504
Best Practices for Global Learning Solutions Rollouts

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Cinécraft Productions
IN THIS SESSION...

1. Create a cohesive client and vendor project management process
2. Implement best practices for managing design, video production, development, and localization
3. Develop a global rollout plan
RAISE YOUR HAND IF YOU...

Have **conducted** a global rollout
WHO ARE WE?
WHO IS SHERWIN-WILLIAMS?
WHAT IS THE CODE OF CONDUCT?
WHERE DID WE START?

Failed Launch
Varying access
High stakes
Customized content
High volume localization
KNOW YOUR AUDIENCE

Tell me about your background

What do you like the most about your role?

Tell me about the employees you support

What challenges do you encounter on a regular basis?

If you could do one thing to improve the training experience for your employees, what would it be and why?

What obstacles do your employees have to overcome to complete training?

What advice do you have for someone like me who is working in a Corporate function?

What obstacles do your employees have to overcome to complete training?
ANALYZE: THE AUDIENCE

1. Sales, manufacturing, marketing, corporate, retail
2. Varying technology
3. 20+ languages
ANALYZE:
THE LEARNING RECOMMENDATION

Introductory video from CEO
Third-person perspective video scenarios
eLearning and ILT
Translated into 20+ languages
### ANALYZE:
THE PROJECT PLAN

#### D-1223 Sherwin-Williams Code of Conduct Training

**Project Timeline**

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Development Time</th>
<th>Start</th>
<th>Finish</th>
<th>Actual</th>
<th>Owner</th>
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<tbody>
<tr>
<td><strong>Design</strong></td>
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<tr>
<td>Detailed Design Document - Draft 1</td>
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<td>02/17/14</td>
<td>02/19/14</td>
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<td>Review</td>
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<td>02/20/14</td>
<td>02/26/14</td>
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<tr>
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<td>04/14/14</td>
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<tr>
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<td>05/21/14</td>
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<td>Sherwin-Williams</td>
</tr>
</tbody>
</table>
Recognize unethical behavior.

Describe what is meant by good judgment and ethical behavior.

Describe Sherwin-Williams’s expectations and the learner’s responsibilities in applying the Code of Conduct guidelines.

Demonstrate actions aligning with the seven guiding values.

Demonstrate how to properly report situations against the Code of Conduct.
# DESIGN: THE DESIGN DOCUMENT

## Subject Description and Details

For additional compliance training required by the Code of Conduct, a new and updated Module 1 will be developed and periodically reviewed to ensure that it reflects recent changes in the Code of Conduct.

## Deliverables

- **Module 1:** Developed by Sherwin-Williams’ LMS and CD. The course will be developed using Articulate Storyline.

## Learning Objectives

Once the learner has completed the training, they will be able to:
- Recognize unethical behavior.
- Describe what is meant by good judgment and ethical behavior.
- Describe Sherwin-Williams’ expectations and the learner’s responsibilities in applying the Code of Conduct guidelines.
- Demonstrate actions aligning with the seven guiding values.
- Demonstrate how to properly report situations against the Code of Conduct.

## Training Outline

### Executive Introduction

- Pre-existing and provided by Sherwin-Williams

#### Course Introduction Outline

1. Welcome
   - a. Learning objectives
   - b. Expand on Chris Connor’s introduction to the training.
2. Navigation
   - a. Course controls
   - b. Simulations
   - c. Answering questions

#### Simulations

The simulation portion of the course will consist of three short videos showing scenarios where someone encounters an area of concern in regards to the Code of Conduct. The learner will be asked questions on each scenario and provided feedback/coaching on why the responses are correct or incorrect before the video begins. At the end of each video, key takeaways are reviewed before continuing with the next video.

The learner will view a total of three simulations and one additional simulation will be created. Sherwin-Williams will be providing the script for each simulation. Cinecraft will develop the script and scenarios.

#### Conclusion Outline

1. Feedback
   - a. Provide the learner with feedback on their responses
   - b. If the learner answers more than 20% incorrect, recommend that the learner review the Code of Conduct Manual and retake this course
2. Summarize Learning
   - a. Summarize the lessons learned and restate the objectives
   - b. Reinforce referring the manual

## Learning Objectives

Once the learner has completed the training, they will be able to:
- Recognize unethical behavior.
- Describe what is meant by good judgment and ethical behavior.
- Describe Sherwin-Williams’ expectations and the learner’s responsibilities in applying the Code of Conduct guidelines.
- Demonstrate actions aligning with the seven guiding values.
- Demonstrate how to properly report situations against the Code of Conduct.
## DESIGN: SCENARIO GRID

<table>
<thead>
<tr>
<th>Questions to answer:</th>
<th>Scenario 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>What risk are we spotlighting?</td>
<td>Conflict of interest. A customer asks a store associate to do a painting job over the weekend.</td>
</tr>
<tr>
<td>What department is affected?</td>
<td>Retail Stores</td>
</tr>
<tr>
<td>What is the demographics of the person that is affected?</td>
<td>Store associates who interact with customers on a daily basis. Typically, associates are early in their career and may still be in school.</td>
</tr>
<tr>
<td>What is the learning objective we are highlighting in this scenario?</td>
<td>• Describe what is meant by good judgment and ethical behavior.</td>
</tr>
<tr>
<td></td>
<td>• Describe Sherwin-Williams’ expectations and the learner’s responsibilities in applying the Code of Conduct guidelines.</td>
</tr>
<tr>
<td>What is a good behavior to exhibit?</td>
<td>• Refer to the Code of Conduct manual</td>
</tr>
<tr>
<td></td>
<td>• Ask your manager for clarification if needed</td>
</tr>
<tr>
<td></td>
<td>• Decline the job politely</td>
</tr>
<tr>
<td></td>
<td>• Think of the best interests of Sherwin-Williams when personal interests conflicts with it.</td>
</tr>
<tr>
<td>What is the most common behavior exhibited when confronted with this risk?</td>
<td>Associates do not refer to the manual or talk to their manager. They think that because it’s not during work hours, it’s not a conflict of interest.</td>
</tr>
</tbody>
</table>
DESIGN:
MAKING SOMETHING FOR EVERYONE

**Scenario 1**
Weekend Job at the Paint Store

**Scenario 2**
Vendor Bidding Process

**Scenario 3**
Clocking In and Out in a Manufacturing Facility
DESIGN:
STORYBOARDING

WHAT YOU DON'T KNOW CAN HURT YOU
DESIGN:
STORYBOARDING

SCRIPT FOR SCENARIO #1 – WEEKEND JOB

VISUAL
As narrator speaks, cut to interior of Sherwin-Williams Paint Store. Sales Associate is a college-aged man. Customer is middle-aged man. Co-worker is experienced employee.

SCENARIO #1, SCRIPT [LENGTH: 5:50 MIN.]

Narrator: A store associate has finished helping a customer select the proper paint and tools for painting his house. The customer is very happy with the helpfulness and professionalism of the store associate. Let’s listen to the rest of the conversation.

Customer: Thanks for your help, Will.
Store Associate: You’re welcome. That’s what I’m here for. Is there anything else I can help you with?
Customer: Now that you mention it, there is. How about helping me paint my house this weekend? You can make some extra money for school.
Store Associate: The extra money would be nice. The cost of school books is ridiculous, but I need to check if I can accept other jobs. I’m not sure what Sherwin-Williams policy is. Can I let you know?
Customer: Sure. Just give me a call before Friday. I want to make sure I am ready to start early Saturday.
Store Associate: I’ll let you know by tonight.

Narrator: If you were the store associate in this situation, what might you be thinking?
As a college student, you would probably be thinking that the additional income would be helpful. You might also be flattered that the customer offered you the job. However, is accepting the job in the best interest of Sherwin-Williams? How would accepting the job impact the company?
With so many questions you may also wonder how to make the best decision.

Weekend Job
If you were the store associate in this situation, what might you be thinking?

What should the store associate do in this situation?

After referring to the Code of Conduct Manual, he is still not sure if he should accept the job. What should he do next?

What is the last thing the employee should do?
DEVELOP:
CASTING YOUR TALENT

Be diverse
Audition with content
DEVELOP:
SCOUT YOUR LOCATION
DEVELOP:
IDENTIFY YOUR SHOTS

Customer: Thanks for your help, Will.

Store Associate: You’re welcome. That’s what I’m here for. Is there anything else I can help you with?

Customer: Now that you mention it, there is. How about helping me paint my house this weekend? You can make some extra money for school.

Store Associate: The extra money would be nice. The cost of school books is ridiculous, but I need to check if I can accept other jobs. I’m not sure what Sherwin-Williams policy is. Can I let you know?

Customer: Sure. Just give me a call before Friday. I want to make sure I am ready to start early Saturday.

Store Associate: I’ll let you know by tonight.

Comment [TG1]: Establishing Shot on slider
Comment [TG2]: Close Ups
Comment [TG3]: End Wide Shot
DEVELOP:
SCHEDULE

Wednesday April 16th:
Shoot Location: Bedford Community Center
6704 Forge Avenue
Cleveland, OH 44111

Timeline:
7:45AM: Crew Call at Cinecraft
8:30AM: Crew arrival at shoot location
8:30-9:45AM: Set Up, Scenario 2. Location: Break Room
9:45AM-11:00AM: Shoot Scenario 3
11:00AM-12:00PM: Lunch Break
1:00PM-2:00PM: Set Up, Scenario 2. Location: Office
2:00PM-4:45PM: Shoot Scenario 3
4:45PM-5:15PM: Strike
5:45PM: Crew arrival at Cinecraft, end of shoot day

Monday April 17th:
Shoot Location: Sherwin-Williams Store Lakewood
2293 Madison Avenue
Lakewood, OH 44107

Timeline:
7:30PM: Crew Call at Cinecraft
7:30PM: Crew arrival at shoot location
8:30PM-10:00PM: Set Up, Scenario 1. Location: Store
9:00PM-11:00PM: Shoot Scenario 1
10:00PM-11:00PM: Strike
11:15: Crew arrival at Cinecraft, end of shoot day
DEVELOP:
DIRECTING THE SHOOT

Mike, 如果能够赢得这个项目，并与你再度合作，那就太好了。
DEVELOP:
FINAL DELIVERABLES
DEVELOP:
CEO’S PASSION PLAY
DEVELOP:
CLOCKING IN/OUT
DEVELOP:
MAKING IT GLOBAL

- In-country review
- Preferential vs. error
- Create phases
IMPLEMENT: COMMUNICATION

1. Identify your channels

2. How do you communicate without a direct communication line to the learners?
EVALUATE

1. Determine your evaluation strategy early in the project
2. Identify your data sources
3. Identify technological limitations
4. Research the best methods for gathering data
MAKING IT EVEN BETTER

- 1st person simulation
- Smaller modules
- Graphic design
- Shorter seat time
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Connect with us