

**TOWARDS MATURITY**  
Improving the impact of learning technologies at work

**Getting Noticed , Getting Buy In**

11<sup>th</sup> October 2010

**Laura Overton**  
Laura@towardsmaturity.org  
lauraoverton

**10 THE LEARNING & DEVELOPMENT**  
IN BROADCASTING CONFERENCE 10

### **Getting Noticed, Getting Buy-in**

**Laura Overton**, Towards Maturity

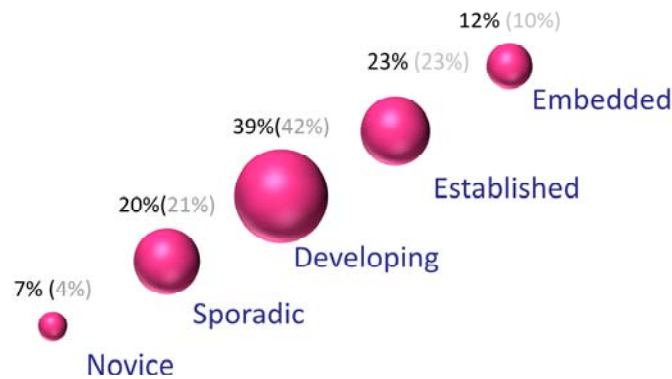
Facilitated by Stephen Whittle.

L&D departments are under pressure to respond faster to changing business needs. This interactive workshop will draw on best practice, benchmark research findings to discuss practical ideas to help you engage stakeholders across the learning process and to get noticed

© Copyright Towards Maturity 2010

All rights reserved. No part of this material protected by this copyright may be reproduced or utilised in any form, or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system without prior authorisation.

## 6 years of benchmarking



More mature consistently report more benefits:  
3-4 times more likely to report:  
Improved productivity, staff satisfaction,  
ability to respond faster to business demand

**Over 6 years of benchmarking we have consistently found that those more mature in their use of learning technologies report more benefits.**

**For those new to e-learning or those looking to get out of a rut, there are lessons to be learned from best practice benchmarking.**

### Notes:

**Participants reflect on their own maturity using the following descriptions**

Novice - We know very little about e-learning

Sporadic - e-learning is used in some departments or for some courses

Developing - We are developing and coordinating our use of e-learning

Established -e-learning is established across the organisation and is transforming our L&D

Embedded -e-learning is thoroughly embedded within the organisation

The diagram highlights the % of participants from 2010 in black and from 2008 in grey.

10% of Participants in the latest study (2010) have been using learning technologies for less than 1 year, 22% from 1 to 3 years and 68% over 3 years



Over the years the TM benchmark study has identified 6 workstreams that consistently correlate back to delivering business impact and staff impact for organisations.

1200 organisations have now been through the TM benchmark from across the private, public and not for profit sectors and we have found that the work streams influence results regardless of sector.

Some are more successful than others because they do more of these things!

**There is inconsistent application of best practice across the industry, good implementation activity is common sense but not currently common practice.**

Here are some examples of inconsistent practices:

1. In the Defining Need workstream we found that only 50% agree that e-learning supports the skills the business needs
2. In Learner Context, we found that only 1 in 5 agree that they support staff career aspirations with learning technologies
3. In Work Context, we found that 3 out of 5 organisations know what learning their IT systems can support
4. In Building Capability, less than 1/3 agree that their training staff have the right skills to exploit technology in learning
5. In Ensuring engagement, only 1 in 3 are confident that staff know how to get hold of the training they need
6. In Demonstrating Value, only ¼ of participants work with management to identify specific business metrics to help highlight if the learning has been successful.

This is just a sample of the findings.

*The full report will explore the implementation practices in more detail and will include:*

- Differences in best practices across maturity to identify specific focus areas that will improve results

## What challenges do we face in engaging the business?

[www.towardsmaturity.org](http://www.towardsmaturity.org)

improving the impact of learning technologies at work

### Discussion item

#### Facts from research

In 2004, poor infrastructure was cited as one of the top 3 barriers, in 2006 the cost of set up was at number 1, in 2008 the top 3 barriers are all to do with people: reluctance by staff to engage in e-learning remains the most likely barrier to be selected closely followed by a lack of knowledge and a lack of skill to implement within learning and development teams.

In 2010 organisations overall are reporting fewer barriers but the top barriers to success are still linked to people and culture, the numbers reporting these as amongst the top barriers to learning are not decreasing significantly over time (despite the focus over the last 18 months) For example:

1. Lack of knowledge about its potential use and implementation is cited by 41% in 2010 vs 42% in 2008
2. Lack of skills amongst staff to implement and manage is cited by 38% in 2010 vs 37% in 2008.

It seems that we are not learning from mistakes of the past, poor past experience as a barrier has been growing by 1 or 2% per annum consistently over the years and is now amongst the top barriers for over a quarter of the sample. Poor staff ICT skills has decreased this year (quoted by 18%, down 2%).

#### Notes on barriers:

It is important to note that this survey is primarily the perspective of L&D professionals – data from other surveys (for example Cegos) show that learners are more willing to learn in this way than we give credit for.

Recent reports from [Capita](#) highlight that inadequate L&D departments are holding back recovery with 50% of business leaders from some of the UK's largest organisations doubting L&D's ability to support their upturn strategy. However the Cegos research shows that there is a real hunger within individuals that matches the hunger of business itself (see the [CBI report on business over the next 10 years](#)). Surely this is a significant wake up call!!

## The learner journey



**Who are our stakeholders in this process?  
Who has power? Who has interest?  
What does value look like?**

[www.towardsmaturity.org](http://www.towardsmaturity.org) improving the impact of learning technologies at work

Ideally we need to move learners from a position where they are

- aware of new opportunities for learning ( important when all they have been used to is the classroom)
- Interested in taking part ( often needing to overcome preconceived ideas or previous experience)
- Engaged in learning itself – taking part and applying new skills
- Influencing others – becoming an ambassador, sharing their experience, part of a support network

This is not a job we can or should do for ourselves – who else will influence this learner journey in your organisation?

Who has the power to make things happen, who has the interest in making things happen.

Value – some dictionary definitions

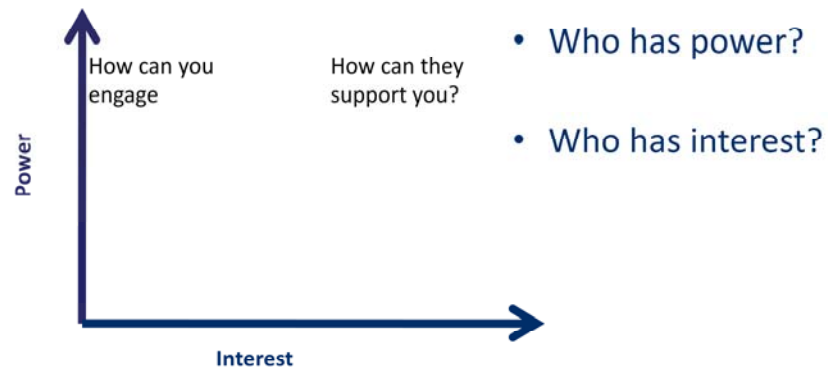
A fair price or return

Worth in usefulness or importance to the possessor;

A particular number or amount

What does value look like for your stakeholders?

## Stakeholder engagement



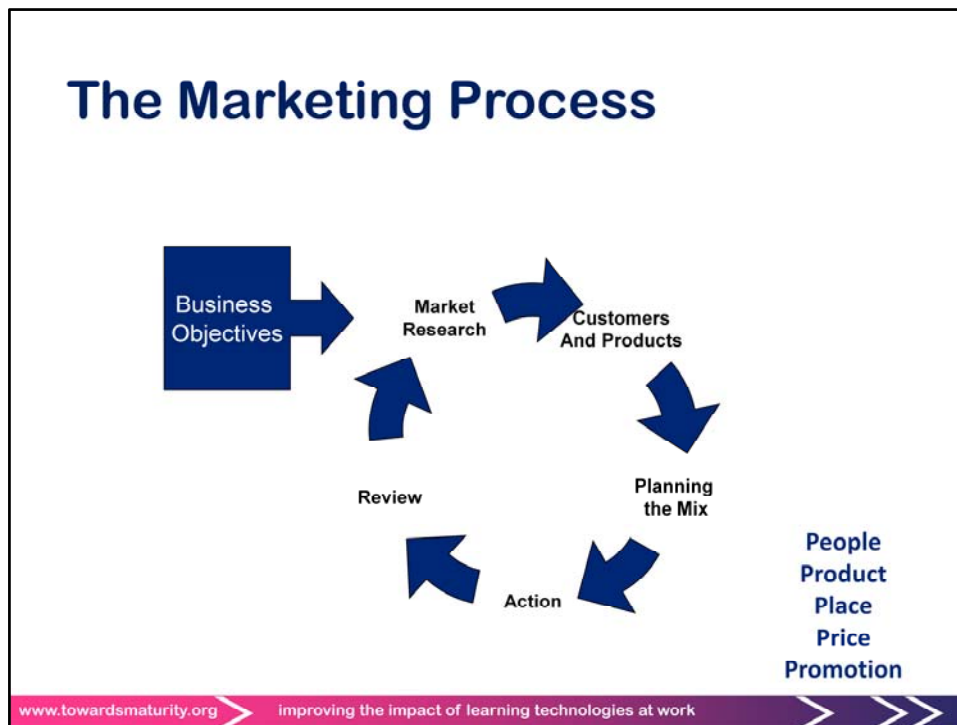
High power & high interest.

How do you harness them to work for you?

High power and low interest-

How engage?

## The Marketing Process



The marketing process is all about listening , understanding needs,creating products that meet the needs of the organisation, communicating that those products exist, encouraging action, reviewing the impact of the product and communication on take up and using that feedback to link into the next product phase.

Summarised as the 5 p's of marketing

People – who are we engaging?

Product – is what we are offering meeting a real need of our stakeholders?

Place – are we offering this service in the right place and time?

Price – are we clear about the benefits we are offering to the stakeholder and what we are asking of them in return – is our offering good value to them?

Promotion – only then can we really get started with active promotion



## Communicating with Users - 3R's

- Relevance
- Recommendation
  - Peer testimony and success stories
- Review and repeat
  - Multiple routes
  - Implement feedback strategies



Figure 2 – B&Q

Reproduced with permission by B&Q University

Love this older poster from B&Q – used own staff to keep it connected

## Examples Introducing e-learning at Boots



- Pre Launch
  - Working with local champions
- Launch – e-learning in a box
  - A launch communication
  - Competition entry
  - Posters
  - Reference guide
  - Mouse mat
  - Pens
  - Post-its
- Post launch
  - Follow up /Mop up/

<http://www.towardsmaturity.org/article/2010/01/04/increasing-sales-improving-business-performance-e-/>

# Example – Sab Miller



Teaser campaign - infomercial

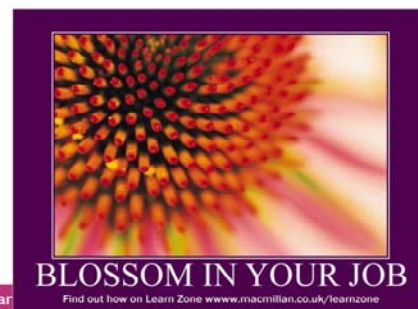
Launch Posters  
•Presentations

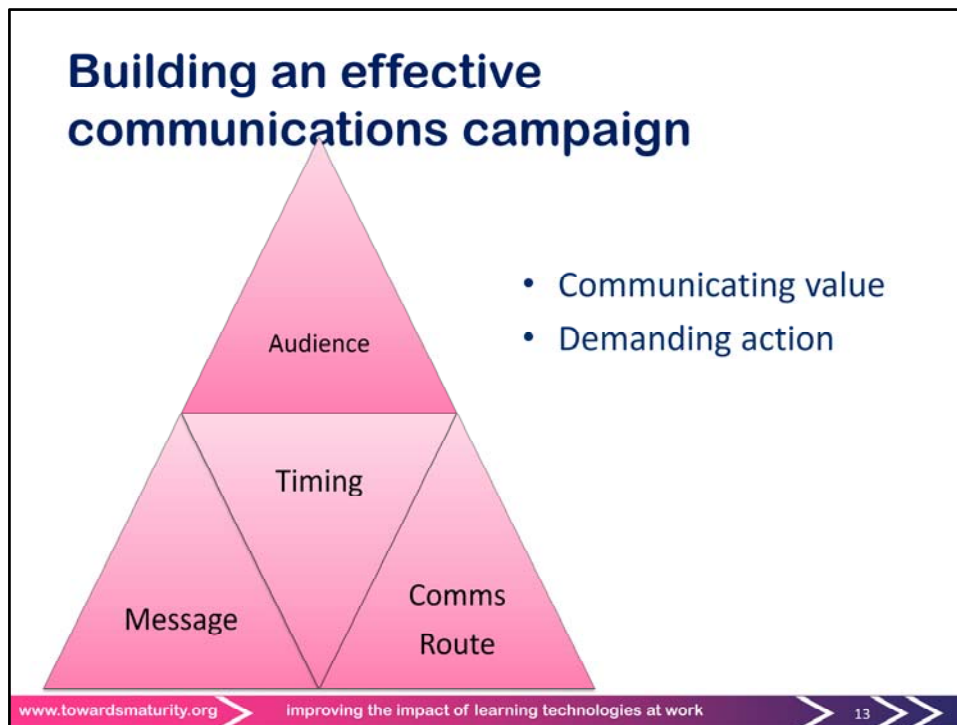
Overcoming objections – clear instructions, branded headphones

<http://www.towardsmaturity.org/article/2009/06/18/introducing-e-learning-sabmiller/>

## Free stuff

- Free graphics
  - [www.wordle.net](http://www.wordle.net)
  - [www.studentposters.co.uk/templates.html](http://www.studentposters.co.uk/templates.html)
  - <http://bighugelabs.com/motivator.php>
- Free print offers
  - Vistaprint.com





Check list of elements to help build an effective communications campaign

**The audience** – who will influence success? our key stakeholders in the implementation process. Need to understand what we want from them, what we are offering them in order to create our best value proposition – is what we are offering good value for what we are asking? We also need to understand the potential obstacles with each audience that we need to overcome.

**The timing of communication is important** – stakeholders will have different roles pre implementation, during implementation and post implementation phases.

### Pre implementation

Prepare

Increase awareness

Increase excitement

### Implementation

Engage

### Post implementation

Assess

Support messages

Encourage application of new skills



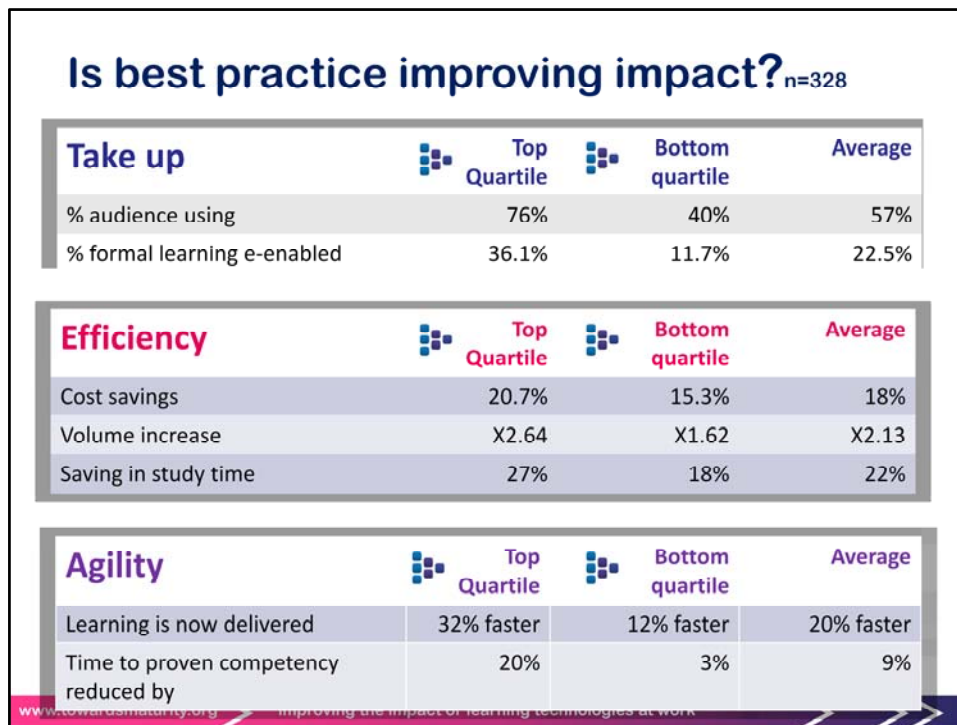
Good communications and change management strategies are a critical component of the **Ensuring Engagement** workstream of the TM Model of good practice but it draws on activities in the other strands

- **Defining need** – if you need to get buy in , it is critical to align your programmes to real business need
- **Learner and work context** – help to identify the key stakeholders and value
- **Building capability** – it is important to have a good programme well designed if you are going to get buy in
- **Demonstrating value** – outputs from this area then feed ongoing communication campaigns.

So you can see that **Ensuring engagement** is only one of the 6 strands of good practice – it needs to be accompanied by the others

But the 6 areas together make a real difference to results

We have developed a single TM index for organisations to understand how their current practice maps to this model



Does the TM Model deliver improved performance & buy in? YES

This compares a number of key performance indicators for e-enabled learning success and across the board, those in the top quartile of the TM index out perform those in the bottom quartile.

**NOTE**

*These averages are conservative calculations aggregated from responses from to multiple choice questions (for example a participant ticking that they have saved 15% or more in time, cost etc would only be counted as saving 15%, those that said they didn't measure or didn't know were also included with 0%).*

*When we calculate the key performance indicators using only data from those that provided an answer to the question, rather than including those that didn't measure, a number of the performance indicators are higher.*

*For example*

*The top quartile (n=80) report 35% reduction in study time, ability to deliver learning 43% faster and a 36% reduction in time to proven competency.*

**Across the board, the practice is delivering results! But you need to take action**

## Accelerate the promise



- The world has changed
- Get inspired
- Take action
- Find out more:

[www.towardsmaturity.org](http://www.towardsmaturity.org)



lauraoverton

[www.towardsmaturity.org](http://www.towardsmaturity.org)

improving the impact of learning technologies at work

16

- Technology has changed
- Thinking about how to use technology in learning has changed
- There are plenty of examples of how it is delivering results – and plenty of examples where it isn't delivering.

These 6 areas highlight where most organisations go wrong & where successful ones are making a difference.

Start practicing them & accelerate the promise!

Find out more about the TM 2010 benchmark at [www.towardsmaturity.org/2010benchmark](http://www.towardsmaturity.org/2010benchmark)

(full report due for release Nov 2010)

You can also benchmark your own implementation to identify the areas that will make the most difference in your success. Contact us to find out how.