Session 704
What Delights CLOs and What Keeps Them Up at Night?

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Allison Rossett & Associates
WHAT DELIGHTS CLOs?
WHAT CAUSES INSOMNIA?

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“If an organization wants to be able to work on opportunities, it must be able to abandon the unproductive and slough off the obsolete.”
An **INTENSE** World for Learning

<table>
<thead>
<tr>
<th>Force</th>
<th>Implications</th>
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<tbody>
<tr>
<td><strong>Cost</strong></td>
<td>Scarce money for travel and little time and $ for T&amp;D <strong>New habits of cost avoidance</strong> produced by wikipedia, freebie webinars, MOOCs, and Khan Academy</td>
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| **Altered Experiences**      | *Organizations* grow committed to universal, standardized development experiences  
*Executives* are beginning to **expect 7/24 learning, support, and information**. **EXPECT** it.  
*Individuals* seek-- even demand-- everything when they want it, personalized too |
| **Accountability**           | Workplace learning has done little to make its case. What proof is there that investments in learning are delivering value commensurate with cost? **Are you?**                                                                                                                                 |
| **The promise of technology**| Busting the walls of the classroom, now it is possible to **deliver, track, personalize and commune**                                                                                                           |
What do CLOs want from us?

- The basics
- Doing technology right
- Crash and burn
- Feeling their love
The basics

- Make the work matter
“Our business partners want help, not mumbo jumbo. They want us to solve real problems, add value, and deliver results.”
“It’s the old story. If you have a hammer, everything’s a nail. Too many IDs in our function work from the delivery mechanism backward. They need the TIME to be able to design the appropriate intervention. Many times we become “the post office” and get too assembly line in our development.”
The basics

• Prove you have made it matter
‘I’m excited to find new ways to quantify that learning, give us a more complete picture of our employees’ expertise, and to use that data to enable the business in ways that Kirkpatrick could never have dreamed of. We have strived for decades to measure our impact on the business. We now have the technical means to transform the business through continuous learning and expertise quantification.’
Meet Maureen
The Old Maureen: To Do Lists
Prescription + Choice = Personalization
The basics

• Cultivate relationships within line organizations
NO NAKED TRAINING FOR THE USCG

Selecting High Potential Performers

Train them to produce accomplishments

Engineer their work environment

Motivate them

The role of the line here?
The basics

• Know the organization, know the business
“Learning people can be better at the work by being business people first, and learning experts second. True, they need to be both...”
“How do you get learning people to understand the businesses they support? How do they know what the issues are the business needs to focus on? How many learning team members in your organization could right now tell you what last year’s revenues were? Or the major initiatives for this year? Or the challenges each of the lines of business is facing?”
The basics

• Beyond events to active nurturing of the culture
“Think role clarity, consistency, and alignment ...”

Not surprisingly, her work relies heavily on supervisors. Their systematic observations and interactions assure “citizens of Amtrak are responsible for safety across the workplace and for our customers.”
What do CLOs want from us?

- The basics
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• Enable CLOs and line leaders to visualize the possibilities

“But what would it look like? How would it work?”

“How is this approach more flexible, better?”
Enabling growth systems, with pre and post assessments; small, targeted experiences; and conversations with supervisors, experts, coaches.
TECH

• Enable great experiences
  ➢ Personalized
  ➢ Assessments, self-assessments
  ➢ Updated, vivid standards, paths,
  ➢ Updated, authentic cases, stories, characters
  ➢ On demand access to learning, information and community, wherever, whenever
“We need to get very comfortable with providing in-the-moment training scaled down to a consumable amount ... technology is allowing us to do that.”
Enable the CLO by being both informative and skeptical
<table>
<thead>
<tr>
<th>Modality</th>
<th>Obstacles</th>
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<tbody>
<tr>
<td>ILT</td>
<td>Lack of time (51.4%)</td>
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<td>Difficulty sourcing training talent (35.3%)</td>
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<td>VILT</td>
<td>Missing skills of the learning team (30.7%)</td>
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<td>Uptake (23.3%)</td>
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<tr>
<td>eLearning</td>
<td>Uptake (40.4%)</td>
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<td>Difficulty measuring impact (18.5%)</td>
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<tr>
<td>Mentored learning</td>
<td>Lack of time (26.4%)</td>
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<td></td>
<td>Difficulty measuring impact (18.5%)</td>
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<tr>
<td>Video</td>
<td>Difficulty measuring impact (27.4%)</td>
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<td>Missing skills of the learning team (14.8%)</td>
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<td></td>
<td>Knowing when to deploy modality (14.8%)</td>
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<tr>
<td>Gamification</td>
<td>Knowing when to deploy modality (10.3%)</td>
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<td>Missing skills of the learning team (8.8%)</td>
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<td>Mobile</td>
<td>Knowing when to deploy modalities</td>
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<td>Security concerns (9.1%)</td>
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<tr>
<td>Social</td>
<td>Uptake (15.8%)</td>
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<td>Difficulty measuring impact (13.8%)</td>
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<tr>
<td>Blended</td>
<td>Lack of time (35.9%)</td>
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<td>Difficulty measuring impact (21.4%)</td>
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Look at how much of this is on us.
What do CLOs want from us?

- The basics
- Doing technology right
- Crash and burn
- Feeling their love
Crash and burn

- Incredible e-learning

- Teaching SMEs to teach
What do CLOs want from us?

- The basics
- Doing technology right
- Crash and burn
- Feeling their love
“Help me solve problems, real, meaningful problems that matter to our business.”

“Our teams here need to have a deep understanding of the business -- environment, scale, complexity, and learner-- and develop solutions that fit within the constraints of all of those.”
“So much content is available for free. But TMI!”

“We don’t just want tons of content, we want it curated, matched to our needs and people.”

"We create short videos featuring Hilton leaders talking about a particular topic, then we add content from TED and other reputable research publications to support their messages."
Commitment not just compliance

She lamented the “NEXT, NEXT” syndrome, where employees mindlessly engage with the NEXT button. Her solution: to set about personalizing compliance programming. What must everybody take? What are the individualized expectations? Then she turned to technology, assessments, tailored pathways and branching.

[http://www.allisonrossett.com/2013/05/10/compliance-training-doing-something-about-the-least-popular-training-on-earth/]
“We are large – very large – and we strive constantly to provide training for everyone to a specific standard and yet provide customized solutions .... The sweet spot is striving for the balance between the two.”

Standards and personalization—challenge and opportunity.
Sears’ Nguyen told me why he’s CLO

“I’m rarely satisfied .... I believe this dissatisfaction and desire to continuously improve learning for the sake of the business has enabled me to help organizations transform their learning function.”
Classroom learning is embedded in many cultures. This is new—this shift to more employee choice, video, tracking, integrated systems.

Where do we begin? How to contribute to innovation with so many moving parts?

Do we possess the talent to make it happen? Do I?

Will the line see us as possessing expertise in delivering beyond the classroom?
WHAT Will You Do?

You have heard their thoughts, secrets, priorities.
What will you do next week? How will you change?


Resources


Dr. Allison Rossett, long time professor of Professor of Educational Technology at San Diego State University, is in the Training magazine Hall of Fame, on the CLO Advisory Board, and Elearning Guild’s Board. Rossett, who served on the international Board for ASTD, has authored six books, including a newish edition of her classic, First Things Fast: a handbook for performance analysis. Allison writes about and consults on instructional design, and technology-based learning and metrics. www.allisonrossett.com

I am so glad you joined me today.

Thanks!