

# The Human-Centered Design Mindset

- ▶ Review the posters
- ▶ Stand next to the poster that is especially meaningful to you
- ▶ Work with the others at your poster to develop a brief statement about what this poster means to you
- ▶ Write your statement on the poster
- ▶ Identify a group spokesperson

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a dynamic and modern aesthetic.

# While Visions of “Talent Development” Dance Through Our Heads

May 3, 2017

# We Are...

- ▶ **Dr. Vicki Brown**  
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- ▶ **Ms. Claudia Escribano**  
Senior Instructional  
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- ▶ **DoD Chief Learning  
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# Today's Objectives

- ▶ Review current research on talent development
- ▶ Identify key elements that should be included in a Center for Talent Development
- ▶ Apply a human-centered-design process to create a vision for a Center for Talent Development for your agency

Center for Talent Development



# Agenda

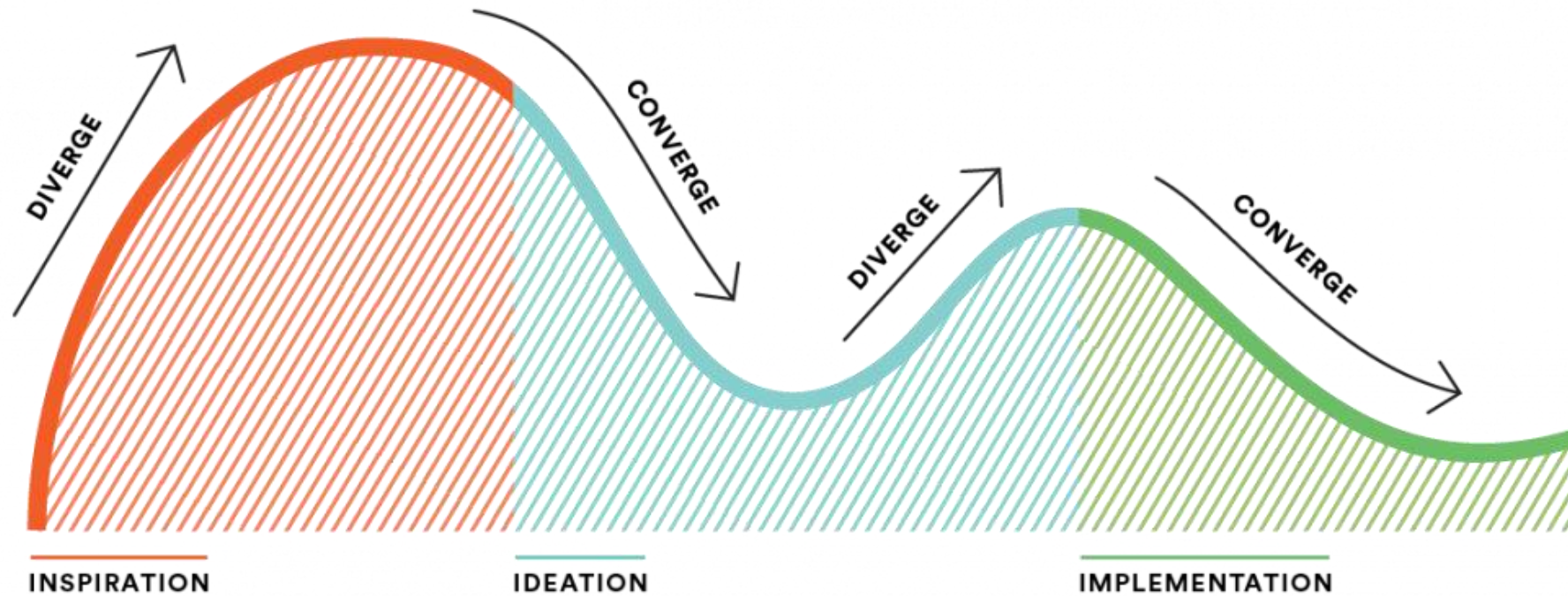
- ▶ Welcome and Introductions
- ▶ Intro to Human-Centered-Design
- ▶ Inspiration Phase (Research and Background)
- ▶ Ideation Phase (Building Blocks of a CTD)
- ▶ Implementation Phase (Prototyping)
- ▶ Sharing
- ▶ Wrap-Up



# What Is Human-Centered Design?

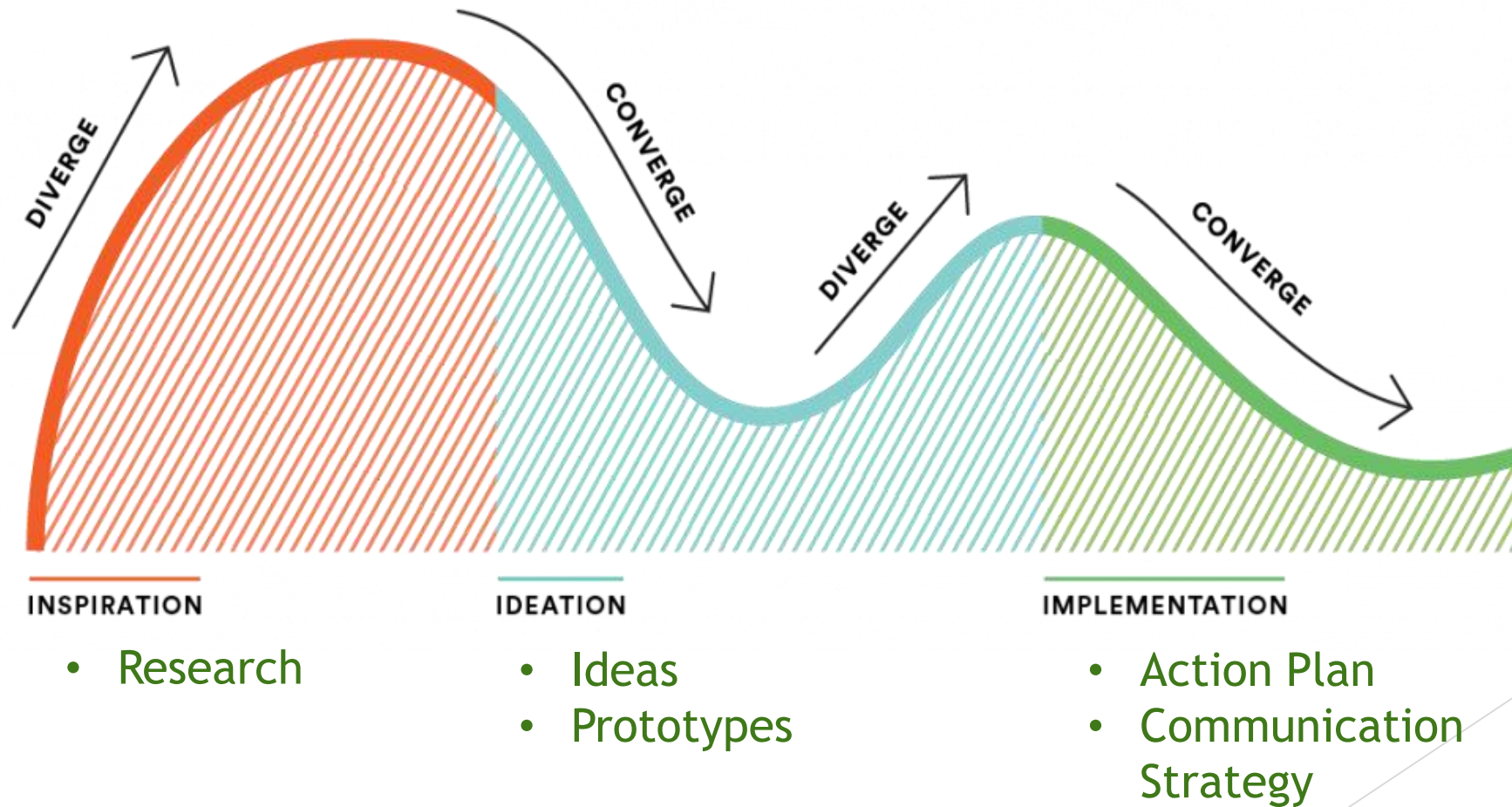


# Three Phases of Human-Centered Design





# Three Phases of Human-Centered Design







Interviews



Observation

## Sources of Inspiration



Analogous Ideas



Research



Experts

# Inspiration: The Research

## ► Four practices of learning organizations:

1. Promote continuous learning
2. Seek external input (customers, subject matter experts (SMEs), Human Capital (HC) experts)
3. Find the most effective mix of centralized and decentralized governance
4. Review learning architecture regularly

# Inspiration: The Research

Support the full spectrum of the learning cycle

## Pre-Learning

- Previous learning
- Expectations
- Support
- Organizational cues
- Employee commitment to the org
- Self-efficacy

## Trigger

- Reason to initiate learning

## Acquisition

- Effectiveness/relevance
- of training design, materials, content, and delivery style
- Trainee characteristics
- Manager and peer support

## Application

- Barriers to transfer of learning
- Enablers of learning transfer
- Commitment and motivation

## Impact

- Retention of learning over time
- Impact on expected outcomes



# The Modern Learner

## MEET THE MODERN LEARNER

As training moves to more digital formats, it's colliding with new realities in learners' jobs, behaviors, habits, and preferences.

Today's employees are overwhelmed, distracted, and impatient. Flexibility in where and how they learn is increasingly important. They want to learn from their peers and managers as much as from experts. And they're taking more control over their *own* development.

### OVERWHELMED...

Number of times online every day  
early days of the Internet **5** today **27**  
**41%** of time workers spend on things that offer little personal satisfaction and do not help them get work done.

### DISTRACTED...

Most learners won't watch videos longer than **4 minutes**

People unlock their smartphones up to **9 times** every hour

Knowledge workers are constantly distracted with millions of websites, apps, and video clips.

**2/3**

### IMPATIENT...

Online, designers now have between **5 and 10 seconds** to grab someone's attention before they click away

**5** of knowledge workers actually complain that they don't have time to do their jobs

Workers now get interrupted as frequently as every **5 minutes**—ironically, often by work applications and collaboration tools

**1%**  
of a typical workweek  
is all that employees  
have to focus on  
training and  
development

### UNTETHERED

Today's employees find themselves working from several locations and structuring their work in nontraditional ways to accommodate their lifestyles. Companies are finding it difficult to reach these people consistently and even harder to develop them efficiently.

**37%**  
of the global workforce is expected to be "mobile" by the end of 2015

**30%**  
of full-time employees do most of their work somewhere other than the employer's location

**20%**  
of workforce comprised of temps, contractors, and freelancers

### ON-DEMAND

Employees are accessing information—and learning—differently than they did just a few years ago. Most are looking for answers outside of traditional training and development channels. For example:

To learn what they need for their jobs, employees access:  
**70%+** search engines  
**50-60%** online courses

People are increasingly turning to their smartphones to find just-in-time answers to unexpected problems



### COLLABORATIVE

Learners are also developing and accessing personal and professional networks to obtain information about their industries and professions.

**~80%**  
of workforce learning happens via on-the-job interactions with peers, teammates, and managers

Learners are:  
**?** asking other people  
**2** sharing what they know

at Google, **55%**  
of training courses are delivered by an ecosystem of **2,000+** peer learners

### EMPOWERED

Rapid change in business and organizations means everyone needs to constantly be learning. More and more people are looking for options on their own because they aren't getting what they need from their employers.

**2½ to 5**  
Half-life (in years) of many professional skills

**38%**  
of workers who say they have opportunities for learning and growth at their workplace

**62%**  
of IT professionals who report having paid for training out of their own pockets

Bersin  
by Deloitte

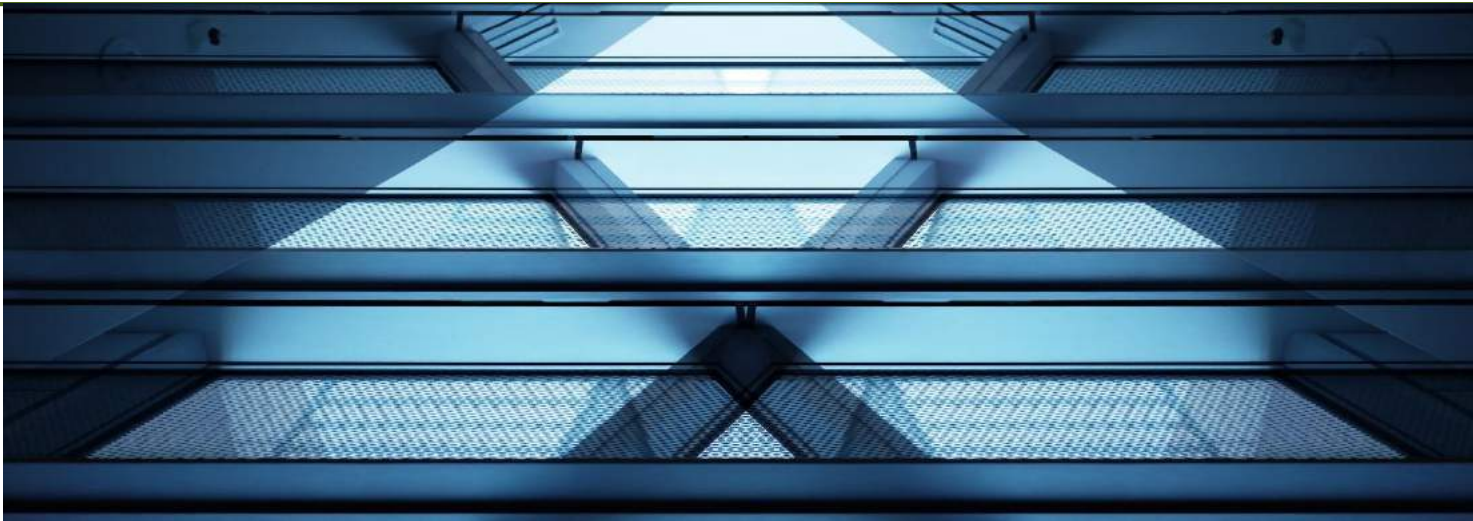
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Sources:  
\*The Overwhelmed Employee: Simplify the Work Environment® Deloitte University Press  
\*The Knowledge Worker's Day® IBM  
\*Make Time for the Work that Matters® Harvard Business Review  
\*Collaboration & Social Tools Drive Business Productivity, Costing Millions in Work Interruptions® Research  
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\*How's a Google Plus Any Company Can Improve Employee-to-Employee Learning? Fast Company

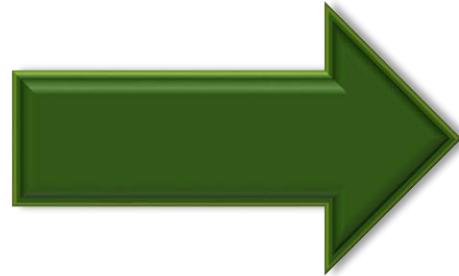
# Inspiration: The Research

## Organizational support is key to learning:

- ▶ Covering for tasks while learners are in training classes
- ▶ Learning-committed leadership
- ▶ Peers and managers who are willing to change the status quo and allow the new skills to be practiced



# Inspiration: The Research





# Inspiration: The Focus Groups

## Value Proposition

- ▶ The DOD CTD provides leadership to inform **policy guidance** and **program integration/execution** across the DOD civilian talent development portfolio through **collaboration** with component leaders and functional communities for a workforce numbering more than 800,000

# Inspiration: The Focus Groups

## Vision

- ▶ Be a **“one stop/first stop shop”** like USA.gov repository to provide more visibility of **shared resources, direction, support**, efficient use of resources, through an overarching structure/framework.
- ▶ Enable components to deliver better, more integrated services.



# Inspiration: The Focus Groups

## Mission

- Provide a **holistic, structured, and consistent** approach to training, developing and educating the civilian workforce to enable the vision of the force of the future.



# Inspiration: The Focus Groups

## Target Customers

- ▶ DOD Civilian workforce of 843,000+
- ▶ DOD Components
- ▶ Intel Agencies
- ▶ Functional Communities
- ▶ End Users (Participants)
- ▶ Civilian Supervisors and Managers
- ▶ Military Supervisors of Civilian Employees
- ▶ Program and Training Managers / Agency Learning Officers



# Inspiration: The Focus Groups

## Target Audience Needs

- ▶ Employee engagement
- ▶ Overview of the Department
- ▶ Consistent and more opportunities
- ▶ Common employee experience
- ▶ Standards
- ▶ Better utilized programs
- ▶ Training Needs Assessment
- ▶ SME, mentor, coach database
- ▶ Ability to do self-assessments
- ▶ Better use of resources
- ▶ Competency development process
- ▶ Flexible, adaptable leadership
- ▶ Productive employees
- ▶ Better understanding of civilian contributions

# Inspiration: The Focus Groups

## SWOT Analysis: Plan, Implement, Deliver

- ▶ Senior leadership development support
- ▶ Improving planning for talent development
- ▶ Better use of data for planning and measurement
- ▶ Improving resource-sharing across the organization
- ▶ Leveraging best practices for learning strategies and providing more tailored approaches
- ▶ Improving bottom-up and top-down communication





# Inspiration: The Focus Groups

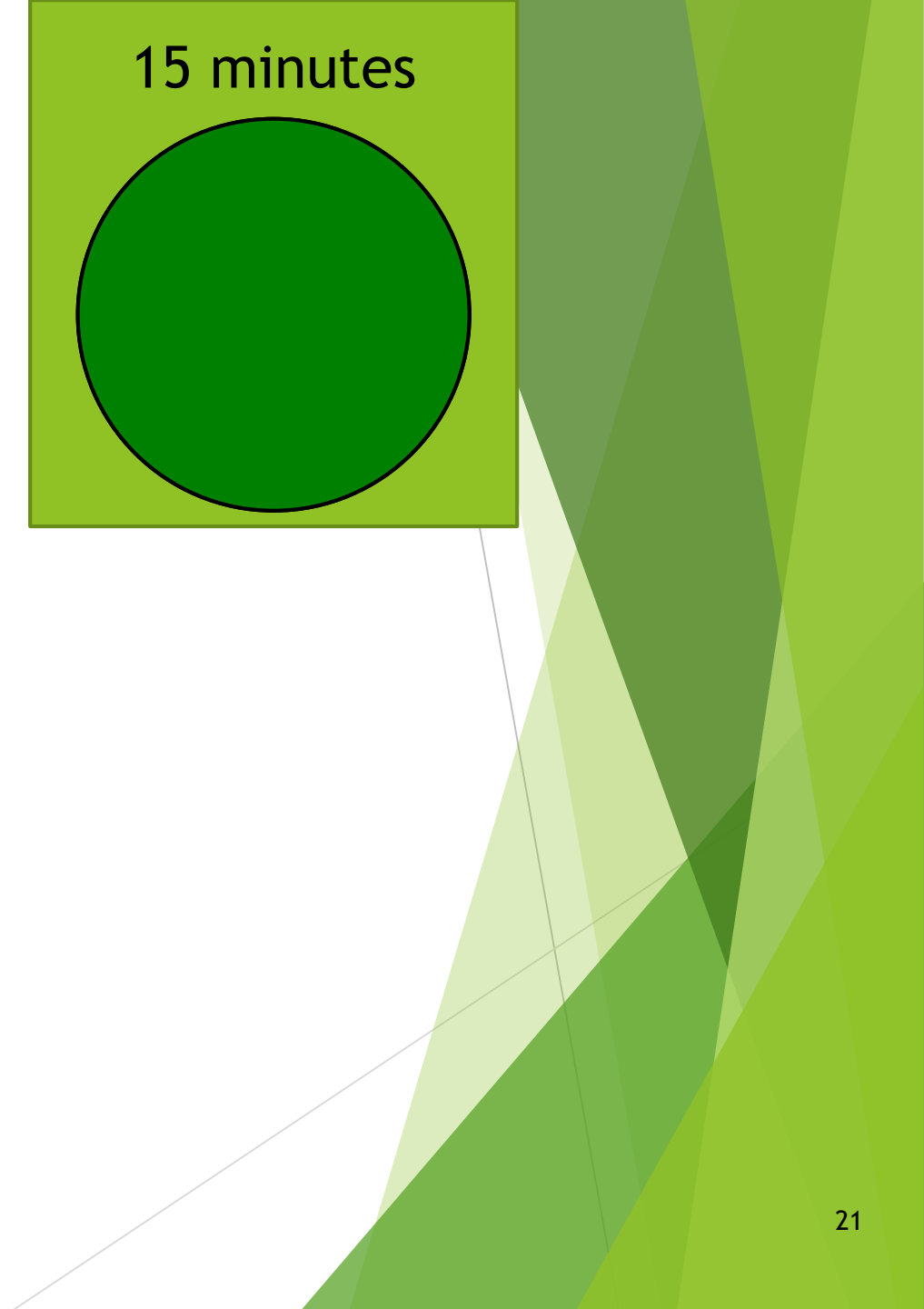
## Measures of Success

- ▶ Mitigation of competency gaps as indicated by competency models
- ▶ Improved Federal Employee Viewpoint Survey (FEVs) scores
- ▶ Align with Component Training Education and Professional Development (TE&PD) Plan
- ▶ Cost savings due to reduction in training redundancies
- ▶ Increase in # and % of employees participating in training and development activities
- ▶ Improved scores on assessments

# Ideation: Synthesis

## Affinity Mapping

1. In your table groups, present your Post-It note findings
2. Group your findings by themes
3. Label each theme
4. Note which themes had the most inputs

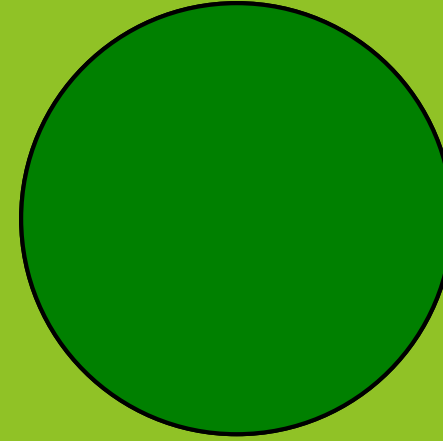


# Ideation: Synthesis

## Concept Mapping

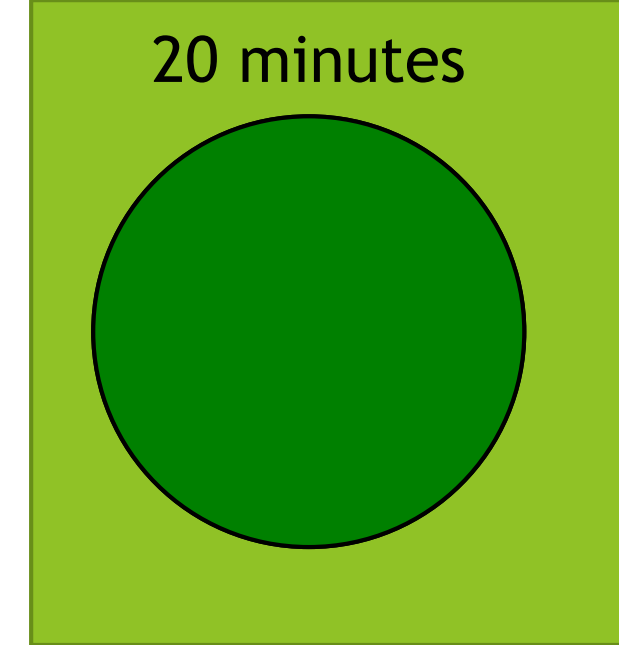
1. Starting with the theme that had the most inputs for your group, brainstorm elements of a CTD that would address it.
2. Capture each element on one of the large Post-It notes at your table (one element per Post-It note)

10 minutes



# Ideation: Prototype

- ▶ Put the elements you brainstormed together on a flipchart to build out your CTD concept
- ▶ Identify a spokesperson to present your prototype



# Implementation



- Present your prototype (2 minutes each)
- Capture insights and inspiration

# Wrap-up

## Capture Insights and Inspiration





# *Thank you!*

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# Inspiration: The Expert

## Services for the Workforce:

- ▶ Onboarding and Acculturation Services
- ▶ Relevant Key Drivers - Laws, NDAA, Policies, Program Guidance Documents
- ▶ Assessment Center and Career Development Advise
- ▶ Functional Community Career Maps
- ▶ Enterprise-managed Leader Development Opportunities
- ▶ DoD Mandatory Manager, Supervisor (M/S), and Evaluation framework
- ▶ DoD Enterprise-managed Developmental/Broadening Opportunities
- ▶ Links to Component Opportunities, Free Web Based Courses, Reduced Rate Tuition Schools, and Military Schools/Academies
- ▶ Access to Joint Knowledge on line Mandatory Training