Exploration Of A Framework and Toolkit For:

Simplified *and* Compliant Management of Required Training

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Event Track: Impact and Measurement
Category: Case Study

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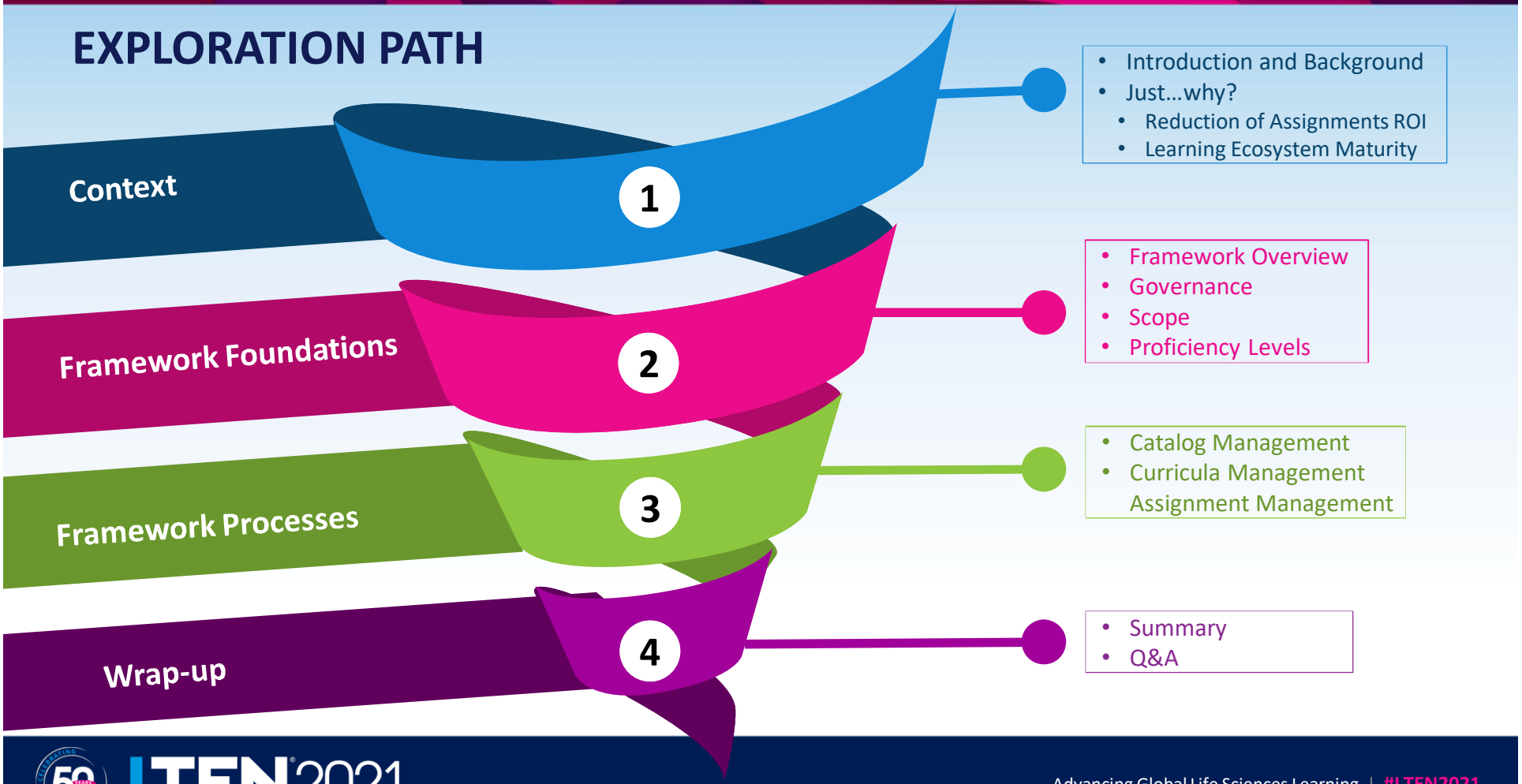
EXPLORATION PATH



- Introduction and Background
- Just…why?
  - Reduction of Assignments ROI
  - Learning Ecosystem Maturity

- Framework Overview
- Governance
- Scope
- Proficiency Levels

- Catalog Management
- Curricula Management
  Assignment Management

- Summary
- Q&A

INTRODUCTION AND BACKGROUND

Thank you SO much for this opportunity!

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Let's Connect!

Created by uploading my resume at wordcloud.com

JUST … WHY?

- Role-based approaches are the standard for managing training. Unfortunately, this approach has some significant challenges.

- I have never personally observed what I would call ideal required training management operations. The closest I've experience is where we developed and implemented much of this framework.

Dear Change Diary:
Today I did something for the first time.
I started writing a Change Diary.

JUST … WHY?

Ineffective training management contributes to:

- Adverse events
- Compliance issues, findings and fines
- Poor morale
- Disregard of importance of training
- Attrition and loss of institutional knowledge
- Opportunity cost
- Maturity stagnation

Dear Change Diary:
Today I did something for the first time.
I started writing a Change Diary.

Significant cost in actual dollars/time

- The processes are slow and manual for administrators
- Managers and BPOs spend way too much time trying to determine and improve content and assignments
- Learners spend much more time on training
- Slower execution of poorly learned activities
- Additional learning time outside of training
- Rework

CALCULATING REDUCTION OF MISMATCHED ASSIGNMENTS ROI

Determine baselines:

- Cost of additional staff to manage training effectively (if any)
- Average training time per assignment in a function or enterprise wide with data from LMS reports
  - Include time to access/load training.
- Average employee/contractor hourly cost of salary and benefits - work with HR
- Total number of in scope employees/contractors
- Average number of assignments and number of excessive or irrelevant training assignments
  - Identify a random sample of individuals to assess average of excessive or irrelevant training items
  - Review their assigned training for a given time period, such as one year.
  - Talk with them about each assignment to identify the number of excessive or irrelevant training items based on their work.

Calculations:

Avg time per assignment * Number of mismatches per year = Time wasted per person
Time wasted per person * Average employee cost per hour = Money wasted per person
Money wasted per person * Number of people = Estimated total yearly cost in dollars
Yearly cost – Cost of additional new staff to manage = ROI

CALCULATING REDUCTION OF MISMATCHED ASSIGNMENTS ROI

- Baselines:
  - Average training time per assignment = 10 minutes
  - Average employee/contractor hourly cost = $100
  - Total number employees/contractors = 12,000
  - Average number of assignments = 150/yr
  - Average number of excessive or irrelevant training assignments = 60

Calculations:

Avg time per assignment * number of mismatches per year = Time wasted per person

10 mins * 60 = 600 minutes (or 10 hours)

Time wasted per person * average employee cost per hour = Money wasted per person

10 hrs * $100 = $1000

Money wasted per person * number of people = Estimated total yearly cost in dollars

$1000 * 12,000 = $12,000,000

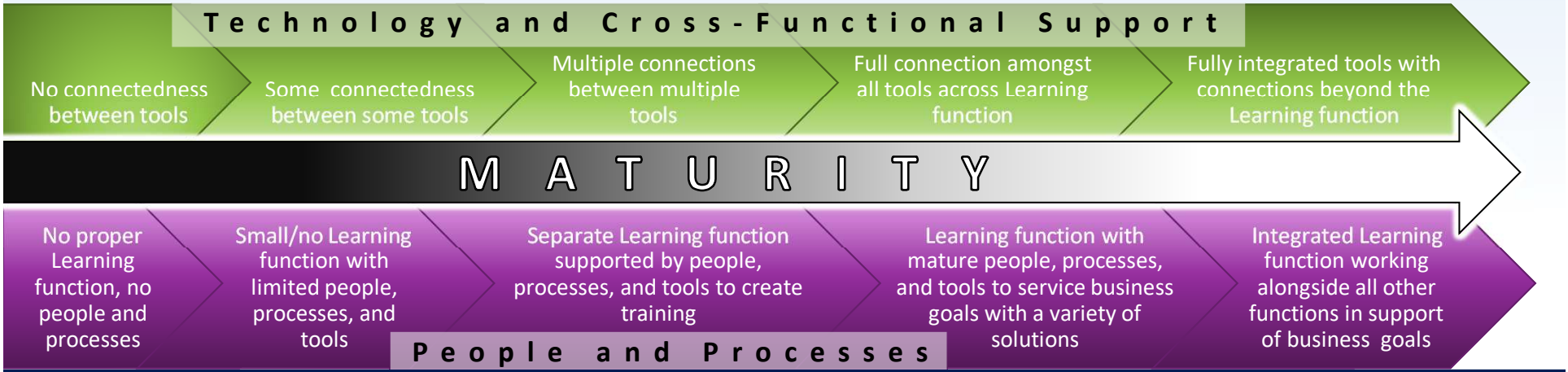
Yearly cost – Cost of additional new staff to manage = ROI

$12,000,000 - $250,000 * 10 = **$9,500,000 ROI per year**

LEARNING ECOSYSTEM MATURITY MODEL

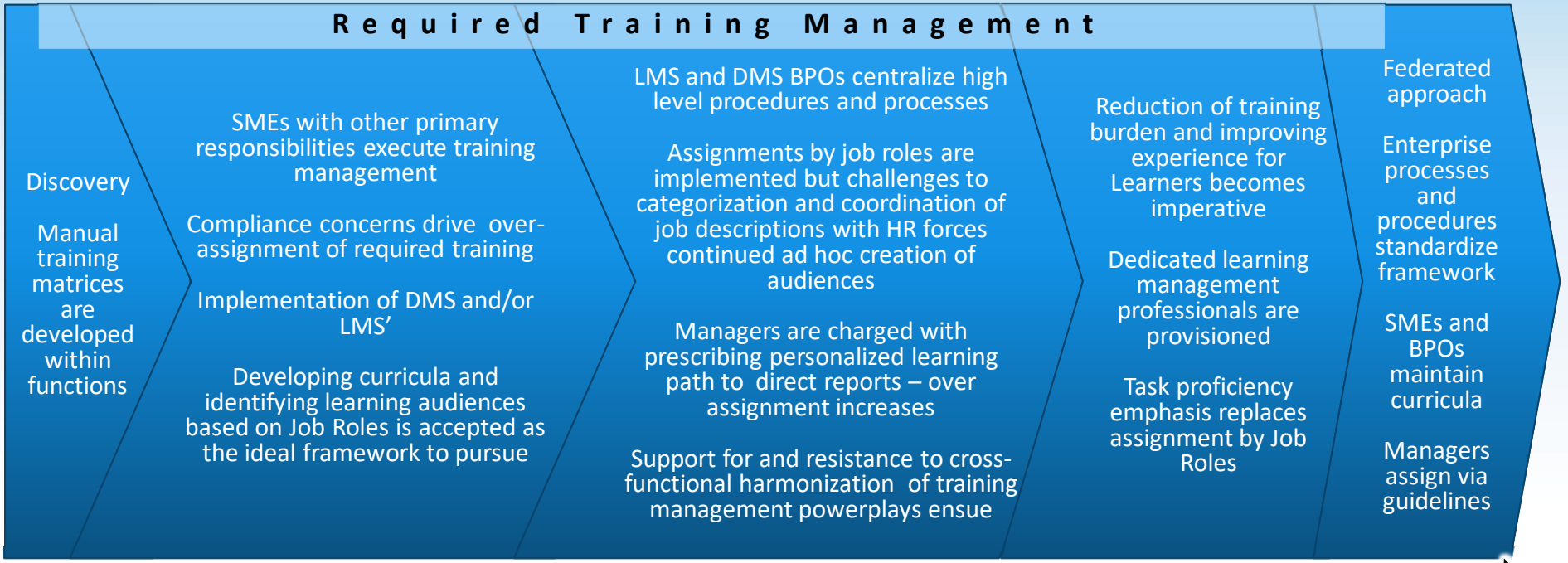
"**A learning ecosystem is** the collection of people, processes and tools that deliver, integrate and support the L&D function across your organization.

Every organization has a learning ecosystem, just like every business has a culture, whether it was formed intentionally or not. "



Benedicks, R. (2018). *Learning Ecosystems: What Are They, and What Can They Do For You? - Training Industry*. [online] Training Industry. Available at: https://trainingindustry.com/articles/strategy-alignment-and-planning/learning-ecosystems-what-are-they-and-what-can-they-do-for-you/ [Accessed 29 Sep. 2019]

LEARNING ECOSYSTEM MATURITY MODEL



FRAMEWORK (FW) OVERVIEW

Required Training Management

Federated approach

- Enterprise processes and procedures standardize framework, methods, tools, templates and other enablement
- SMEs and BPOs maintain proficiency-based curricula with support from enterprise or business unit learning staff
- Managers easily assign and maintain personalized learning paths utilizing category and proficiency guidelines

FRAMEWORK (FW) ELEMENTS

Foundations

- Governance
- Scope
- Proficiency Levels

Processes

- Catalog Management
- Curricula Management
- Assignment Management

FW ELEMENT: GOVERNANCE

Establish decision makers and training management change processes

Initially this will likely be training management personnel, but ideally key stakeholders are engaged to participate in ownership of process

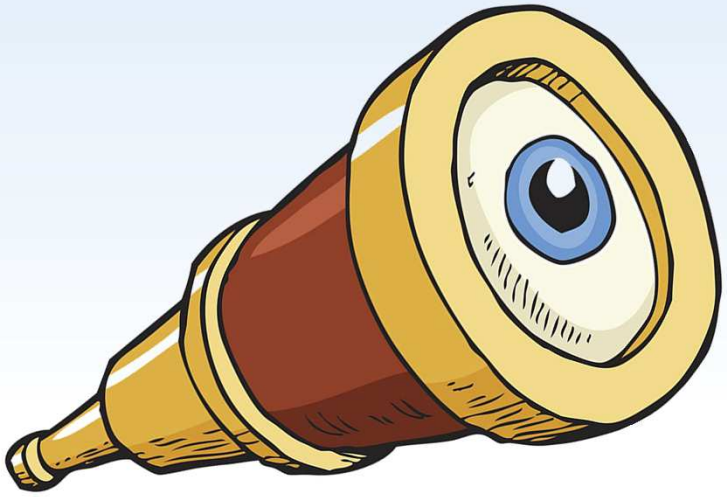
X = Align strategy with business goals
Y = Align Operations, practices, and systems

X + Y = Governance

FW ELEMENT: SCOPE

Define what makes a training required and why

If a training does not fall into defined scope, either it shouldn't be required or the scope needs adjustment.



Most often these are compliance related and/or significant organizational impact.

But are they really?

Establish criteria for what actually is a compliance or business impact imperative that also considers timing and enables targeting of appropriate audiences.

FW ELEMENT: PROFICIENCY LEVELS

Level 1 Awareness	• Possesses superficial / high level understanding of topic/subtopic area • Does not work in topic area but can identify when tasks are impacted in order to seek additional assistance or information • May be Contingent worker, Specialist, Analyst, Vendor personnel or other individual contributor or leadership charged with multiple cross functional topic areas such as Head, VP, SVP and/or C-level
Level 2 Practitioner	• Required to have operating understanding of topic/subtopic • Can demonstrate proficiency in carrying out related procedures and work instructions with some support • Able to quickly adjust to changes in policy, process, procedures, and work instructions • Has ability to contribute and/or review parts of topic area related work • Responsible for some tasks impacted by topic/subtopic area • May be Contingent worker, Specialist, Analyst, Vendor personnel or other individual contributor
Level 3 Expert	• Topic and/or subtopic Subject Matter Expert • Originates and improves topic/subtopic area related work processes and make sound decisions when faced with constraints of uncertainty and time with minimal support • Can accurately assess, direct, and provide guidance to others on topic area work • Implements changes in policy, process, procedures, and work instruction • Provides feedback and information to topic area owner to create and improve curricula, content, and documentation • Responsible for processes and results in topic or sub-topic area • May be Lead, Supervisor, Manager, Sr. Manager as well as BPO and/or SO
Level 4 Executive	• Able to independently make topic and/or subtopic area decisions and direct related tasks in conditions of high uncertainty, stress and conflict • Owns topic and/or sub-topic area related controlled documents and learning content and curricula • Effectively leads, innovates, solve problems, and improves related topic area processes • Able to successfully carry out fiscal and/or hiring responsibility and direct the work of others responsible for topic and/or subtopic area work product. • Accountable for topic/subtopic area operations • May be Sr. Mgr, Head, AD or Dir as well as BPO and/or SO

Standardize Levels and Characteristics of Proficiency

- Create scalable criteria that can be used to match the what people need to understand, do, be or affirm with learning.
- For systems create standard level of access definitions (User, Functional Admin, System Admin…) and system specific sub-categories if needed
- Include intended proficiency level matches in learning objectives for all training - Including read-and-understand.
  - There are a number of ways to do this, for instance:
    - Can be indicated at the time of assignment request
    - Established by BPO's when creating/updating curricula
    - Included as standard section in document

Toolkit Item

The learning enhances and demonstrates abilities to understand, do and/or be [LEVEL]

FW ELEMENT: CATALOG MANAGEMENT

Define Subject Categories in a Hierarchy

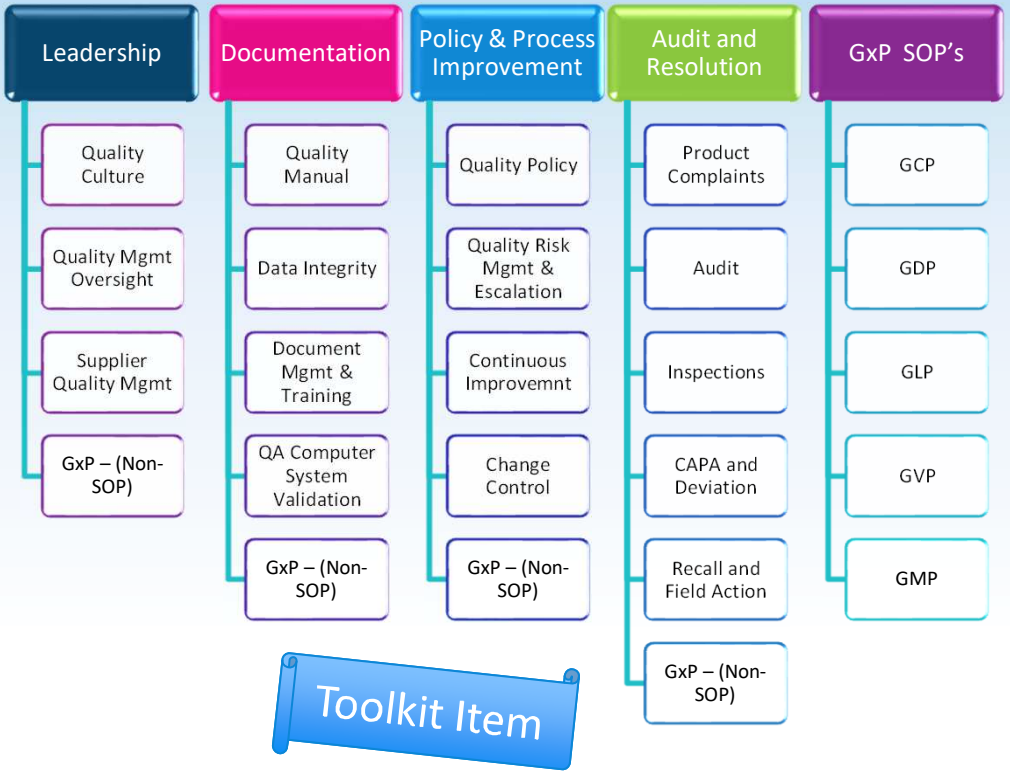
Establishing a hierarchy of content categories streamlines assignment decisions and reveals anomalies that perhaps should not be required.

For Compliance training consider top-level topic areas in alignment with:

- Your organizations Quality Manual and Quality Management System elements
- Governing regulatory requirements categories
- Organizational functional / business unit areas of responsibility
- Controlled document categories

Good sources of categories for organizational benefit:

- Company KPIs, goals and enterprise initiatives
- Establishment and updates yearly by Governance Committee



FW ELEMENT: CURRICULA MANAGEMENT

Work with BPOs to Identify curricula areas and reach – and establish ownership

1. Define objectives

What do people need to know or do and to what extent for each topic at each proficiency level?

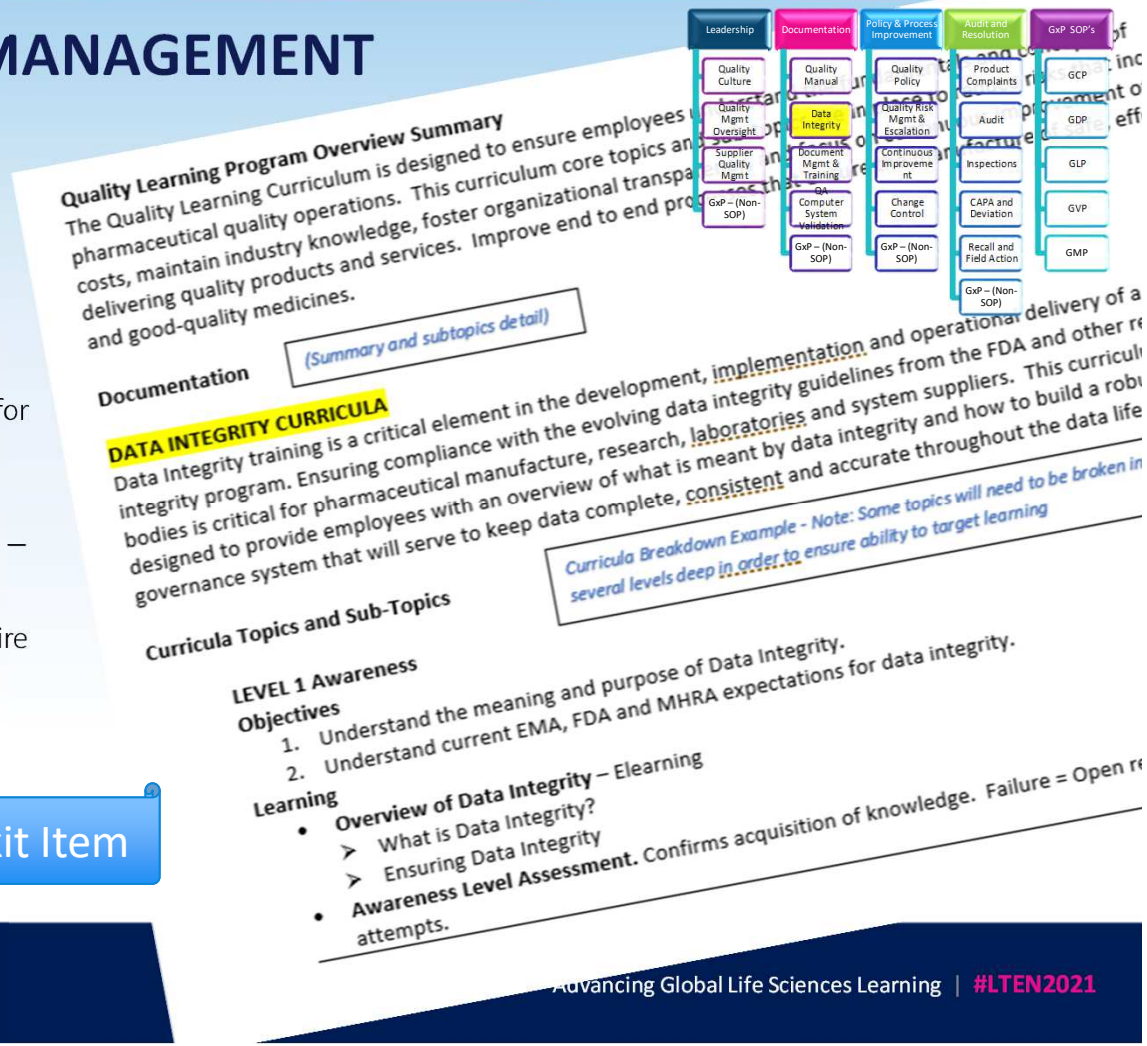
2. Select and create content for its ability to align with subtopic objectives at each proficiency level – These are your curricula.

Topics that have wide reach such as All employees or entire business units should be identified as *Core* curricula.

Ideally the resulting document is controlled, and training procedures specify period review process.

Click for full Microsoft Word Document

Toolkit Item



FW ELEMENT: ASSIGNMENT MANAGEMENT

Assign Core Curricula Automatically

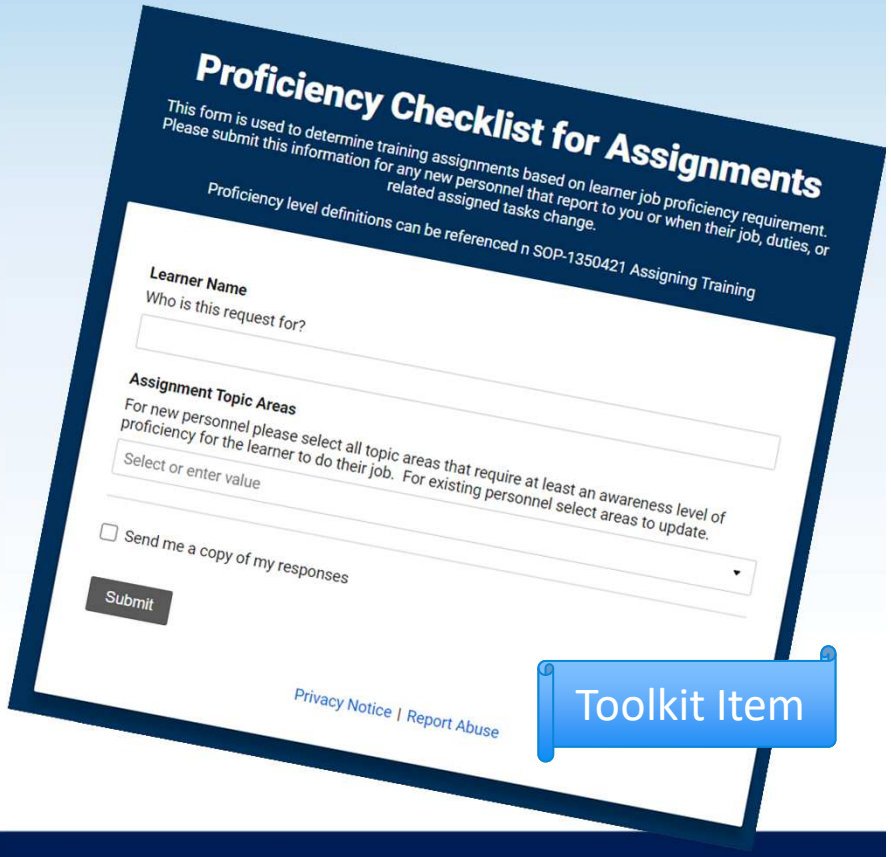
Training with wide reach such as to all employees or all of a given business unit should be part of Core Curricula

Managers Answer Simple Questions to Determine Personalized Learning Path

1. Train managers to understand proficiency levels
2. Create questionnaire or form with nested questions that mirrors catalog hierarchy
3. Managers complete questionnaire for new personnel, to make updates and/or yearly review

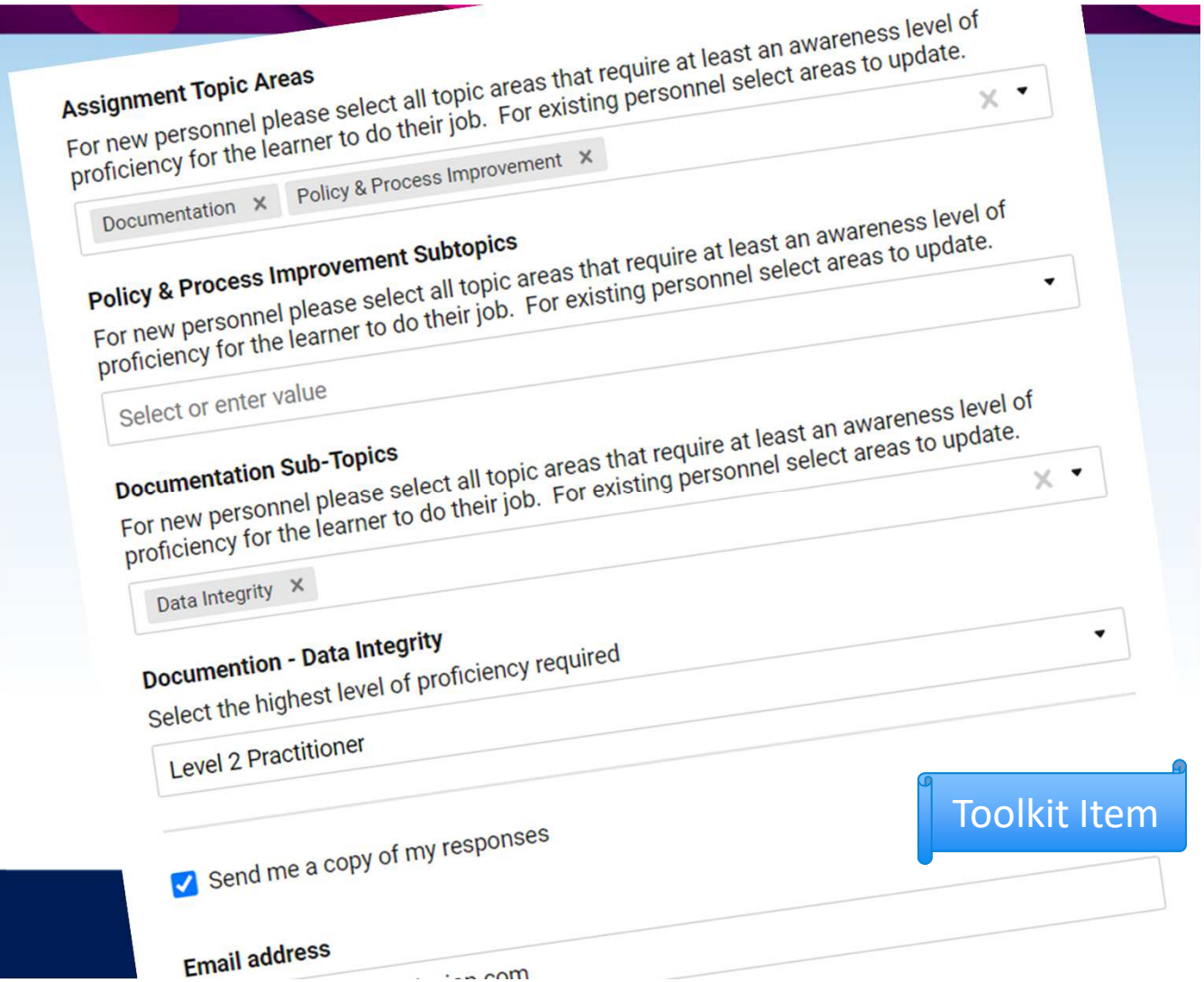
Answers are then used to put people in the correct audiences.

Bonus: Most LMS' support the ability to add people to training audiences based on criteria or form.



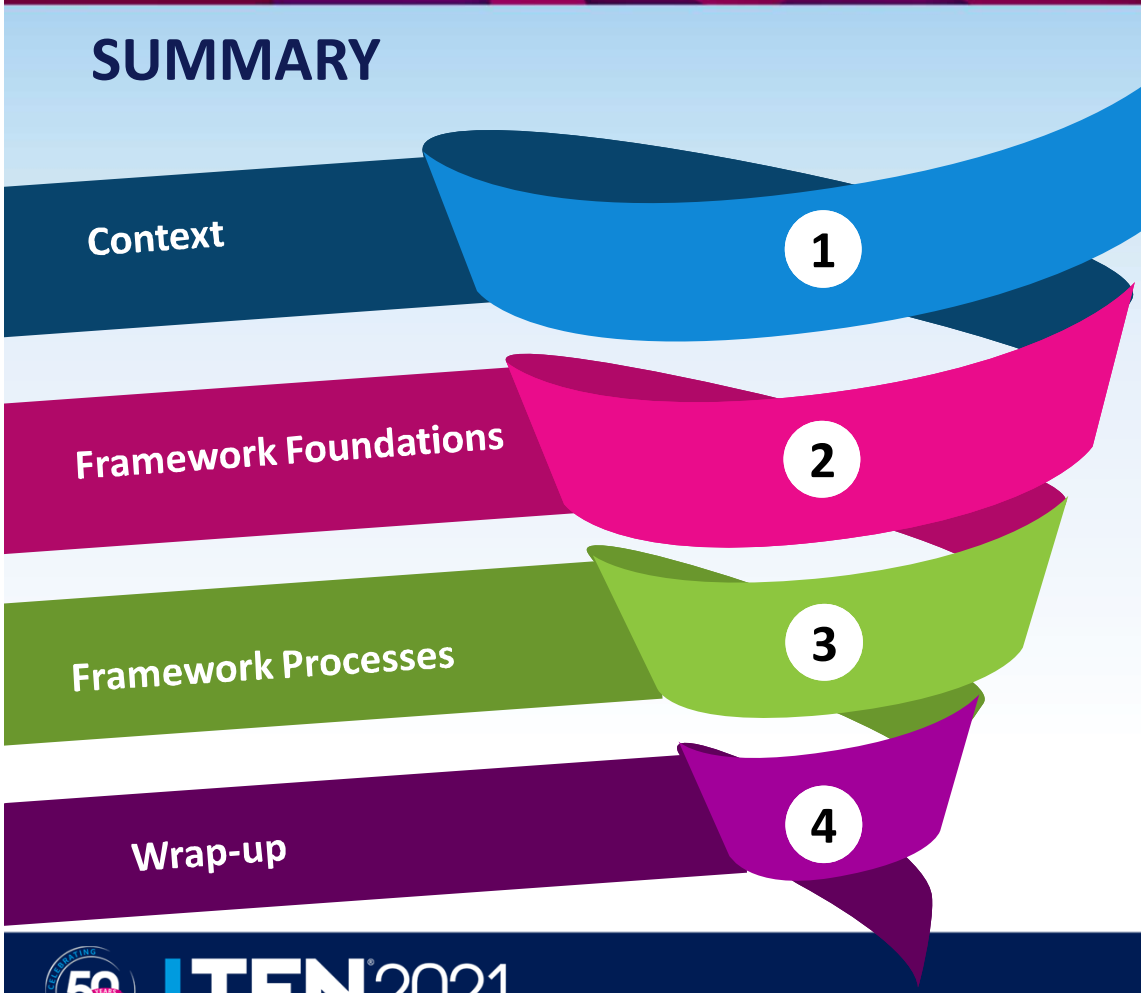
FW ELEMENT: ASSIGNMENT MANAGEMENT

Managers are only prompted with proficiency questions about areas and subtopics they select as relevant



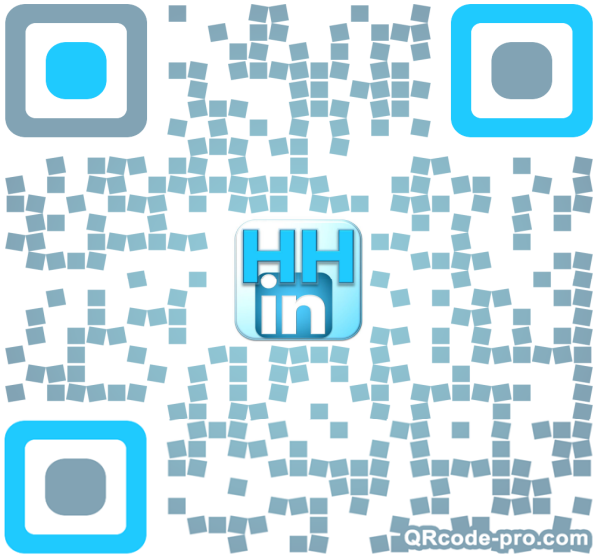
Toolkit Item

SUMMARY



Toolkit Items

- ROI Calculator
- Proficiency Levels Example/Template
- Catalog Content Categories Example
- Curricula Example
- Assignment Form Example



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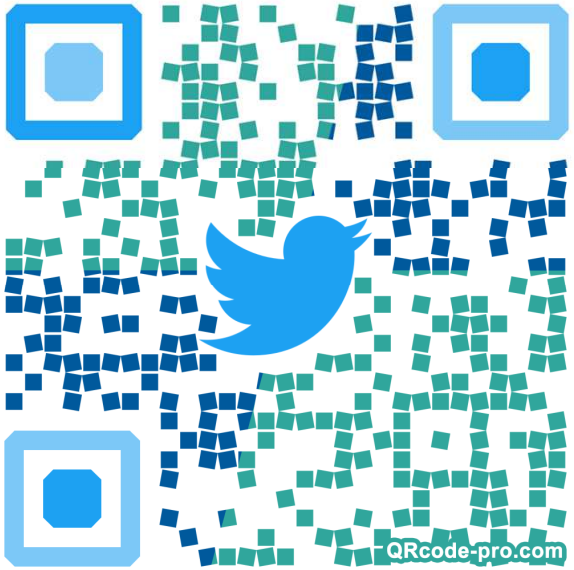
Thank You !

Let's connect – especially if would like to talk further about topics related to this presentation or work.

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