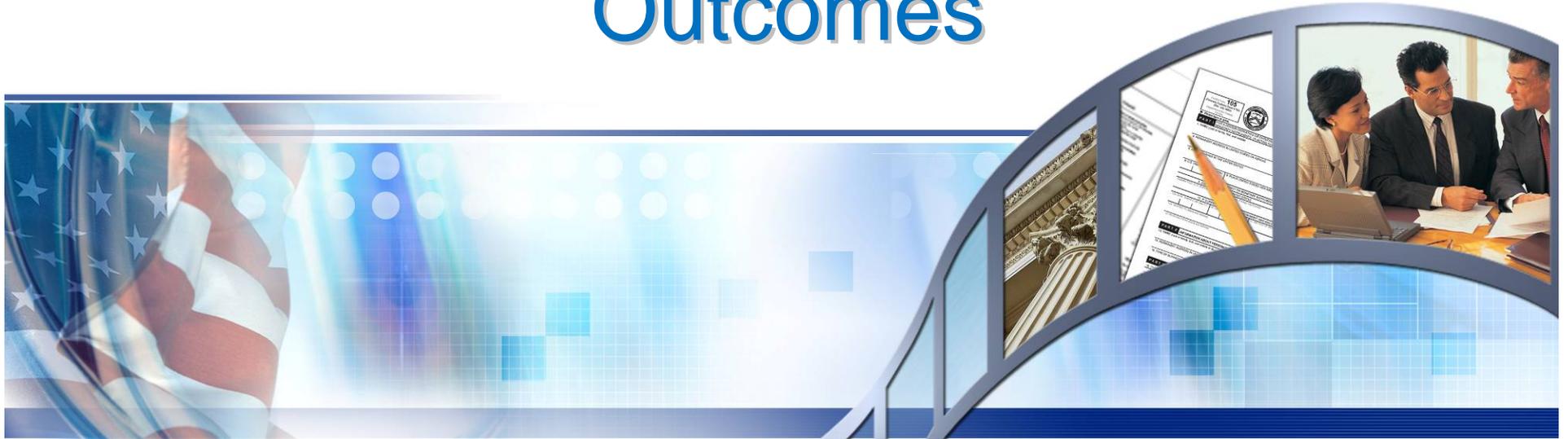


Blending Strategic Learning Approaches To Maximize Business Outcomes



November 15, 2007





Agenda

- Introduction
- Overview and Industry Trends
- Aligning Learning to Business Outcomes
- Evolution of the Learning Industry
- Changing Profession
- Case Studies & Demos—Army, FDIC, Microsoft
- Future Outlook
- Questions & Answers



The New Landscape

The resilience of training budgets in the current economic slump is evidence of a broadening recognition of the relationship between workforce development and corporate performance that analysts say has been mounting for several years.

What's the cause for this seismic shift?



Trends in the Industry

- ***Aligning Learning to Business Strategy and Results***
- ***Impending Retirements and Labor Shortages.*** Significant loss of enterprise knowledge
- ***Shrinking Budgets***
- ***Changing Workforce Characteristics and Demographics*** means accommodating new attitudes, lifestyles, values, and motivations
- ***Alternate Work Arrangements.*** Globally, there is a trend toward flexible work arrangements
- ***Talent***—a competitive weapon
- ***Speed in Market Change***—better, faster, cheaper
- ***Perception of Learning is shifting from an operating cost to a strategic lever***
- ***Technological Advances*** are transforming the way we live and work—more flexible, networked, flat, diverse, and virtual
- ***Changes in Learning Technologies***
- ***Increased Globalization*** means more outsourcing—impacts long-term job security
- ***Changes in the Training function*** will continue, including the growing popularity of outsourcing



The New Landscape

Become the Organization's GPS

“A global positioning system has saved many geographically challenged drivers from getting lost. Of course, to be of any value, the driver has to know the destination. Similarly, once you know your management's destinations, you can help your organization get there by steering training initiatives in complementary directions.” Ruth Clark and Ann Kwinn

Align Training with Organizational Goals

Where are we going, and how will we know when we are there?

- Increasing market share
- Reducing production costs
- Improving the customer's experience
- Reducing errors and minimizing accident rates are some common examples of bottom-line strategic goals.



It's All About Alignment

Align Training with Organizational Goals

- Define and prioritize the organization's/unit's/mission/ business and performance goals
- Identify tasks needed to achieve performance goals
- Map them to the Enterprise Learning strategy
- Establish metrics

“Without business goals, you don't have a sound basis for defending training. And when cost-cutting or investment takes place, you can direct it to what is really important for the organization,” —*Brewer*

“.... If it cannot be measured, it cannot be managed.” —*Peter Drucker*



Enterprise Learning Strategy



- Defines programmatic purpose
- Considers key strategic factors
- Important points:
 - Should be clearly stated
 - Includes near- and long-term business objectives
 - Helps identify key stakeholders and advocates of the program
 - Should not be constrained solely to the learning organization



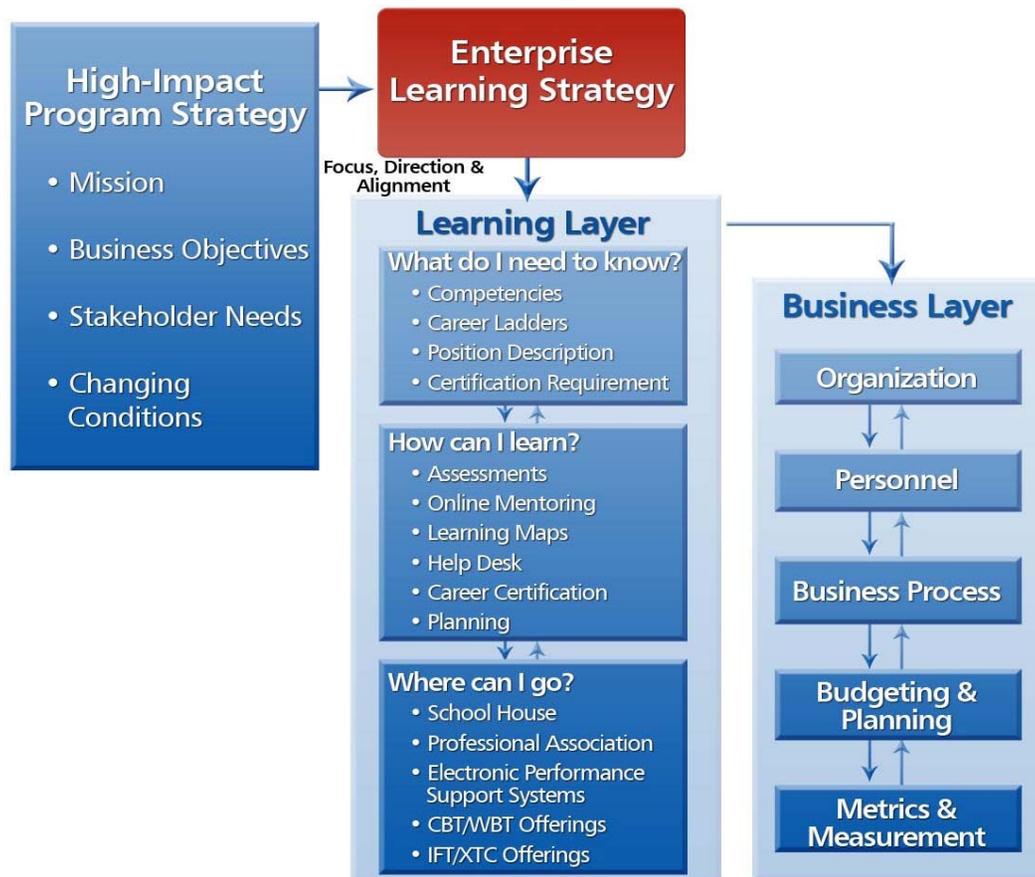
Enterprise Learning Strategy



- Based on the Enterprise Learning Strategy, the Learning Layer addresses:
 - Learning & Performance Objectives
 - Career Paths & Position Descriptions
 - Curriculum
 - Media Selection
 - Assessment and Testing Methodology



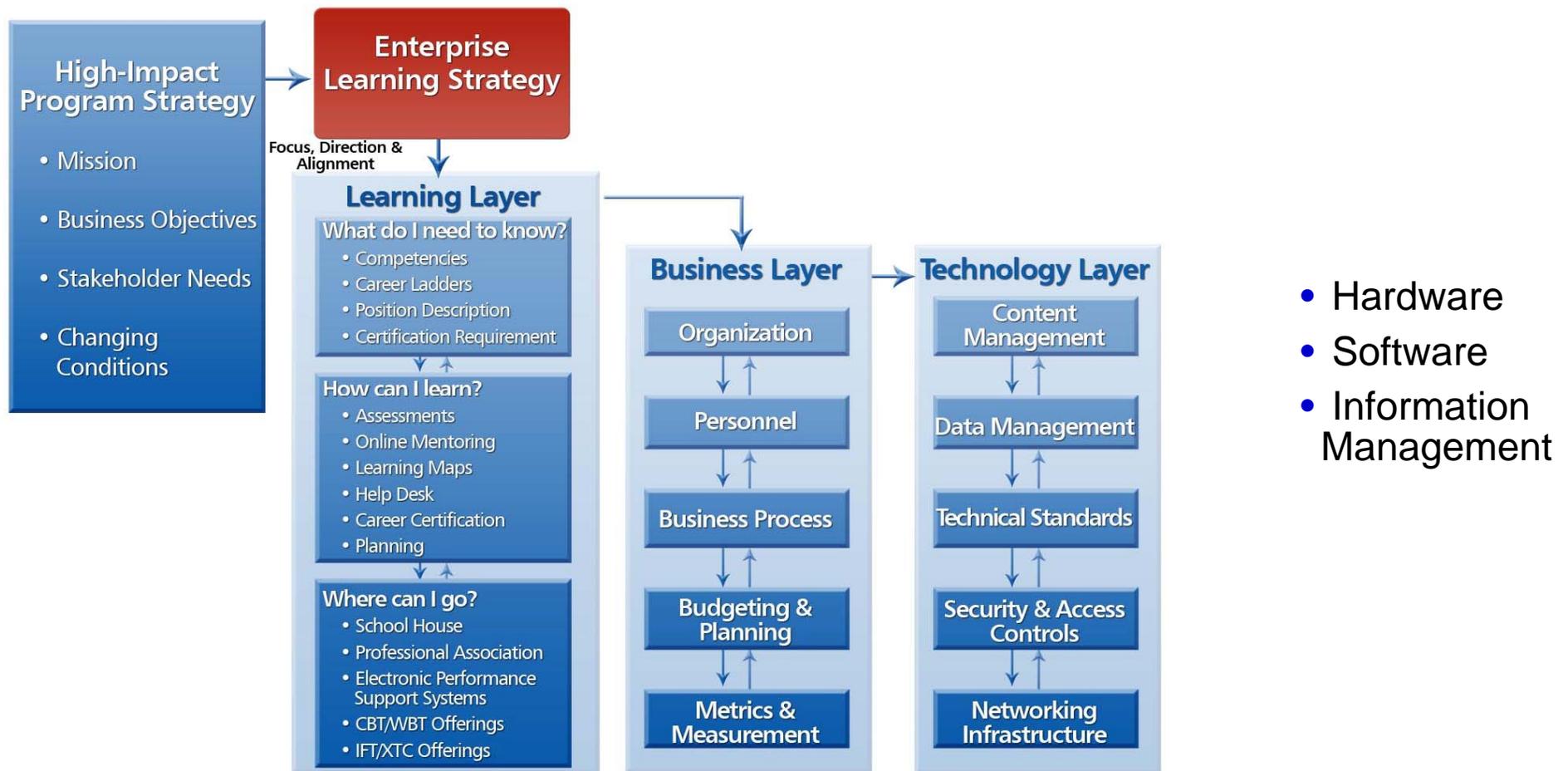
Enterprise Learning Strategy



- Sets personnel roles and responsibilities
- Defines and aligns business processes
- Addresses financial management & planning
- Establishes performance metrics

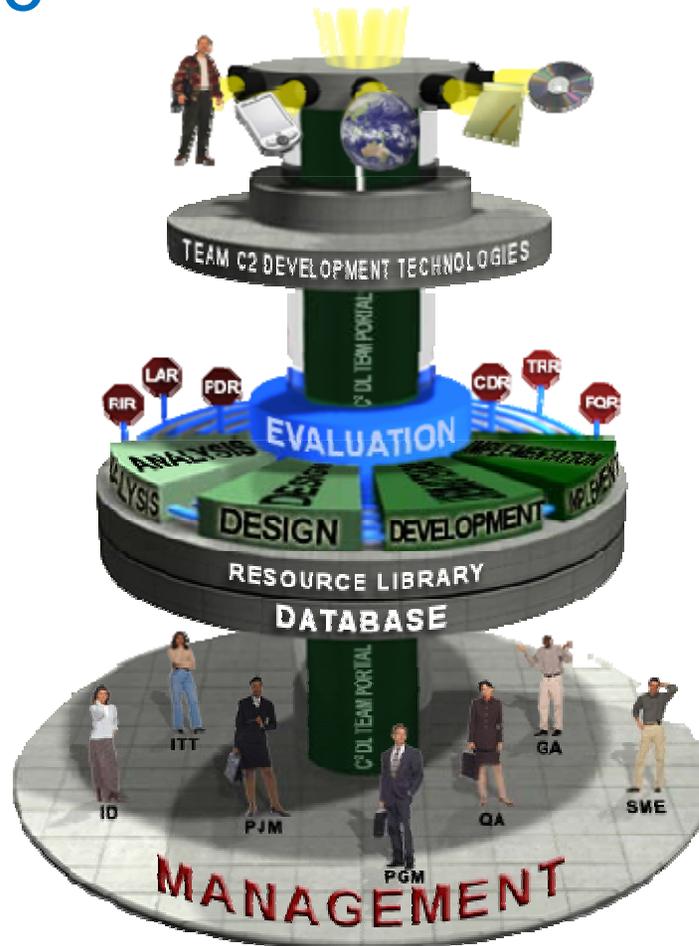


Enterprise Learning Strategy





Network-centric Environment





The State of the Learning Industry & Profession



Transition

Training vs. Learning

Training: Prescriptive

Goal: Deliver programs

Measure: Participation

- Instructor-led
- Scheduled (pushed)
- Classroom delivery
- One size fits all
- Based upon generic needs analysis

Learning: Self-directed

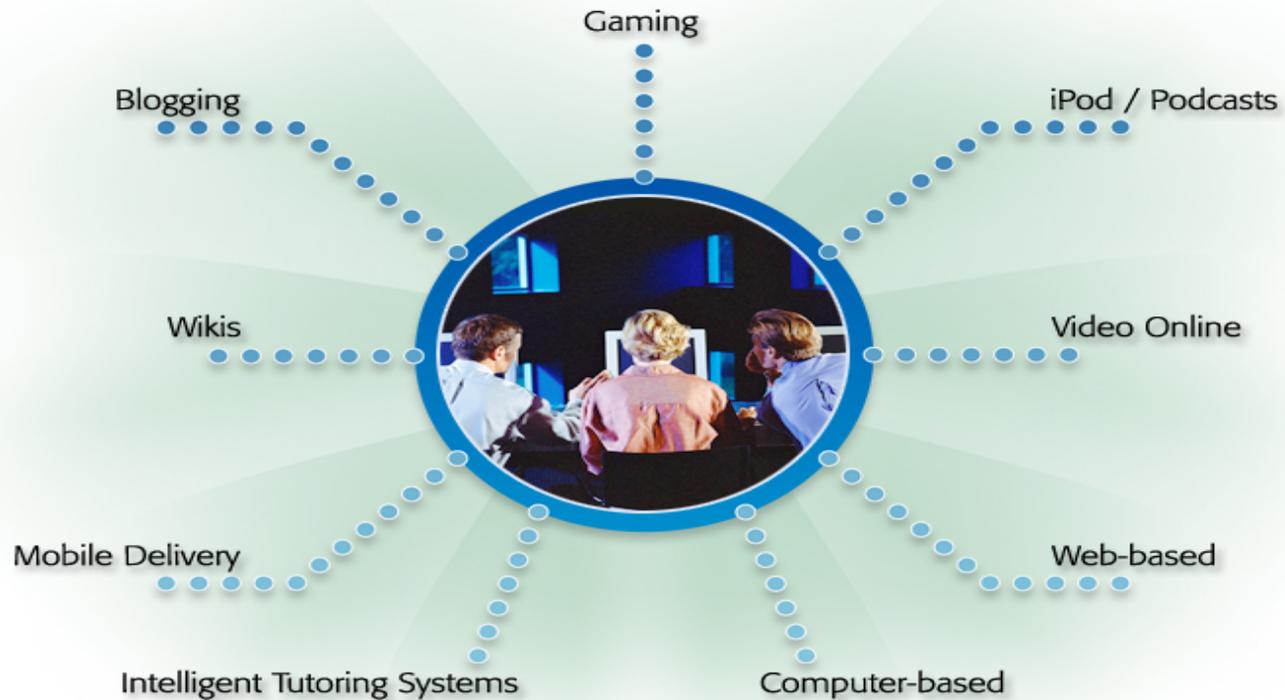
Goal: Increase capability

Measure: Capability

- Self-directed
- Self-serve (pulled)
- Multiple delivery media
- Tailored to individual
- Targets individual gap between required and current capability
- Integrated into work flow
- Just-in-time, just-enough, just-in-case
- Personalized, dynamic content
- Integrates learner knowledge
- Supported by coaching
- Connects stakeholder communities

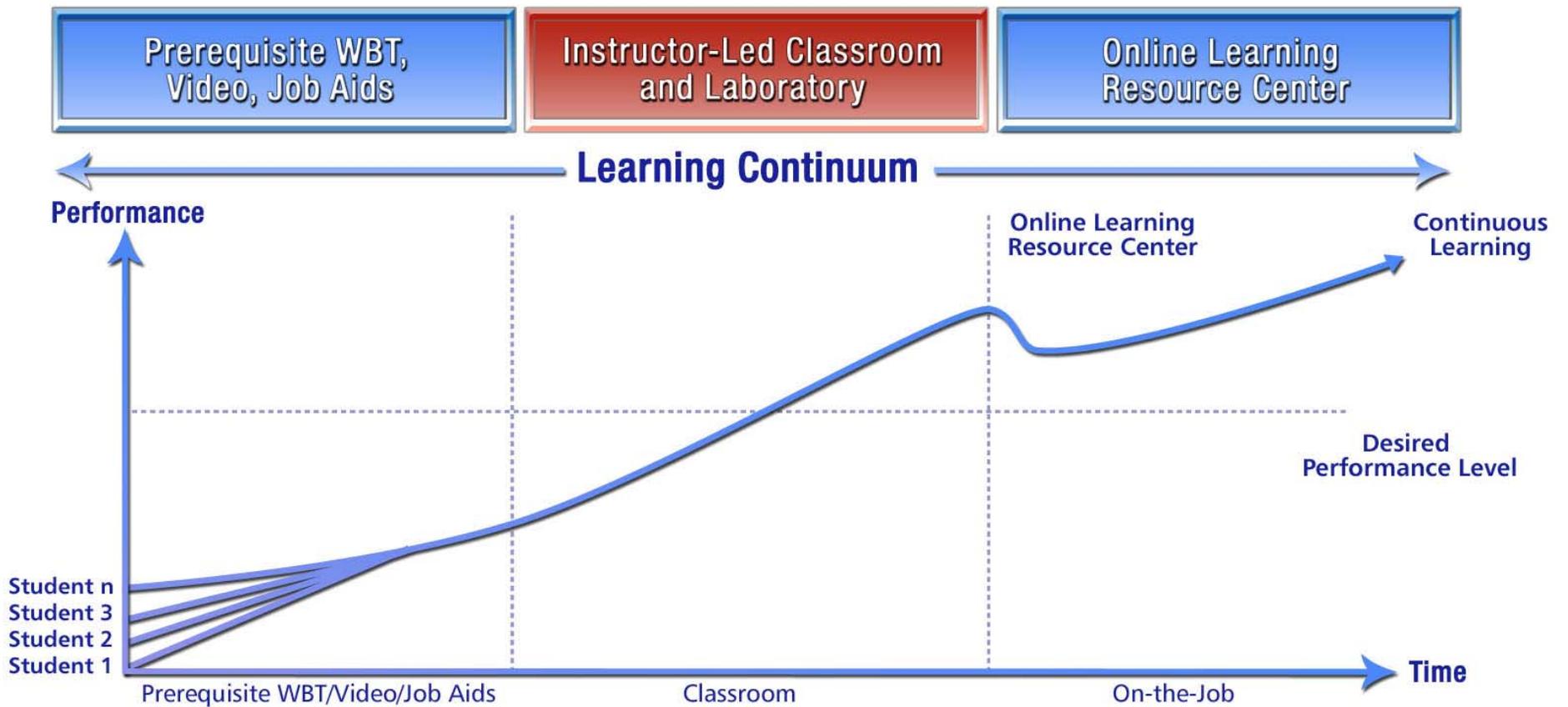


Blended Learning





Blended Learning Approach





Changing Profession





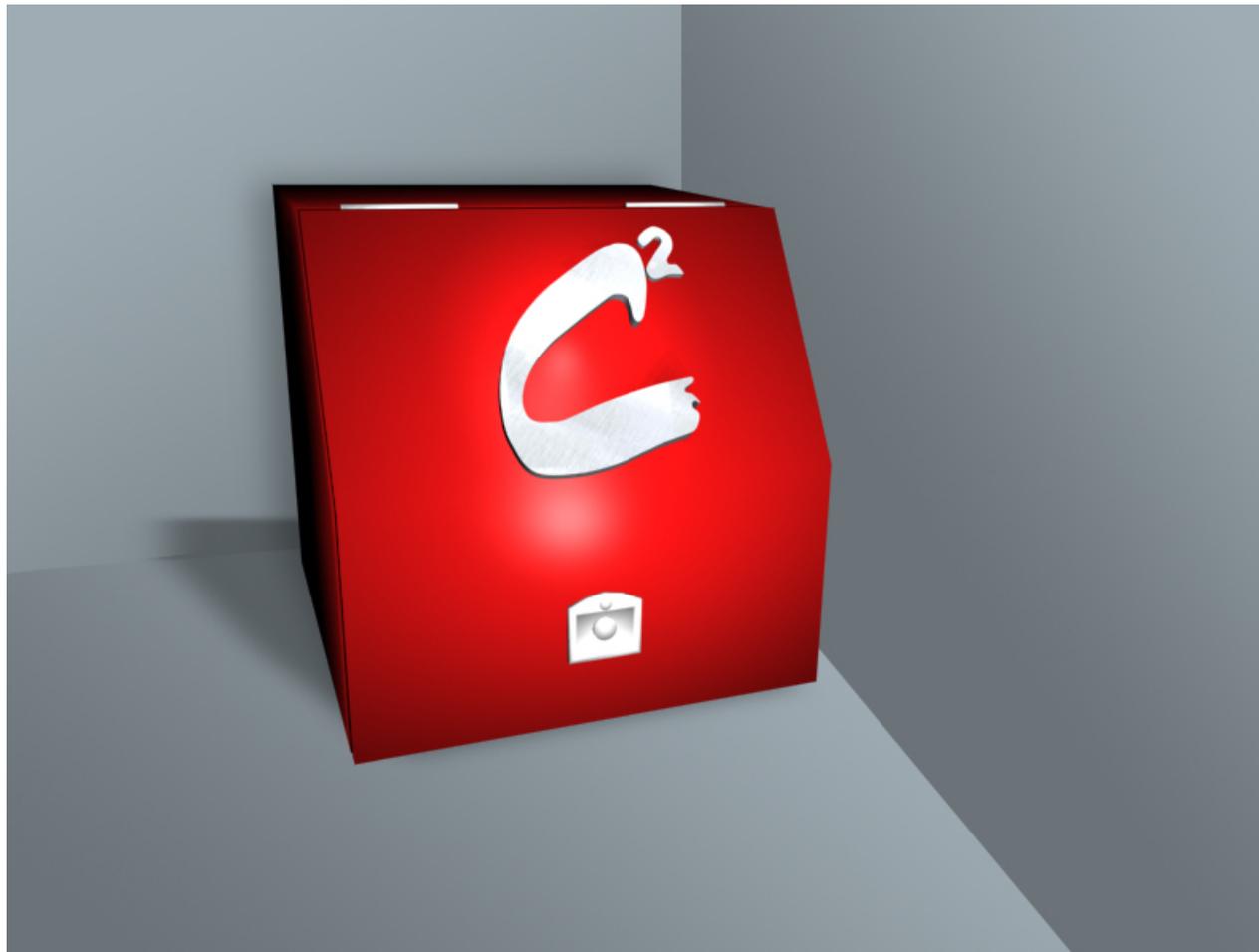
Changing Profession

- Understand the “big picture” and how you and the project fit in
- Learning professional’s role is more than developing learning solutions
- Influence organization activities beyond instructional settings
- Focus on all facets of learning, including knowledge management, gaming, performance improvement, and analytics
- Adapt to the global trends and changing market place
- Stay current and be flexible—ready to learn and unlearn
- Track and embrace the standards, trends, and technologies
- Learn to utilize new technologies to improve performance and productivity
- Read industry-specific journals
- Network, network

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." *–Alvin Toffler*



C² Technologies Toolbox





Tools of Our Trade





Case Studies



Chemical, Biological, Radiological Defense Management Multimedia Training



Business Goal: Train Navy & Marine Corp Medical Personnel to respond to CBR Terrorist Events

Challenges: No existing training, SMEs hard to find, dispersed audience, limited access to technology in the field

Solution: Multimedia, web-based training delivered on DVD, web, mobile computers (PDAs & wearable)

Business Results: Military medical personnel used this training 9/11 to diagnose and treat victims of anthrax.



International Association for Emergency Managers

Axiem Award



USDA—Civil Rights and Equal Employment Opportunity Initiative

Business Goal: To reduce EEO complaints and create more awareness of the EEO and Diversity issues

Challenges: High rate of complaints, poor to no training, access to technology, dispersed audience

Solution: Blended learning solution for Senior Executives, Managers, supervisors, and employees - toolkit

Business Outcomes:

- A **14%** reduction in filing of EEO complaints (down from **163 in FY 2005** to **140 in FY 2006**)*
- Forest Service attributed the reduction in complaints to
 - *More EEO training*
 - *Better EEO training*
 - The agency's very competent EEO counselors
 - Continued use of Alternative Dispute Resolution (ADR)
 - Good management practices

***Reference:** Internal Office of Civil Rights memo, 2007



USDA—Civil Rights and Equal Employment Opportunity Initiative (cont'd.)

USDA Forest Service Reasonable Accommodation Training

MODULE 1: What is Reasonable Accommodation? Page 8 of 13

TOPIC 2: Reasonable Accommodation Basics
Examples

Here are some examples that illustrate how reasonable accommodation is put into practice. Select each photo to learn more.

Modifying Work Schedules

Making Materials Accessible

Acquiring or Modifying Equipment

Making Facilities Accessible

MODIFYING WORK SCHEDULES

A reasonable accommodation may include modifying work hours or utilizing a part-time schedule. For example, a person who cannot sit all day because of a disability might be allowed to work part-time.

Roll over each photo, and then select the Next arrow to continue.

What is Reasonable Accommodation (RA) for a Person with a Disability?

The term reasonable accommodation refers to the most minimal of the job application process, work environment, or the duties of a position are customized or modified to enable a qualified individual with a disability to perform essential functions of a job and to have equal access to the benefits and privileges of employment.

What is Reasonable Accommodation (RA)?

The term reasonable accommodation refers to the modification of the job application process, work environment, or the duties of a position are customized or modified to enable a qualified individual with a disability to perform essential functions of a job and to have equal access to the benefits and privileges of employment.

REASONABLE ACCOMMODATION TRAINING TO SUPPORT DISABILITY RIGHTS AWARENESS

Participant Guide

Submitted to:
 United States Department of Agriculture
 Forest Service
 Civil Rights Office
 Washington, D.C.

Submitted by:
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 Forest, VA 22022
 (703) 748-7700
 800.225.0099

U.S. Forest Service (USFS) is a U.S. Department of Agriculture (USDA) agency.
 U.S. Office of Personnel Management
 Training & Management Assistance Program

Project Title: Civil Rights and Equal Employment Opportunity Training Support Initiative

Project Code: USA27703

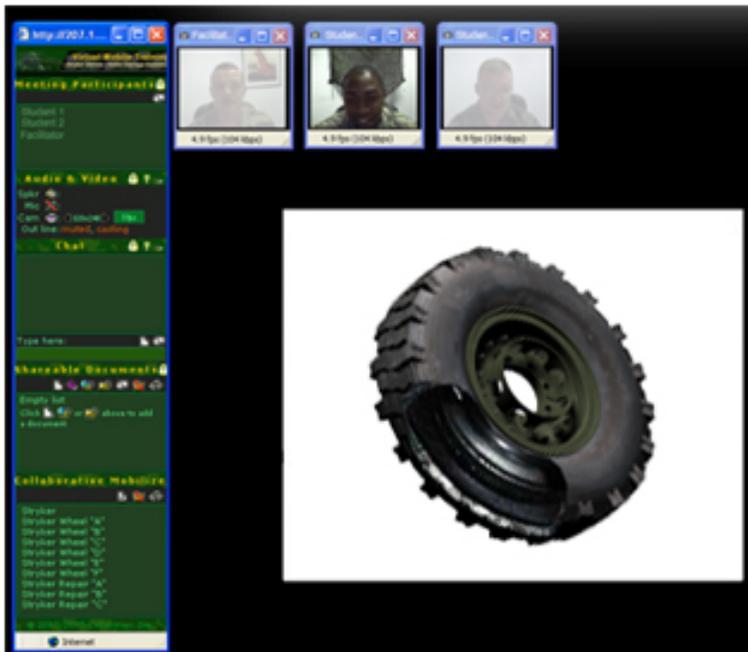
September 3, 2003

Virtual Mobile Training Team

Stryker Vehicle - Battle Damage Assessment and Repair (BDAR)

Case Study 1

U.S. Army Virtual Mobile Training Team
Blended Learning/Training
Using 3-D Modeling
and Collaborative Software





Virtual Mobile Training Team (VMTT) Synchronous & Asynchronous

Business Goals

1. “Take the Training to the Soldier”
2. Train Soldiers deployed in field operations on Stryker Battle Damage Assessment and Repair (BDAR)

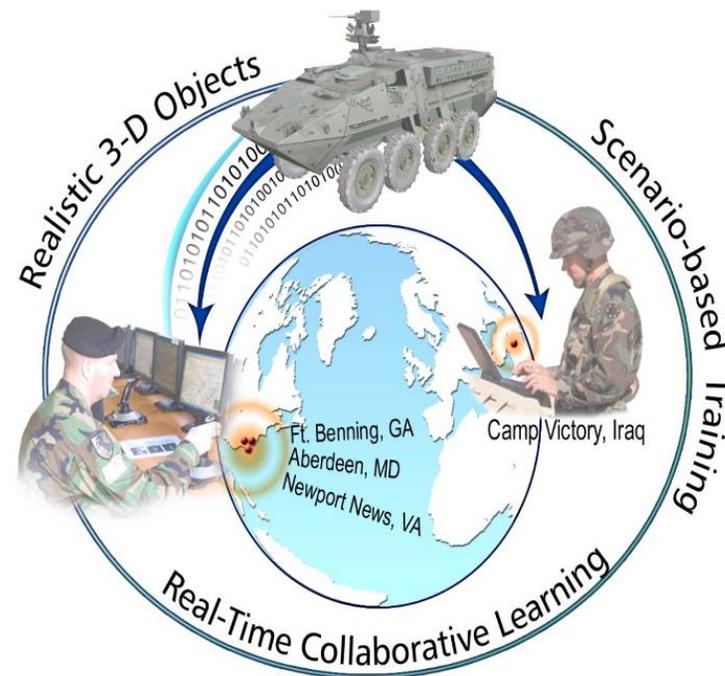
Challenges

- Align performance to organizational goals
- Time to competency
- Reach geographically dispersed target audience
- Update existing training
- Limited access to just-in-time training
- Limited training time and budget
- Limited access to equipment
- Evaluation of judgment-based skills
- Measure organizational and individual performance
- 90-calendar-day turnaround required



VMTT Solution

- Delivered online training in real time to the battlefield, via a secure web-based network
- Blend of stand-alone (asynchronous) courseware with collaborative (synchronous) environment
- Online mentoring, coaching, and virtual exercises in real time from CONUS to students in Iraq
- Front-line Army personnel have used system from Camp Victory, Iraq, and other locations worldwide
- Shared workspace and web cams for student/instructor interface



USDLA 2007 Platinum Award Winner



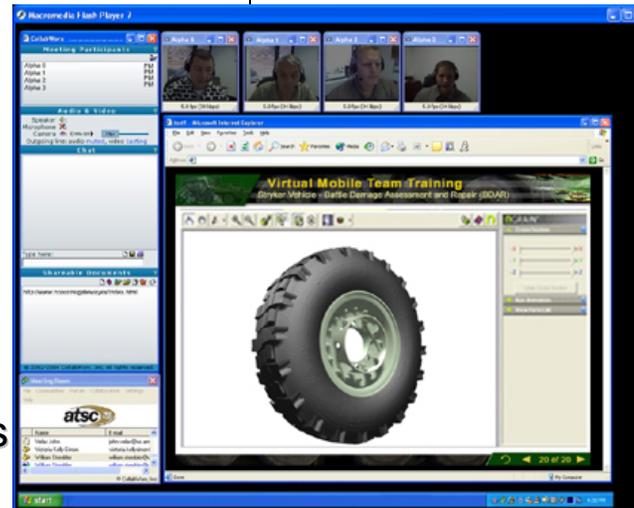
VMTT Design Elements

- Asynchronous (Self-Paced)
 - Scenario-driven, procedural information presented
 - Checks-on-Learning to reinforce knowledge transfer
 - 3D interactive learning objects to allow simulations
 - Soldier progresses at own pace and path
 - Submit for mastery test
 - Synchronous (Real-Time)
 - Conducted through TSS Reach (CollabWorx)
 - Instructor available through office hours
 - Establish regular times to enable Soldiers to ask questions and get latest information
 - Multiple Soldiers can join and learn from each other
- Mastery Test
- Instructor-driven with scenarios
 - Soldier demonstrates mastery of the BDAR task using 3D objects
 - Instructor provides continuous feedback
 - GO/NO GO
 - Certificate of Completion



VMTT Business Outcomes

- 100% pass rate for all participants
- 100% transfer of learning to the job
- Provided on-demand, anytime-anywhere access to training and instructors
- Reduced training time and cost
- Task-based interactive 3D enhanced training content developed within 90 calendar days
- Increased availability of instructors by eliminating travel time and cost



Asynchronous
(Self-Paced)

Demonstration

Synchronous
(Real-Time)



XBOX 360

Case Study 2 New Hire and Agent Lifecycle Training





Xbox 360

Business Goals

To develop a new process which would:

- Shorten training time
- Increase First Call Resolution;
- Decrease Repeat Callers
- Decrease overall time on call
- Increase Quality Assurance
- Create a consistent experience for every customer
- Track individual progression throughout the courseware

Target Audience

Xbox 360 Customer Support Agents worldwide

Challenges

- Call Volume 
- Quality Assessment Scores 
- No hands-on experience with Xbox 360
- Compressed timeline
- Increased time on customer calls
- Poor customer service experiences
- Time to competency
- Reach dispersed and culturally diverse audience worldwide
- Update existing training
- Limited access to just-in-time training
- High attrition, high school graduates with limited education
- English as a second language



Xbox Solution

- Blended learning solution—Worldwide delivery of synchronous and asynchronous instruction via Internet
 - Buenos Aires; Cairo; Germany; India; Kitchener; Manila; Quezon City; Surrey; Tallinn; Wells Branch; Tokyo; Singapore; Salt Lake City
- Introduced **3D Models** to train Xbox 360 Product Knowledge (show me, try me)
- Animated avatar as online coach
- Full LMS and hosting technical support
- Content development, maintenance, duplication, shipping
- Training management (scheduling trainers, events, LMS recordkeeping)



Case study being featured in ASTD's 'Blended Learning' books



Tools Used

- C2Build proprietary LCMS
- C² Management Portal
- Hosted the courses on C² LMS. LMS provides:
 - Feedback Surveys from Participants and Facilitators
 - Tracks each user through courseware:
 - Course completion
 - Time to complete courses
 - Test Scores
 - Tracking enables the client to receive observations, evaluations, and analysis from LMS in real time
 - Provides **Return on Investment data**
 - Provides **“added value”** when the customer sees the effectiveness of the courseware.
 - Reports



Xbox Business Outcomes

- Shortened training time and cost
- Increased agent knowledge of the product
- Increased First Call Resolution; Decreased repeat callers
- Decreased overall time on call
- Increased Quality Assurance
- Created a consistent experience for every customer
- Increased availability of training
- Tracked individual progression throughout the courseware
- Learning Management System
 - Microsoft can track each individual vendor
 - Compare vendor to vendor performance
 - Evaluation on courseware for improvements and modifications

C² trained agent can perform at the same proficiency level on Day One after training as an agent who has been on the job for 3.2 months.

Demonstration



Virtual Training Bank

Advanced Fraud and Forensics Simulation



Technologies, Inc.



FDIC Virtual Bank Simulation

Business Goal

- To ensure its ability to competently handle future bank failures as FDIC experiences reduction in bank examiner workforce.

Target Audience

Commissioned Bank Examiners

Challenges

Internal

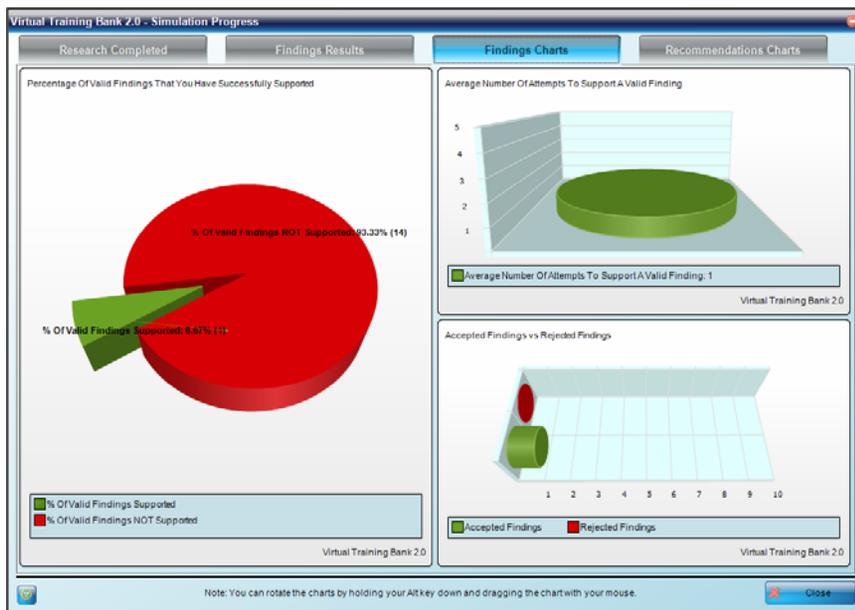
- Workforce retirements and reductions
- Loss of experienced examiner workforce
- Respond to future bank failures
- Develop competencies in a new workforce to respond to both internal and external challenges
- Current learning initiatives are expensive and not meeting performance-based metrics

External

- The impact of the economy on the banking industry
- New regulatory requirements
- Impact of technology
- Changing structure of the financial services industry



Virtual Bank Solution



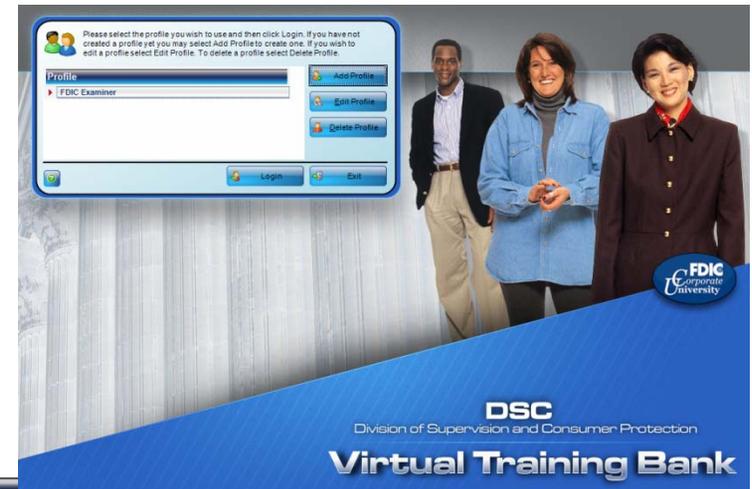
VB is a simulated bank environment where commissioned bank examiners can interact with bank personnel, examine documents, and practice "real" bank examination procedures.

- Employed a gaming engine
- Scenario-based
- Level IV training simulation
- 6 Avatars—Over 500 possible questions
- Over 1,000 bank documents
- 8 to 10 hours to complete
- Single user
- Section 508-compliant
- .NET 2.0 desktop application
- XML data repository



Virtual Bank Business Outcomes

- Most examiners take 8–10 hours to complete the simulation. There are over 1,000 bank documents available to review, and over 500 possible questions to ask.
- To complete the simulation, the examiner must uncover 39 possible findings to submit to the EIC. The examiner must then make recommendations for each valid finding.
- The recommendations span a range of issues:
 - Fraud
 - Underwriting
 - Apparent Violations
 - Formal or informal enforcement actions
 - Weak internal routines and controls
- This has increased FDIC personnel's ability to understand and handle any problems that occur in the area of bank examinations.

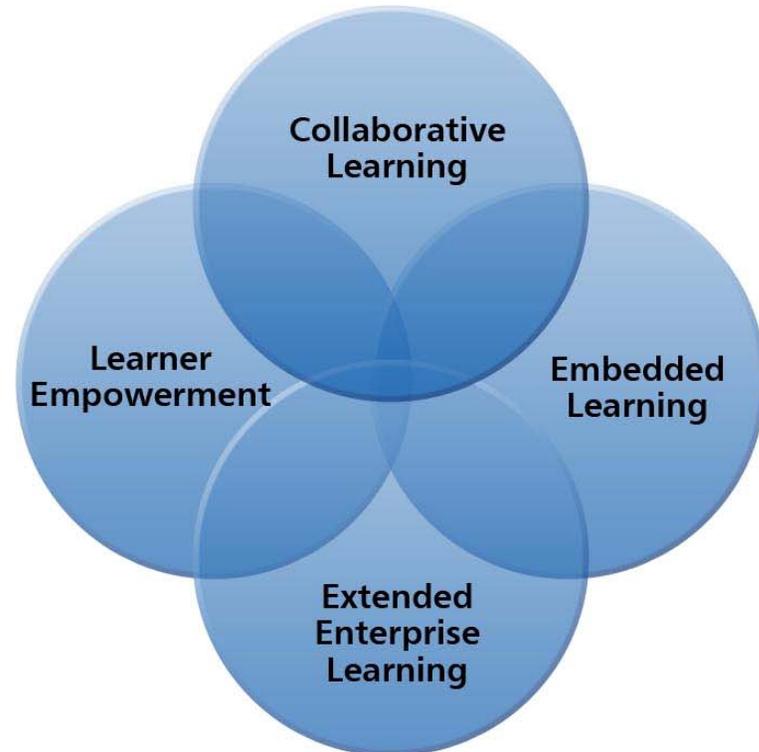




Future of Learning

- **Relevant**
Just in time, just for me, intelligently responsive
- **Compelling**
Learning environment stimulates heightened sense of engagement and curiosity
- **Collaborative**
Access to expertise and knowledge enables innovation and deepens community
- **Continuous**
Blend of formal and informal, lifelong
- **Outcome-based**
Tailored and adaptive learning paths drive performance in a dynamic world

Future of Learning





Strategies for Professional Success

Know Your Core Competency “Stick to Your Knitting”

“Be guided first and foremost by one’s own internal compass, not by the practices, conventions, trends, fads, fashions, and buzzwords of the outer world.”

—James Collins and Jerry Porras, ***Built to Last***



Strategies for Professional Success

Evolve With Your Industry

“You can’t just keep doing what works one time, because everything around you is always changing. To succeed, you have to stay out in front of that change.”

—Sam Walton



Strategies for Professional Success

Stay Abreast of Trends and Technologies

“It is less valuable to predict the future and more valuable to adapt to the present.”



Strategies for Professional Success

Know Your Customers

“Customers are constantly presented with lots of options to help them solve their problems. They don’t buy things, they buy solutions. The surviving and thriving business constantly seeks better ways to help people solve their problems. To create ‘betterness’ requires knowing what customers think betterness should be.”

—Theodore Levitt



Looking Forward: Be a Trailblazer

“Do not go where the path may lead.

*Go instead where there is no path and leave
a trail.”*

—Ralph Waldo Emerson



Questions



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