Date/Time:
Thursday June 12, 2:30
Session 3A

User Generated Content (UGC) and the Shrinking Learning Department

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INTRODUCTION

Southpark video clip appears here
HOW TO CARVE A TURKEY ...
THEN
HOW TO CARVE A TURKEY ... NOW

YouTube offers nearly 20 thousand results
HOW DOES THIS APPLY TO LEARNING AT UBS?
User-generated content (UGC) is published information that a contributor has provided online and without regards to any compensation. The information might be a photo, video, blog or discussion forum post, poll response or comment made through a social media web site.
BRIEF HISTORY

BEFORE

AFTER

[Images of X-rays showing the comparison between before and after medical intervention]
BRIEF HISTORY
“LET’S MAKE THIS AN OFFERING”
INFORMAL SME CREATED UGC
DOING THIS ALREADY?
Why is it worth doing?

Us
We create it all

Us & vendor

Us as consultants, others create
What kind of content?

Project plan!
**Phase I**

**Schedule**
- Q1 2014

**Size**
- 3-4 Lincoln Harbor based SME volunteers (across 1-3 Projects)
- WPA, Field development, and IT are likely audiences: >100 people

**Technology**
- **Development Tool**
  - SME uses Replay desktop software & webcam in Learning Design Lab

**Publishing & Integration**
- Upload and publish on Connections, with MGI assistance

**Consultation**
- **User Documentation**
  - Draft Connections / SharePoint site with instructions

**Design Documentation**
- Draft Connections / SharePoint site with instructions

**Support**
- **Desktop**
  - Active support provided by MGI
- **Infrastructure**
  - Active support provided by MGI

**Estimated FTE**
- Learning Delivery: 0.4
- HRIT: 0.0
- Jive IT: 0.05

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**Phase II**

**Schedule**
- Q2 – Q4 2014

**Size**
- 20-30 WMA field based SME volunteers (across 5-10 different Projects)
- Total audience 300-500 people

**Technology**
- **Development Tools**
  - SME uses Replay desktop software & webcam
  - Begin investigation into server-based tool

**Publishing & Integration**
- Upload and publish on Connections, with MGI assistance
- Adjust strategy depending on server-based tool review
- Develop initial curation/tagging strategy

**Consultation**
- **User Documentation**
  - Websites perfected

**Design Documentation**
- Websites perfected

**Support**
- **Desktop**
  - Active support from MGI when required, but encourage self-service
- **Infrastructure**
  - Connections IT using direct email

**Estimated FTE**
- Learning Delivery: 0.6
- HRIT: TBD
- Jive IT: 0.05

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**Phase III**

**Schedule**
- Q1-Q2 2015

**Size**
- 100 volunteers (20+ projects)
- Americas and CH

**Audience**
- WPA, WMA field, PMCs, Small CH
- Audience size: 1000-1500

**Technology**
- **SME Tools**
  - Pilot Web-based capturing tool (e.g. Kulu Valley / Kaltura platform)
  - Mobile capture R&D and Pilot

**Publishing & Integration**
- Curation strategy finalized
- SMEs use Robust CMS

**Consultation**
- **User Documentation**
  - Websites updated based on final tool choice

**Design Documentation**
- Websites enhanced by sharing of best practices

**Support**
- **Desktop**
  - Learning Delivery experts using central email address

**Infrastructure**
- Connections IT using direct email

**Estimated FTE**
- Learning Delivery: 0.6
- HRIT: TBD
- Jive IT: 1.0

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**Phase IV**

**Schedule**
- Q3-Q4 2015

**Size**
- All employees
- Global offering

**Audience**
- Global

**Technology**
- **SME Tools**
  - Global Web-based capturing tool
  - Mobile capture strategy

**Publishing & Integration**
- Robust CMS with built-in curation functionality
- SMEs use Robust CMS

**Consultation**
- **User Documentation**
  - Websites open to ongoing sharing of best practices

**Design Documentation**
- Websites open to ongoing sharing of best practices

**Support**
- **Desktop**
  - Using SNOW

**Infrastructure**
- IT using SNOW

**Estimated FTE**
- Learning Delivery: 0.25
- Learning Operations (or ASC) TBD
- HRIT TBD
- Jive IT: 2.0
Who do we start with?

UBS Connections
What does it look like?
MARKETING & SUPPORT

Do It Yourself: User Generated Content

What is User Generated Content (UGC)? Click here to find out.

How To Create User Generated Content

Step 1: Determine what informal learning content you want to create

CREATE

1. Fill out the Social Learning Community setup form. This will help you clarify your objectives and resources.
2. Contact the GLD team for a scoping/consultative meeting.
3. Request a new group on UBS Connections.
4. Meet with the GLD team for an hour-long workshop to design your group.
5. As a Community Manager, leverage this page, the Connections site to receive the training you need.
6. Determine what content you will seed prior to opening your group up to other users. Sharing and conversations should be linked to larger learning goals set upfront by the group to ensure knowledge sharing remains focused on the learning need in question. Think quality over quantity.

LAUNCH

1. Organize a virtual kick-off event.
2. Introduce yourself and your role as a community manager.
3. Encourage group members to introduce themselves – skills, interests, experience, expertise, and to update their profile.
4. Introduce ground rules, expectations, interaction, upcoming events, etc.
5. Identify and engage early adaptors (~5% of the group) who will support you to drive conversations within the community.

ENGAGE

1. Ensure discussion, blogs, expert posts are exclusively located on Connections and update content in a timely manner.
2. Add value as a content curator: look, group and continuously share the most relevant content.
3. Together with experts and business supporters, encourage group to give back and interact.
4. Recognize users contributing - all comments have to get answered.
5. Call to action - Always ask your group to do something with posts or content (Share, like, comment).
6. Host regular calls, online presentations, live interviews with experts to discuss topics with your learning community.
7. Let adults be adults. Let people connect with one another around self-identified needs – personal, job-related needs, learning issues and the like by supporting self-directed learners.
SO... WHAT HAPPENED?
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SO... WHAT HAPPENED?
Mix and Match Exercise

Strengths include:
• Platform skills
• ID experience

Challenges include:
• No experience with this kind of ID

A
Banged it out in one try!

B
Took 2-3 tries but good results

C
Missed appointments. Took 1 ½ hours. Decent but not great results

D
Took over 3 hours, many takes, and mediocre results
SO... WHAT HAPPENED?
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SO... WHAT HAPPENED?
Mix and Match Exercise

Strengths include:
• Seasoned sales coach and team manager
• Pitch to clients and prospects

Challenges include:
• Little free time
• Not tech savvy

A
Banged it out in one try!

B
Took 2-3 tries but good results

C
Missed appointments. Took 1 ½ hours. Decent but not great results

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SO... WHAT HAPPENED?
Mix and Match Exercise

Strengths include:
• Technology Expert
• Very Specific Requirements

Challenges include:
• Camera Shy
• Not used to public speaking

Mix and Match Exercise

A
Banged it out in one try!

B
Took 2-3 tries but good results

C
Missed appointments. Took 1 ½ hours. Decent but not great results

D
Took over 3 hours, many takes, and mediocre results
SO... WHAT HAPPENED?

Mix and Match Exercise

Strengths include:
• Technology Expert
• Very Specific Requirements

Challenges include:
• Camera Shy
• Not used to public speaking

IT SPECIALIST

A  Banged it out in one try!

B  Took 2-3 tries but good results

C  Missed appointments. Took 1½ hours. Decent but not great results

D  Took over 3 hours, many takes, and mediocre results
SO... WHAT HAPPENED?
Mix and Match Exercise

Strengths include:
• Seasoned salesperson
• Pitch to clients and prospects

Challenges include:
• Little free time

A
Banged it out in one try!

B
Took 2-3 tries but good results

C
Missed appointments. Took 1 ½ hours. Decent but not great results

D
Took over 3 hours, many takes, and mediocre results
SO... WHAT HAPPENED?
Mix and Match Exercise

Strengths include:
• Seasoned salesperson
• Pitch to clients and prospects

Challenges include:
• Little free time

FINANCIAL ADVISOR

A
Banged it out in one try!

B
Took 2-3 tries but good results

C
Missed appointments. Took 1 ½ hours. Decent but not great results

D
Took over 3 hours, many takes, and mediocre results
TIME TO CREATE ONE!
TIME TO CREATE ONE!

Topic is: Why I attended ICELEW 2015? What value do I get from it?

1. Divide into 6 groups

2. Group 1: brainstorm a one sentence "catchy' opening line. Write it on a post it. You have 4 minutes.

3. Group 2: brainstorm a one sentence "catchy’ closing line. Write it on a post it. You have 4 minutes.

4. Groups 3-6: Each brainstorm a sentence that offer a value statement of why you attended this conference. WRITE IT ON A POSTIT. You also have 4 minutes.

5. When you are done, bring those postits up front and place them on the flipchart.

6. We will then record a UGC right here! And after the session I will post the completed video to the conference website for all of you to view!
Groups 1 & 2:

Brainstorm a one sentence "catchy' opening line, and a one sentence closing line. WRITE EACH ONE ON A SEPARATE POSIT. You have 4 minutes.

Opening line examples:

"I went to ICELW 2015 because I wanted to hear "what this eLearning thing was all about"

"ICELW 2015 - Why I spent a worthwhile four days away from my cubicle"

Closing line example:

"ICELW 2015 - see what’s possible when technology & training converge"

Groups 3-4:

Brainstorm one sentence that offers a value statement of why you attended the conference. WRITE IT ON A POSIT. You have 4 minutes.

Statement Examples:

"They cover some many topics I wish I could "clone myself and attend two at the same time"

"The presenters are all terrific and full of great information"

"Whenever the company offers me the chance to attend free training I take them up on the opportunity"

"I thought Neil DeGrasse Tyson was going to be the keynote"
TIME TO CREATE ONE!

Topic is: Why I attended ICELW 2015?
What value do I get from it?

1. Divide into 6 groups

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LAST SENTENCE:

I C E L W 2015 (then yell)
CHALLENGES
**SOME NUMBERS**

87% of responders believe that video would have a positive impact on "training more employees faster, and more cost effectively"

82% of responders believe that video would have a positive impact on "improving employee collaboration and productivity of geographically diverse teams"

81% of responders believe that video would have a positive impact on "improving knowledge sharing and raising the overall organizational knowledge"
WHAT ARE WE MEASURING?
SOME MORE NUMBERS
FUTURE PLANS
QUESTIONS?
THANKS FOR ATTENDING

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