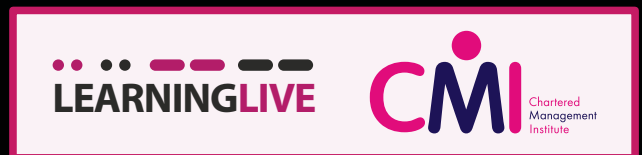


Future-proof your L&D

Real-world advice to help drive
your future learning success



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A trainingZONE report



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Future-proof your L&D: Introduction

By Jon Kennard, TrainingZone



Jon Kennard is Editor of TrainingZone, the UK's biggest independent online community of learning and development professionals.

Thanks for downloading 'Future-proof your L&D', our cutting-edge report in partnership with the Chartered Management Institute (CMI) and the Learning and Performance Institute (LPI). How does one 'future-proof' something? Is it even possible? Are we certain of what the future holds for learning and development? No. But we base our judgement on trends as we see them now; whether we see industries, technologies and learning methodologies diverge or converge; and how these changes might impact our business a month, a year, a decade from now.

To 'future-proof' something means you are looking to apply what works now to the paradigms of L&D that will remain unchanged as time passes. And in that, we have confidence. This is how we future-proof.

“However senior you are, however much you think you know, there is still more to learn.”

In this report we will hear from the people of many different industries from sport to telecoms to media to IT, and in each and every case they have made mistakes, overcome challenges and learned a great deal about what worked and how they could apply

these new found best practices to future projects. That's how they will future-proof. The other key thing to remember in this fast-paced world is that however senior you are, however much you think you know, there is still more to learn. The only thing that is constant is change - standing still isn't an option. And, despite the disparate nature of our contributors' professions, one thing binds them all together - whether they're talking



performance improvement, real world application or looking to the future. And that commonality is overcoming challenges.

No-one has the perfect workplace, and no-one manages the perfect project, but we all borrow from the best of our peers' experiences and our less tangible influences, and it's these that form the bedrock of our working practices.

The future is coming and we're delighted to be working with both the CMI and the LPI to bring you these exclusive insights to help you prepare for what lies ahead. The contributors will all be speaking at this year's Learning Live event which takes place on 10-11th September 2014 so if you want to know more, take advantage of our exclusive TrainingZone discount and save £250 when you book your place at the event. Quote TZ250LL to redeem your discount.

Finally, we hope you enjoy reading this report which is one of the first in a series of downloadable premium content that we will be producing across HR and TrainingZone. We want to improve these reports each time we publish them so any feedback is very welcome.

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Time for L&D to prove it has a future

By Ann Francke, CEO, CMI



Ann Francke is CEO of the Chartered Management Institute and the author of 'The FT Guide to Management: How to Make a Difference and Get Results'.

With growth finally back in the economy, we know that we need to create a better talent pool. Employers already face big gaps in important areas and unless we act now, those gaps are set to get bigger. To take one critical example, the UK will need almost a million new managers by 2020. So do we know what we need to do differently?

That was the question we set out to answer in the All-Party Parliamentary Group on Management and CMI's Management 2020 report. A team of 30 Commissioners with backgrounds across business, the public sector, politics and academia spent several months interviewing leading lights such as Unilever's Paul Polman, John Lewis's Charlie Mayfield, Thomas Cook's Harriet Green and many others, and examined written evidence in order to find out just what 'great' management and leadership looks like.

In the end, the results were striking, similar, and simple. Great management and leadership is about the organisation's ability to do three things well:

- 1. Purpose:** What social benefit does the organisation exist to achieve and how are leaders held accountable for these aims?
- 2. People:** How does the organisation prepare and create managers and leaders at every level?
- 3. Potential :** How does the organisation support the development of both current and next generation of leaders?

The role of L&D is to train people and create organisational cultures that excel at these three things. So what should you be doing?



Purpose

Long gone are the days when people only worked for a pay cheque or profit. All studies show that the number one attribute is around meaningful work and job satisfaction, especially for the younger generation. So ensuring you build an organisation that has a cohesive, easily defined and widely understood purpose is paramount.

But if the purpose is to be more than a plaque in the entrance of your office building it needs to be easy to relate to everyday work. For example, do your L&D programmes teach all areas of the business how their work relates to the company's purpose? To be meaningful, a purpose must be measured, and the values and behaviours must not only be role-modelled by leadership, but easily understood and practised throughout the organisation.

People

Management 2020 found that less than a quarter of all organisations prepare people for managerial and leadership roles within three months of promoting them. L&D's role should be to stamp out the 'accidental manager', by ensuring everyone newly promoted – often 'functional experts' with good previous experience – receives adequate training in how to manage and lead others.

Ensuring managers get access to off-the-job learning as well as on the job is equally critical. Mentoring and coaching programmes are very often cited as key tools which L&D can set up and deliver, yet only one in four businesses uses them. L&D sessions focused on taking risks and giving freedom to fail are areas every good training programme should include.

Finally, you may want to consider practical awards such as Chartered Manager, to recognise people who succeed through your organisation's L&D programme and to ensure the outputs are tied to your business objectives. Not only will it boost managers' confidence and self awareness, it will also give them a professional, externally-recognised qualification that helps them to keep on learning.



Potential

The final area L&D should focus on to future-proof the function is to future-proof the talent pipeline. Reaching out to younger, next generation leaders and encouraging them to gain practical skills is a vital part of helping young people – and your organisation – to succeed. And yet here too we could do better. For although 80% of employers say first-time employees need practical skills to succeed, less than one in five organisations has a programme that focuses on giving young people these skills, and follows up with targets for their recruitment.

Future-proofing L&D means generating programmes that will create great leaders at every level. And as CMI's Management 2020 report shows, the three areas where successful managers and leaders excel – understanding and delivering Purpose, leading People, and developing the Potential of the next generation – are simple enough to understand. The challenge is achieving it.

✓✓ Top takeaways

- ✓ Future proofing L&D means developing the right management and leadership. With a million new managers needed across the UK by 2020, we face growing skills gaps if we don't step up.
- ✓ Focus on key areas for future success. Develop leaders who understand and can define organisational Purpose; who can develop, inspire and support your People; and who go the extra mile to maximise the Potential of the next generation.
- ✓ Stamp out the 'accidental manager' by ensuring you provide development for new managers and leaders at every level of the organisation within three months of promoting them.

To find out how to future-proof your organisation's L&D, complete CMI's simple online diagnostic. It's free and it may be the best 5 minutes you'll spend today: <http://www.management2020.co.uk/>



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Be within the business and prove your value



By Ed Monk, Learning and Performance Institute

Ed Monk is Managing Director of the Learning and Performance Institute. The LPI is a global institute for learning and development professionals. Established in 1995, the Institute has grown on an annual basis to become the leading authority on L&D.

The function of learning and development is at a critical point. Let there be no doubt about that. The value placed on the learning department by businesses has always been difficult to quantify; but in the technological age we live in, where search engines are replacing trainers, the requirement for this quantification is paramount.

How does one begin to ensure that learning and development remains an intrinsic element in business success? How do you seriously future-proof learning within your company? The answer is simple. It is about relevance. Relevance through people and technology is our first step.

Tom Pape, BT, believes technology is the key to training the world's workforce, and as we continue to see the rise of digital learning, either self-paced or virtually tutored, it is impossible to ignore. The demands on a learning function to be agile, responsive and deliver to colleagues with limited time to focus on their own learning are ever-increasing.

We must, therefore, embrace technology and all it can do to raise our corporate pertinence. Of course, this will require upskilling for many, as we develop our personal capabilities in order that we can provide demonstrable benefit. But these skills can be acquired. A classroom trainer can become a virtual classroom trainer, but we must practise what we preach and learn the skills necessary to do this. This will bring scalability, and a sense of organisational relevance.



Jonathan Kettleborough is a passionate advocate of the fundamental necessity for alignment between the learning team and the wider company. The risk of not having your strategy aligned to your employer's requirements is fatal. Jonathan is absolutely correct when he refers to the need for learning professionals to be 'within' the business. Too often in my position as managing director of the LPI, I witness training teams who seem entirely apart from the rest of the business. They are viewed by management as a cost centre, and by colleagues as almost a necessary evil.

This could not be further from the truth. Learning professionals are the engineers of business performance improvement, playing a critical role in ensuring success. Success which is not achieved simply through induction programmes or five-day workshops. The modern learning team must be

“The modern learning team must be able to curate content, create bite-sized learning, deliver anytime/anywhere learning, collate resources and engage with the business on a strategic level.”

able to curate content, create bite-sized learning, deliver anytime/anywhere learning, collate resources and engage with the business on a strategic level.

It is perhaps this final point which I see as the biggest challenge for the learning function of 2014. Neil Lasher talks about the CEO not being the only person you need to get buy-in from, and he is absolutely correct. In today's world, it is imperative that the business as a whole communicates with the learning team. In order that this can be achieved, we have to be engaging with our fellow employees. Let's start by referring to them as colleagues rather than delegates. Are we the only function which does this? I would suggest so.

We need to talk the language of business, in order to affect the business positively. I wrote recently that the key to learning is communication; in all of its forms. We need to be storytellers, facilitators, content disseminators,

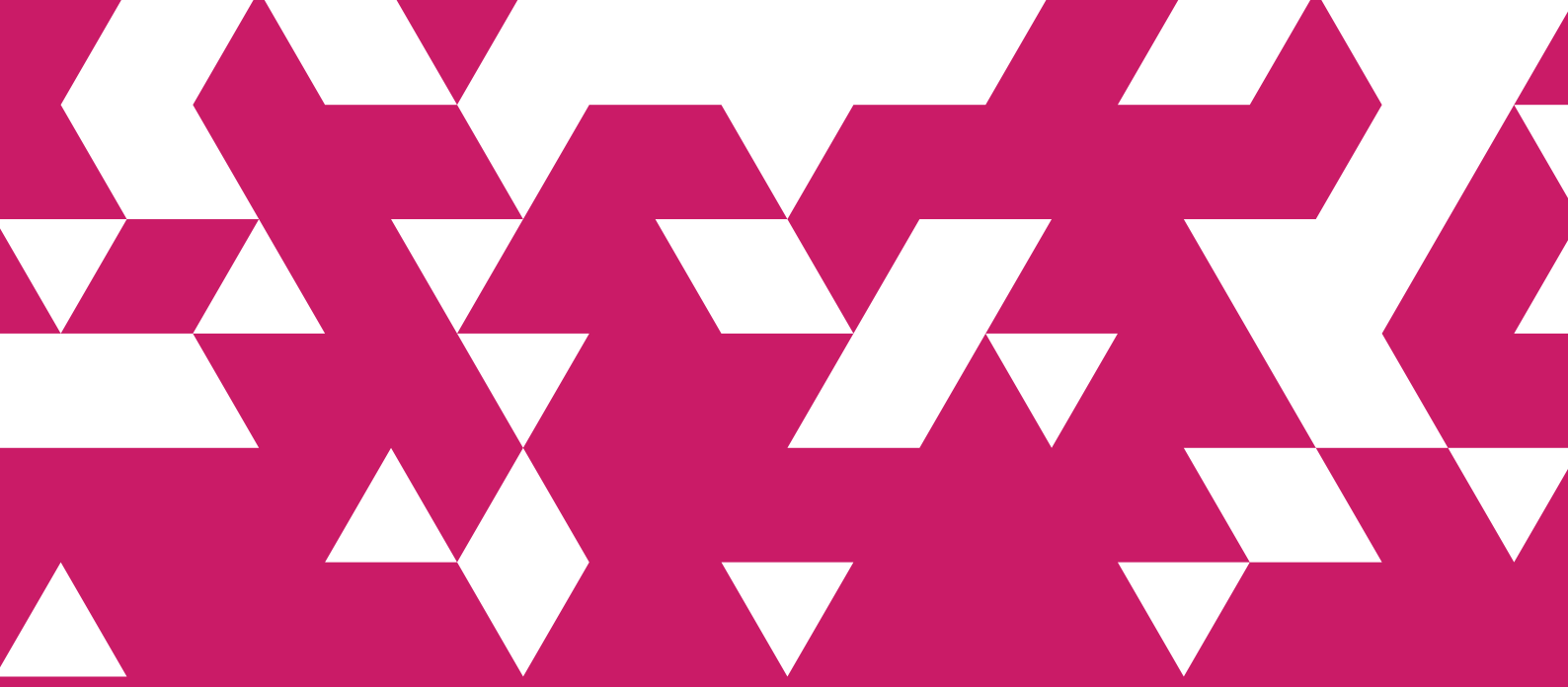
virtual tutors, chatroom hosts, blog writers, hint providers, supporters. We need to learn to become performance consultants. We must accept that measurement, analysis and metrics all form part of our daily lives and embrace the opportunities this provides us to prove the great job we are doing.

Don't let communication be limited to your own organisation. Speak to the learning community out there. Listen to peers, share thoughts and content, ask questions, use social media and engage. But most importantly, engage with your business leaders to prove your value. Here are my final three messages as to how you can start this:

Top takeaways

- ✓ Be authentic at all times. Unless you build trust and rapport with your business leaders they will not open up to you about the real issues and will deal with you in a superficial way.
- ✓ Create a process. Establish a process that leads you and your business leaders to identify the real issues, face up to them and agree solutions that will work.
- ✓ Know where you are in that process. Agree your role so that you can manage the conversation and help your business leaders understand what their real issues are and how they can solve them with your help as a trusted partner.

Follow these three simple steps and you and your team will not only be relevant, but invaluable.



Chapter One
Our Future

Being your best self at work

By Sukh Pabial, One Housing Group



Sukhvinder Pabial is the Head of Organisational Development at One Housing Group, has an active Twitter account and is a prolific blogger. He's an advocate of emotional intelligence, positive psychology and inclusive facilitation techniques.

In the world of L&D, we fight almost a daily battle on what it means to deliver great learning solutions and interventions. They are worthy battles, and I'm sure someone somewhere is writing battle songs about them. But who's losing in that battle? The very people the learning solutions and interventions are meant to be designed for - the learners.

We focus on crazy things like getting bums on seats. Because clearly that's a metric of success. We talk about ROI like we know what it means in terms of business performance. But we haven't even got the muscle to win an argument with line managers and directors about their involvement with the learning process. We codify and categorise people calling them 'delegates' and 'learners' and 'participants' and all sorts to make ourselves sound smart.

We are focusing on so many wrong things.

Working smarter

Learners care about doing a job well. They don't come to work expecting to do a bad job. People come to work wanting to achieve things and be proud of what they achieve. Sometimes they need help in that process, and that's where we come in. I tell you what learners don't care about: the learning solution or intervention we throw their way. I tell you what they do care about: they care about being their best self at work.

How can we help people be their best self at work? Help them get there themselves. People want to be awesome, so why can't we help that happen?

“People come to work wanting to achieve things and be proud of what they achieve. Sometimes they need help in that process, and that’s where we come in.”

What happens when you bring a group of people together and give them a task to do? Generally, they’ll need some direction. What happens when you give them direction? They find a way to make it a reality. They don’t need management to do it. They don’t need processes or procedures or policies. They just need to trust one another and support each other. That’s when great things happen at work.

Help people build their resilience. When people have that, they are

capable of so much. When they understand how to deal with the pressures of work, life and everything in between, we help people be their best self.

Help people focus on their wellbeing at work. It’s an easy choice, but we make it hard. Learning sessions don’t provide brain-friendly snacks, we give biscuits with tea and coffee. We need to help people have forums to talk and discuss and debate to help them be mentally well. We need to help people understand how mindfulness can be a technique to focus on your self and looking after what you need.

Top takeaways

- ✓ Stop worrying about the metrics - listen to what people want to achieve and help them to do that themselves.
- ✓ Build your personal resilience - help people focus on their wellbeing at work using techniques like mindfulness.
- ✓ Cultivate mentally well employees - use communities of practice, forums and debates to enable collaboration and to encourage people to share problems and success stories.

How technology will facilitate lifelong learning



By Matthew Poyiadgi , Pearson VUE

Matthew Poyiadgi is Vice President of EMEA, Pearson VUE. Matthew's passion is public speaking on the latest technology trends making waves and how are they shaping our lifestyle and workplace, but why people and skills are ultimately the key to everything.

Technology is transforming how we do business, how we communicate and digest news, how we network, and it's about to impact how we will learn.

Generation Y, on the other hand, has mastered the art of mobility and will be more loyal to the skills they can attain than any one organisation as they seek varied, exciting and fulfilling employment.

The three Ts – technology, trends and talent – are the key to understanding how these two come together: how our next generation of learners and workers think and operate.

Technology is driving change and affects the pace of change and mobility and the trend is towards social platforms and social spaces, but talent is at the heart of everything and people remain the motors of business.

Our role as educators is to transform these learners into earners – to give them the skills to embark on career pathways to suit their needs, and a platform to upskill or change direction as they see fit. We need to ask searching questions such as how we engage them to shape how learning meets their needs in the future.



Tools for success

With globalisation resulting in ever greater competition not only for jobs but also for promotions and pay rises within industry, it is crucial for future generations of employees to stay relevant through lifelong learning and assessment, facilitated by technology providing increasingly sophisticated tools to make this a reality.

“Our role as educators is to transform these learners into earners – to give them the skills to embark on career pathways to suit their needs, and a platform to upskill or change direction as they see fit.”

One such tool could be predictive learning. Google already predicts your search query in micro-seconds, before you have even finished typing it, and Amazon talked excitedly about ‘anticipatory shipping’ predicting your next purchase based on your buying patterns. Future apps could suggest certain learning modules after analysing your learning history.

Massive Open Online Courses (MOOCs) are another potential lifelong learning avenue, and there is a debate about whether they could even be a competitive threat to traditional business schools. They are another example of technology meeting demand to disruptive effect.

A recent ManpowerGroup survey found the global skills shortage shows no signs of improving, with more than a third of companies around the world reporting difficulties filling open positions because of a lack of talent despite often-rising unemployment figures. Role relevant assessment via the global computer-based testing model offers a potential solution, allowing professionals to stand out from their competitors.

Technology already offers solutions for people who in the past could not afford the time or money to attend a learning or assessment centre far from their home or workplace, with professional exams being delivered at over



5,000 local test centres across the globe by Pearson VUE. But today people learn in different ways and we cannot expect old models of teaching to stimulate them any longer.

There will be over a billion virtual workers next year and technology is pervading every working environment, meaning individuals will have to be responsible for skilling themselves or get left behind. The current generation of children are both our workforce and our consumers of tomorrow. Technology is not only their oxygen but a gateway to communication.

Challenges for the future

Young people check their devices up to 150 times a day. A study by Morgan Stanley found that more than half the time smartphones are not actually used to make calls by young people. Instead they are reading emails, texting, online or listening to music. It is hard to predict what future devices will look like – although smart watches and other wearable tech give us some clues – but they are changing how we work, communicate and learn. People no longer go shopping once a week, they are always shopping, always connected to an offer. Learning could work in the same way, available in bite-sized chunks.

Technology is redefining the average size of a market segment down to one person, and that one individual represents the size of a new market segment.

Oxford, Cambridge, the Open University, the University of California and MIT have put entire courses online for free, because that is where the next generation of individuals with talent are going to be clicking and interacting directly.

The stakes are high and failing to embrace change means falling by the wayside. Kodak, for example, invented film and digital photography but ended up bankrupt because they were not courageous enough to forget the past and champion their own leading-edge technology.

These lessons from the world of business should also be heeded by those attempting to forge successful learning pathways. It is not just about pro-

cessing and analysing digital data, it is ultimately about embracing change, thinking strategically and making judgement calls to engage with future learners and customers alike.

Top takeaways

- ✓ The trend for future generations is towards lifelong learning and assessment, facilitated by technology - ask questions of your learners about how they want to be engaged so learning meets their needs.
- ✓ Lifelong learning could be facilitated by predictive learning in bite-sized chunks and new models such as MOOCs and role-relevant assessment - use global benchmarking tools that let your learners stand out from their competitors.
- ✓ Failure to embrace cutting edge technology, even if it is your own invention, could lead to oblivion - think strategically and engage with your learners on their terms.



Chapter Two

Performance Improvement

How can Apple and Amazon change the way we design mandatory training



By Tom Pape, BT

Tom Pape began his career in media working with the BBC and MTV. Moving naturally into the communications industry Tom started work with BT. He now leads a large team as Head of Learning Innovation that delivers award-winning learning solutions, driving a new approach to BT's mandatory training across the globe with adaptive learning.

I think that at some point we've all wished that mandatory training wasn't mandatory. Compliance, health and safety, and security are all important things to any business. But learning about them often ends up being drier than the surface of the moon. And nobody wants to do it.

So why is mandatory training such a thorn in everybody's side? Because of the way it's designed. As designers, we have to work with two stakeholders: the client / subject matter experts, and the end user. But from what I've seen of the typical design process, the end user usually gets the short end of the stick. I'm going to suggest how we can redress that balance by taking some cues from Apple and Amazon.

Who we should be designing for

Traditionally, mandatory training in larger organisations is scoped and built by learning solution suppliers working directly with subject matter experts. This is our first problem. She who holds the chequebook holds the power. So we end up producing designs that do a great job of covering the subject at hand, but neglect the needs of the busy user.



My argument is the balance isn't there. Too much focus on including everything but the kitchen sink detracts from the user experience and makes learning less effective for the user.

Here's a fairly typical user experience based on my observations: you receive the message to complete a mandatory course, leave it to the last minute, take a deep breath, log on and plough through. After some research we found

“If mandatory training doesn't adapt to our way of working, then the relationship between user and course will continue to be dysfunctional.”

that the majority of users (myself included) did one thing in particular. They skipped through any actual learning content they could, and jumped straight to the obligatory proof of learning quiz at the end of the course. It was only a very basic form of learning – trial and error. A box-ticking exercise. People simply want to pass the course and get on with their job.

It's an incredibly common behaviour, and I don't think this is news to any of us. But why does it happen? Well, the

general feeling was that the course content was too generic. People felt sheep-dipped. There was a definite feeling of 'how does this really affect me?' This turns people off like a light switch.

We found that the way the content was presented was often dry and not engaging, it's not what we say but how we say it that engaged the learner. Users also found the courses too long and very wordy, using the terminology of the compliance, legal and regulatory world. We all lead busy lives, running from one thing to the next and having to make priority calls every day. If mandatory training doesn't adapt to our way of working, then the relationship between user and course will continue to be dysfunctional.

You could argue that at the end of the day, the user is seeing the learning content and passing the proof of learning quiz. Surely this is enough? Should we really be worrying about the user experience if the content is



being delivered and the user demonstrates that they can pass the quiz? I don't think this is enough.

Learning from the masters

As learning specialists it is essential that we focus on the user. This is where Apple and Amazon come in. I get a lot of inspiration from other global organisations, and not necessarily about their learning strategies.

Take Amazon. They've given me a lot of insight. If you search for 'Amazon leadership principles', you'll find a page listing the key values held by their leadership community. Some of those values resonate well with learning design.

In fact, their first value is 'Customer Obsession', and that's something I passionately believe in as learning professional. Jeff Bezos, Amazon's founder and CEO, has stated many times publicly that 'we start with the customer and we work backwards'.

If you look at an iconic brand like Apple and the success they have had in the last decade, again Steve Jobs famously said 'You have to start with the customer experience and work backwards to the technology'. This approach, supported by simplicity and innovation has created some iconic products and, notably, some first-class user experiences. There's no reason at all why mandatory training has to be any different.

Top takeaways

- ✓ When scoping your design, always start with the user and work your way back.
- ✓ Don't include too much detail that doesn't add real value to the user - keep things simple and user-orientated.
- ✓ Be customer-obsessed - and don't be afraid to draw influence from other successful business leaders.

Why L&D can't ignore alignment any more



By Jonathan Kettleborough, Corollis Ltd

Jonathan Kettleborough is a consultant, speaker, blogger, author and lecturer with almost 30 years' experience of the L&D industry. He holds an MBA with distinction and holds fellowships with the CIPD, LPI, ILM and RSA. He is also a visiting lecturer at Birkbeck College.

Alignment is a frequently sought-after nirvana within organisations. We read how a lack of alignment can cause irreparable problems and issues, but what does alignment mean to learning and development professionals?

L&D professionals are under pressure from all areas. They are asked to deliver more with less, to justify their existence and show how their activities have a positive benefit on the business. Times are tight and are set to stay that way for some time.

It doesn't have to be like this. It's possible to rise above these issues and demonstrate what the L&D profession can deliver, but to do that we must listen to the needs of our businesses, for if we do that we can set ourselves up for long-term success.

So what's all the fuss about?

Every once in a while a topic becomes fashionable. We're currently going through a trend for Big Data but when business authors such as Robert Kaplan and David Norton start writing about alignment, you know it's time to sit up and take note. Kaplan and Norton describe alignment in the following way: "Most organisations consist of multiple business and support units, each populated by highly trained, experienced executives. But often



the efforts of individual units are not coordinated, resulting in conflicts, lost opportunities, and diminished performance.”

But let’s not just dwell on what Kaplan and Norton think – here’s what others in the wider business community think about alignment:

- According to Fred Smith, Chairman of FedEx, “Most managers don’t know what alignment is all about; alignment is the essence of management.”
- KPMG research as long ago as 2001 identified that “getting everyone aligned around strategies and vision was endorsed by 87% of US and European senior executives as their top priority.”

The state we’re in

It’s easy to think that everything is rosy – but it’s not. The overwhelming evidence is that we’re failing and we need to align to our businesses.

“Alignment is unselfish; it’s not about you, your department or your hobby-horse projects; it’s about driving success within your business and your customers.”

Industry experts Towards Maturity have reported on alignment. They found that 36% of L&D professionals were not confident that their learning initiatives actually supported the skills that the business needs and that only 34% of organisations work with business leaders to identify business performance indicators that they want to improve.

According to a report by the Aberdeen Group, those businesses that achieve workforce alignment enjoy a 77% increase in employee productivity.

The same report showed that 43% of all businesses cite the need to align their workforce with business objectives as the number one pressure driving learning and development and that the best-in-class are nearly twice as



likely as their peers to have a learning and development strategy that is integrated with the business's overall strategic plan.

In a report by Capita, 100 out of the top 500 UK companies were asked about their L&D departments. Only 18% of the businesses surveyed felt they had L&D departments that were operationally aligned to the business.

According to a report by CMI/Penna: "High performing organisations have significantly higher levels of alignment. . .this suggests that the alignment between HR and business strategy is a key differentiator between higher and lower performing organisations."

The Goal, the Holy Grail, the Promised Land

As L&D professionals we want to be heard and respected, but for most of us this just isn't happening - and have you ever wondered why?

Have you ever wondered why you're not in the position you want to be, why you're fighting for face time with executives and customers, why people look at you with strange expressions when you explain what you do and why your budgets are almost always the first to be cut?

Unless we make the dramatic changes we will always be fighting for face-time, for realistic budgets and for an opportunity to make the difference we know we can.

A is for Alignment

Alignment. Not a big word, and to be honest not a word you'll see mentioned that much in the L&D world, but what an important word it is!

When you're seeing eye-to-eye with your business and customers you understand and respond to their needs in an appropriate and timely manner. Your solutions make sense; your requests for resources are understood and met and your business and customers recognise the value you're delivering.

Alignment is unselfish; it's not about you, your department or your hobby-horse projects; it's about driving success within your business and your customers. When you're aligned you're not fighting for face time or resources or outsourcing deals, you have a seat at the table and you're heard and respected.

It's time to take alignment seriously – it's time to make changes and it's time to deliver on all the promises we've made over the years. The rest is up to you and I hope you grasp the task with both hands.

Top takeaways

- ✓ The pressure to perform is relentless. Times are tight and are set to stay that way for some time to come - demonstrate what the L&D function can deliver by listening to the needs of the wider business.
- ✓ Many L&D departments are not aligned to their business. Only 18% of businesses surveyed felt they had L&D departments that were operationally aligned to the business - don't become another statistic. Act early for long-term success.
- ✓ Alignment between HR and business strategy is a key differentiator between higher and lower performing organisations - align your workforce with your business strategy and reap the benefits.



Chapter Three
Real World

IT giving you a hard time?



By Neil Lasher, FireEye Inc

Neil Lasher is a fellow on the advisory board of LPI and a member of the International Think Tank. Over the last 25 years Neil has assisted hundreds of companies of all sizes with their learning design and strategy. He has recently taken an exciting senior role at FireEye Inc, headquartered in Silicon Valley and ranked fourth on the Deloitte 2012 Technology Fast 500™.

The world we have weaved has changed so much in the last 60 years that those of a previous generation would no longer recognise it.

60 years ago there were no personal computers, no smartphones, no easy way to disseminate information. In 1969, only 45 years ago, we sent men to the moon with less computing power than is in a single iPhone.

What else has changed is that the ability to steal data from each other for personal gain has not only become easy, but the quantity of events has risen along with the use of new technology. We are now easily duped into handing over information that previously was the job of spies. Not only will young technical wizards steal your data and sell it to the highest bidder online, but governments employ thousands of operatives whose sole purpose is to write code that will steal information. Not just from other governments but from commercial organisations.

This change in the last 60 years has happened quicker than we have been able to adapt to the new technology.

Email security

The email scams you see of the Nigerian prince leaving money in a bank that you can most definitely help to release are the simple consumer scams that still catch many unaware of the risks. These are the tip of the iceberg; commercial organisations such as the American giants Target lost a mere 70m credit card numbers.



Understanding what constitutes malware and how it affects organisations is key to getting IT on your side when it comes to delivering new IT concepts in

“Understanding what constitutes malware and how it affects organisations is key to getting IT on your side when it comes to delivering new IT concepts in learning.”

learning. In recent times at many conferences I have heard people say ‘our IT won’t allow us to do that’, ‘we can’t implement mobile learning, they won’t allow it’ or ‘we would love to implement better elearning, but IT are a stopping block’.

It is very apparent that the vast majority do not know the risks, do not appreciate that IT is protecting the organisation, and, from their perspective it is easier to say no than to run the risk of getting caught out.

From our perspective training is most important, of course it is, but training is a very small blip on the radar of the

business as a whole. Our working practices are actually quite risky: we generate content using third party tools and buy pictures (or borrow them) from the Internet; we create flash files with unverified action scripts; If we are talking ‘mobile’, we are asking IT to allow BYOD (bring your own device) practices into corporate networks, without testing and care or knowledge of what else may be on these appliances. Of course they are going to say no.

So how do we change this, how do we gain the trust of IT so that they will provide the infrastructure we need and won’t lose sleep in doing so?

Methods for success

First, we need to change our behavior. You arrive in the office today and on the floor in the office is a USB stick with the name of your biggest competitor proudly stamped on the side. Do you:

- a. Plug it into the nearest machine to see what great stuff you just found?
- b. Go straight to IT and ask them to investigate it for you?

- c. Post it back to the company with a note to say we found this on the floor in our office and have not looked at it, promise!?
- d. Call security?

What if it had arrived in an envelope with your name on it? What if it was given to you by an exhibitor at a conference?

I would never plug a USB stick into my machine that I do not know the true contents of, or exactly where it's been. I work for a company specialising in beating malware - I know the risks.

Second is also about behavior change: we need to get street-wise and much more savvy about how we use both the desktop and our mobile phone.

Third, we need to understand the malware lifecycle and treat our data with the respect it deserves. You might say 'no not me' when asked, but I bet you have the same usernames and passwords on different sites all over the Internet. And probably the same pin code for all your credit cards. Malware loves you.

Malware can get into your company from your learning, from your mobile phone and from the application your department is creating. You need to change this to get IT to say YES!

Top takeaways

- ✓ Change your online behavior to stay safe and protect your organisation - change your passwords regularly and make sure they're all different.
- ✓ Keep your products clean with a few basic elearning development rules - never use USB sticks without knowing the entire contents, always virus-check new software development.
- ✓ It is too easy for an attacker to infiltrate your organisation's IT infrastructure - stick to the rules and communicate the benefits of them to the workforce.
- ✓ Ensure your elearning or mobile development is not a cause for concern - check, stress test, modify.

Delivering elearning to a large and varied audience



By Martin Gower, Glasgow 2014

Martin Gower started his elearning career as an Authorware programmer in 1997. Going on to be an instructional designer, learning consultant and a project manager he is just finishing his time with one of the biggest highlights of his career, Glasgow 2014 - the 20th Commonwealth Games.

Currently Glasgow 2014 is getting excellent press, some of that being derived from the feelgood factor from the London Olympics and the Team GB medal success - however that can all change.

Any bad swing is hopefully nothing to do with me, and any positive swing has something to do with the way the Glasgow 2014 Games Workforce received their online training!

My role was that of project managing the specification, design and development of the Glasgow 2014 elearning and platform, and managing our supplier Epic to deliver a platform and elearning modules.

Implementation

We used a Moodle-based LMS called the Games Exchange, and although the first use was to host the elearning for the Games Workforce, we also used it to provide information to contractors. As of June 2014 we had 1800 members of staff, 7000 contractors and 14000 volunteers on the Games Exchange with additional learners which I've estimated at about 2,000 to come on board before the Games closes in early August.

The elearning was designed to deliver: a refresher for the volunteers before Games Time (some of their face-to-face sessions started in March); For contractors, an extra piece of useful learning around the Games; and train-



ing for international volunteers and volunteers that missed the face to-face sessions. We produced modules on introducing Glasgow and the Commonwealth Games, the roles of volunteers, venues, and a leadership module aimed at people leading teams during their time at the Games.

“What I found exciting about this project was the legacy of all the training I was helping to create.”

As far as I am aware no other UK Games on this scale had produced a Learning Management System and elearning all in one. London 2012 had produced some excellent elearning, however it was handed out to the workforce via DVDs that had a few disadvantages: Giving people DVDs would not be trackable and we would not know who had completed/not

completed the elearning. We had no idea if volunteers even used the DVD once they had been distributed. (NB DVDs were used to train some contractors in the H&S training)

I worked within the Games Workforce Training team and we always discussed the scale of the project at team meetings, etc. On my first day I was greeted by Glasgow 2014 staff at Queen Street station with foam fingers, stars, cheers and flapjacks to encourage the recruitment of volunteers for the Games.

After the slight disappointment that these people were not at the station to greet new colleagues such as myself, I discovered this recruitment drive for volunteers was the largest post-war recruitment for volunteers (with 25,000 people interviewed from 50,000 applied) which would also turn into the largest training exercise for 15,000 people.

Although Glasgow 2014 attracted some quality people to work at the Games with some appropriate Games experience, and the Training team had excellent experience mainly from the corporate background, we had done nothing nearly on a scale to this or will probably do again - unless we go and work on another Games.



What we learned

The key outcomes of the project were that every staff member/contractor went through Health & Safety training, most of which has been monitored online through the Games Exchange, and every volunteer had access to the four elearning modules + other training and relevant information

Like all businesses, public and private sector in today's world and also due to close public scrutiny, we also had to be careful with the constraints of the allocated budget. This means being as careful with the pennies as we possibly could whilst ensuring our volunteers had a good experience so that they wanted to give their time to enable the 20th Commonwealth Games to be the finest and friendliest.

The challenges of this project were that we were dealing with stakeholders and colleagues who were not aware of elearning. We had a large audience of people with different technical needs, from public sector partners with old browsers and technology to volunteers using home technology with the latest tablets and smart phones. But we developed one portal that allowed all contractors /paid staff/volunteers to have all training and relevant information in one place.

What I also found exciting about this project was the legacy of all the training I was helping to create. Young volunteers from all over the UK were being given perhaps a first work-related experience and a fully itemised training programme that they could demonstrate to future potential employers. This has been one of the most memorable parts of my career. It felt fulfilling to do something on this grand scale, new and exciting for elearning, Glasgow, and Scotland.

Top takeaways

- ✓ Multiple stakeholders can all still use one LMS – if you design it well enough. Consider the different learning needs of all stakeholders and build around the commonalities.
- ✓ Don't be apprehensive of a project because of its scale. If you get it right it could define you. Delegate effectively and split the project into achievable milestones.
- ✓ Your team is your greatest asset. Surround yourself with people who each bring a specific skill to the table and trust them to deliver.



Speaking at Learning Live 2014



Sukh Pabial - Being your best self at work

Our Future: Wednesday 10th at 16:15

Sukh will be:

- Talking about how the focus of the L&D profession has gone too far down the ROI route.
- Explaining how it should be focused on wellbeing of staff and providing the right opportunities for learning to take place.
- Providing a critical look at traditional L&D practices, and also of current learning models such as 70:20:10.
- Suggesting ways to improve our practice and looking at where our skills should actually be focused.



Matthew Poyiadgi - 3T: Talent, Technology, Trends

Our Future: Thursday 11th at 11:30

Matthew will be addressing:

- The pace of technological change and how business and learning must change with it.
- The emerging technologies that are impacting learning.
- How learning and technology can come together to inspire.
- How social media is changing how we engage our learners, workers and customers of tomorrow.



Tom Pape - Adaptive learning in global

mandatory training Performance Improvement:

Wednesday 10th at 16:15

Tom will show you how to:

- Assess capability at the start of a course then only give the learner what they need in the capability gaps they have.
- Reduce online investment time for a distinct piece of learning by up to 50%.
- Simplify language/look and feel to improve user experience to drive application of learning.
- Treat users as adults and not children .



Jonathan Kettleborough - Why L&D can't ignore alignment anymore Performance Improvement:
Thursday 11th at 11:30

Jonathan will explain:

- The state we're in and why L&D can't ignore alignment any more.
- The real-world benefits of achieving alignment.
- The three steps for achieving alignment.
- Measuring alignment to keep you working in the right direction.



Neil Lasher - IT giving you a hard time? It's about to get worse The Real World: Wednesday 10th
at 16:15

Delegates will learn:

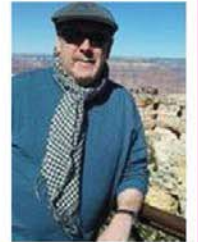
- Why IT likes to say NO.
- How to change your behaviour online to protect your organisation.
- Some basic rules in mLearning development to keep your product clean.
- How easy it is for an attacker to infiltrate your IT infrastructure.
- How to ensure your mLearning development is not a cause for concern.



Martin Gower - Delivering elearning to a large/ varied audience The Real World: Thursday 11th
at 13:45

Delegates will:

- Learn how a Games-based Organised Committee works and how it fits in with other organisations.
- Experience the training journey of a volunteer.
- Look at lessons from London 2012.
- Learn how to differentiate with varied audiences.
- See how content was aligned with training programmes.



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