Making E-Learning Succeed: The Organizational Culture Dimension

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About your speaker

Dr. Marc J. Rosenberg is a leading management consultant, speaker and educator in the fields of training, organizational learning, e-learning, knowledge management and performance improvement.


Marc is a past president of the International Society for Performance Improvement (ISPI), and holds a Ph.D. in instructional design, plus degrees in communications and marketing. He also holds the Certified Performance Technologist (CPT) designation from ISPI. Dr. Rosenberg has spoken at The White House, keynoted numerous professional and business conferences, authored more than 40 articles and book chapters in the field, and is a frequently quoted expert in major business and trade publications. He is an elected member of his local community’s Board of Education.

More information about Marc is available at www.marcrosenberg.com.
### What is a learning culture?

**Definition**

“An organization that knows how to learn, with people who freely share what they know and are willing to change based on the acquisition of new knowledge.”

**Benefits**

- Encourages knowledge creation
- Fosters knowledge sharing
- Builds innovation and best practices
- Helps to “discover” hidden knowledge and expertise
- Reduces “re-learning”
- Promotes a sense of “team”
- Contributes to business success

### What is an “e”-learning culture?

**Definition**

“A high performing organization that allows knowledge, enabled by technology, to grow and flow freely, and on-demand, across departmental, geographic or hierarchical boundaries, where it is shared and made actionable for the use and benefit of all.”

**Benefits**

- Supports learning in the workplace.
- Faster access to more accurate information when and where needed.
- Knowledge-centric rather than course-centric.
- Manages the collective smarts of the organization.
- Increased speed of knowledge deployment.
- Improved performance; less downtime.
- Lower cost of competence.
Ten ways to build a successful e-learning culture

1. Focus on learning, not training
2. Be a learning champion
3. Create a positive performance environment
4. Communicate... communicate... communicate
5. Use technology appropriately
6. Go beyond the course, and beyond the classroom
7. Change the metrics
8. Focus on quality
9. Create a great user experience
10. Don’t forget change management

Focus on learning, not training

An internal process by which we take in information and experience and then translate it into knowledge or skills (new capabilities).

Training

One of many means to facilitate learning; an external experience we go through using a structured approach called instruction.

“Learning is a much more complicated phenomenon than can ever be limited to a classroom. In organizational learning efforts, the confusion of learning and training is fatal.” (Peter Senge)

When is training most appropriate?
- Performance must be automatic
- Developing meta skills
- Competence is (time) critical

When might training NOT be appropriate?
- Change in content rather than performance
- When meta skills are applied
- Knowledge can be referenced
Be a learning champion

From | To
---|---
Focus | Training | Learning | Knowledge
Scope | Tactical | Strategic | Transformational
Function | Manage Training | Develop People | Promote Fundamental Change
Goal | Trained Workforce | Organizational Learning | Speed of Innovation

Do NOT be a business leader who...
- Assigns work to people who are overloaded or don’t have a clue.
- Gives directives without any money.
- Refuses to learn about learning/e-learning.
- Refuses to tell their boss anything about it.
- Leaves it to the team to make all the decisions.
- Doesn’t assign deliverables or accountability.
- Doesn’t understand the role of training.
- Approves other initiatives that undermine learning/e-learning.
- Suggests that using the web at work is disruptive.
**Be a learning champion**

**Be the right sponsor...**

- **Types of Sponsors**
  - **Players**
    - Enthusiastic – wants to succeed
    - **Spectators**
      - Enthusiastic – wants to succeed
      - **Obstructionists**
        - Totally non-supportive or doesn’t care
        - Laggard or luddite
        - Will only “come around” if forced or sees self-interest
        - Most likely a waste of time (for now)
    - **Walking Dead**
      - Energy
      - “Don't know, don't care”
  - **Approach:**
    - Most likely to commit (jump on bandwagon) after seeing others be successful – use success stories
    - Work with these groups first, even if small, to build success stories
    - Avoid if possible – too much effort and too high of a risk

- **Create a positive performance environment**

  **Fourteen performance barriers...**
  1. They don’t know how to perform.
  2. They don’t know how well to perform.
  3. They don’t know they should perform.
  4. They don’t know why they should perform.
  5. They don’t have the financial or technical resources to perform.
  6. They don’t have the staff resources to perform.
  7. They are not rewarded for the right performance.
  8. There are no consequences for doing it wrong, or not at all.
  9. They are punished for the right performance.
  10. The physical environment does not support performance.
  11. The job or task is poorly designed.
  12. They don’t believe in it.
  13. They are too busy doing other things.
  14. They don’t have the capacity to perform.

  **Enhancers of Learning**

  - They don’t know how to perform.
  - They don’t know how well to perform.
  - They don’t know they should perform.
  - They don’t know why they should perform.

  **Killers of Learning**

  - They don’t have the financial or technical resources to perform.
  - They don’t have the staff resources to perform.
  - They are not rewarded for the right performance.
  - There are no consequences for doing it wrong, or not at all.
  - They are punished for the right performance.
  - The physical environment does not support performance.
  - The job or task is poorly designed.
  - They don’t believe in it.
  - They are too busy doing other things.
  - They don’t have the capacity to perform.
Create incentives to learn

What will encourage people to learn?
- Reward learning
- Professional certification
- Opportunity for advancement
- Recognition
- Easy access, few “gates” and high relevancy
- Role models
- Manager support for workplace learning

What will encourage people to contribute their knowledge?
- Reward contributions based on knowledge value
- Make the contribution process easy
- Teaching and coaching as high-value roles

Communicate... communicate... communicate

Sample elements of a communications plan:

| Marketing: themes and branding | Awareness |
| Events | Awareness |
| Newsletters | Understanding |
| Informal meetings | Understanding |
| Policy | Understanding |
| Website | Understanding |
| Frequently asked questions | Understanding |
| Training, demonstrations | Preference |
| Success Stories | Preference |
| Leadership presentations and involvement | Preference |
| Manager presentations, coaching | Preference |
| Testimonials | Preference |

Evangelize!
Use technology appropriately

Technology helps build a learning culture by:

- Keeping everyone informed and involved
- Enabling everyone to learn faster
- Enabling personalization
- Supporting knowledge sharing
- Creating institutional memory

But technology alone is not enough:

- It is a tool, not a strategy
- It cannot, by itself build a learning culture
- If used poorly, it can actually defeat a learning culture

Go beyond the course, and beyond the classroom

A learning culture cannot be sustained without bringing learning to the workplace

- Most learning takes place on the job
- Most learning is informal
- We learn in different ways
  - Instruction
  - Reading and listening
  - Doing and observing
  - Trial, error, adjust and adapt
  - Guided and unguided
- We learn from different sources
  - Courses and instructors
  - Experts
  - Web sites
  - Documents
  - Colleagues
Go beyond the course, and beyond the classroom

Old Paradigm
- The instructor is viewed as the center of all knowledge.
- The classroom is seen as the place where all knowledge disseminates.
- The course is viewed as the preferred format for learning.

New Paradigm
- The employee/learner is viewed as a knowledge seeker, with constantly changing learning needs and time frames.
- Online and offline services enable greater access to the total set of knowledge and performance resources.

Formal Training
- Classroom
- Online Training (Sync and Async)
- Mentoring/Coaching
- Knowledge Repositories
- Performance Support
- Communities of Practice

Informal Learning
- Informal Learning
- Mentoring/Coaching
- Knowledge Repositories
- Performance Support
- Communities of Practice
Go beyond the course, and beyond the classroom

What ingredients to blend?
How much to add and when to add them?
How is it all served?
How will it taste?

Blended Learning Cookbook

Pot o' Learning

Go beyond the course, and beyond the classroom

Competency

Knowledge Management, Coaching and Performance Support

Second Learning Event

Third Learning Event

Initial Learning Event

Trial and Error, Forgetting, etc.

Time

“Blended” Learning (Classroom and Online)

Blending multiple solutions reduces time to competence.
The Organizational Culture Dimension

What does successful e-learning look like?

- Cost: Cost of Competence
- Quality: Job Performance and Customer Satisfaction
- Service: Anytime, Anywhere, Anyone
- Speed: Cycle Times

Benefits of e-learning accrue to the client, not the training organization.

There are better ways to measure impact

<table>
<thead>
<tr>
<th>OUT</th>
<th>IN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student days</td>
<td>Level of organizational investment</td>
</tr>
<tr>
<td>Course catalogs</td>
<td>User-defined learning paths</td>
</tr>
<tr>
<td>Tuition revenue</td>
<td>Deployment speed, responsiveness</td>
</tr>
<tr>
<td>Number of e-learning courses</td>
<td>Business alignment and impact</td>
</tr>
<tr>
<td>Number of RFPs issued</td>
<td>Success of partner relationships</td>
</tr>
<tr>
<td>Training Center capacity (“bricks”)</td>
<td>24x7 service, mobility</td>
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<tr>
<td>Class fill rate</td>
<td>Kirkpatrick levels 1 and 3</td>
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<tr>
<td>Kirkpatrick level 2</td>
<td>However the client defines it</td>
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</tbody>
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While e-learning may be less aligned with traditional training metrics, it is more aligned with the way businesses need to work.
**Create a compelling value proposition**

**BIG Company X** (more than 100,000 employees)

- Hours of training per typical workday: 10,000
- Hours of training per year: 2,500,000
- Average hourly compensation: $50
- Yearly compensation for employees in training: $125,000,000
- Savings if e-learning improves efficiency by 10%: $12,500,000

**SMALL Company Y** (less than 500 employees)

- Hours of training per typical workday: 50
- Hours of training per year: 12,500
- Average hourly compensation: $50
- Yearly compensation for employees in training: $625,000
- Savings if e-learning improves efficiency by 10%: $62,500

**Change the metrics**

**Selected Metrics**

- Higher
  - User Satisfaction
  - Responsiveness
  - Accuracy & Rework
  - Reduction of Redundancy
  - Recruitment & Retention
  - Competitive Differentiation
  - Balanced Scorecard
  - Productivity
  - Innovation

- Lower
  - Employee Attitudes
  - Executive Feedback
  - Level of Collaboration
  - Benchmarking

- Easier
  - Hits to Website
  - # of Courses
  - Student Days
  - Class Fill Rate

- Harder
  - Executive Feedback
  - Employee Attitudes
  - Hits to Website
  - # of Courses

- Difficulty
  - Lower
  - Easier
  - Higher
  - Harder
Focus on quality

What to Look For...

- **Strong business alignment**: Does the program reflect the context (the “why”)?
- **Authenticity**: Does the program reflect the real world?
- **Substance over form**: Does the program offer enough content, at enough depth, to be worthwhile?
- **Learner interactivity**: Does the program involve learners in meaningful ways?
- **Long-term usefulness**: Does the program add value after the course is over?
- **Acceptance and value**: Does the program reflect the work culture?
- **Performance**: Does the program work?
- **Teach “Fishing”**: Does the program teach continuous learning skills?
- **Ease of use**: Does the program deliver a great user experience?

Pissed-off learners are reluctant learners!
Put the right governance in place

Benefits
- Share knowledge
- Share resources
- Share content
- Vendor management
- Single voice to executives
- Strategic perspective
- Professional development
- Meet challenges, resolve disputes

Challenges
- Membership
- Formal vs. informal
- Centralization vs. decentralization
- Economies of scale vs. divergent needs
- Strategy vs. operations
- Staffing
- Insourcing vs. outsourcing
- Budgeting and priorities

Don’t forget change management

Change management focuses on ensuring that an organization – and its people – are committed and capable of executing the business plan

When Change Fails
- Not me!
- I can’t believe they’re doing this again.
- Who gave you permission to do this?
- Why should we?
- Who else is doing it?
- What’s in it for me?
- It will never work!
- Flavor of the month; it will go away soon.
- When will this be over so we can get back to work?

When Change Succeeds
- This is cool!
- It’s about time!
- When will it be ready?
- This will really help me/us.
- I will give it a try!
- I can see how this will help.
- How can I help?
- Let’s do it together.
- How else can we use this?
- This will make me more successful.
Don’t forget change management

Nine Change Factors

1. Balance change management, marketing and communication.
2. Set proper expectations and incentives.
3. Build support at all levels, including the front-line.
4. Implement change management before the change itself.
5. Commit to sustain the change long after initial deployment.
6. Early adopters may not be your most important audience.
7. Understand resistance and inability to change -- they are different.
8. Recognize that implementation is not behavior change.
9. Think big, start small, scale fast.

Don’t kill the classroom*

* It’s still an important venue for learning.

For awhile, it seemed like everything was going “e.” Corporations were ready to blow up the classrooms.

Results

- The wrong content was transitioned to e-learning.
- Learning suffered and costs skyrocketed.
- Lots of “shovelware.”

New Roles for the Classroom

FROM:
- Lecturing facts.
- Individual learning.
- Single instructional methodology.
- Teacher as sage on the stage.

TO:
- Facilitating discovery.
- Team collaboration.
- Multiple instructional methodologies.
- Teacher as guide on the side.
Implement a **realistic and sustainable** strategy

**Strategy**

- Current Business Strategy
- Current Resources and Technology
- Current Leadership Position/Support
- Current Cultural Readiness

**How ready are you to implement your learning culture?**

- Strategy:
  - What will Change & What Won’t
  - Resource Requirements
  - Leadership Alignment
  - Timelines, Milestones

**What are your goals for your learning culture?**

- Performance Requirements
- Content Requirements
- Access & Technology Requirements
- Cultural & Leadership Requirements

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**Learning culture = business strategy, learning strategy, access strategy and leadership strategy**

**Value chain for learning effectiveness**

- **Learning and Performance Requirements**
- **Timeliness, Quality and Precision of Learning**
- **Deliver Learning When and Where Needed**
- **Organizational Support for Learning**

- **Business Strategy**
- **Learning Strategy**
- **Access Strategy** (Technology)
- **Leadership Strategy**

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You cannot have an e-learning culture without a learning culture first!
Thank You!

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