Sub Com

OPERATIONAL

T&D Department
New Hire Learning Pathways
Organization-wide Trainings

- T&D infrastructure and ongoing management of programs
- Standards and quality control
- Reviews and approves all training and conference requests
- Tracks trainings/conferences via ALC

Source: *Bersin & Associates, 2012.*

Our Hybrid Model Approach

T&D focuses on partnering with depts. To develop and manage common, **organization-wide**:

New Hire Learning Pathways

Training programs

Centralized learning & reporting system: ALC

Centralized planning, budgeting, needs analysis, course design, etc.
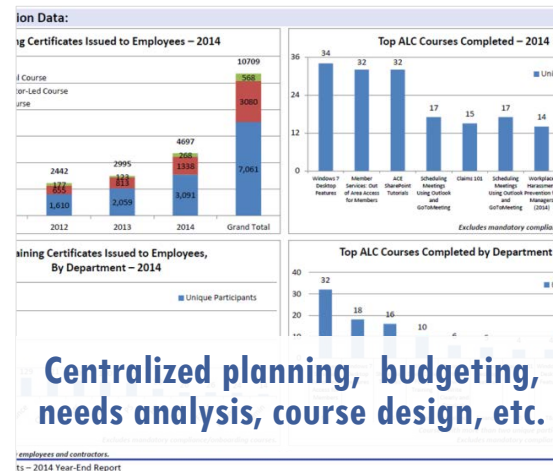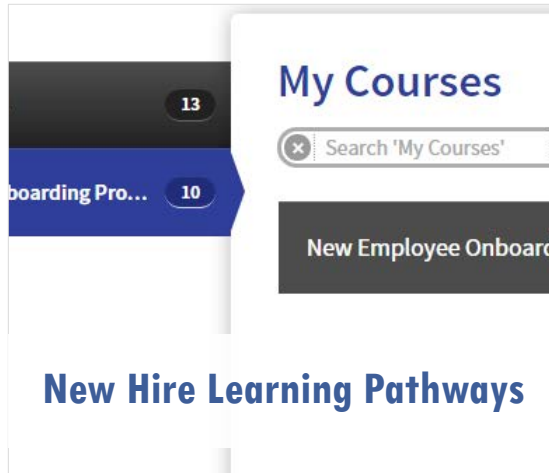
Our Hybrid Model Approach

T&D focuses on partnering with depts. To develop and manage common, **organization-wide**:

Login

Welcome. Please log in below to access your courses.

Username

Password

☐ Remember Me • Forgot Password?

Login

OR
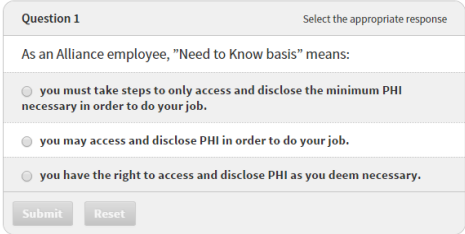
Sign Up

Tracking via ALC:

Internal departmental trainings and requests.

External trainings including conferences and trainings.

Tuition reimbursement requests.

Question 1   Select the appropriate response

As an Alliance employee, "Need to Know basis" means:

○ you must take steps to only access and disclose the minimum PHI necessary in order to do your job.

○ you may access and disclose PHI in order to do your job.

○ you have the right to access and disclose PHI as you deem necessary.

Submit   Reset

Testing for Comprehension:

Developing

Conducting

Reviewing

Our Hybrid Model Approach

Departments focus on:

Contribute to the identification of **organizational needs** and the development of **department solutions**

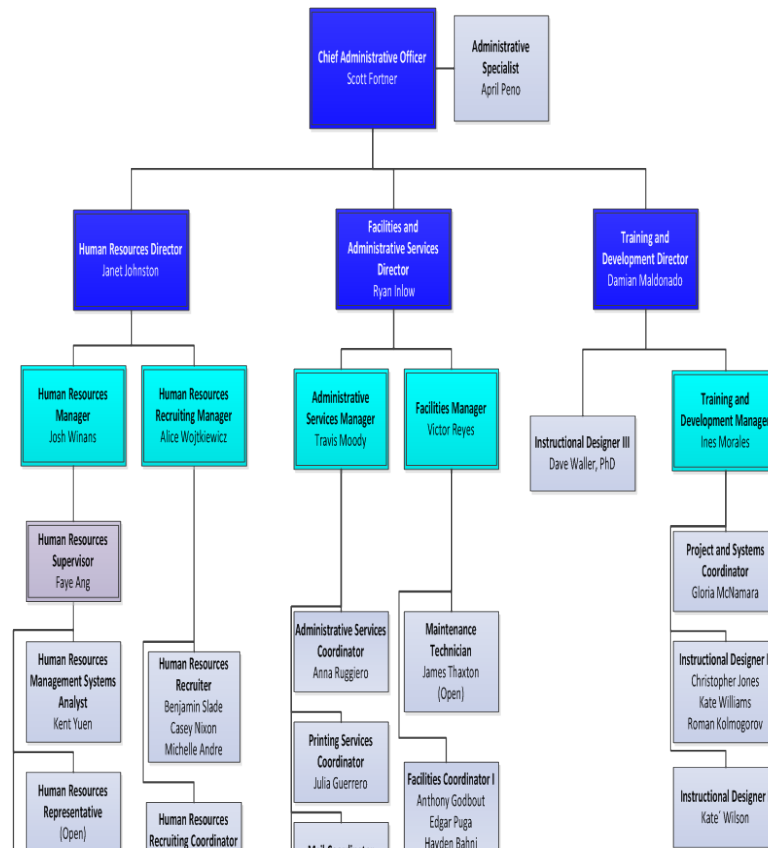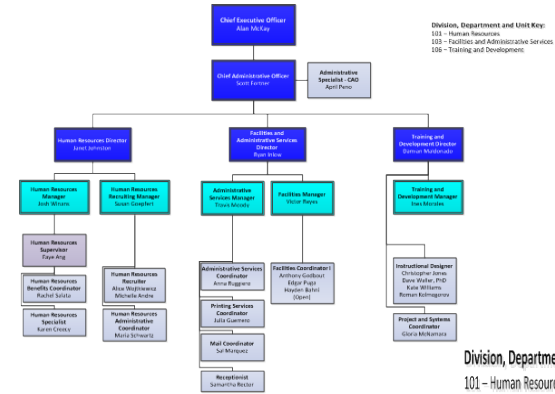Supplement their own learning for **business unit specific needs**

Use the **ALC system (LMS)** for trainings:
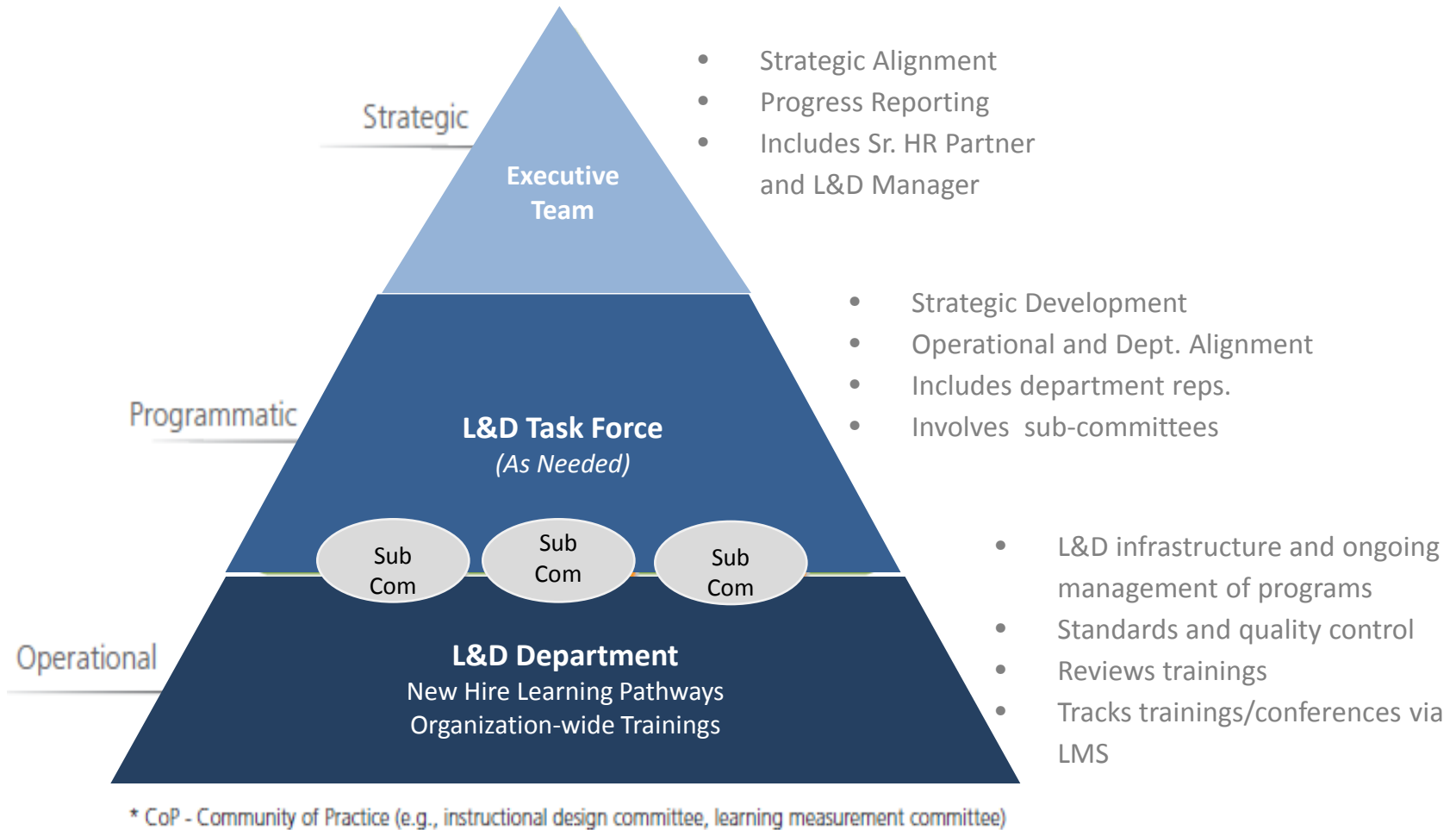- Assign trainings on the ALC via eAppraisal.

Staffing Overtime

9	
8	
7	
6	
5	
4	
3	
2	
1	
0	
	2009 2010 2011 2012 2013 2014 2015
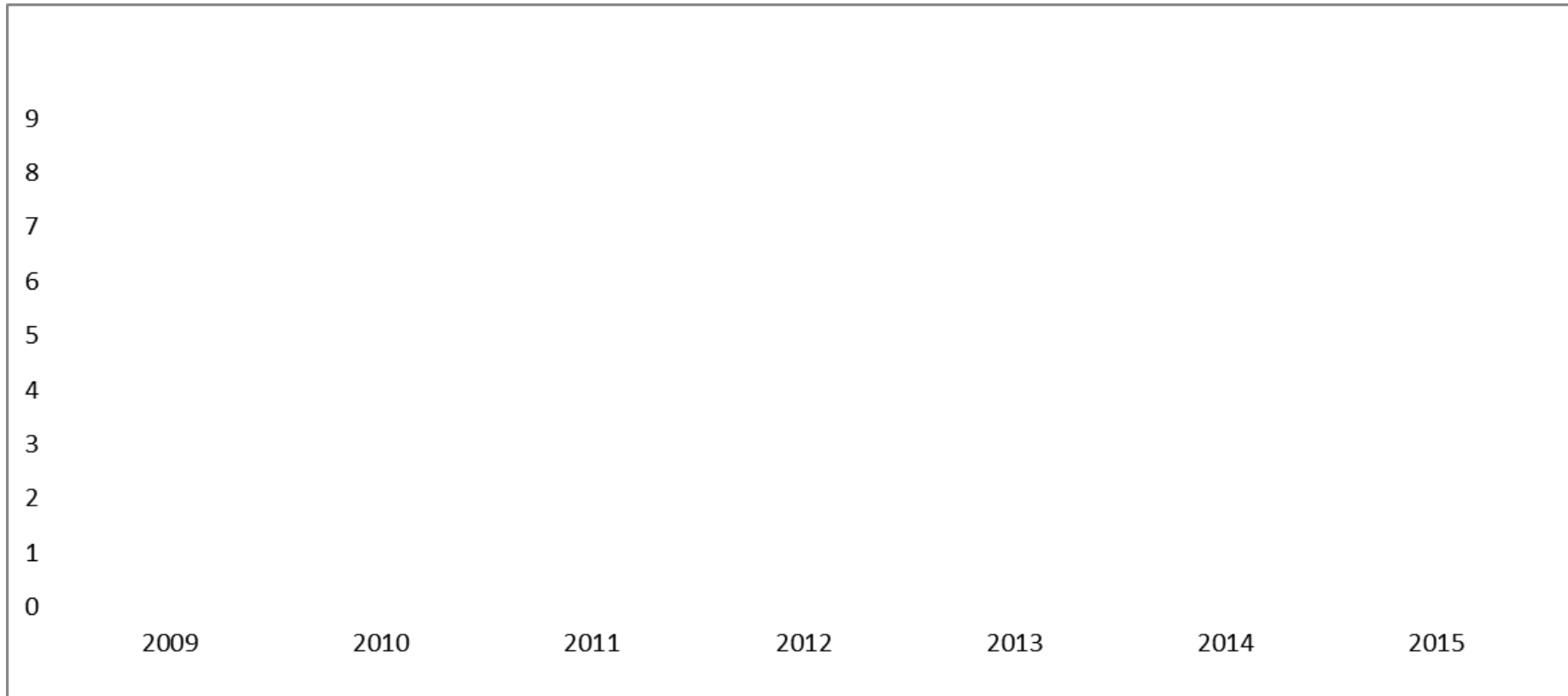
Department Organizational Chart

Division, Department and Unit Key:
101 – Human Resources
103 – Facilities and Administrative Services
106 – Training and Development

SFHP L&D Structure

Strategic

Executive Team

- Strategic Alignment
- Progress Reporting
- Includes Sr. HR Partner and L&D Manager

Programmatic

L&D Task Force
(As Needed)

- Strategic Development
- Operational and Dept. Alignment
- Includes department reps.
- Involves sub-committees

Sub Com   Sub Com   Sub Com

Operational

L&D Department
New Hire Learning Pathways
Organization-wide Trainings

- L&D infrastructure and ongoing management of programs
- Standards and quality control
- Reviews trainings
- Tracks trainings/conferences via LMS

* CoP - Community of Practice (e.g., instructional design committee, learning measurement committee)

Source: *Bersin & Associates, 2008.*

SFHP L&D Structure

L&D Focus	Department Focus

• New Hire Learning Pathways
 	
• Training Programs
 	
• Learning Management System (LMS)
   • Scheduling, tracking, and reporting organizational-wide
   • Training – Admins and Users
 	
• Centralized planning, needs analysis, course design, etc.
 	
• Department Consulting/Coaching
	• Contribute to identifying organizational and department needs and solutions
	
	• Supplement their own learning for department specific needs
	
	• Utilize the LMS for training
	   • Assign, track, and report on department specific trainings

SFHP Staffing

2013

- Operations Department with one trainer position

2016

- L & D Department created in HR with one manager and one LMS Administrator

WORKBOOK

1. **Strategic:**

   o   Identify Steering Committee Members.

2. **Programmatic:**

   o   Identify Business Unit Representatives to serve on L & D Task Force.

3. **Operational:**

   o   What is L & D going "To Own", be responsible for?

   o   What positions or roles will you need to support the learning ecosystem?

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LEARNING ECOSYSTEM

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Create L & D Policy and Procedures

1. Solidifies structures
2. No question who's responsible for what
3. Aligns with business strategic plan — steering committee

T&D MISSION:

Our mission is to empower staff by developing and enhancing their knowledge and skills in order to help them be **accurate, accountable and effective** in their role at the Alliance.

FORMAL ONBOARDING PROGRAM

INFORMATION & KNOWLEDGE

SKILLS TRAINING
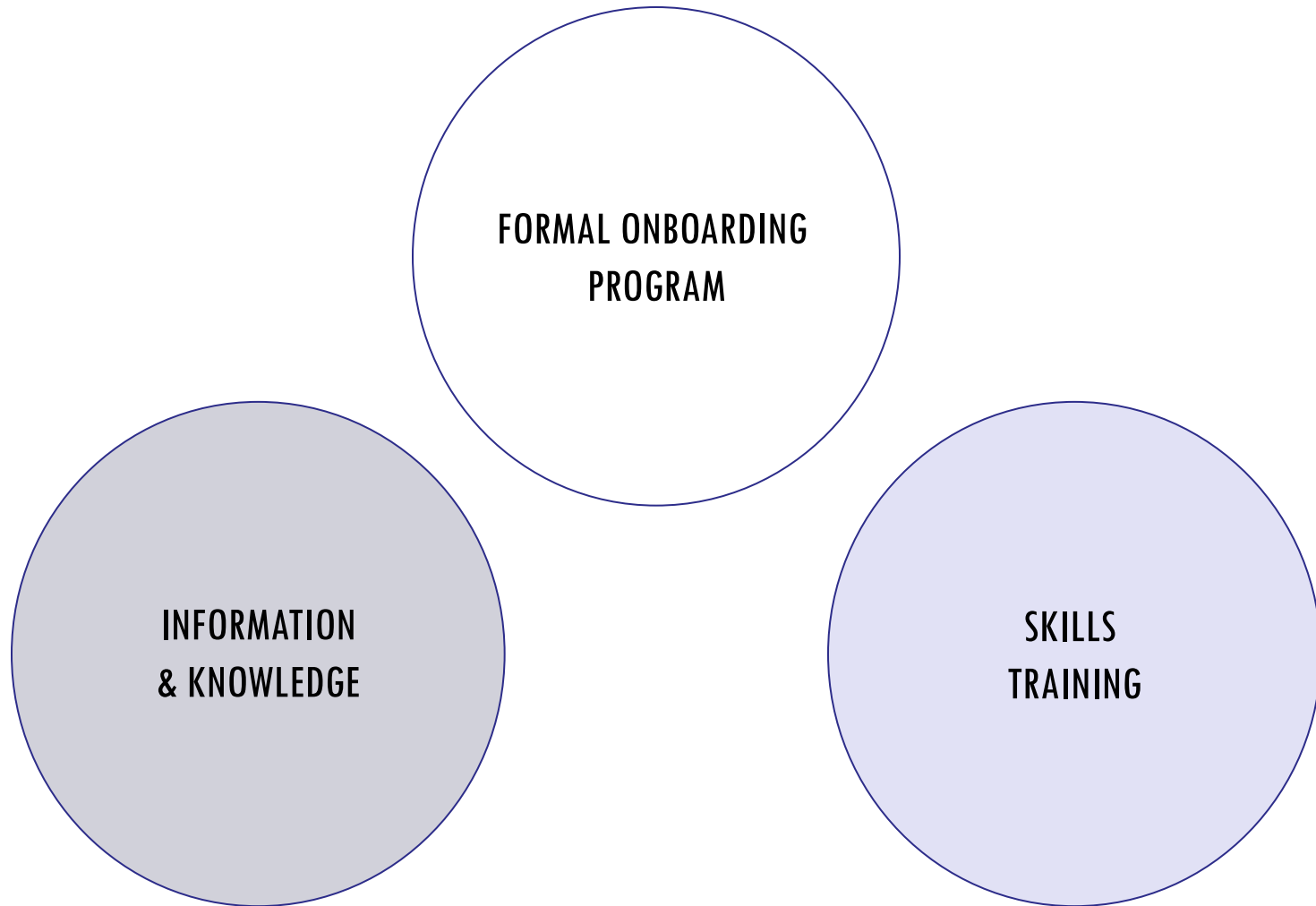
Structured Training Program

Formal Alliance
Onboarding Program

Training
Program

Information
& Knowledge

Skills
Training
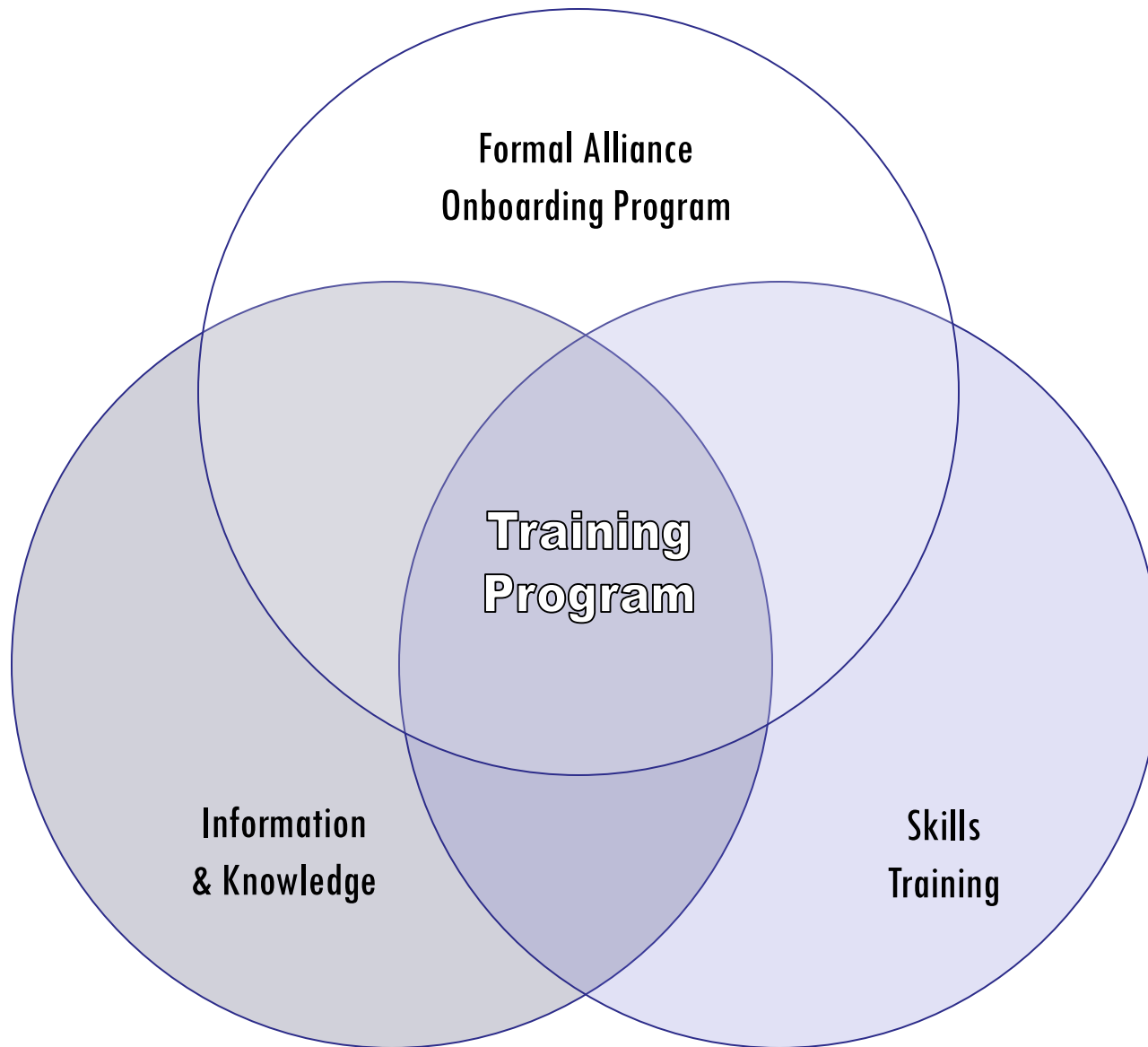
Alliance Training Program Overview

Project Leaders:
- CEO
- COO
- CAO
- T&D Director
- HR Director

Formal Alliance Onboarding Program

Focus on:
- Alliance Mission
- History
- COHS Model
- Lines of Business
- Learning Pathways

Regulatory:
- HIPAA
- FWAP
- Compliance
- C & L
- Sexual Harassment Prevention

Alliance Training Program Overview

Project Leaders:
- Dept. Mgt.
- T&D Dept.

Delivery Method:
- Instructor-Led Training
- Online via the ALC

Focus on:
Hard Skills
- Software Training (AIS, MS Suite, etc.)

Soft Skills
- Communication
- Conflict Management
- BRN CEU Courses
- Leadership Trainings
- And many others

Skills Training

Alliance Training Program Overview

Project Leaders:
- Dept. Mgt.
- T&D Dept.

Core Competencies:
- Company
- Department
- Position

Focus on:
- P&P
- Operating Manuals
- Terminology
- Overview of Services

Dept. Specific:
Directors/
Supervisors perform job specific training

Information & Knowledge

Delivery Method:
- Instructor-Led Training
- Online via the ALC
- Lunch & Learns
- Monthly Newsletter
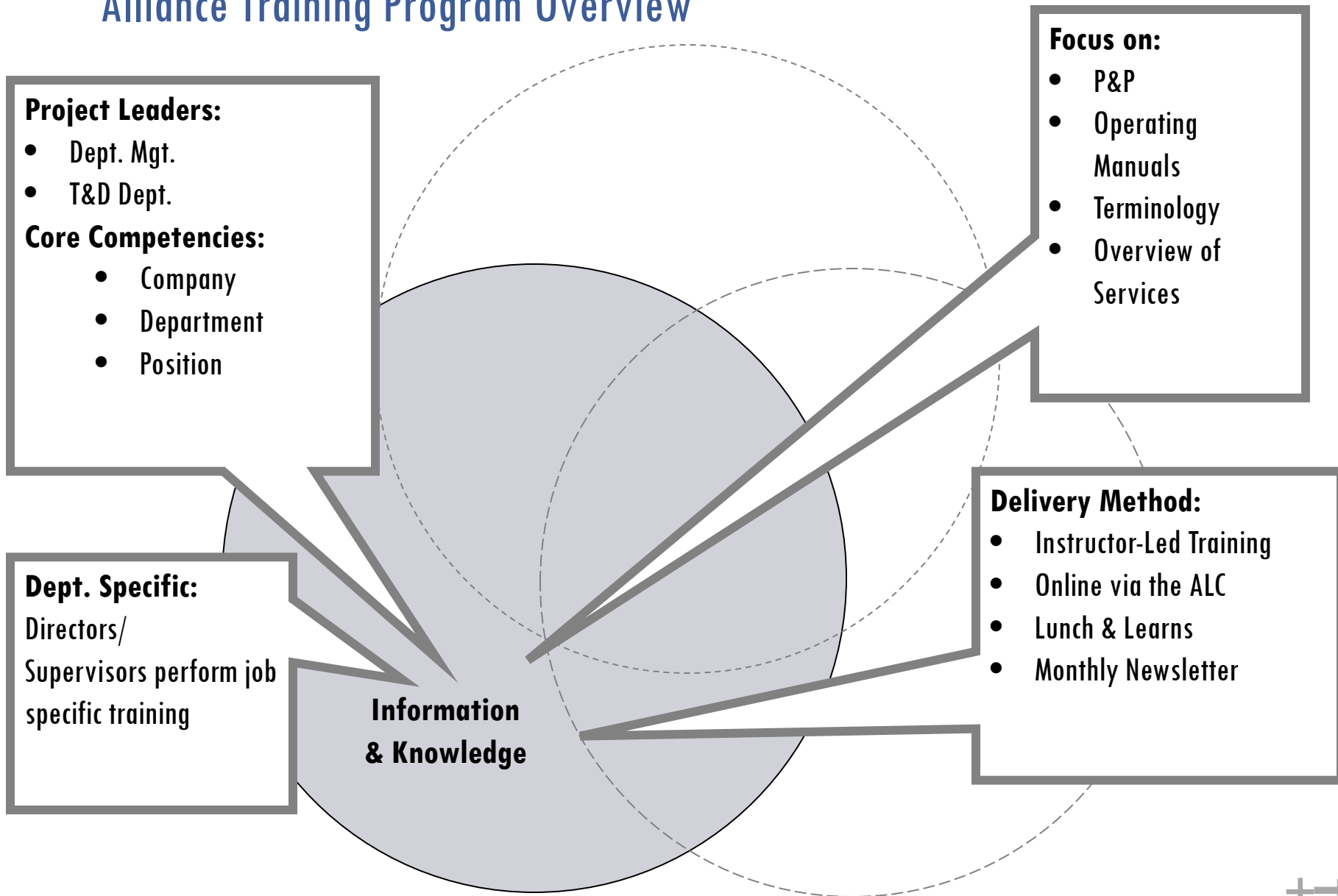
L & D Policy and Procedures

Policies

1. Board of Registered Nursing

2. Employee Training

3. Tuition Reimbursement

Procedures

1. Learning Management System Guide

2. Instructional Design Guide

3. Workflow Guides

My Courses   13

Alliance Onboarding Pro...   10

My Courses

Search 'My Courses'

New Employee Onboarding Pathway

ALLIANCE ONBOARDING PROGRAM:

New Hire/Transitional Checklist

New Hire/Transitional Learning Pathway

New Hire Orientation Comprehensive Binder

Focus Groups/Satisfaction Surveys

Learning Initiatives:

Lunch & Learns Quarterly

Leadership Development

Board of Registered Nursing CEU Provider

Tuition Reimbursement

Trainers Learning Community

Consulting with Departments

Strategic Priority	Priority Definition (What do we want to achieve in this strategic priority area?)	Strategy (How will we achieve this goal?)	Chief	Tactic (What activities or action steps are required to deliver on the strategy?)	Outcome (How and when will we know if we are successful?)	Active Date	Planned Go Live / Outcome Delivery	Planned Project Completion
				Continued development of Supervisory Learning Pathway.	Updated pathway to include required content.		6/30/2016	6/30/2016
		Support the development of future healthcare professionals through local universities.	CAO	Alliance External Intern Program.	Develop and implement external implementation of program available to local universities.		3/31/2017	12/31/2017
Workforce Infrastructure		Ensure adequate, safe and efficient physical work space for Alliance staff.		Conduct Alliance facility gap analysis to determine vulnerabilities and recommendations in regards to staff safety, security and incident response.	Phase 1 • Contract with consultant to conduct analysis. Phase 2 • Assess consultant recommendations and implement as approved.		9/30/2016	12/31/2016
			CAO	Ensure regional offices are further developed / expanded to meet existing and future organizational needs.	Phase 1 • Conduct analysis to determine operational, staff/office space, meeting room needs, etc. Phase 2 • Develop architectural designs. Phase 3 • Issue RFP and procure contractor bids. Phase 4 • Start construction		3/31/2016 6/30/2016 9/30/2016 9/30/2016	TBD

Strategic Priority	Priority Definition (What do we want to achieve in this strategic priority area?)	Strategy (How will we achieve this goal?)	Chief	Tactic (What activities or action steps are required to deliver on the strategy?)	Outcome (How and when will we know if we are successful?)	Active Date	Planned Go Live / Outcome Delivery	Planned Project Completion
Business Effectiveness				HSP Conversion Stabilization	No greater than 5% increase in provider and member calls about claims payments.		10/31/2016	3/31/2017
				IP and ED Data on Provider Portal	Availability of IP and ED Data on Provider Portal available to PCMH.		1/1/2017	3/31/2017
				Essette 3.6	Upgrade completed.		3/31/2016	3/31/2016
			CIO	Essette 3.8	Able to take ACT down.		7/29/2016	9/30/2016
				Contracts Management Software	Software meets business needs implemented by 9/30/16.	6/1/2015	9/30/2016	12/31/2016
				Project Portfolio Management Software	• Complete pilot. • Feasibility of Sciforma software to meet Alliance portfolio management requirements determined. • Recommendation made.	9/1/2013	12/31/2016	12/31/2016

2017 *Strategic Initiatives*

ORGANIZATION-WIDE INITIATIVES/TRAININGS

- **Internship Program**
- **Leadership Development**
  - Succession Planning
  - Current and Emerging Leaders
  - Situational Leadership II
- **Organizational Initiatives**
  - System Conversion, Business Continuity Plan, Case Management Curriculum, etc.
- **OTJ handbooks, job aids, eLearning journals**
- **Continued Enhancement: Onboarding**

EXTERNAL TRAINING SUPPORT:

- **Marketing** - ACA Community Outreach

- **Provider Services** - Training Support
  - **Provider** Portal Support
  - **Care Based Incentives** Initiative

- **Quality Improvement** - Facility Site Review

- **Care Management** - Provider Presentation

WORKBOOK

1. What policies and procedures do you need to start structuring to your learning ecosystem?

2. How will you clarify roles and responsibilities?

3. How will your learning ecosystem support the business strategy?

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LEARNING ECOSYSTEM

Section 6:

Measure the Health of the Ecosystem

Measuring Impact

1. Start simple- give executive teams what they want to see.
   o Test results? LMS content?

2. Creating reports and dashboards
   o Early and often

3. Metrics
   o Employee performance, business results, cost savings, culture/motivations

Provide Anecdotal Examples

1. Employees like the new approach, managers notice improved attitudes, etc.
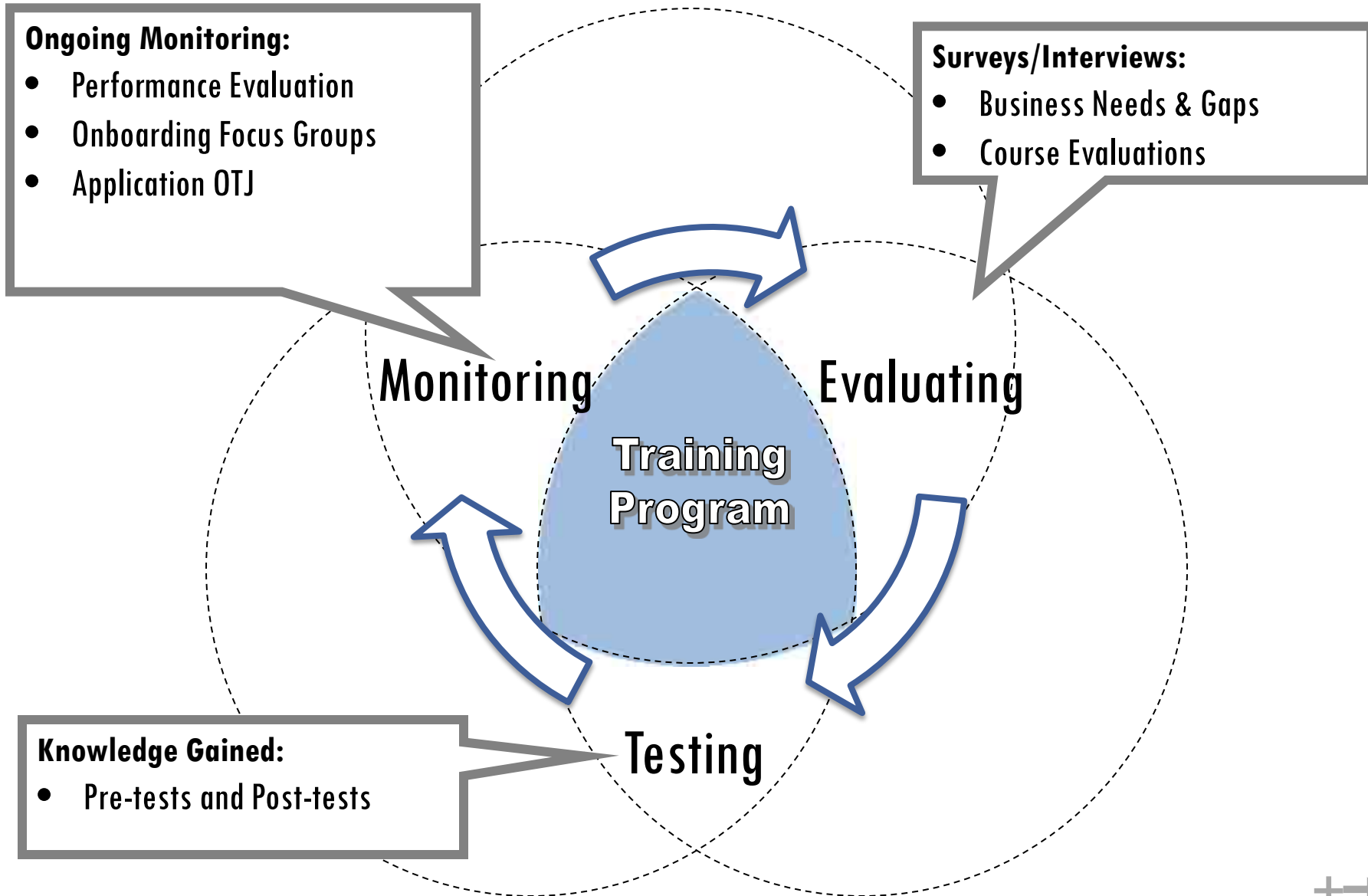
Ongoing Monitoring:
- Performance Evaluation
- Onboarding Focus Groups
- Application OTJ

Surveys/Interviews:
- Business Needs & Gaps
- Course Evaluations

Knowledge Gained:
- Pre-tests and Post-tests

Monitoring

Evaluating

Testing

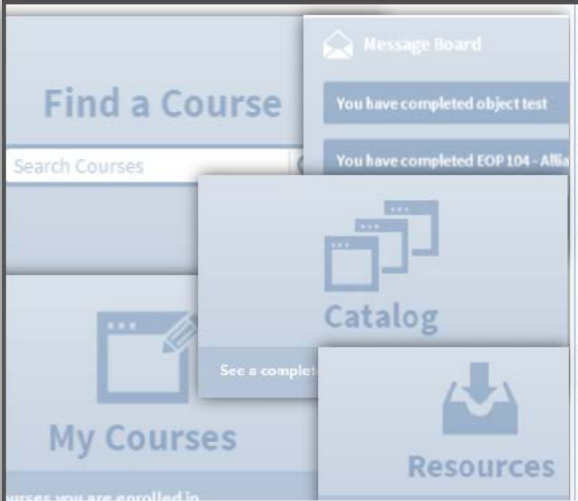Training Program

T&D Quarterly Reports

Dashboard – 2016 Year-End Report

TRAINING & DEVELOPMENT

T&D Program Data:

Onboarding AQI Compliance – 2016

Employees Onboarded - 2016

ALC Onboarding Course Test Scores - 2016

BRN Course Attendance - 2016
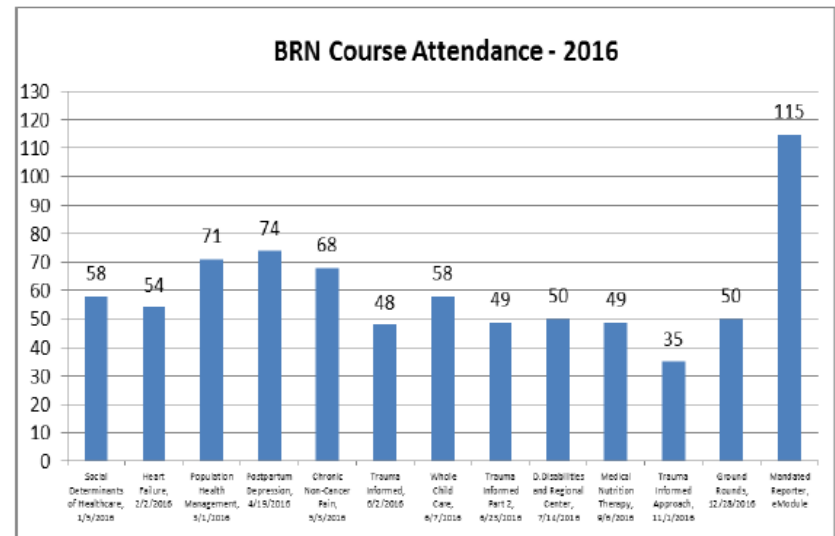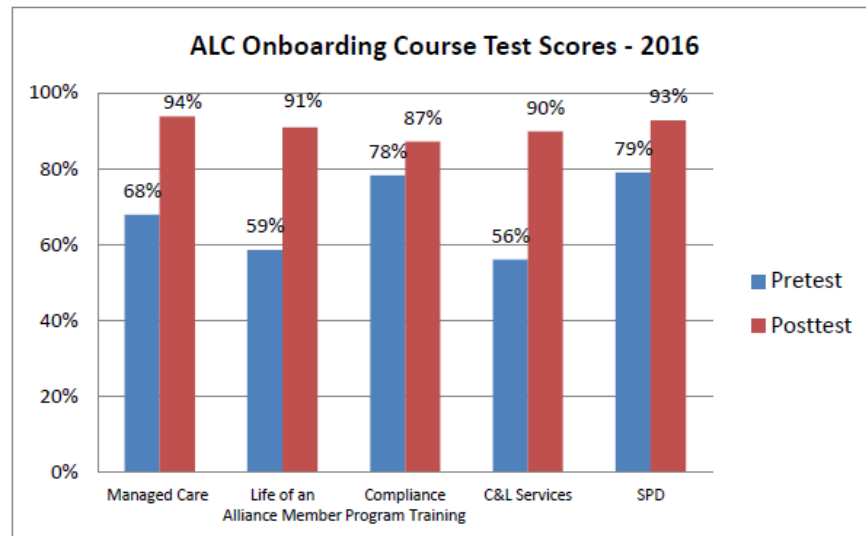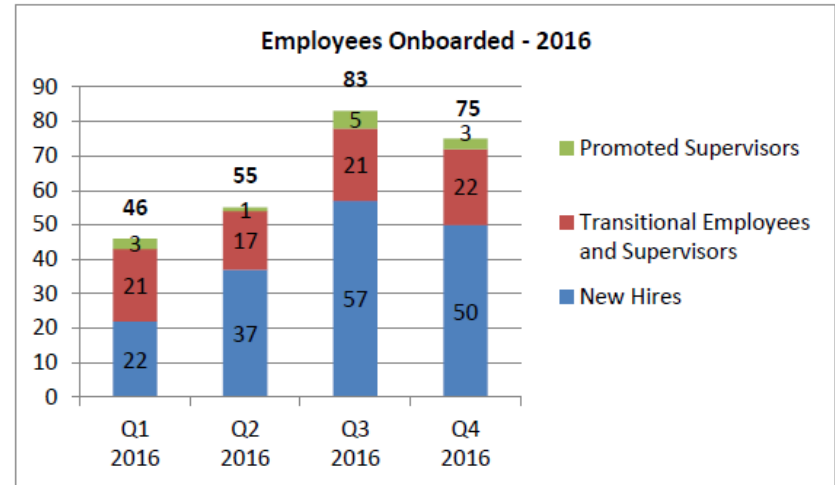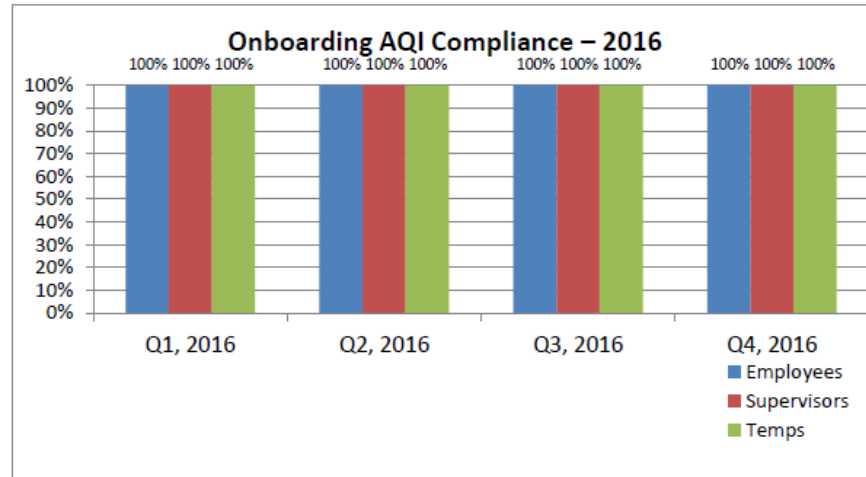
Data includes temporary employees and contractors.

T&D Quarterly Reports

Dashboard – 2016 Year-End Report

TRAINING & DEVELOPMENT
CENTRAL CALIFORNIA ALLIANCE · FOR HEALTH ·

Course Utilization Data:

Training Certificates Issued to Employees, By Year

Legend:
- External Course
- Instructor-Led Course
- ALC Course

Year	ALC Course	Instructor-Led	External	Total
2011	301	274	—	575
2012	1610	655	177	2442
2013	2059	813	123	2995
2014	3091	1338	268	4697
2015	3815	1347	108	5270
2016	3442	1296	367	5105
Grand Total	14318	5723	1043	21084

Top Five ALC Courses Completed - 2016

- Unique Participants

Course	Participants
HSP Overview Training	319
Essette Overview	199
Alliance Fitness Center Facility Usage	73
ACE SharePoint Tutorials	41
AIS Introduction	34

Exclude mandatory compliance/onboarding courses

Training Certificates Issued to Employees by Division 2016

- Unique Participants

Division	Participants
HS	1503
Operations	679
ATS	154
Employee Services	99
Finance	30
Admin	4

Excludes mandatory compliance/onboarding courses

Top ALC Courses Completed by Department - 2016

- Unique Participants

Course	Department	Participants
HSP Overview Training	HS	148
Essette Overview	HS	90
HSP Overview Training	Claims	39
HSP Overview Training	PS	35
HSP Overview Training	Compliance	30

Excludes mandatory compliance/onboarding courses

Data includes temporary employees and contractors.

SFHP Starting **Second Year**

- Strategic Initiatives
  - Continuous Improvement
  - Onboarding
  - Manager Pathway

6

WORKBOOK

1. What are three areas your executive teams wants measured?

2. How would you provide data they want to see? Example: report, dashboards, lists.

3. How will you use this data?

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Coevolve to Win Support

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LEARNING ECOSYSTEM

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Anticipate the Ecosystem's Future

Identify where you are currently and plan for **Next Steps**

Maturity Models – Three examples:

1. Bersin by Deloitte

2. Brandon Hall Group

3. Association of Talent Development

Maturity Model Example

Dimension	State A	1	2	3	4	5	6	7	8	9	10	State Z
Our training organization's mission	To transmit to learners information that is accurate, up-to-date, and complete											To transform learners so that they perform in ways that they and all stakeholders value
How our training organization is viewed by management and clients	Primarily as a deliverer of content											Primarily as an agent of performance change
Our training organization's basic job	Create and/or deliver content-accurate courses											Create individuals and/or teams able to demonstrate that they achieve what is expected of them
The products and services our training organization provides	Courses and curriculum materials											Processes, tools and sufficient practice, feedback, follow-up, and support so that learners can perform back on the job
Our needs-assessment process	Take training orders from management and/or customers											Verify where knowledge and skill gaps exist and identify where and what kind of training or other forms of support should be given
Our evaluation practices	Check learners' reactions to and perceptions of the training											Verify learning, transfer of learning to the job, and impact of learning on bottom-line results
Our training organization's accountabilities	How well learners rate our training/courses and how many were trained											How well learners perform on the job and our contribution to bottom-line results

Source: ASTD Handbook 2nd Edition

2011 – 2015 Self-Evaluation

Dimension	State A	1	2	3	4	5	6	7	8	9	10	State Z
Our training organization's mission	To transmit to learners information that is accurate, up-to-date, and complete			2011					2015			To transform learners so that they perform in ways that they and all stakeholders value
How our training organization is viewed by management and clients	Primarily as a deliverer of content	2011				2015						Primarily as an agent of performance change
Our training organization's basic job	Create and/or deliver content-accurate courses		2011							2015		Create individuals and/or teams able to demonstrate that they achieve what is expected of them
The products and services our training organization provides	Courses and curriculum materials				2011				2015			Processes, tools and sufficient practice, feedback, follow-up, and support so that learners can perform back on the job
Our needs-assessment process	Take training orders from management and/or customers					2011			2015			Verify where knowledge and skill gaps exist and identify where and what kind of training or other forms of support should be given
Our evaluation practices	Check learners' reactions to and perceptions of the training		2011						2015			Verify learning, transfer of learning to the job, and impact of learning on bottom-line results
Our training organization's accountabilities	How well learners rate our training/courses and how many were trained		2011			2015						How well learners perform on the job and our contribution to bottom-line results

= 2011 Where we were   = 2015

Source: ASTD Handbook 2nd Edition

Maturity Model Example

The *Learning & Development Capability Maturity Model* is a structured methodology for assessing and aligning learning organizations' ability to deliver measurable business value.

CAVEOlearning

Maturity Model Example

Figure 10 **Learning Strategy Maturity Model**

Organizational Impact/ROI Curve

Direct Impact on the Business

Improved Knowledge/Skills

No Impact on the Business

9%
Level 5
Innovatice

There is a formalized learning strategy linked directly to the overall business strategy as well as a learning environment that takes advantage of multiple technologies to deliver not just learning, but performance.

34%
Level 4
Optimized

Learning strategy is defined and decently aligned with business goals. A variety of learning modalities and technologies are deployed to meet business goals.

33%
Level 3
Standardized

Learning strategy is shaped by talent data across the organization and tenuously linked to the business. We employ a modest variety of learning modalities and technologies.

19%
Level 2
Developing

Learning strategy is loosely defined, but it is executed in a rather static, traditional environment and outcomes are hard to determine.

4%
Level 1
Non-existent

Learning and development is non-existent with no real link to the business.

Source: 2016 Brandon Hall Group Learning Strategy Study (n=389)

Maturity Model Example

Performance consulting through many types of learning solutions.

Alignment by role, planning and career development models.

A team or department dedicated to building learning solutions.

Capability Development

Informal, unstructured, often developed by teams.

Talent & Performance Improvement

Training & Development Excellence

CCAH

Incidental Training

SFHP
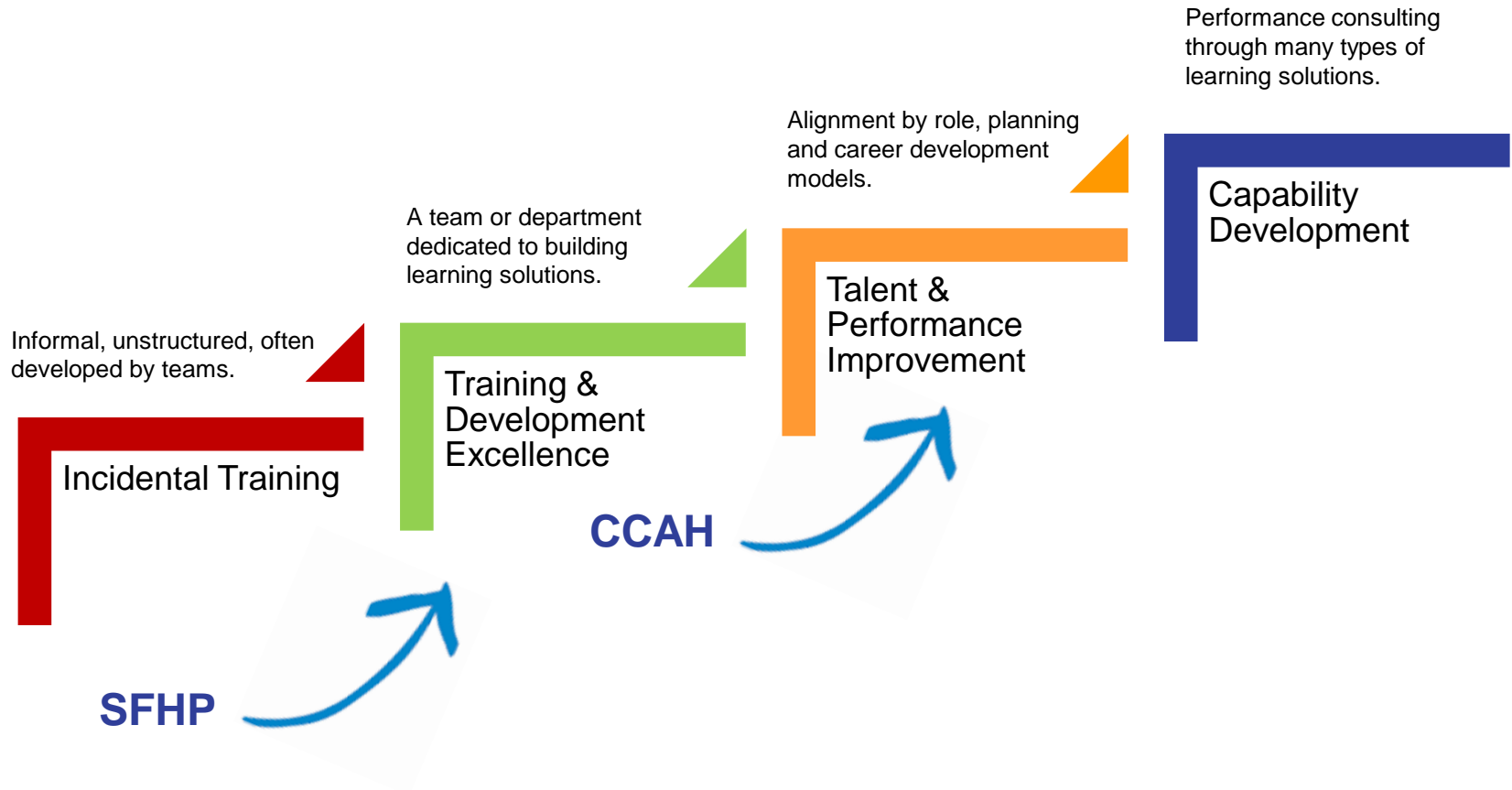
Adapted from:

Bersin & Associates
High-Impact Learning Organization Maturity Model®

WORKBOOK

1. What model would work for your organization?

2. What next steps can you implement within the next year to move to the next level?

3. Who are the stakeholders you need to bring to the table to help you move to the next level?

Section 2:
Coevolve to Win Support

Section 3:
Structure the Ecosystem

Section 4:
Delineate Roles and Responsibilities

Section 5:
Create Symbiotic Relationships

Section 6:
Measure the Health of the Ecosystem

Section 7:
Anticipate the Ecosystem's Future

LEARNING ECOSYSTEM
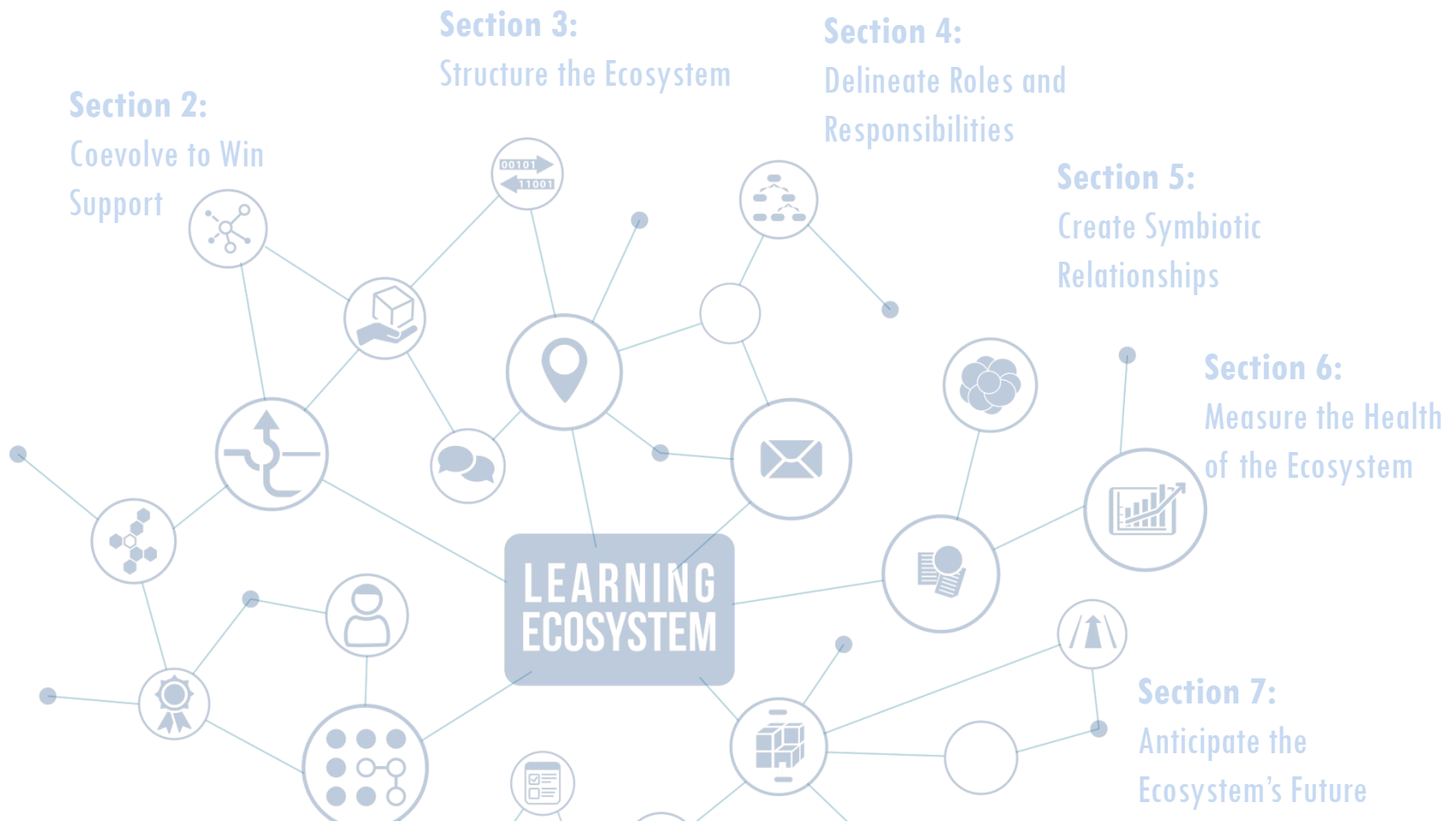
Closing:
What we learned today

Section 1:
Identify the Need for Structure

Section 2:
Coevolve to Win Support

Section 3:
Structure the Ecosystem

Section 4:
Delineate Roles and Responsibilities

Section 5:
Create Symbiotic Relationships

Section 6:
Measure the Health of the Ecosystem

Section 7:
Anticipate the Ecosystem's Future

LEARNING ECOSYSTEM

CLO

ATD

Bersin

Brandon Hall Group

Caveo Learning

Identified

Organizational structure

Recognized

Level of development

Clear Steps

Move forward to next level

THE ARCHITECTS OF EXPERIENCE

Innovating at the Speed of Business

Randah McKinnie | Sr Director, Learning Innovations | RBC

CORPORATE LEARNING WEEK
SILICON VALLEY

RBC | LEARNING AND DEVELOPMENT

WELCOME TO THE
NEW WORLD OF BANKING

OUR TEAM

@ A GLANCE

RBC | **LEARNING AND DEVELOPMENT**

200 PEOPLE

UX	Learning Design & Delivery	Performance Enablement	Comms & Marketing
Learning Technology	Youth Coops & Internships	Instructional Designers	Design Thinking
Content Curators	Innovation	Trainer/ Facilitators	Employee Experience

@ A GLANCE

RBC

Personal & Commercial Banking
Wealth Management
Insurance
Investor & Treasury Services
Capital Markets

TOP **50** globally

38 countries

net income **10.5B**

80,000 employees

5,000 contractors

16MM clients

60% transactions now mobile & digital

90MM community investments

200,000+ volunteer hours

BECOMING A L&D INNOVATION HUB

IT'S ALL ABOUT THE EXPERIENCE
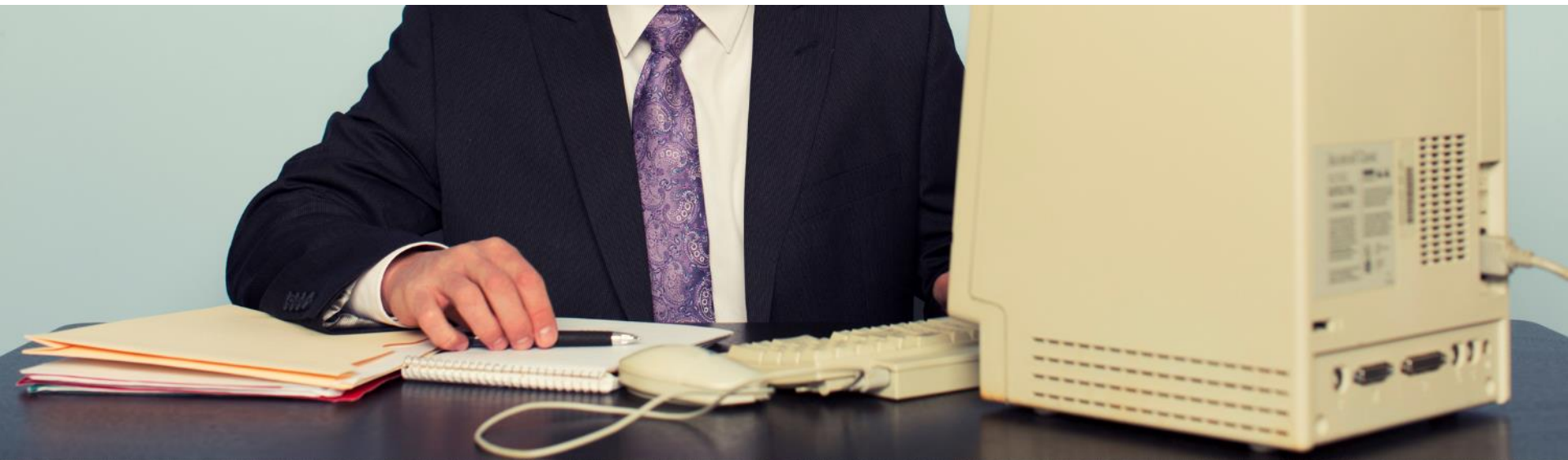
The User Expects a Different Experience

We're **surrounde**d by great experiences

FOCUS
We place our employee's
needs at the center

EMPATHY
We seek to understand and
acknowledge our audience

FAMILIARITY
We speak the way our
employees do

ENGAGEMENT
We inspire real
conversations & actions

CREDIBILITY
We must be timely, relevant,
actionable, and truthful

SHIFTING MINDSETS

Compliance-Based Learning	Adoption-Based Learning
Time-Framed	Always Learning
Leader-Driven	Leader Supported
Learning Platforms	Learning Ecosystems
Content Development	Content Curation
Perfection	Test & Learn
Learning as a Department	Learning as an Integration & Innovation Hub
Program Centric	Employee Experience Centric
Outputs Focused	Outcome Focused

Executive Quarterbacking (freedom/experimentation/test/learn)

Educated Ourselves

3 Year Roadmap

> Identified Emerging Trends & Technologies
> Mapped New Competencies – Capability Building & Hiring Plans
> Performed Learning Inventory Control
> Launch & Report against new Metrics

Launch & Sustain

> Gatekeepers, Unlearning

New Skills & Capabilities:

Communications

Marketing

User Experience

Technology

NEW HIRES

NEW SKILLS

ADVISORS

PHONE A FRIEND

Design Guild

Networking

Change

Leadership Accountability

EMPLOYEE EXPERIENCE

SKILLS, CULTURE, CHANGE

TEST & LEARN

Graduate Leadership Program Associate

Research Assignment

Reco for a Digitally Enabled Pre On-Boarding Experience
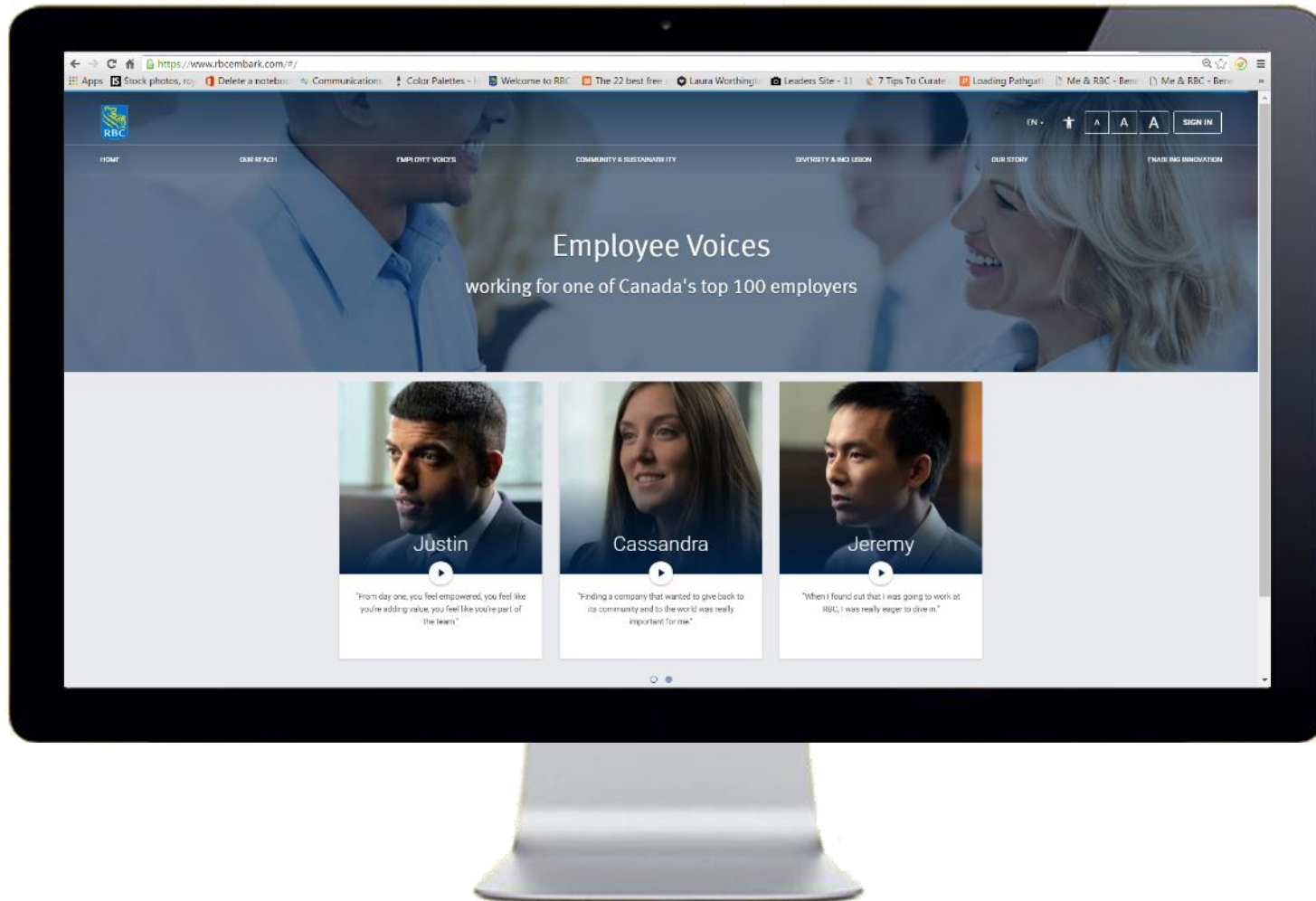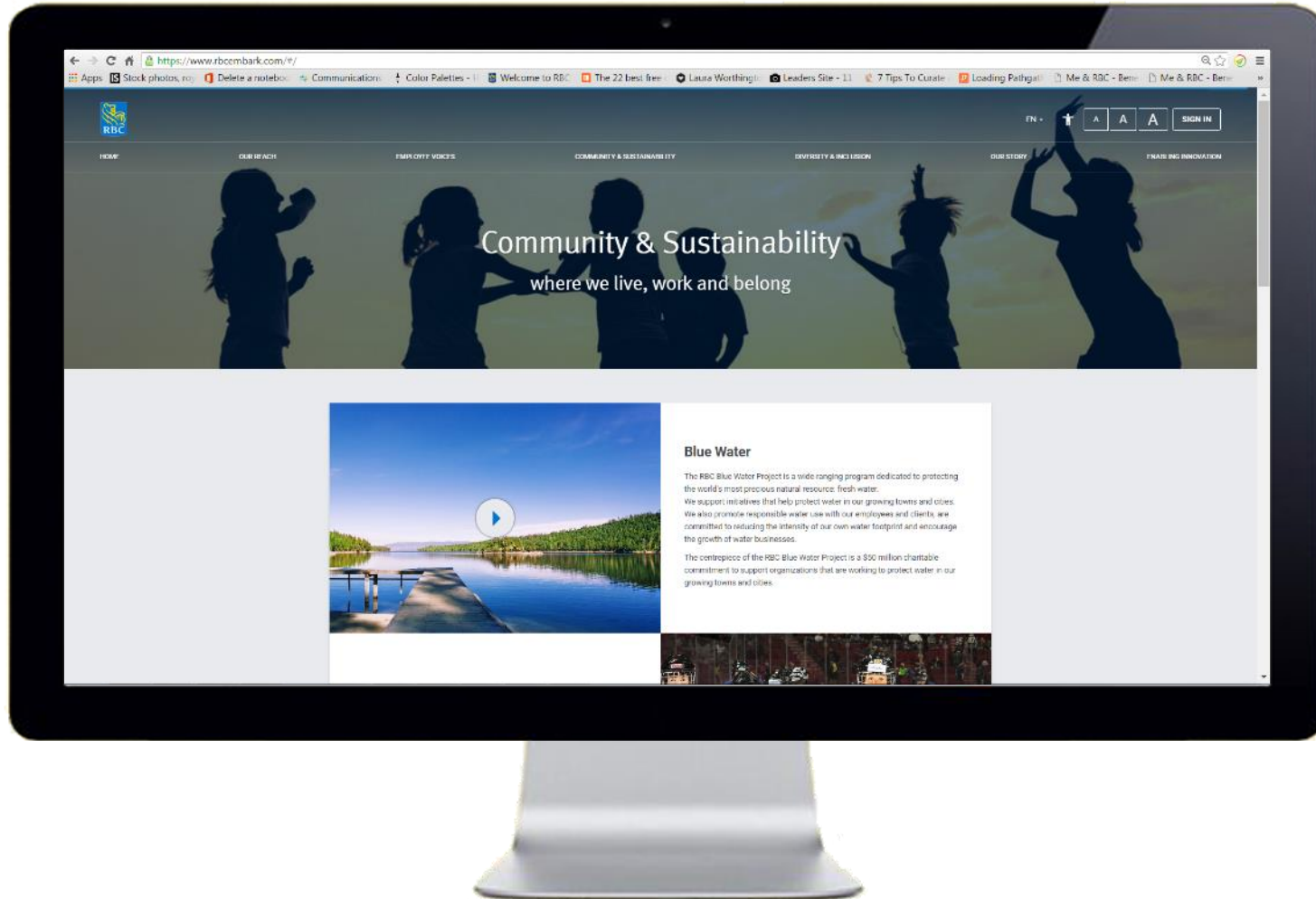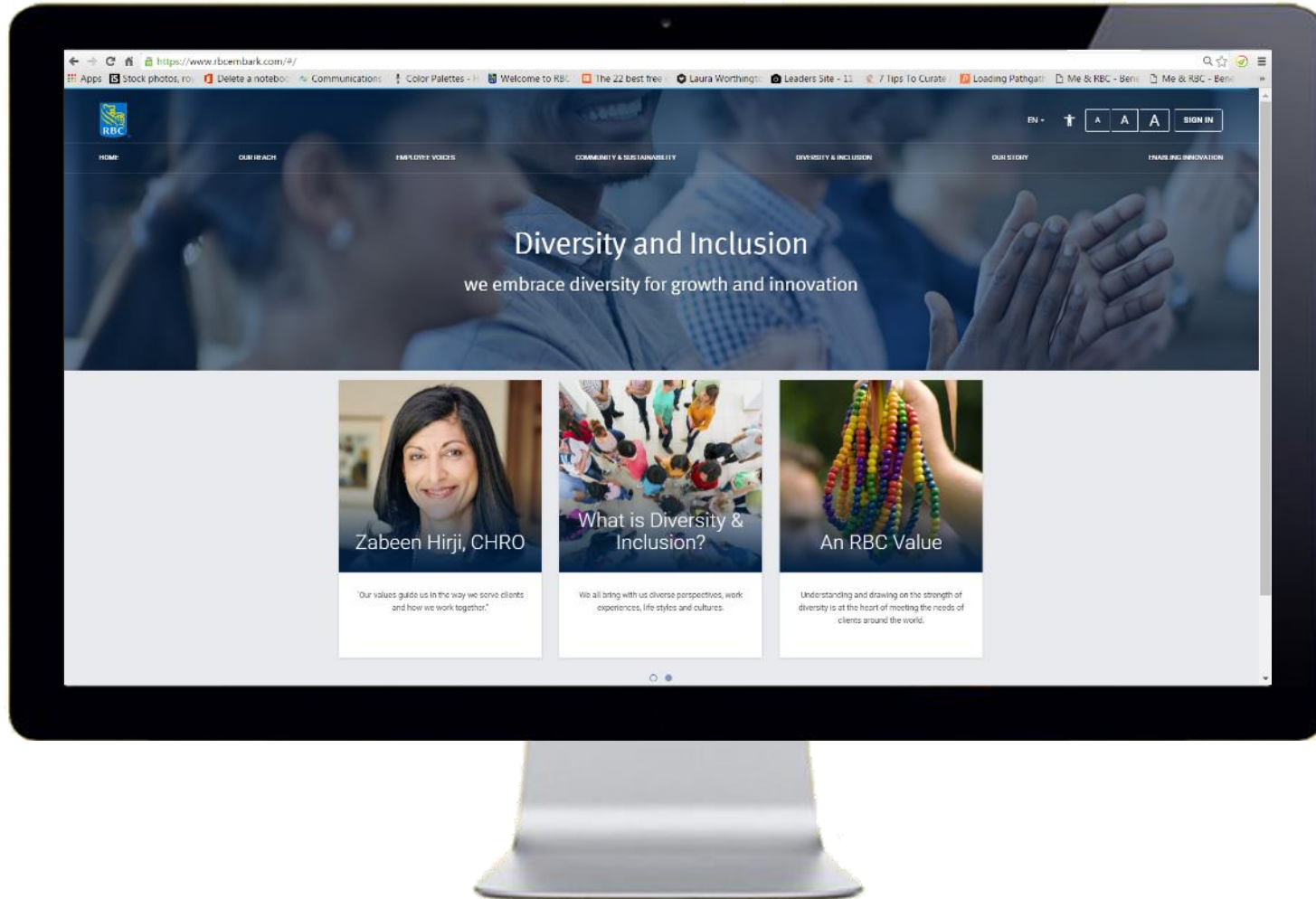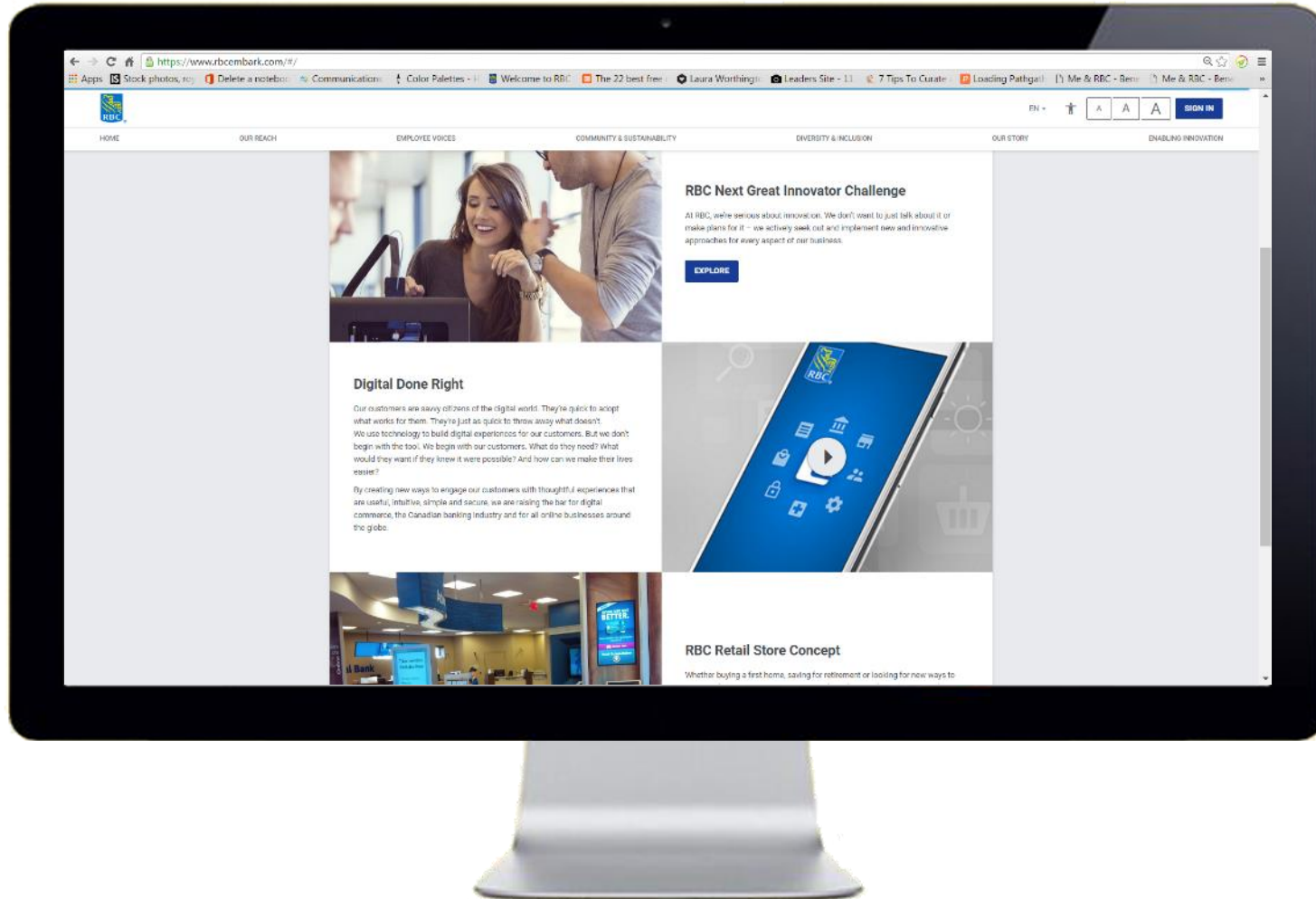
WHAT DID WE ACHIEVE?

☑ Innovative Idea

☑ Prototyped

☑ Well Received

☑ Scaled

☑ Now In 2.0 Cycle

Orientation & On-Boarding

Social Learning

Program/Implementation Support (ad-hoc)

Career Development

Leadership Development

WHAT WE'RE AIMING FOR:
THE DESIRED LEARNER EXPERIENCE

FROM
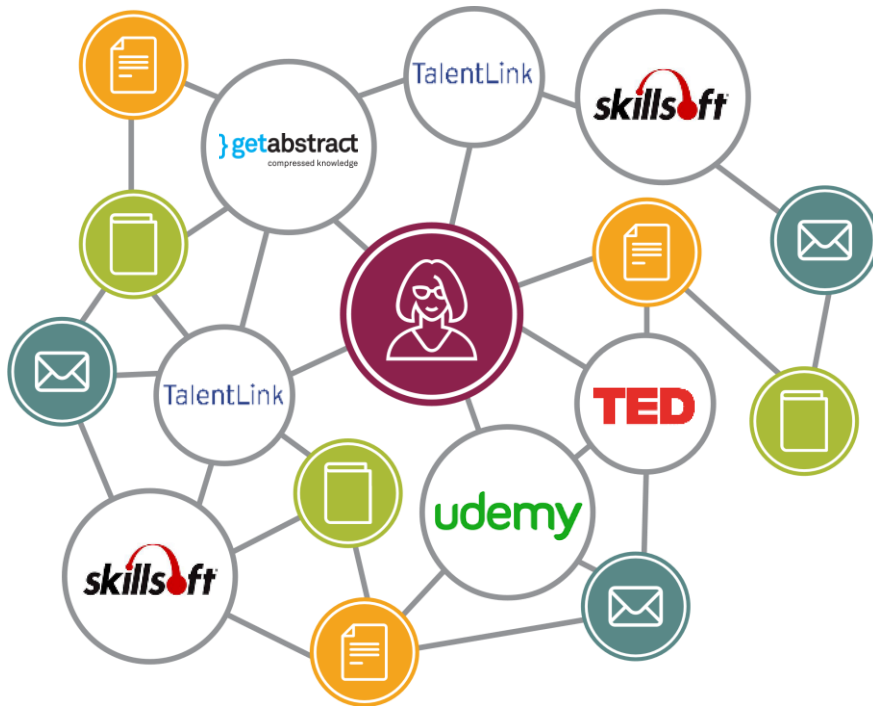
TO
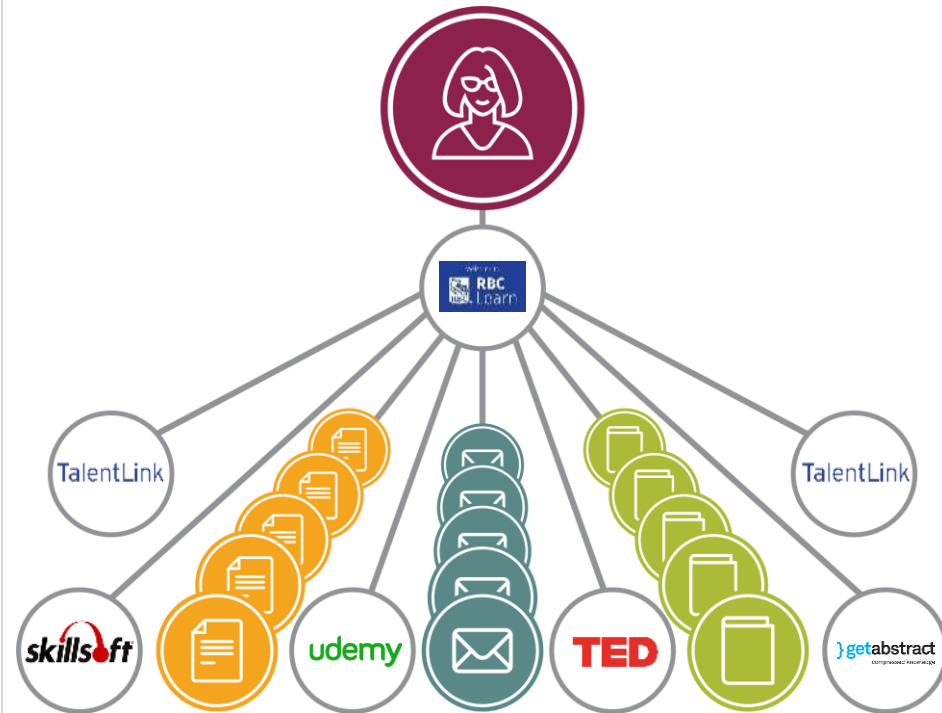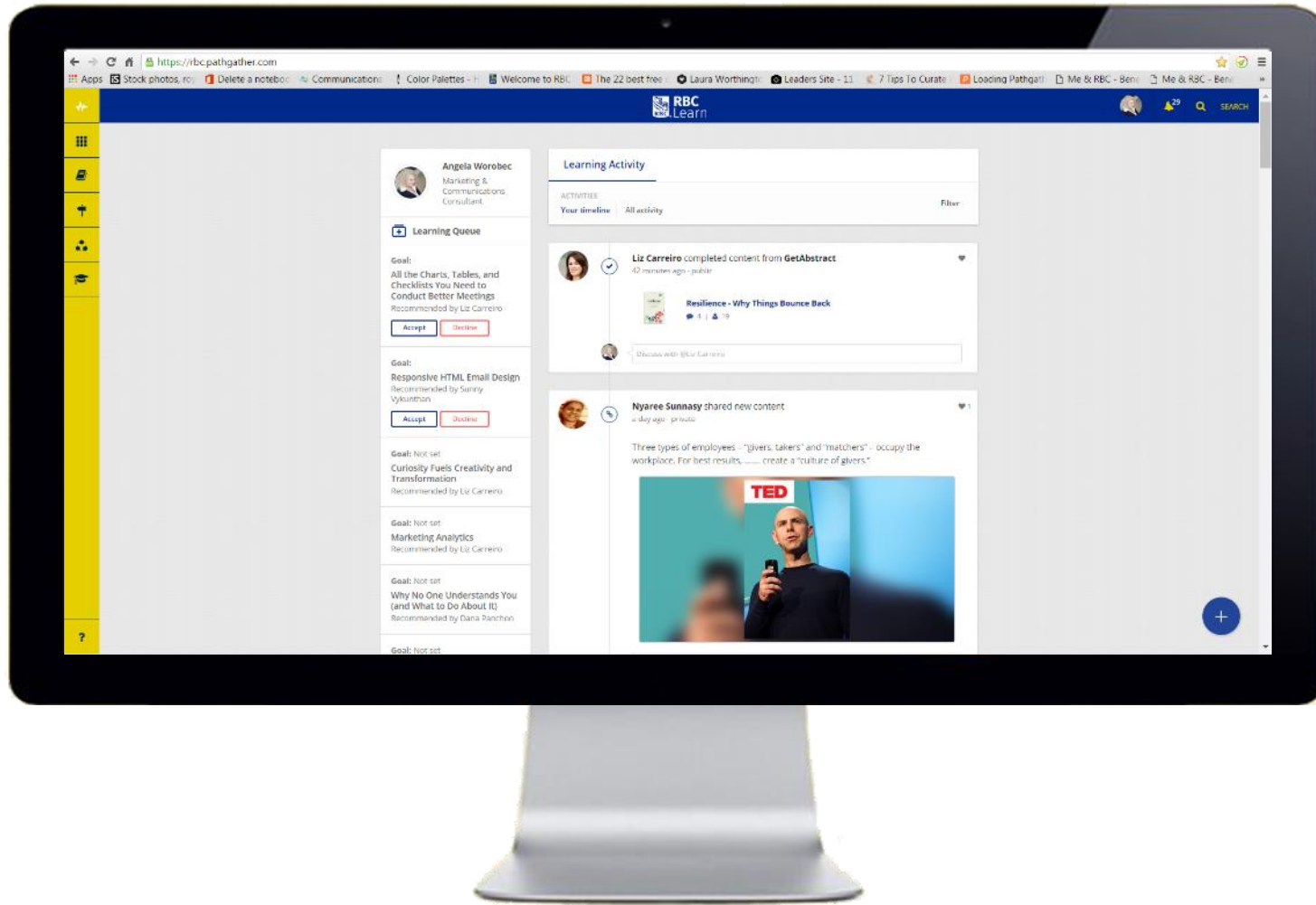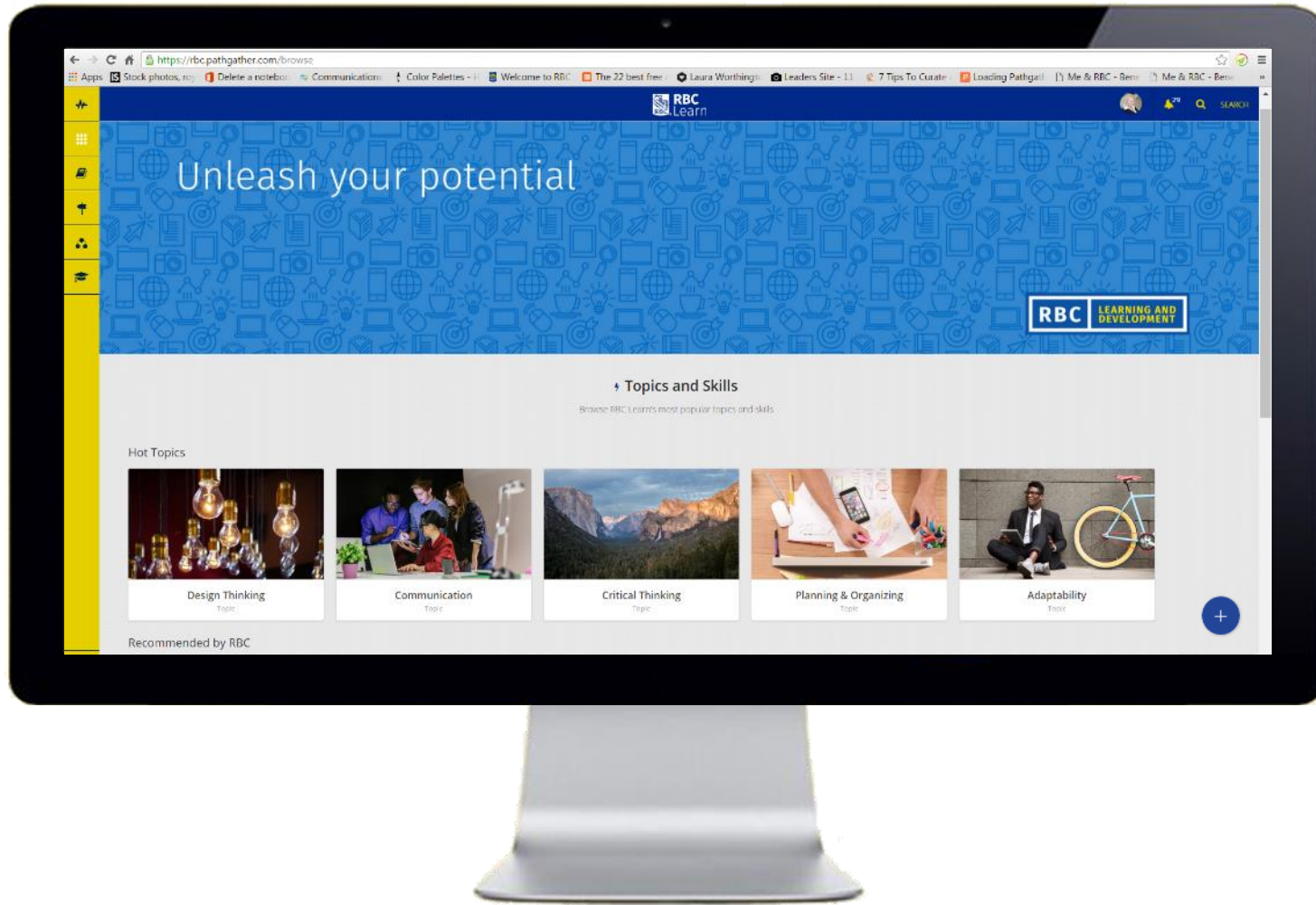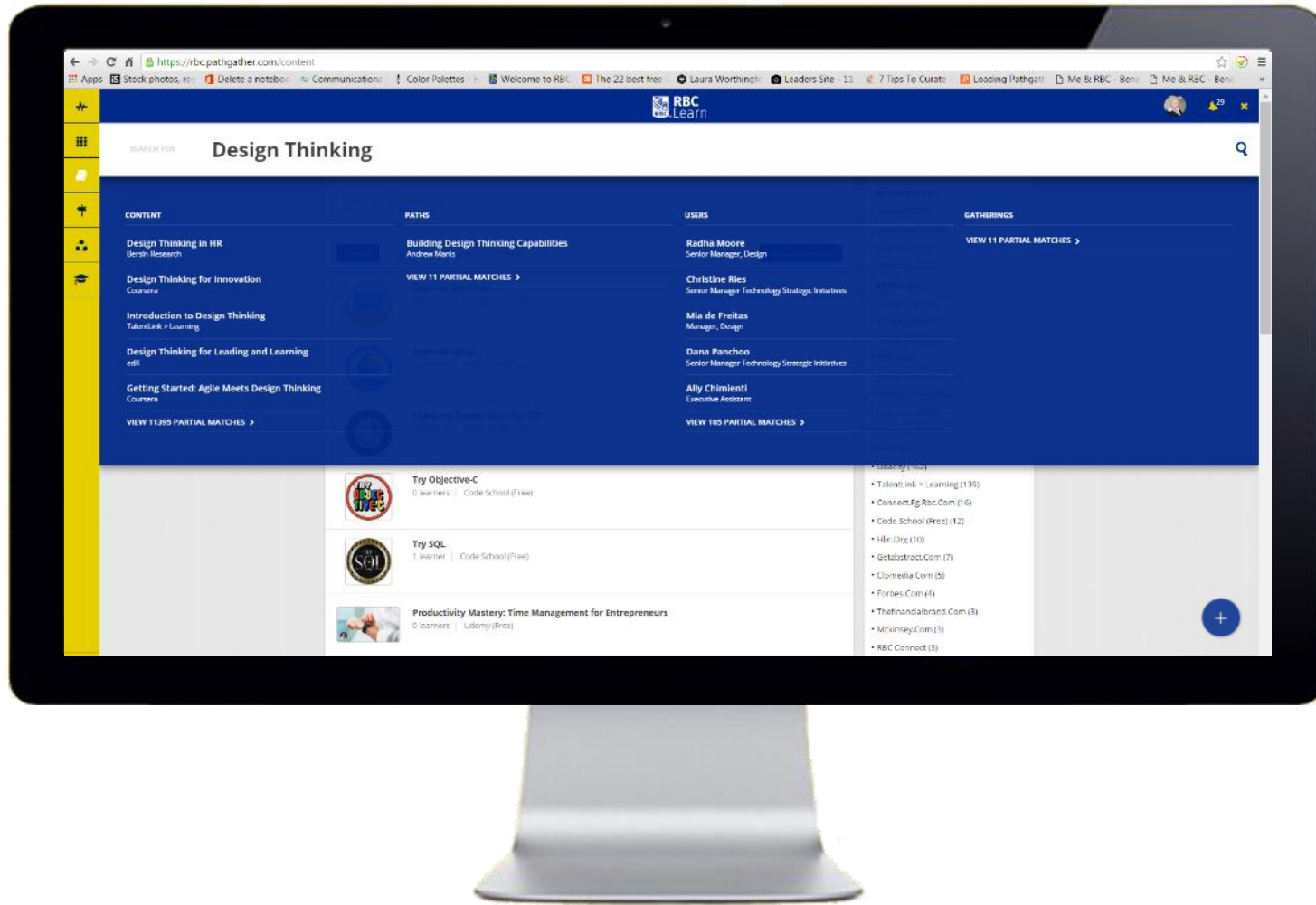
THE ZOMBIE LAUNCH

SUMMARY

EMPLOYEE EXPERIENCE

SKILLS, CULTURE, CHANGE

TEST & LEARN

EMPLOYEE EXPERIENCE

SKILLS, CULTURE, CHANGE

TEST & LEARN

THE FUTURE

WE'RE MOVING…

FROM ➤ LEARNING   TO ➤ EMPLOYEE EXPERIENCE

WHICH MEANS MOVING…

FROM ➤ PROGRAMMATIC HR   TO ➤ INNOVATION HUB

THIS IS WHAT HAPPENS WHEN YOU'RE AN INNOVATION HUB

THANK YOU!

CORPORATE LEARNING WEEK
SILICON VALLEY

RBC LEARNING AND DEVELOPMENT

Take Aways

- Determine your purpose, and your approach to analysis
- Find creative ways to measure impact
- Share the story

IBM
**LEADERSHIP**
ACADEMY

Our Purpose - Elevating the role of the manager

- Building a new IBM for the cognitive era
- Developing IBM Managers as drivers of a new culture
- Igniting change through executive sponsorship with the Client Experience Team (CET)
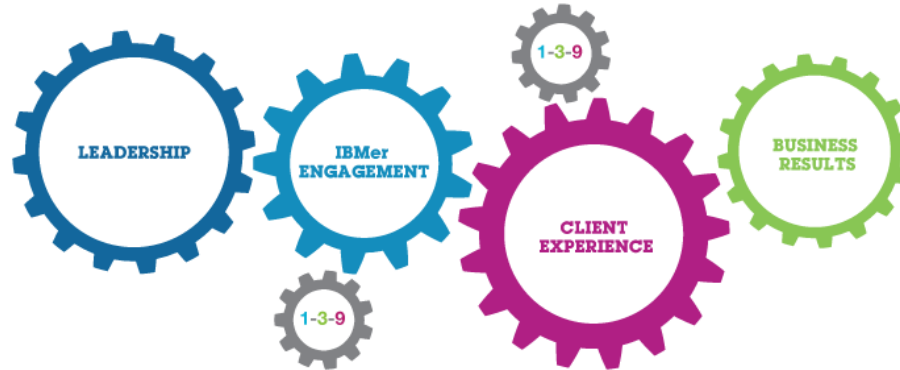

Leadership drives engagement and the client experience – and that drives business results.

The Foundation – The First-Line Manager Success Profile

- Validated though extensive research, this profile describes the behaviors that clearly differentiate high and average performing managers.
- These behaviors, are grouped into 4major factors and 16 underlying attributes.
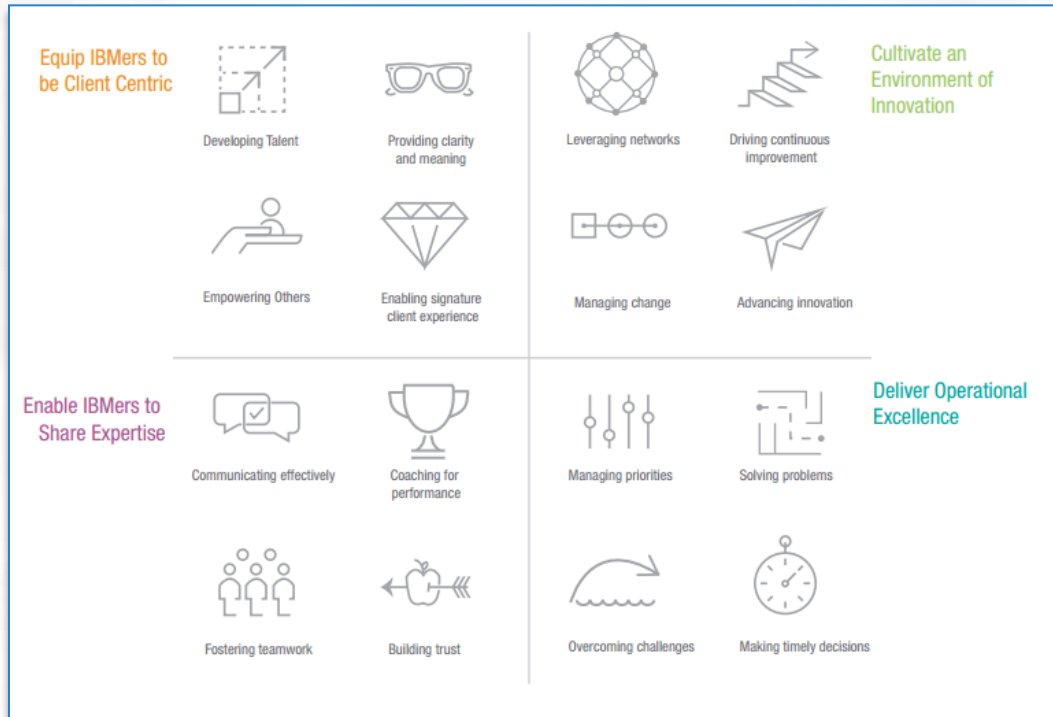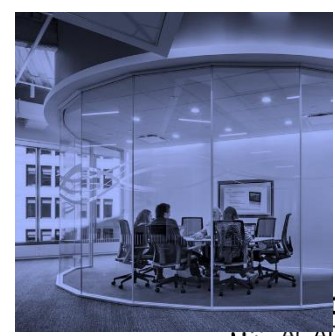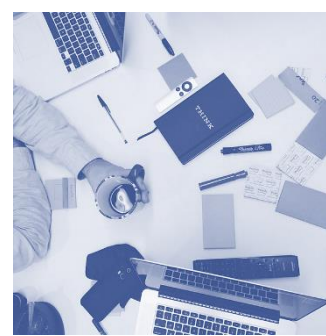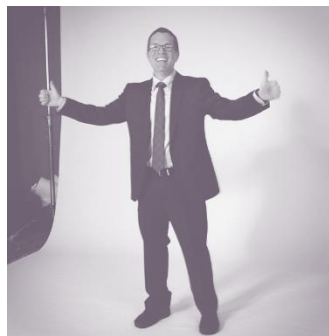
The IBM Manager Experience
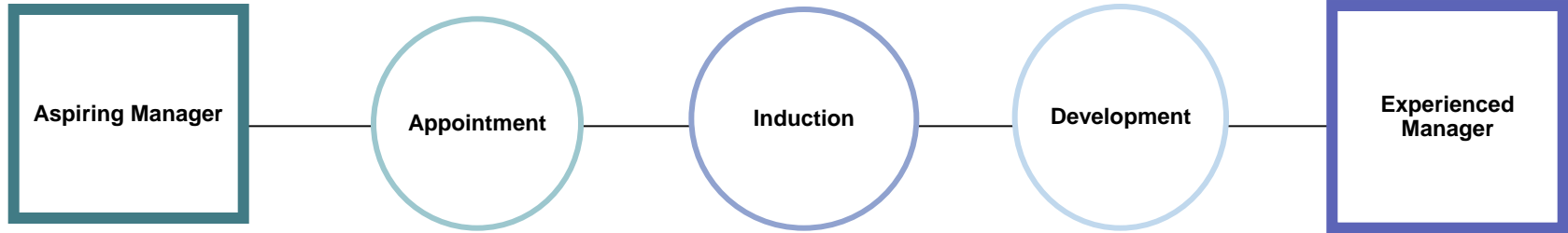
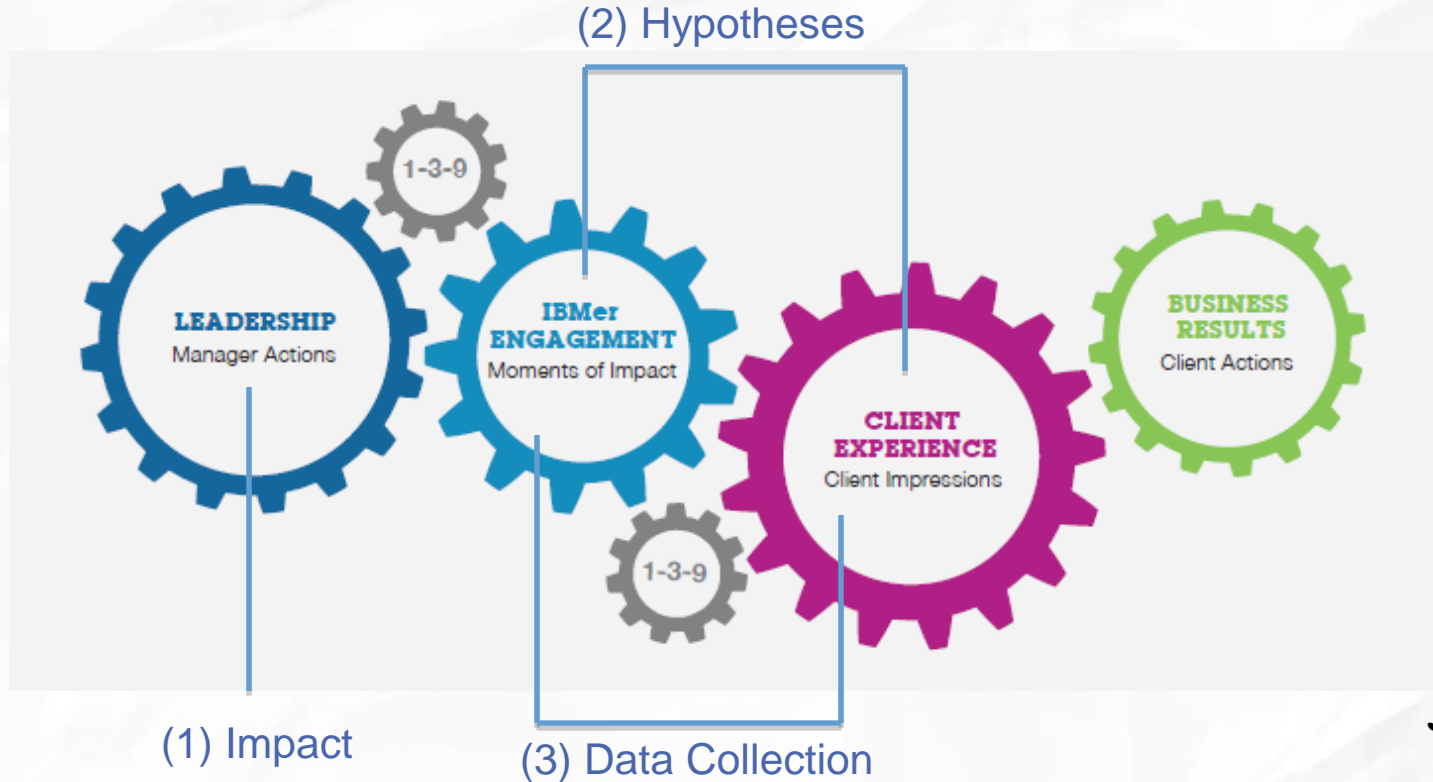| Aspiring Manager	Appointment	Induction	Development	Experienced Manager
Preparing IBMers for a career in Management	Appointing the best New IBM Managers	Enabling effective role transitions	Equipping new managers	Leveraging change agents

DERSHIP
ACADEMY

Align the impact study with your purpose
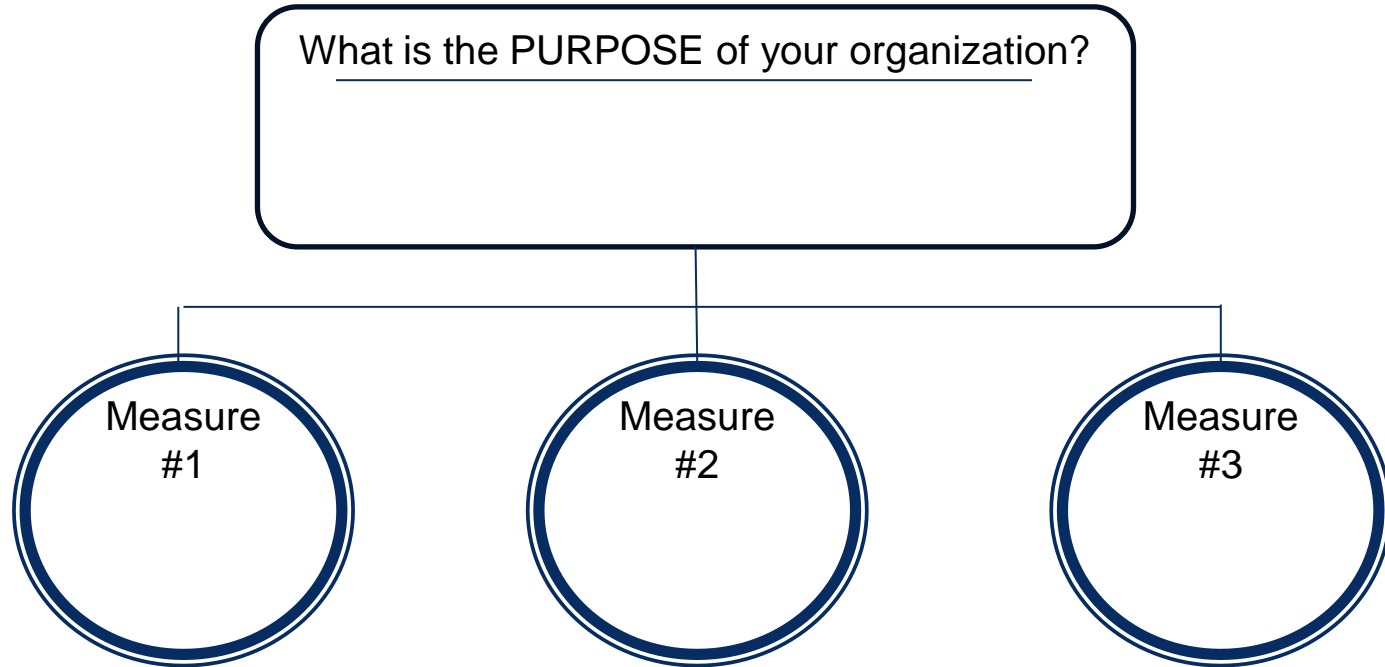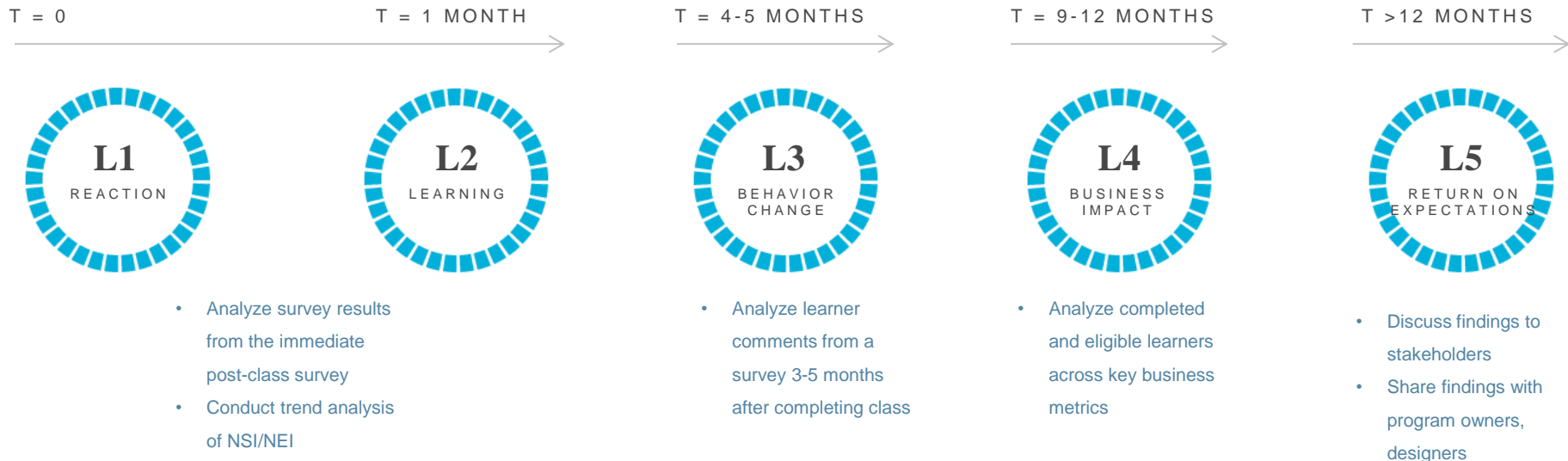
Create Hypotheses

- If managers attend Manager Development (MD) 102, then they will…

  - have more engaged teams.
  - give feedback more often.

- **What are other hypotheses we could create?**

IBM
LEADERSHIP
ACADEMY

Creating Purpose and Meaning

What is the PURPOSE of your organization?

Measure #1

Measure #2

Measure #3

IBM **LEADERSHIP** ACADEMY

Our Method

L1
REACTION

L2
LEARNING

L3
BEHAVIOR CHANGE

L4
BUSINESS IMPACT

L5
RETURN ON EXPECTATIONS

- Analyze survey results from the immediate post-class survey
- Conduct trend analysis of NSI/NEI

- Analyze learner comments from a survey 3-5 months after completing class

- Analyze completed and eligible learners across key business metrics

- Discuss findings to stakeholders
- Share findings with program owners, designers

Create hypotheses for the different levels.

Challenge yourself to look for connections between variables.

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LEADERSHIP
ACADEMY

Behavior Change and Business Impact

L3
BEHAVIOR CHANGE

Metrics we are focused on:

Feedback   **Social**   **Recognition**   **Moments of Impact**

L4
BUSINESS IMPACT

Metrics we are focused on:

Voluntary Attrition Rates   **Employee Engagement**   **Client Experience**

Hypotheses examples:
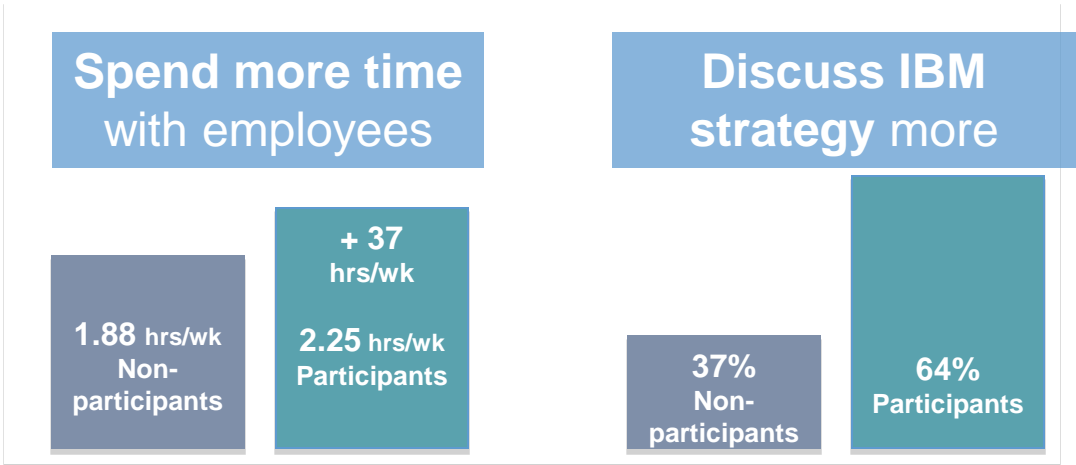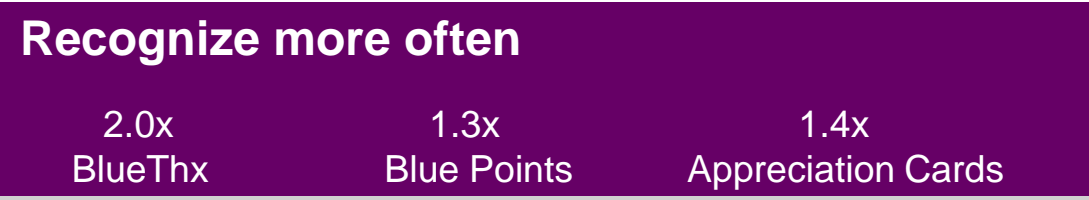
Managers who attend have more engaged teams.

Managers who attend give feedback more often.

Managers who attend recognize employees more often.

Managers who recognize employees have better results.

IBM LEADERSHIP ACADEMY

9

Impact on employee experience

Managers who attended MD102 and MD201…

Recognize more often

2.0x	1.3x	1.4x
BlueThx	Blue Points	Appreciation Cards

Spend more time with employees

Discuss IBM strategy more

+ 37 hrs/wk

1.88 hrs/wk Non-participants

2.25 hrs/wk Participants

37% Non-participants

64% Participants

Drivers of Engagement

(Kenexa, 2015)
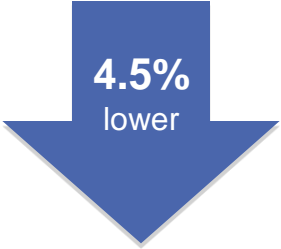
IBM LEADERSHIP ACADEMY

Impact on engagement and client experience

Employee Engagement

- **Pride:** "I am proud to be an IBMer."
- **Satisfaction:** "For me IBM is a good place to work."
- **Advocacy:** "I would recommend IBM to a good friend."

Client Experience

- Would you **recommend IBM**?
- Are you **satisfied with the service** IBM has offered?
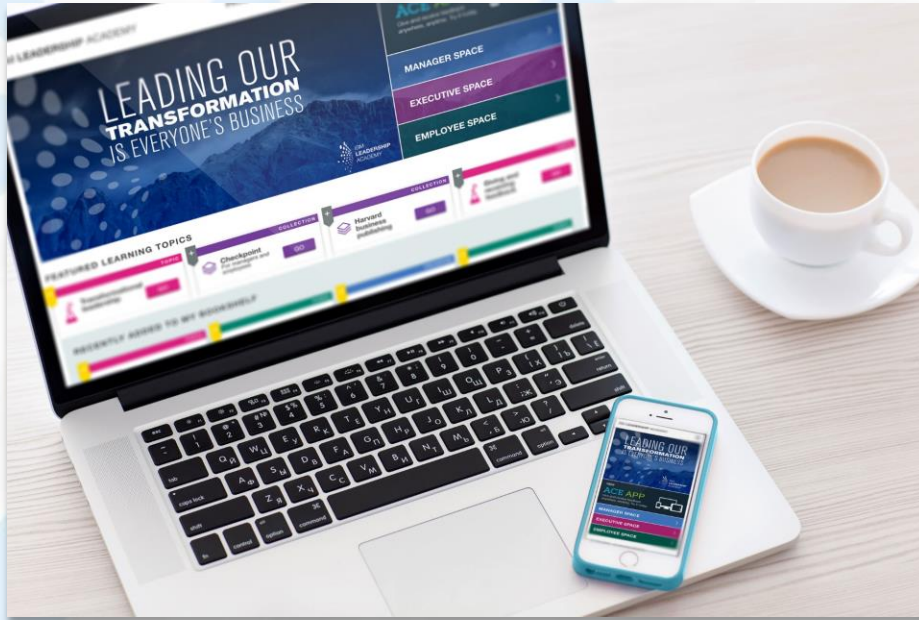- Would you **continue to do busine**ss with IBM?

+11
points

Engagement

4.5%
lower

Attrition

+5.2
points

Client Experience Metric (recognition)

+4.2
points

Client Experience Metric (programs)
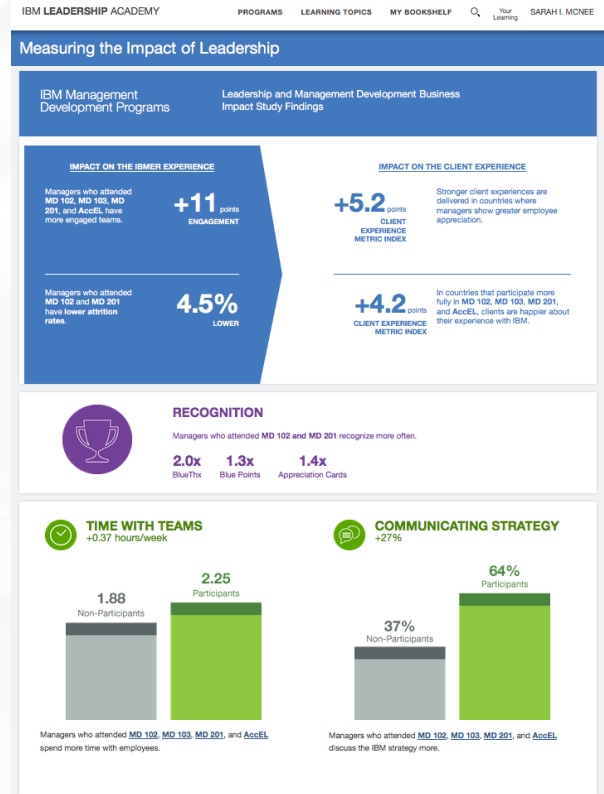
IBM **LEADERSHIP** ACADEMY

11

Share the impact story

The IBM Leadership Academy homepage with the latest news and featured resources, on any device, anywhere, anytime.

The Impact Study results are available for all to access.

Calculating ROI in Training and Performance Improvement

Caroline Hubble MSOD, CPLP, CRP

Chief Consulting Officer, ROI Institute, Inc.

Reaction

After attending this workshop, you will indicate the content as relevant to your work and have intent to use it.

Learning

Upon completion of this workshop, you will be able to recognize reasons for evaluating programs and be able to identify the elements needed to complete program evaluations.

Application Objective

After returning to the job, you will implement at least one step to initiate evaluation efforts within their work environment.

Impact Objective

As a result of applying what was learned in the session there will be an increase in the effectiveness and efficiencies of programs offered.

We are a service-driven, industry leader in measurement and evaluation with 30 years experience working with Fortune 500 companies and government agencies in the USA, as well as with industries and public sector organizations around the world.

Consulting

Teaching

Research

Speaking

Publishing

Generates Six Types of Measures

- Reaction and Planned Action
- Learning
- Application
- Business Impact
- Return on Investment
- Intangible Measures

….and includes a technique to isolate the effects of the program

Grounded in Research and Application

- Approximately 5,000 impact studies are conducted each year
- Over 30,000 individuals have participated in a one-day or two-day ROI workshop
- Over 3,000 individuals are certified to implement the ROI Methodology
- The ROI Methodology has been adopted by hundreds of organizations in manufacturing, service, non-profit, and government settings in over 50 countries
- The process has been refined over a 20-year period
- Over 50 books have been developed to support the process
- ROI Network has more than 5,000 members
- ROI Network conferences are conducted annually
- Ongoing research on the ROI Methodology is conducted by the ROI Institute to support practitioners

Case Application: Retail Corporation

Value must:

➢ Be balanced, with qualitative and quantitative data

➢ Contain financial and non-financial perspectives

➢ Reflect strategic and tactical issues

➢ Represent different time frames

➢ Satisfy all key stakeholders

➢ Be consistent in collection and analysis

➢ Be grounded in conservative standards

➢ Come from credible sources

➢ Create a call for action

Shifting Paradigms

Activity Based → Results Based

Activity Based

- No business need for the program

- No assessment of performance issues

- No specific measurable objectives

- No effort to prepare program participants to achieve results

Results Based

- Program linked to specific business needs

- Assessment of performance effectiveness

- Specific objectives for behavior and business impact

- Results expectations communicated to participants

Activity Based → **Results Based**
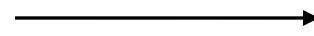
Activity Based	Results Based
• No effort to prepare the work environment to support transfer	• Environment prepared to support transfer
• No efforts to build partnerships with key managers	• Partnerships established with key managers and clients
• No measurement of results or benefit-cost analysis	• Measurement of results and benefit-cost analysis
• Planning and reporting is input focused	• Planning and reporting is outcome focused

- Provides a balanced set of measures
- Offers a step-by-step process
- Bridges business evaluation and program evaluation
- Balances research/statistical methods with practical application
- Flexible for all types of programs
- Credible with managers and administrators

To make ROI work,
five pieces of the puzzle come together.

An Evaluation Framework

Case Applications and Practice

Implementation

A Process Model

Operating Standards and Philosophy

ROI Framework
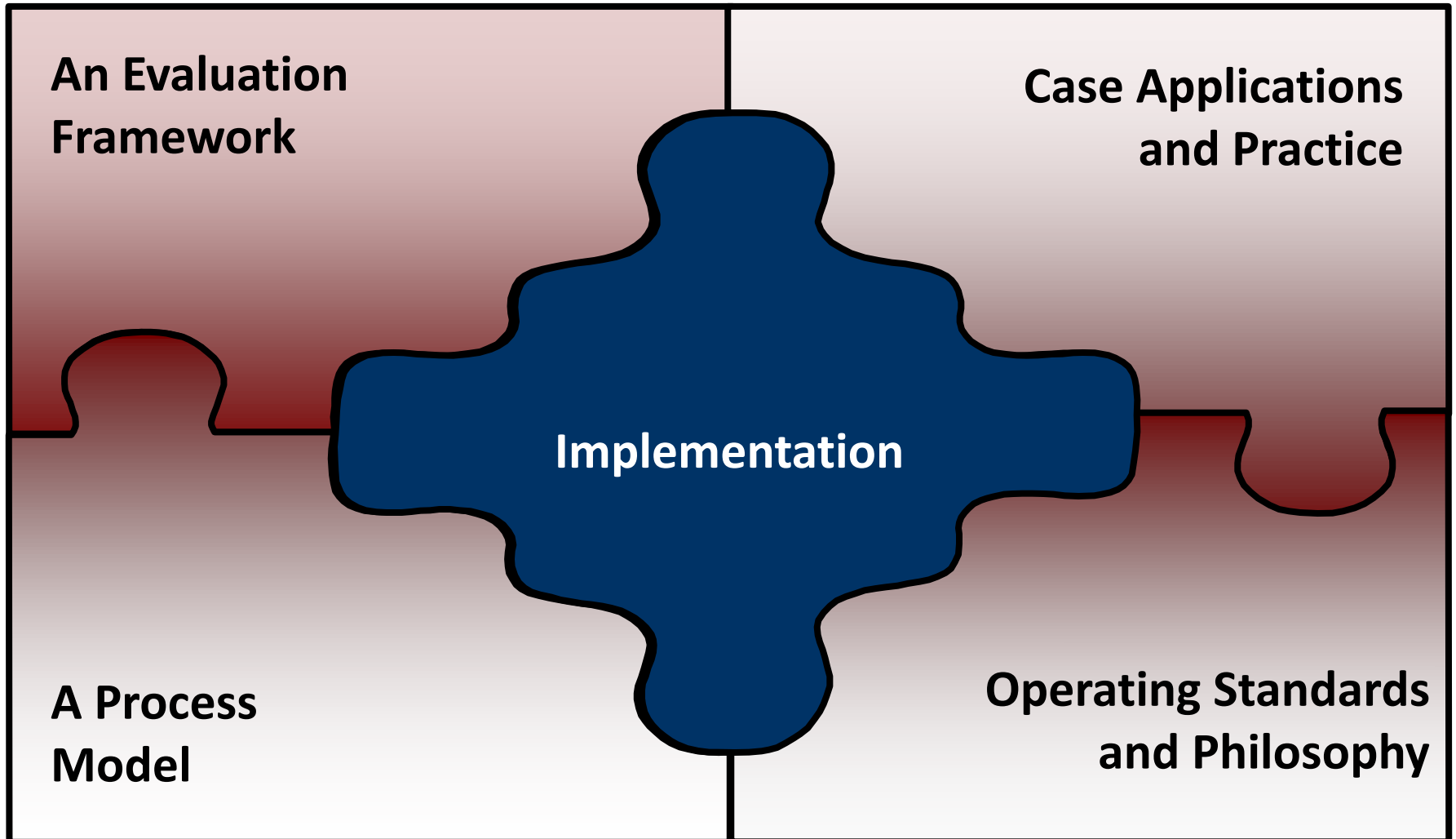
Level	Measurement Focus
0. Input	Activities involved in the program
1. Reaction & Planned Action	Measures participant satisfaction with the program and captures planned action
2. Learning	Measures changes in knowledge, skills, and attitudes
3. Application	Measures changes in on-the-job behavior
4. Business Impact	Measures changes in business impact measures
5. Return on Investment	Compares program benefits to the costs
Intangible Benefits	Impact data not converted to money

ROI INSTITUTE®
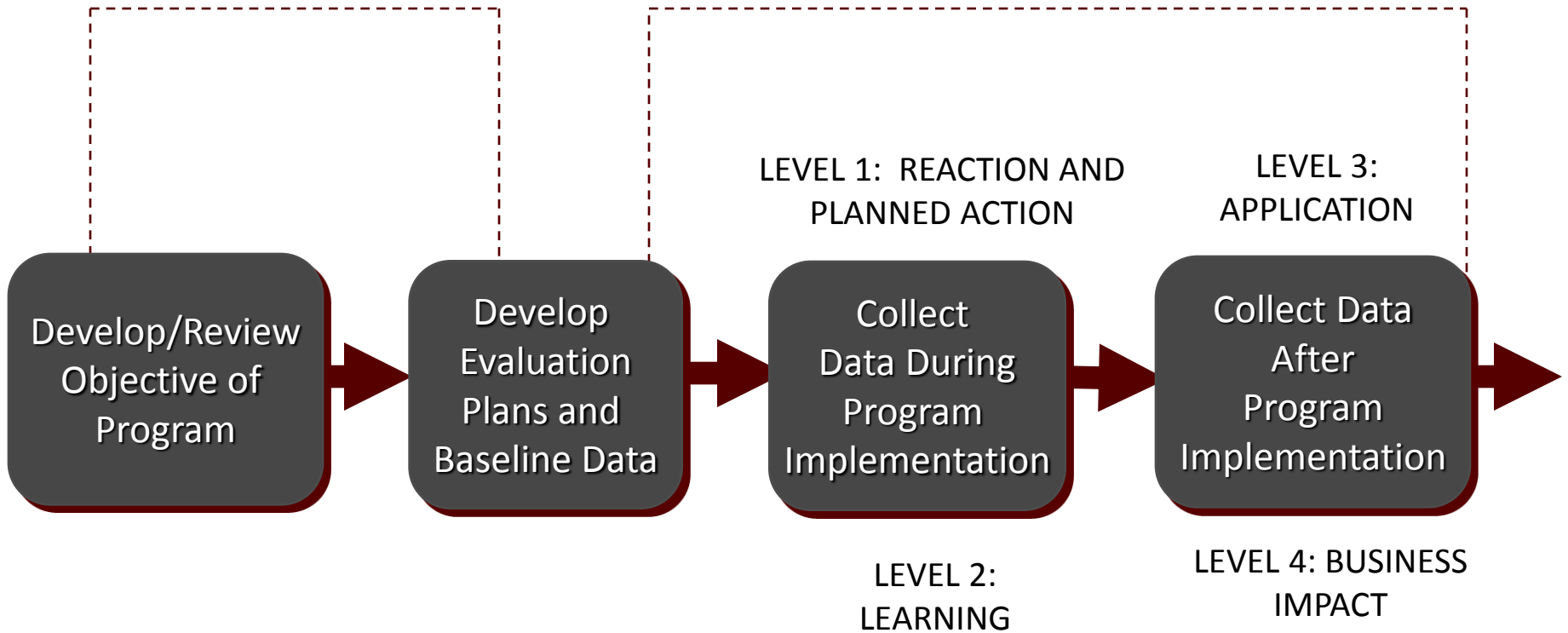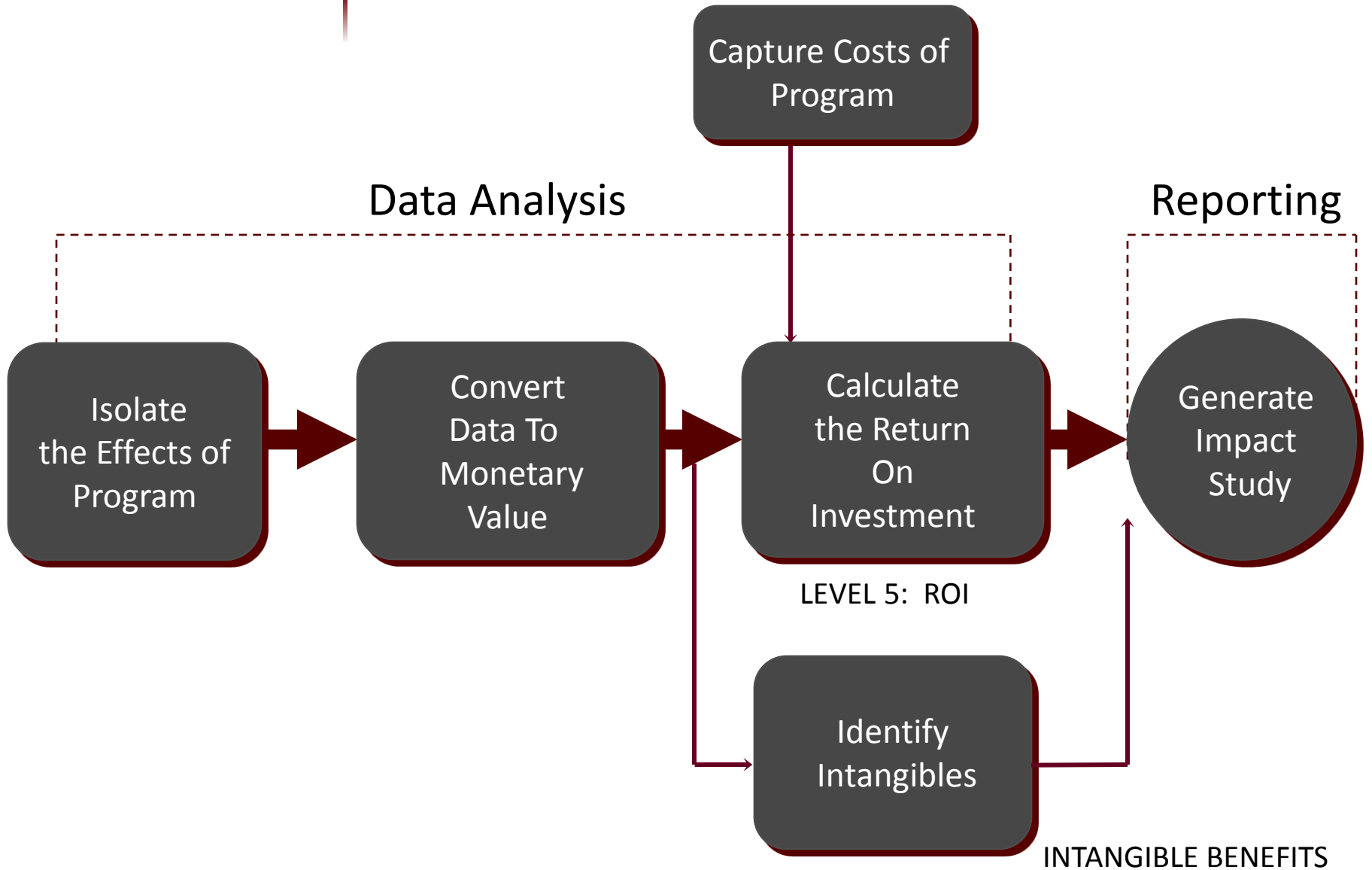
1. Report the complete story

2. Conserve resources

3. Use the most credible sources

4. Choose the most conservative alternatives

5. Isolate the effects of the program

6. No data no improvement

7. Adjust estimates for error
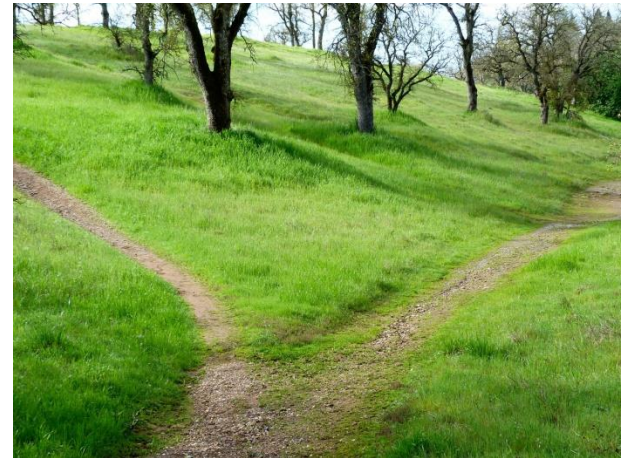
8. Throw out the extreme and unsupported

9. Use first year benefits for short-term programs

10. Include fully-loaded costs

11. Report intangible benefits

12. Communicate results to all stakeholders
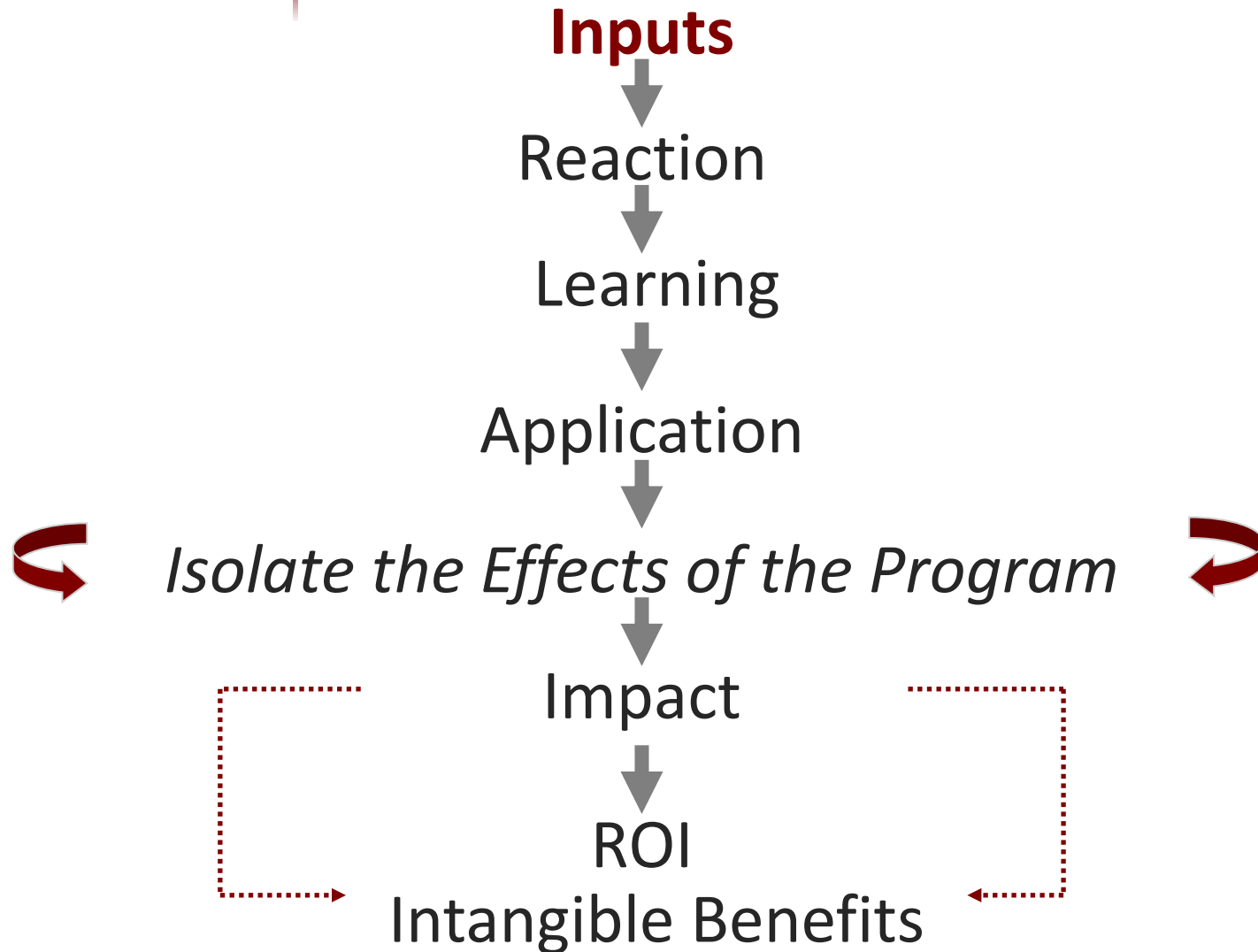
- Life cycle of the program

- Linkage of program to operational goals and issues

- Importance of program to strategic objectives

- Top administrator interest in the evaluation

- Cost of the program

- Visibility of the program

- Size of target audience

- Investment of time required

All Programs Are Not Evaluated at All Levels

Evaluation Purposes

Program Need

Program Profile

Stakeholder Needs

Cost-Benefit Comparison → Level 5 — 5-10%

Changes in Key Business Measures → Level 4 — 10-20%

Changes in Performance → Level 3 — 30-40%

Need for Skills or Knowledge → Level 2 — 80%

Preferences → Level 1 — 100%

Program Objectives Provide
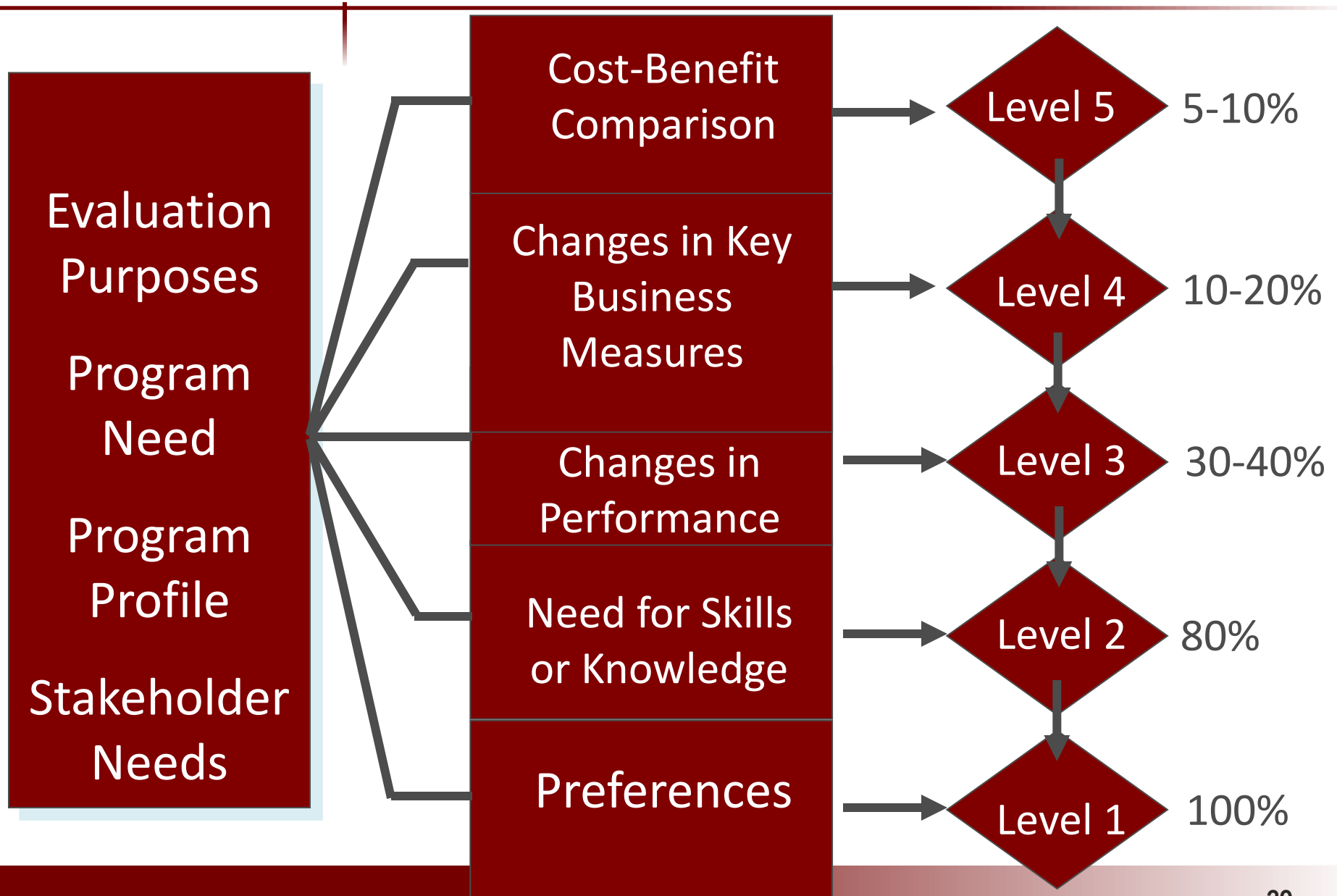
- Direction to designers and developers
- Guidance to instructors and facilitators
- Goals for participants
- Satisfaction for program sponsors
- A framework for evaluators

Program Alignment V Model

ROI INSTITUTE®

Payoff Needs 5 ⟶ ROI Objectives ⟶ 5 **ROI**
Absenteeism is costing $100,000 monthly.

ROI of 25%

Calculate ROI

Business Needs 4 ⟶ Impact Objectives ⟶ 4
Unexpected absenteeism problems exist

Reduce absenteeism to 10% six months after course

Impact
Monitor absenteeism records for six months

Job Performance Nee ds 3 ⟶ Application Objectives ⟶ 3 **Application**
Discussions between team member and supervisor are not occurring when there is an unplanned absence.
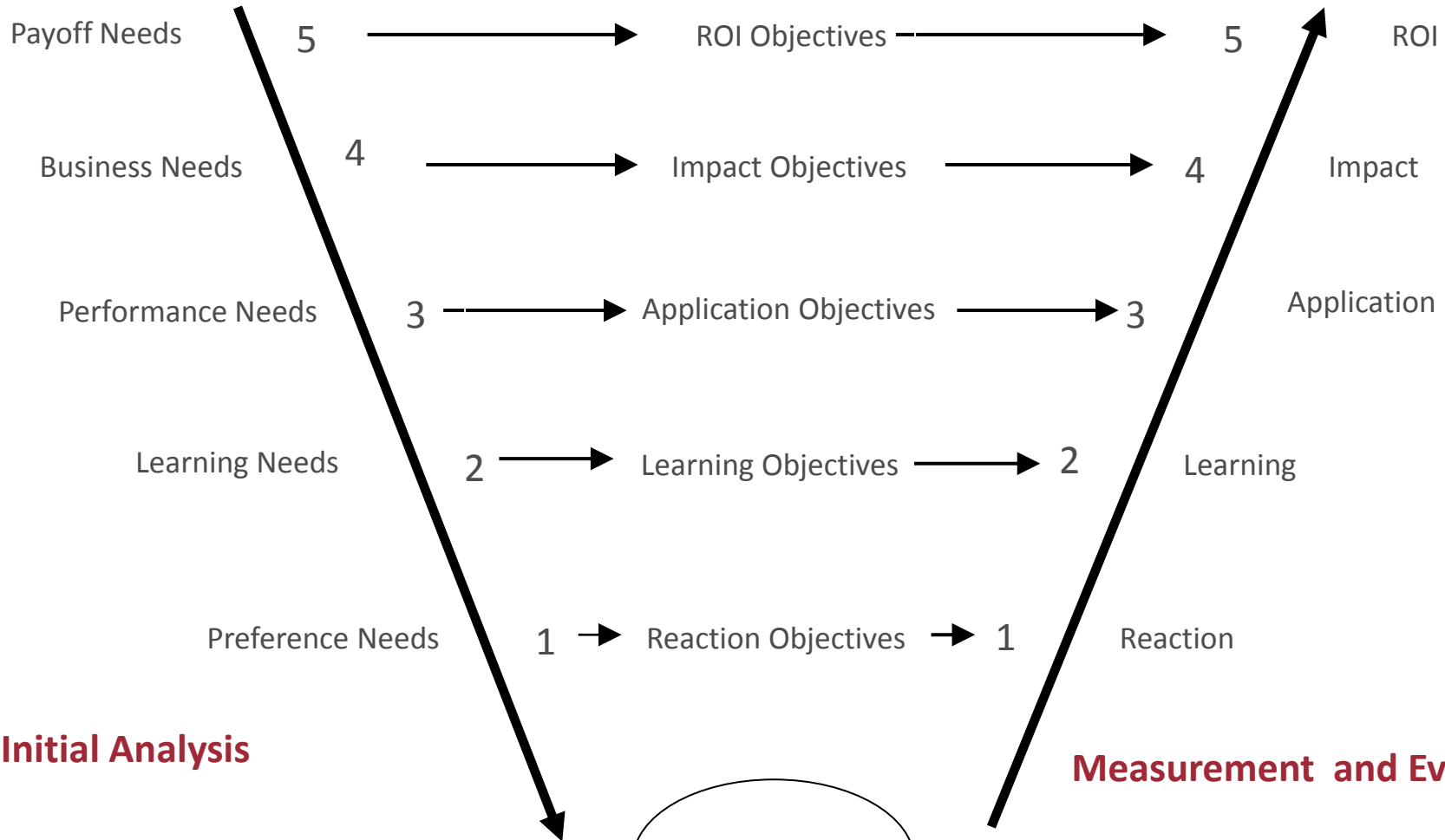
Counseling discussions conducted in 95% of situations when an unexpected absence occurs

Follow-up questionnaire to participants to check frequency of discussions – three months

Learning Needs 2 ⟶ Learning Objectives ⟶ 2 **Learning**
Deficiency in counseling/ discussion skills.

Acquisition of dialogue skills are demonstrated

Skills practice session during program

Initial Analysis

Preference Needs 1 ⟶ Reaction Objectives ⟶ 1 **Reaction**
Counseling skills must be necessary and practical.

Program receives favorable rating of 4 out of 5 on need for program and the practicality of program

Reaction questionnaire at the end of program

Measurement and Evaluation

Business Alignment and Forecasting

Project

The ROI Process Model

If the objective is:

Three months after the program, participants will apply the five-step decision making process 90% of time.

To what level would you evaluate it?

a.   Level 1 – Reaction and Perceived Value

b.   Level 2 – Learning

c.   Level 3 – Application and Implementation

d.   Level 4 – Business Impact

e.   Level 5 - ROI

If the objective is:

Six months after the launch of the new product line, stores in the Southeast will see an increase in revenue of 10%.

To what level would you evaluate it?

a. Level 1 – Reaction and Perceived Value

b. Level 2 – Learning

c. Level 3 – Application and Implementation

d. Level 4 – Business Impact

e. Level 5 - ROI

If the objective is:

At the end of PCMA's 2010 conference in Dallas, conference participants will indicate a 10% increase in knowledge of how Web 2.0 technologies can contribute to their business.

To what level would you evaluate it?

a. Level 1 – Reaction and Perceived Value
b. Level 2 – Learning
c. Level 3 – Application and Implementation
d. Level 4 – Business Impact
e. Level 5 - ROI

If the objective is:

Upon completion of the certificate program, participants will rate the content as relevant to their jobs.

To what level would you evaluate it?

a.   Level 1 – Reaction and Perceived Value

b.   Level 2 – Learning

c.   Level 3 – Application and Implementation

d.   Level 4 – Business Impact

e.   Level 5 - ROI

Data Collection Methods

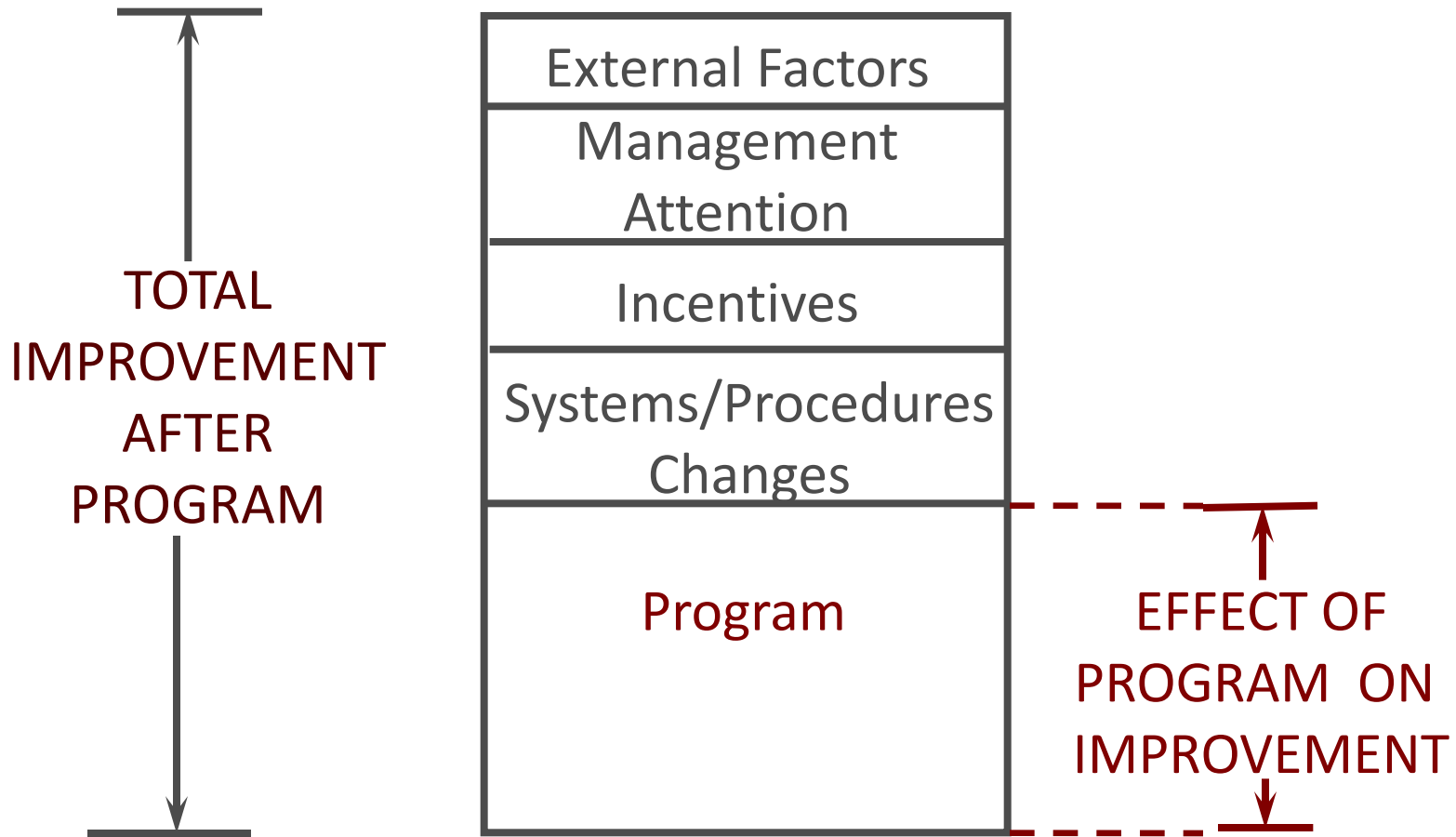|	Level	1	2	3	4
▶ Surveys		✓	✓	✓	
▶ Questionnaires		✓	✓	✓	✓
▶ Observation			✓	✓	
▶ Interviews with Participants		✓	✓	✓	
▶ Focus Groups		✓	✓	✓	
▶ Tests			✓		
▶ Action Planning				✓	✓
▶ Performance Contracting				✓	✓
▶ Program Follow-up Sessions				✓	✓
▶ Performance Records					✓

- Type of data
- Time – Participant / Supervisor
- Costs
- Accuracy – Validity / Reliability
- Utility
- Culture / Philosophy

- Availability of data

- Ideal time for behavior change (Level 3)

- Ideal time for business impact (Level 4)

- Convenience of collection
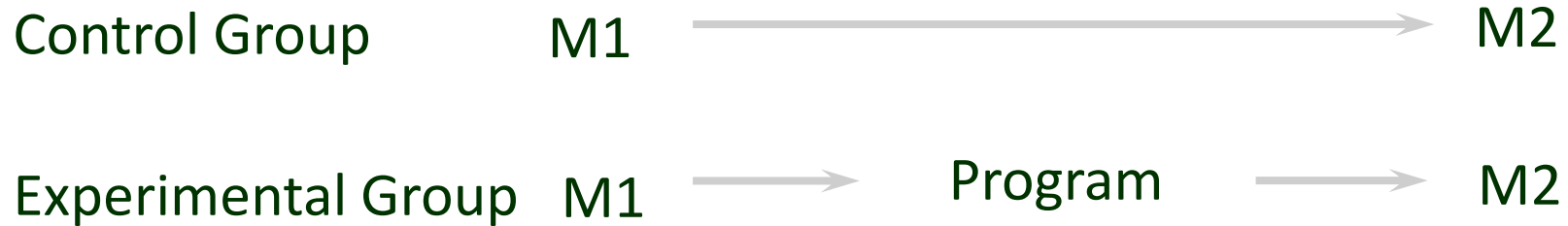
- Constraints on collection

TOTAL IMPROVEMENT AFTER PROGRAM

External Factors

Management Attention

Incentives

Systems/Procedures Changes

Program

EFFECT OF PROGRAM ON IMPROVEMENT

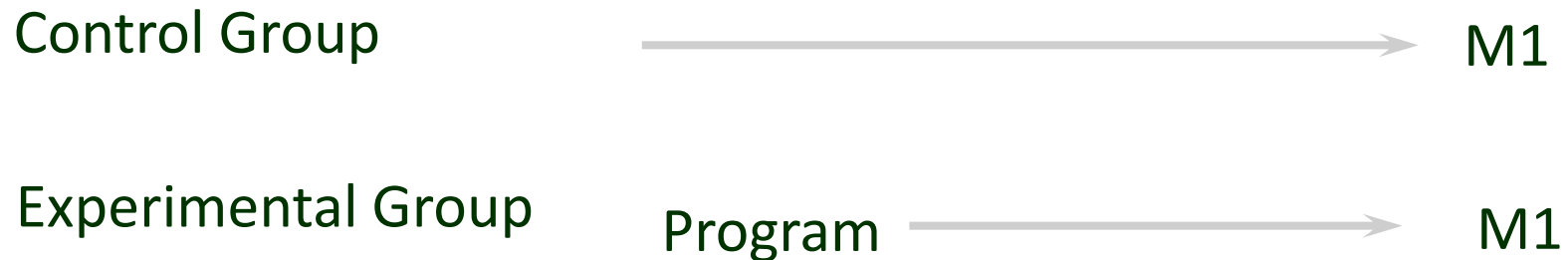# Methods to Isolate Program Effects

- Use of a control group arrangement
- Trend line analysis of performance data
- Use of forecasting methods of performance data
- Participant's estimate of program impact (percent)
- Supervisor's estimate of program impact (percent)
- Manager's estimate of program impact
- Use of expert/previous studies
- Calculate/estimate the impact of other factors
- Customer input

Control Group Arrangement

Classic Design

Control Group   M1 ————————————————→ M2

Experimental Group   M1 ——→   Program ——→ M2

Post-Program Only Design

Control Group   ————————————————→ M1

Experimental Group   Program ——————————→ M1

Trend Line Analysis

ROI INSTITUTE®

1.85% Pre Program Six-Month Average

CPI Program Conducted

Projected Average — Using Pre Data as a Base 1.45%

.7% Post Program Six-Month Average

REJECT RATE

2%

1%

J F M A M J J A S O N D J
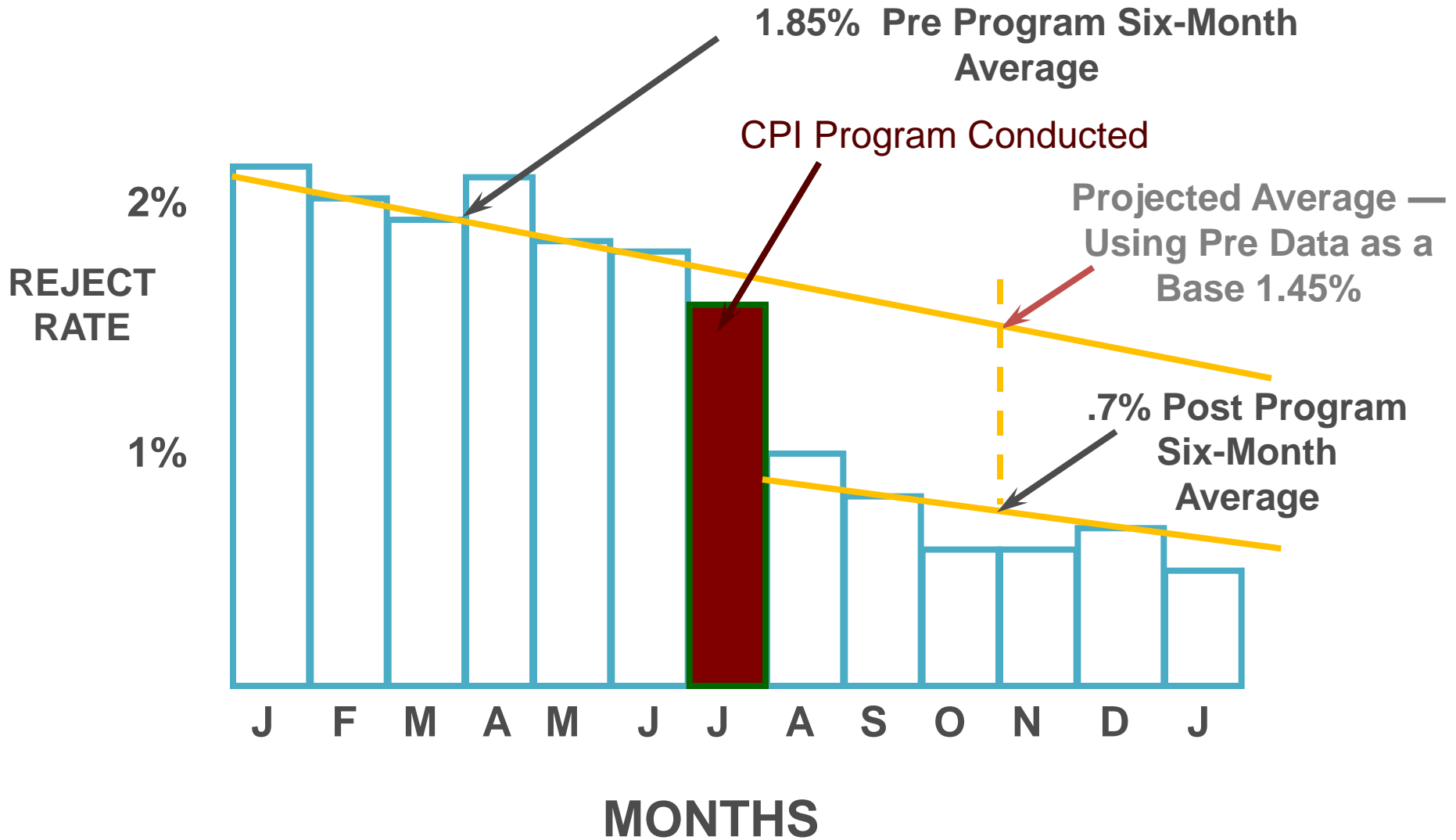
MONTHS

Monthly increase in credit card accounts: 175

Contributing Factors	Consensus Impact (%)	Average Confidence (%)
Sales Training Program	32%	83%
Incentive Systems	41%	87%
Management Reinforcement	14%	62%
Market Fluctuations	11%	75%
Other _____	2%	91%
	100%	

Improvement #   x   Impact % x Confidence %

Credibility of Data

- Reputation of the source
  - Source of data
  - Source of the study
- Biases
  - Motives of the researcher
  - Personal bias of the audience
- Methodology
  - Assumptions made in the analysis
  - Realism of the outcome data
  - Type of data
- Scope of analysis

- Converting output to contribution – standard value

- Converting the cost of quality – standard value

- Converting employee's time – standard value

- Using historical costs

- Using internal and external experts

- Using data from external databases

- Linking with other measures

- Using participants' estimates

- Using supervisors' and managers' estimates

- Using staff estimates

Five Steps to Convert

- Step 1: Focus on a unit of improvement

- Step 2: Determine the value (V) of each unit

- Step 3: Calculate the change in performance (ΔP)

- Step 4: Determine the annual amount of change (AΔP)

- Step 5: Calculate the total annual value of improvement (AΔP x V)

What is the Monetary Value?

- Step 1: One grievance
- Step 2: V = $6,500 (expert input)
- Step 3: ΔP = 7 per month (accounting for other factors)
- **Step 4: Annual ΔP =**
- **Step 5: Total annual monetary value (AΔP x V) =**

A. $346,000

B. $446,000

C. $546,000

D. $646,000

ΔP x 12 = AΔP

7 x 12 = 84

AΔP   x V = total monetary value

84   X $6,500 = $546,000

To Convert or Not Convert

- Is there a standard value?

- Is there a method to get there?

- Can we get there with minimum resources?

- Can we convince our executive in two minutes that the value is credible?

Potential Intangible Benefits

- Increased Job Satisfaction

- Increased Organizational Commitment

- Improved Teamwork

- Improved Customer Service

- Reduced Complaints

- Reduced Conflicts

- Reduced Stress

Fully-Loaded Cost Profile

- Assessment Costs (Prorated)

- Development Costs (Prorated)

- Program Materials

- Instructor/Facilitator Costs

- Facilities Costs

- Travel/Lodging/Meals

- Participant Salaries and Benefits

- Administrative/Overhead Costs

- Evaluation Costs

ROI is Reported One of Two Ways

$$BCR = \frac{\text{Program Benefits}}{\text{Program Costs}}$$

$$ROI\ (\%) = \frac{\text{Net Program Benefits}}{\text{Program Costs}} \times 100$$

Costs per program (25 participants) $80,000

Benefits per program (1st year) $240,000

BCR = $\dfrac{\$240,000}{\$80,000}$ = 3:1

ROI = $\dfrac{\$160,000}{\$80,000}$ x 100 = 200%

What Makes a Good ROI?

1. Set at the same level as other investments – 15%

2. Set slightly above other investments – 25%

3. Set at breakeven – 0%

4. Set at client expectations

➔ **What is positive about a negative ROI?**

Communicating the Results

Audience	Reason for Communication
Top management*	Secure approval
All managers	Gain support/build credibility
Participants' superiors*	Obtain commitment/build credibility
Potential participants	Create desire
Current participants*	Enhance reinforcement
Project staff*	Show importance
All employees	Stimulate interest
Stockholders	Secure endorsement

Should always consider providing a report for these audiences.

- General information
- Methodology for impact study
  – Data collection strategy
  – ROI analysis strategy
- Results
  – Reaction and Satisfaction
  – Learning
  – Application and Implementation
  – Business Impact
  – Return on Investment
  – Intangible Benefits
- Conclusions and Recommendations
- Exhibits

ROI INSTITUTE®

Retail Merchandise Company

Program Profile

Title: Interactive Selling Skills

Target Group: Sales Associates in Electronics

- Vendor Produced and Delivered

- 3 Days - (2 Days Plus 1 Day)

- Significant Use of Skill Practices

- 3 Groups Trained (48 Participants from 3 Stores)

Post Program Data Collection

(4) Performance Monitoring	3 months	
(3) Questionnaire	3 months	
(3) Program Follow-up Session	3 weeks (last session)	

Isolating the Effects of Training

Control Group Arrangement

- ✓ Store Size
- ✓ Store Location
- ✓ Customer traffic levels
- ✓ Previous store performance

Participant's Estimate (back-up)

Converting Data to Monetary Values

Profit Contribution of Increased Output

Level 1 Results

Success with Objectives	4.3
Relevance of Material	4.4
Usefulness of Program	4.5
Exercises/Skill Practices	3.9
Overall Instructor Rating	4.1

**All Participants
Demonstrated
That They Could Use The
Skills Successfully**

Two Questions out of 20

I utilize the skills taught in the program	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
	78%	22%	0%	0%	0%
Frequency of use of skills	With Each Customer	Every Third Customer	Several Times Each Day	At Least Once Daily	At Least Once Weekly
	52%	26%	18%	4%	0%

Level 4 – Average Weekly Sales

Post Training Data

Weeks After Training	Trained Groups	Control Groups
1	$ 9,723	$ 9,698
2	9,978	9,720
3	10,424	9,812
13	$13,690	$11,572
14	11,491	9,683
15	11,044	10,092
Average for Weeks 13, 14, 15	$12,075	$10,449

(46 participants were still in job after 3 months)

Average Weekly Sales per Employee	(Trained Groups)	
		$12,075
Average Weekly Sales per Employee	(Untrained Groups)	
		10,449
Increase		1,626
Profit Contribution (2% of Store Sales)		32.50
Total Weekly Improvement (x 46)		1,495
Total Annual Benefits (x 48 Weeks)		**$71,760**

Cost Summary

(48 participants in 3 courses)

Facilitation Fees: 3 courses @ $3,750	$11,250
Program Materials: 48 @ $35/participant	1,680
Meals/Refreshments:	4,032
3 days @ $28/participant	
Facilities: 9 days @ $120	1,080
Participant Salaries Plus Benefits (35% factor)	12,442
Coordination/Evaluation	2,500
Total Cost	**$ 32,984**

Actions to Make ROI Work
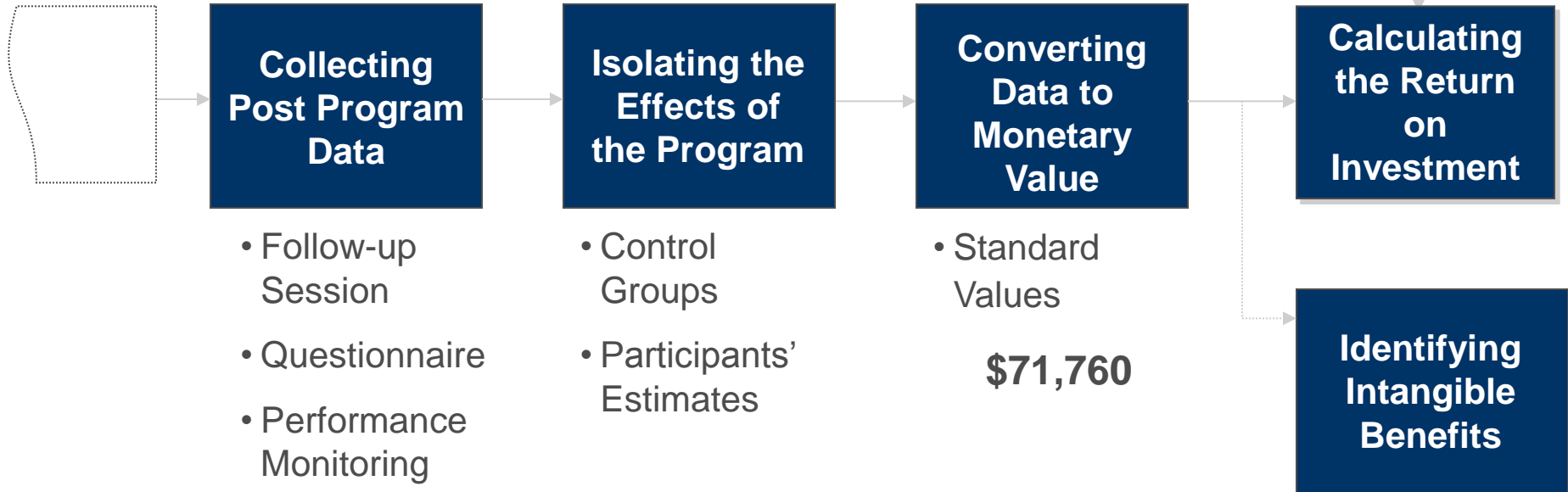
- Adapt versus adopt

- Planning and discipline

  - ✓ Establish goals and targets

  - ✓ Assign responsibilities

- Improve needs analysis process

- Implement cost-savings approaches

- Communicate progress

- Develop staff skills

  - ✓ ROI Network

  - ✓ Workshops / ROI Certification

  - ✓ Do you own case study

  - ✓ Read articles, books

  - ✓ Teach others