

The L&D Disruption Playbook with David James

Stop Pushing Programmes and
Start Using Digital To Solve Real Problems

Introduction:

Has L&D Really Been Doing Digital?

Technology tools, as we know them today, have proliferated Learning & Development (L&D) since the days of the Overhead Projector. E-learning arrived with the promise of replacing classroom training and the LMS to eliminate administration.

More than 20 years since then, L&D is grappling with even more tools, thousands of vendors, and a limited appreciation of what 'digital' really means - at a time when it seems to be the number one threat and opportunity for businesses, globally.

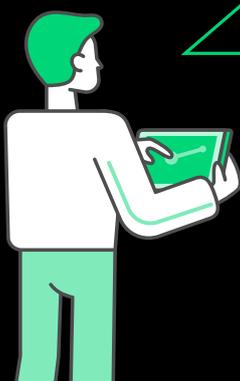
But what does 'digital' mean? Has L&D been doing digital in its use of the LMS and e-learning?

The short answer is 'no'.

There is a clear distinction between technology-enabled learning and 'digital' and the difference

will be felt at an individual and organisational level to the extent that these older technologies never could. L&D is being revolutionised, if not totally disrupted, by digital and L&D must decide in the short-term whether that disruption is going to come from within, or outside, of the profession.

This paper outlines what it will take to disrupt L&D from within and how embracing rather than fearing - or avoiding - digital will transform the impact of the function for the benefit of every employee in our organisations.



From the original video disk to CD-ROMs to e-learning to YouTube, we have been through a rapid shift in technology enabled training and education. Today's "digital learning" does not simply mean producing videos that are easy to view on your phone, it means 'bringing learning to where employees are'.

www.linkedin.com/pulse/disruption-digital-learning-ten-things-we-have-learned-josh-berzin

L&D teams must now focus on specific business needs, which requires a performance consultancy approach with involvement with leaders to translate goals into development actions.

Andy Lancaster, Head of L&D at CIPD

What's a 'Digital Learning Strategy'?

Your Digital Learning Strategy is markedly different from any online learning strategy you may have drafted previously. This is due to the limitations of e-learning since its inception; the predominance of the classroom, and the potential for digital, now, to disrupt and elevate corporate L&D.

Digital L&D — So Much More Than Tech-enabled

'Digital', in the context of L&D, and beyond, means something fundamentally different to technology-enabled learning. As mentioned before, Josh Bersin described it as "bringing learning to where employees are" and in ways we would not traditionally recognise in L&D. This was articulated exceptionally well by Miles Runham, Digital Consultant, formerly of the BBC:

"I have wondered why [L&D] has changed so little despite the use of so much technology and so much use of the word Digital. My hypothesis... is that technology has become a place to hide for L&D in a digital world. The exhibition floor of the Learning Technologies event is dominated by various forms of LMS vendors, content authoring tools and systems and e-Learning content suppliers. At the risk of sweeping generalisation, these are technological developments to simplify and add efficiency to training."

www.mylesrunham.com

'Digital learning' is not about where and how to learn, the fundamental focus of L&D is changing, Andy Lancaster, Head of L&D at CIPD, describes:

"a new learning paradigm for L&D practitioners and a move away from occasional face-to-face learning sessions to learning which is embedded in the organisation. L&D teams must now focus on specific business needs, which requires a performance consultancy approach with involvement with leaders to translate goals into development actions."

The opportunity for digital in L&D is not simply the consideration of technology-enabled learning overlaying an existing L&D offering. It's a fundamental redesign of how employees experience L&D, for purposes important to them. This is because digital means user-centricity at its very core and every level thereafter.

www.personneltoday.com

How digital L&D is different to traditional L&D



Digital L&D

User - (employee -) centric
Focused on performance (the work)
Performance Consulting explores friction in the work and across different parties
Solutions (predominantly digital resources and conversations) developed with the client
Minimum Viable Product (MVP) (or prototype) made available to the client very quickly to be tested and to collect data
MVP iterated constantly, based on user feedback, to increase its value over time
Solutions provide continuous value and support to users
Performance improvement is the measure of success

Traditional L&D

Content - (programme -) centric
Focused on learning
Training Needs Analysis looks for common problems to be aggregated and solved with training
Solutions (predominantly courses and programmes) developed with subject matter experts (SMEs)
Solutions developed before being piloted
Programme delivered consistently across departments and geographies
Solutions are generally 'one and done' experiences
Attendance, completion, assessment and satisfaction are key measures of success

The Case For A Coherent Digital Learning Strategy

Corporate learning must now support the performance and productivity of organisations. Learning is now focused on delivering organisational goals and KPIs. ”

Andy Lancaster, Head of L&D at CIPD
www.personneltoday.com

The number one reason why people want to learn online at work:
To be better and faster at their jobs

www.towardsmaturity.org

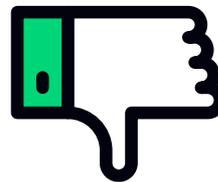


People, on average, **search the web daily** to ‘learn’ for (and help with) their work

www.loop.co

Only 10% of corporate training is effective

www.hbs.edu



77% of people have **not completed a course** at work in the last 2 years

www.loop.co

45% of workers believe their current internal training offerings are **not relevant** to their daily responsibilities

www.clomedia.com

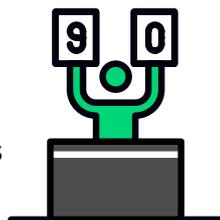


Seven in 10 (**69%**) employers will **struggle to find workers** with the right skills in the next **12 months**

www3.open.ac.uk

90% of employers have struggled to recruit workers with the right skills in the last **12 months**

www3.open.ac.uk



Company / classroom training is consistently rated as the **least valuable** way to learn at work

www.c4lpt.co.uk

Digital Learning Principles

These digital principles underpin your Digital Learning Strategy.

The first 3 elements, ‘Engaging’, ‘Agile by Design’, and ‘Digital Resources Before Courses’ are encompassed, driven and justified by ‘Data and Analytics’, ensuring that the things that are worked on will deliver value, and that solutions are the ones that will make the required difference, in a way that limits any risk of wasting resources (money, time, effort).

Engaging	Agile by Design	Digital ‘Resources’ before Courses	Use Data and Analytics to Measure What Matters
<p>Be where workers are</p> <p>Address the priorities of workers</p> <p>Help workers to do their best within their team, their department and their company</p>	<p>L&D ‘sprint’ to provide the Minimum Valuable Solution / Product (MVP)</p> <p>Solutions designed with and for workers</p> <p>Make sense of ‘content’ with ‘context’ to aid performance and build capability</p> <p>Advocate best of breed technology and content providers (SAAS)</p>	<p>On-demand resources align ‘learning’ to the ‘work’</p> <p>Targeted support, guidance and insights</p> <p>Resources combine internal know-how with the ‘best of the web’</p> <p>Face-to-face events supplement everyday learning</p>	<p>Align ‘learning’ to business performance outcomes</p> <p>Gather meaningful data throughout</p> <p>Report on engagement, utilisation and impact</p>



Digital learning requires a new set of skills, capabilities, and thought processes in HR and L&D. It’s no longer enough to consider yourself a “trainer” or “instructional designer” by career. While instructional design continues to play a role, we now need L&D to focus on “experience design,” “design thinking,” the development of “employee journey maps,” and much more experimental, data-driven, solutions in the flow of work.

<https://www.linkedin.com/pulse/disruption-digital-learning-ten-things-we-have-learned-josh-bersin/>

Engaging

Without engagement, you have nothing. If you can't interest your clients enough in what you offer - of their own free will - then you cannot meaningfully and sustainably influence their work.

Where traditional L&D goes wrong is that it's believed that novel 'solutions' are sufficient. Whether it's animated; has crass 'interactivity' (with 'drag and drop' or 'reveal boxes'); or a facile game that is more a distraction than a useful tool, it's not sufficient. To engage workers, we must bust the myth that all we need to provide is good content and, instead, offer support and guidance in relation to their work.

This starts with being where they are, situationally, and providing access to resources when they need them and conversations when it's convenient and important to them. But instead of making assumptions about their situations, we must talk to them and understand their journeys, where they are finding challenges, and any other points of friction.

Case study

ASCENTIAL

Ascential Revolutionising Compliance Training

Instead of traditional click-through e-learning with oversimplified or generic scenarios, Ascential tackled compliance with an employee-centric approach designed to affect everyday 'judgement' rather than simply 'understanding'.

Employee-centricity means focusing on the interactions and motivations of individuals, in their context of their work.

This approach first recognises how the different regulations and legislations impact the day-to-day lives of Ascential employees. From this starting point, they defined the judgement to be applied and designed digital resources that spoke directly to this.

Ascential prioritised engagement and did this by aligning compliance to the recognisable realities of their people.

Their digital resources speak to their employees in relatable language and are designed to affect their thinking and their working, rather than traditional approaches to compliance that address simply 'understanding' and completion.



Agile by Design

Agile is not just about speed and flexibility, it means solving real problems with and for the client. Agile also means giving the client something to help in the short-term (a Minimum Valuable Product / Solution) and making it better based on feedback and iterations.

Any decisions on content, platforms and other technology are also made in an Agile sense, testing that they solve real problems, in the context of jobs, roles, teams, responsibilities and outcomes. Experimentation is key at this stage to ensure that what is scaled is working for a smaller group and can be iterated on and replaced when it's no longer delivering the intended value.

Digital Resources Before Courses



In the context of L&D, ‘resources’ help distinct groups of employees to do the actual work they’re tasked with – in a way that is expected and that benefits the organisation – and prepares them for the work they want to be doing at their company. Resources do this by packaging up what internal subject matter ‘experts’ know and do in a form that others can easily digest and then perform with greater competence and confidence.

It may seem fanciful or hugely time-consuming to create digital resources that appeal to distinct employee groups, rather than e-learning for the masses. But it's not. Technology today makes this very easy and this approach (‘resources-first’) also changes the conversation in the organisation from ‘What training do we need?’ to ‘How can we support our people to deliver the most important priorities for this company?’

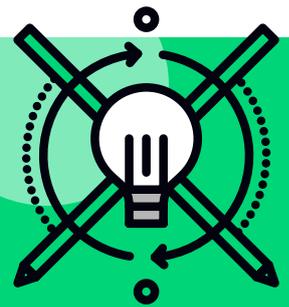
Digital resources have the potential to support and guide workers every day, as they assimilate to roles, solve common challenges, attempt to influence others, develop applicable technical know-how, and gain the insights that have served their experienced colleagues well. When this is the case, face-to-face events supplement the continuous digital experience.

Create digital resources that appeal to distinct employee groups, rather than e-learning for the masses.

Data & Analytics

As mentioned previously, using the right data and analytics ensures that the most valuable things are worked and that investment in solutions are the ones that will make the required difference.

Data at the outset is elicited at the Engaging stage, it informs Design, it's gathered during experiments and testing, so before any big decisions are made, data is informing direction and progress. Data is the friend of any digital professional - and its use in L&D will help to scale only valuable solutions, limit risk, reduce cost, and demonstrate real value to stakeholders.



Developing Your Digital L&D Strategy

To restate, 'digital' is not the technology arm of a blended learning approach, it is a way to think about the whole approach to supporting and guiding employees, recognising that L&D could, potentially, influence and enhance every worker, everyday, in their organisation. But not simply by using technology to supplement infrequent face-to-face events.

A common anxiety in L&D is not aligning to the business and the desire to do so is palpable. But how can a function whose role is supporting individual and team performance and organisational capability not be aligned to the business? The problem stems from seeking learning needs when the business is seeking to achieve results - whilst individuals are trying to do their work and improve their prospects.

Too often, L&D attempt to retrofit a suite of programmes to the business strategy, instead of recognising how individuals and teams are actually working on achieving their part in it. For example, if a large chunk of L&D's time, attention and budgets are tied up in running a regular schedule of core skills courses, then it's almost unquestioned that

there is misalignment. However, under scrutiny, programmes are often run regularly instead of solving the real problems for the vast majority of an organisation's population.

'Digital' means being user-centric, starting with the people and the things they are trying to do and achieve, which may seem daunting and potentially overwhelming due to the sheer number of employees in your organisation. But solving one problem at a time this way, means that once solved, it is possible to scale what really works and automate it with the right tools. A little investment at the outset will have you reaping the rewards in time, attention and money that you won't be spending in the same way again.

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In my experience,

it's all about putting your users first by focusing closely on the problems they are facing. Once you know the real friction points that exist, you can then address them by building digital resources (not courses) that provide know-how and support at different stages of the employee journey. I took this approach at ASOS, at Revolut and now at D&D London for many initiatives including getting new starters up to speed and guiding first time managers who were new to the role. These resources were designed with our people, for our people. We worked with them to understand their friction, we tested our resources to make sure these got us results, and iterated based on what we learned. But we involved our people from the start. There is no grand reveal.

Since then I've found that approaching digital learning in this way simply means you knock things down quicker, it's lean and you can operate at the same speed as the business. Start with the problem. Run a series of short sprints with the target audience. And in a matter of days you've got a Minimum Valuable Product (MVP) to address real points of friction. You then scale what works based on what really solved a problem. In comparison, the traditional method can take months when you consider the stages you'd go through, from sourcing vendors, designing courses and then scheduling them. But it's really not just about the time saved. Being user-centric like this means you're not making assumptions on what your people need to know, you're asking them throughout and, for me, that will always come out on top when you're trying to address people's actual challenges.

Digital is so much more than plugging in technology. It's not about putting stacks of content in an LMS (I've learnt the hard way that doesn't solve anyone's problems). It's about getting as close as possible to your people and the work they are doing and helping to address specific points of friction and getting results. That's where you can make the biggest difference.

Adam Harwood, Head of L&D, D&D London

A Friction-Free Employee Experience

The potential for 'digital' allows L&D to rise above 'periodic programmes' to focus on 'friction-free employee experiences'. Your Digital L&D strategy should recognise what will help you achieve this and what is now holding you back.

By focusing on distinct groups of employees it is possible to recognise real friction points and work with them on resolving this friction in the most efficient and effective ways.

Distinct groups of employees may be first-line managers; new starters; front-line sales; budget-holders; etc. and friction-free experiences will help them to deliver the results they are accountable for as efficiently and effectively as possible. That's it.

Friction points, for these and other groups, manifest at all stages of the employee journey and often arise when situations occur for the first time. Examples may include:

- When trying to establish yourself during your first few weeks
- When being asked to deliver a presentation for the first time
- When hosting your first project review meeting
- Having to manage somebody who doesn't like you
- Not having your new ideas adopted
- When having to re-forecast your budget

User-centricity means putting those you are helping at the centre of your focus: Who they are; what they are employed to do; what they are trying to achieve; and where they are experiencing friction.

But the elephant in the room is: If your strategy involves creating friction-free employee experiences then how do you do this for thousands, even tens of thousands, of employees?

L&D strategies usually start from the top down and include the launch or implementation of a common, company-wide offering. This is also where most L&D initiatives fail, having not started with the people they are there to influence.

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Bibendum

Bibendum is one of the UK's most successful drinks businesses and supply a diverse portfolio of wine, sake, beer, cider and spirits to restaurants and pubs.

They also educate front-of-house staff to be able to provide a knowledgeable service for their clientele.

Alongside their immersive face-to-face development programmes, Bibendum support everyday working with digital resources that address friction-points in the work - and careers - of their learners. Everything from the very beginning of a career in hospitality through to expert guidance on wine, service and careers, are accessible in digital formats and tailored to venues.

Bibendum work closely with their students to ensure resources remain relevant to their individual contexts and address real friction-points.



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Taking a digital approach took us on a journey. To develop digital we had to take our classroom content and turn it on its head. In the classroom setting you can take your subject, bring it to life, read the room and respond to your audience. You can't do this with digital. The chance to engage your learner is minimised. You need to pre-empt the questions and worries your learners have and give them the answers they need (and only that).

So we had to work backwards. We listened to the questions and matched them with the answers we already had. It meant we had to leave out a lot of the traditional product training content (which we came to realise was unnecessary) and the approach was liberating. It has influenced how we now design our face to face training.

Now in our workshops we focus on inspiring people and changing attitudes. Our learners go back to their workplace and use digital to continue learning as and when they need it - answering the questions they probably forgot to ask first time round.

Amanda Willsher
Wine Educator and Project Manager,
Bibendum Wine

Start Small, Win Big

Old-world thinking is that you have major initiatives that take months to design and implement. New-world digital thinking means gaining momentum through shorter 'sprints', which are smaller projects or experiments that start reducing friction immediately for quick wins and valuable data.

Achieving friction-free employee experiences requires accepting rapid innovation as the new normal, while also understanding that customers must be the focus of these agile-styled experiments to gain understanding.

Iterating in small parts, using an [agile methodology](#), will help you achieve quick wins and solid data. You can start this now with smaller test projects, using agile methodology, and learn as you go.

Case study



Sky - Agile in learning

The People Development team at Sky, led by Tracey Waters, started experimenting with agile methodology in 2016 and now run a fully agile function. The benefits they've experienced are:

Greater speed to market for business priorities because they work in short 'Sprints'. These are time-bound periods with a clearly defined goal or output. "Multiple brains working together to solve the biggest problems fast."

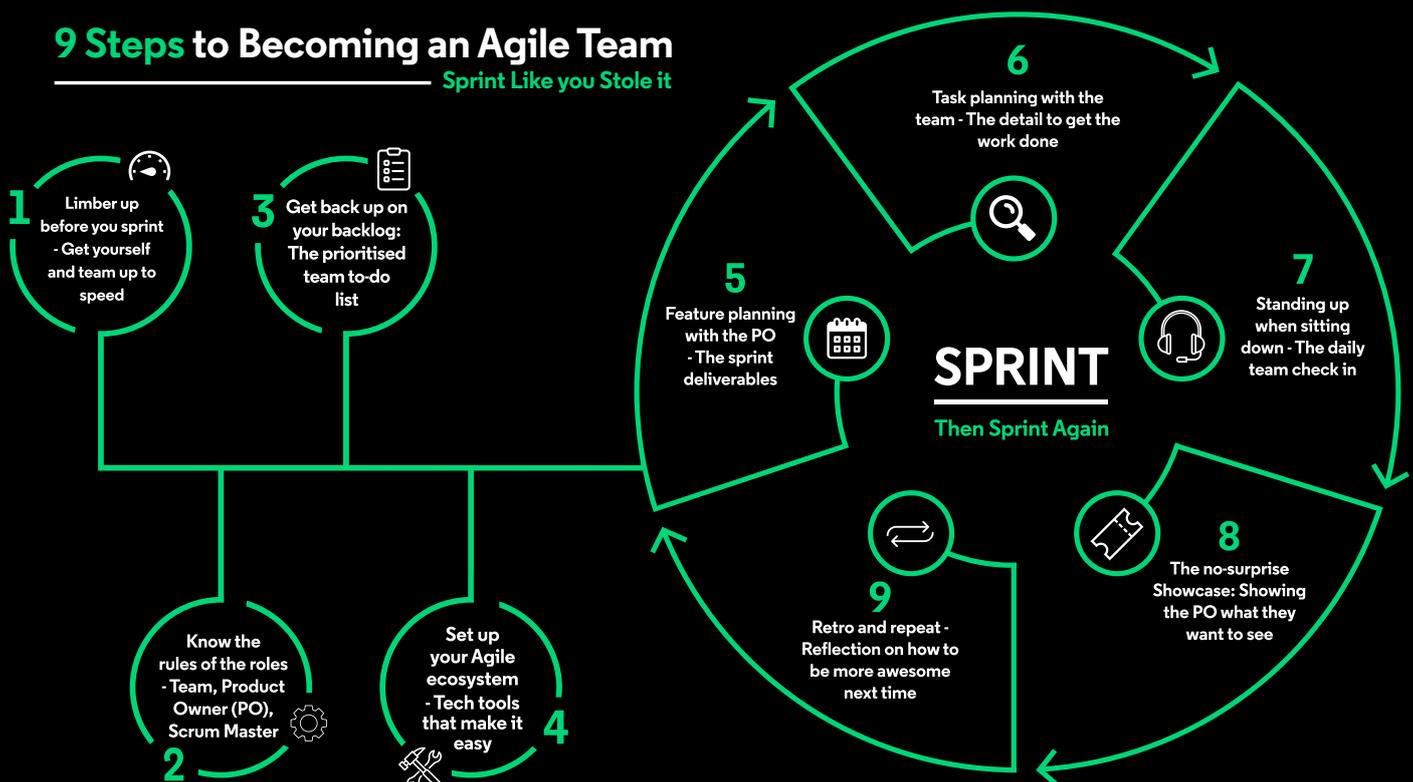
The work is more visible and varied. "You can see what the priorities are and you choose what tasks to do and it's all got to get 'done' by the end of the sprint!"

The design and delivery is customer-centric, data-driven design, and involves constant business owner contact. "This means the team delivers a product that is actually needed and wanted."

"There's a real sense of team ownership and togetherness, working with momentum towards a clear goal."

9 Steps to Becoming an Agile Team

Sprint Like you Stole it



Executing the Strategy

The disruptive technologies we use today - Amazon, Uber, Spotify, Google, AirBnB - have all got one thing in common: they are user-centric. Putting the user first means focusing on solving their real problems, rather than pushing a programme, product or service. L&D is traditionally skills- and knowledge-centric, looking at different ways of solving these problems with content and programmes.

Instead, we must put ourselves in the shoes of our clients and experience, first-hand, what they do, and seek to really understand. Without understanding their friction, there is no starting point. But 'friction' is the key. The traditional approach to L&D may have been to

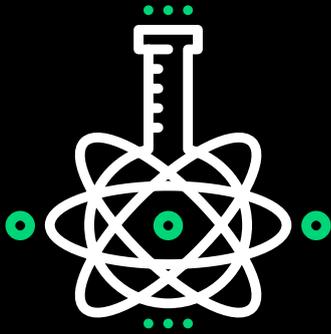
develop an end-to-end programme to train people on what needs to happen. When we're focused on friction, we're solving real (rather than perceived problems) in the context of the work itself, to deliver the results our clients are accountable for.

There is a reason that Amazon is achieving results others are not. They focus heavily on friction-free customer experiences. Now they have incredible loyalty, and they continue to utilize agility in their model to make adjustments so customers are happier and they are more efficient. I am confident they are not having long meetings while overanalyzing tactics. They are making rapid adjustments regularly, learning from mistakes, and willing to take risks. It's paid off. ”

www.humach.com

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Running a Discovery Session

As well as going into the field, which can be both time-consuming and misleading, a Discovery session can help you to uncover points of friction on an employee's journey and work with them on prioritising and addressing their friction.

Remember that experimentation is the name of the game...

Start with ten new managers, ten new starters, ten front-line sales staff, or whichever distinct employee group requires assistance, and work out their user journey - in relation to their work now, transitioning into their role, or whatever they tell you they need help with. If you have a hypothesis - for example, that new managers need coaching skills - then run that past them to discover how these skills might help them in the context of their work.

You could do all of this with post it notes and a large wall...

Write any hypothesis on a flipchart and have your target group challenge it to find out if it really would help them and fully explore its

merits. Is it worthwhile? Will it deliver results for your target group? What results would that be?

Then map a user journey and highlight points of friction.

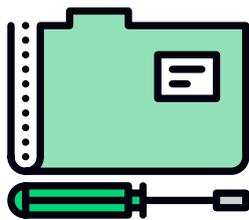
Explore opportunities to reduce friction by asking them what they think they need at each point - not in terms of courses and programmes but in terms of information, know-how and insights. You want to empower them to perform with more confidence and competence, not to be delegated to with a request for training. Decide how you will all know that the agreed support and guidance has been worthwhile with agreed outcomes and milestones.

Run 'Experiments'

Once you've walked in your client's shoes and you have your user-journey, you have solid foundations on which to run an experiment. In your experiment, all you need to do is offer a prototype, or Minimum Valuable Product / Solution, to see if it helps with what your users are trying to do.

You should aim to get your prototype ready to test in a matter of days - and you can do this by choosing 2 methods (to add value and minimise waste):

1. Resources 2. Conversation



Create Resources That Address Friction Points

Digital resources address specific situations, challenges and questions highlighted in the Discovery session. Resources can be created in minutes and accessible to the target group for testing immediately.

In addition, these can be iterated quickly to increase their value to users, based on engagement and feedback. Focused on the work itself, rather than for 'learning', the ultimate outcome is for better more confident 'working' and address specific situations, challenges and questions of the employee group, such as:

- What do I wear on my first day?
- How do I process my expenses?
- How do I get myself known at the company?
- What style of presentations work here?
- How can I get ready for promotion here?
- How do I manage somebody who doesn't like me?

As long as resources directly address friction points, they can be created using local know-how from inside an organisation or curated using valuable source material that is available on the web. All that is needed in addition is the context of what the content is addressing and what the user should do with that information or insight in the context of their role.

Have Laser-focused Conversations

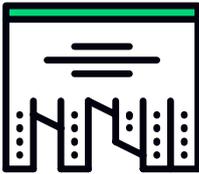
We all know there is huge value in bringing people together to learn from each others' experiences but, rather than courses and workshops, these conversations are focused to address specific areas of performance.

These require no more preparation than a room, a host and an invitation to the right people. Conversations are laser-focused on addressing parts of the user-journey where it was highlighted that support and / or guidance was required. And they are focused on results.

Conversations provide an opportunity to discuss real friction points and gain insight from colleagues in similar situations. Conversation topics may include:

- When you're ready for your next role
- How to handle objections in Sales
- Becoming a manager for the first time
- Dealing with poor performance
- Handling an unpopular change situation (as it's happening)

When To Choose Conversations And When To Use Resources

Digital Resources	Conversations
<p>On-demand support and guidance when and where the user needs it</p> 	 <p>Periodic events to encourage discussion and sharing of ideas and experience</p>
<p>Users can go back to resources again and again</p> 	 <p>Conversations can be run as often as there is demand and require very little preparation</p>
<p>The ability to easily scale what works and make resources available to entire organisations</p> 	 <p>Attendance is only limited by space, unless virtual attendance is an option</p>
<p>User-input increases the value of resources after their initial release</p> 	 <p>Experienced employees can bring expertise to the conversation and open up informed debate</p>

And if more support is required...

If a series of contextually rich resources and conversations aimed at the target audience are tested - and measured against the desired outcomes - and not deemed sufficient, then additional experiments can be run, that require more resource behind them, i.e. workshops for the opportunity to practice.

But even these should be tested before fully procured as a finished product. More often than not, resources and conversations will be sufficient to equip users with the tools and insights they need to perform.

If employees record no change in their performance, explore why not before spending time, money and effort on traditional L&D solutions. Not achieving the desired change in performance is most likely to be due to 'will' rather than 'ability' so explore this first.

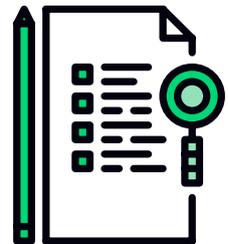
Audit What You Already Have

Experiments can - and should - take into consideration the resources you have available already.

If your target group highlight they need support on their journey around systems training and you already have some e-learning, then test it out by packaging it up in a format that directly addresses the need (rather than seeks to educate on an entire platform).

If first-line managers are struggling to address poor performance and you have a segment of a training course on that topic, then refine it to address the need and run it as an experiment. Seek feedback on how appropriate and useful it is. If you have a whole library of content, then see how it can be repurposed to address elements of your user journey.

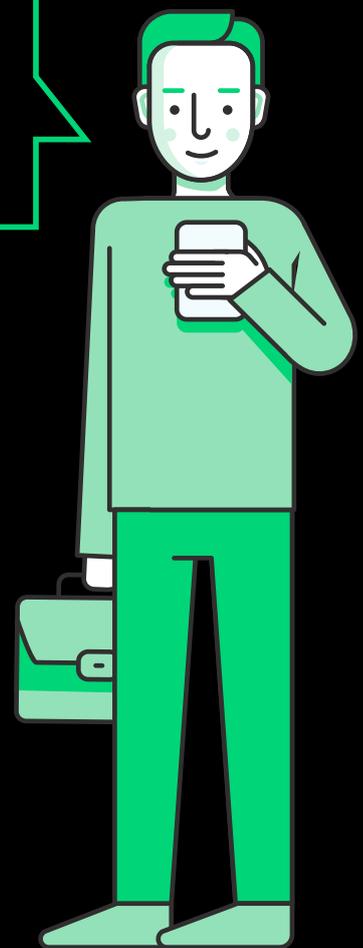
This audit is to ensure you're not throwing the baby out with the bathwater by seeing what could be used and useful in the context of your user journeys.



Audit checklist:

- Starting with your user-journey and the friction to be reduced, see what you already have that addresses the friction. This may be a module of a course, a piece of elearning, articles, videos, etc.
- Package these in a way that will make sense to your test group, i.e. in a linked email, a microsite on your intranet, or whatever platforms they use for their work.
- Alert your test group to these as a way of addressing their friction and measure: Engagement (Do they use it? if not, why not?); Usefulness (Did it help them with the element of their user journey?); and Impact (Has this lessened their friction? What friction is there left to reduce?)
- Choose to use what made a positive difference in the context of their user-journey before deciding what else to offer.

We need to stop believing in the 'build it and they will come' delusion of the LMS / Academy approach, because - in the main - they won't come. They're working. So, we need to get to where they are - and this is where campaigns come in."



Run Campaigns

The number one reason why people want to learn online at work is to do their jobs better and faster. It's not a surprise really. If they are fortunate enough, people choose a vocation - a professional discipline - and seek to achieve within it.

Many people don't have this luxury and find themselves in a job rather than a career. But beyond the salary, the things that motivate us are the opportunity to achieve, to feel appreciated, to try things out and to make a difference.

The opportunity for L&D, with campaigns - and rather than creating 'digital learning spaces' - is to get out to where they are and help them with what they are trying to do. Whether at their desks, on the shop floor, in meetings, and during their commute.

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Run Campaigns continued...

Like smart digital companies, you can find out how your target audience want to be engaged with (in the Discovery session) and sell them 'value' - not programmes - to help them with what they are trying to achieve - which is what they are hired to do.

Campaigns may be:

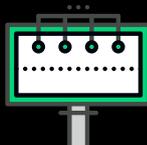
Emails, which package up contextually relevant resources and opportunities aligned to their work



Mobile notifications and SMS messages that help to nudge users and alert them to resources and opportunities



Physical experiences: Posters, events, etc.



Banners on platforms they use on their desktop, screensavers, intranet and other internal systems. If you can add a 'how to' banner on internal systems that guides the user through tricky interactions, you'll be adding value in the flow of the work itself, directly impacting productivity



Digital experiences: Webcasts, etc.



Integrated into existing campaigns, i.e. newsletters, updates, webcasts



Your campaigns should be experiments too, finding out how best to get to your target audience and finding out what they respond best to. [A/B testing](#) is "a way to compare two different versions of something to figure out which performs better."

Elements you will want to A/B test include:

- Headlines
- Sub headlines
- Paragraph Text
- Call to Action text
- Call to Action Button
- Links
- Images



Scale What Works

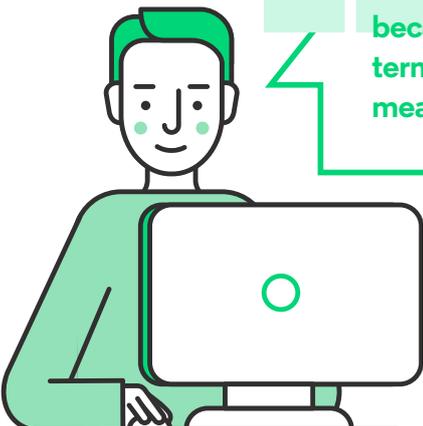
Based on the outcomes of your experiments, A/B testing and iterations, you can scale what you know has got traction and made the requisite difference to your user's journeys.

Scaling what works - rather than launching platforms and content with a big bang approach - is a risk-free way of engaging larger target audiences in the value you provide to them. This makes so much sense, it makes the old way look ridiculous.

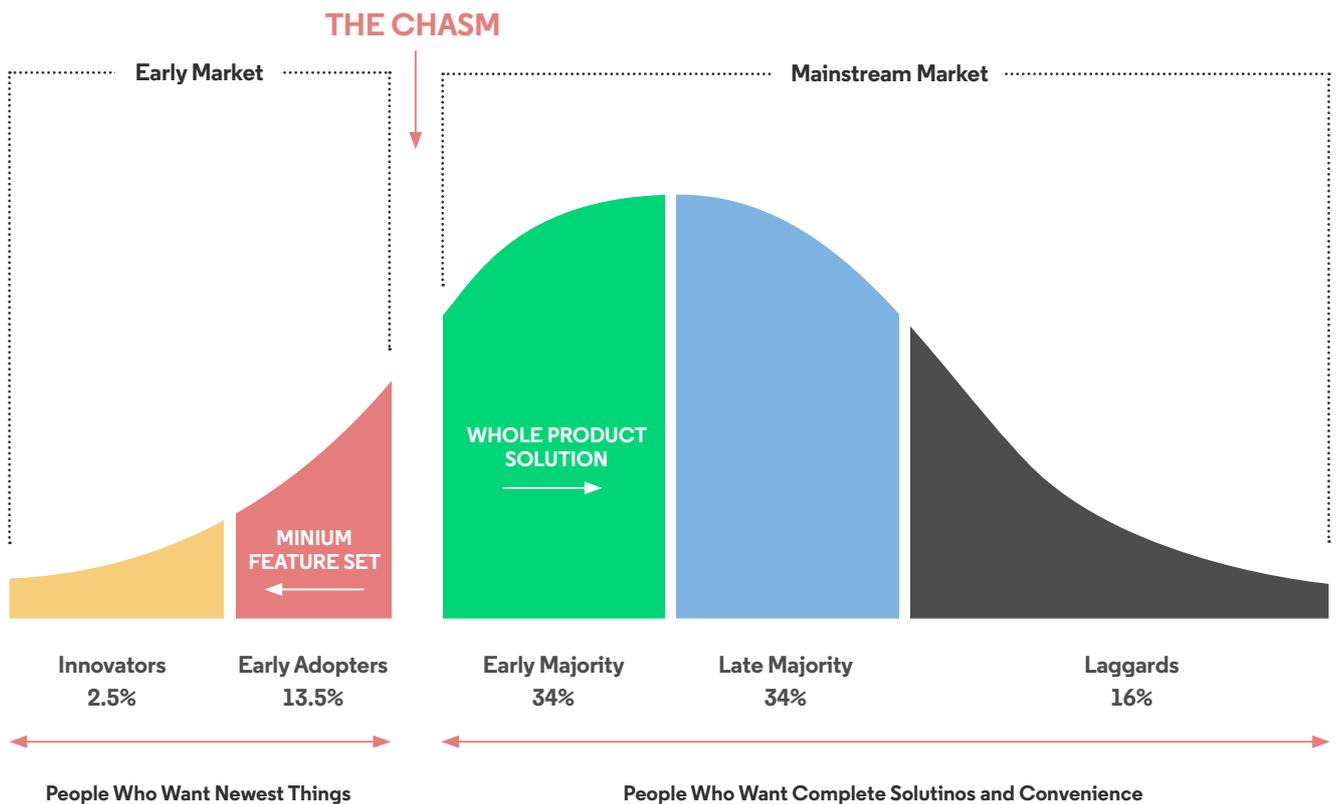
The key to scaling what works is to go where there is genuine pain and a receptive audience. Don't worry about sceptics and those who aren't ready yet. You're not launching anything. You are making valuable stuff available for those who are ready for it.

It is important at this stage to bust the myth that the old way worked. Just because everybody attended a programme or was assigned content at the same time, didn't mean that people changed - or really engaged - as a result. Old-world learning metrics may have highlighted 'success'. But just because somebody attended, stayed until the end, passed a short-term memory recall test and rated the course 9 out of 10, does not mean it made any difference to their work.

Going where there is both a pain and receptiveness will help you learn more about your users and their willingness to engage, before you tackle the next group of people.



Old-world learning metrics may have highlighted 'success'. But just because somebody attended, stayed until the end, passed a short-term memory recall test and rated the course 9 out of 10, does not mean it made any difference to their work.



In his book 'Crossing the Chasm', Geoffrey A. Moore argues there is a chasm between the early adopters of a product (enthusiasts and visionaries) and the early majority (the pragmatists).

Moore explains that visionaries and pragmatists have different expectations, and suggests techniques to successfully cross the "chasm." These techniques include: choosing a target market, understanding the whole product concept, positioning the product, building a marketing strategy, choosing the most appropriate distribution channel and pricing.

If you have been working with your target group and testing your prototype solution(s) to good effect so far, and it's produced the desired results, you'll want to appeal to those who will be ready next.

There's no mystery to this and simple tactics will help you to do this:

- Ask for more volunteers to be involved in the experiment
- Ask the current test group to recommend the experiment to peers
- Produce case studies of your results so far to circulate to the rest of your target group
- Make the solution available to the rest of the target group and see what happens

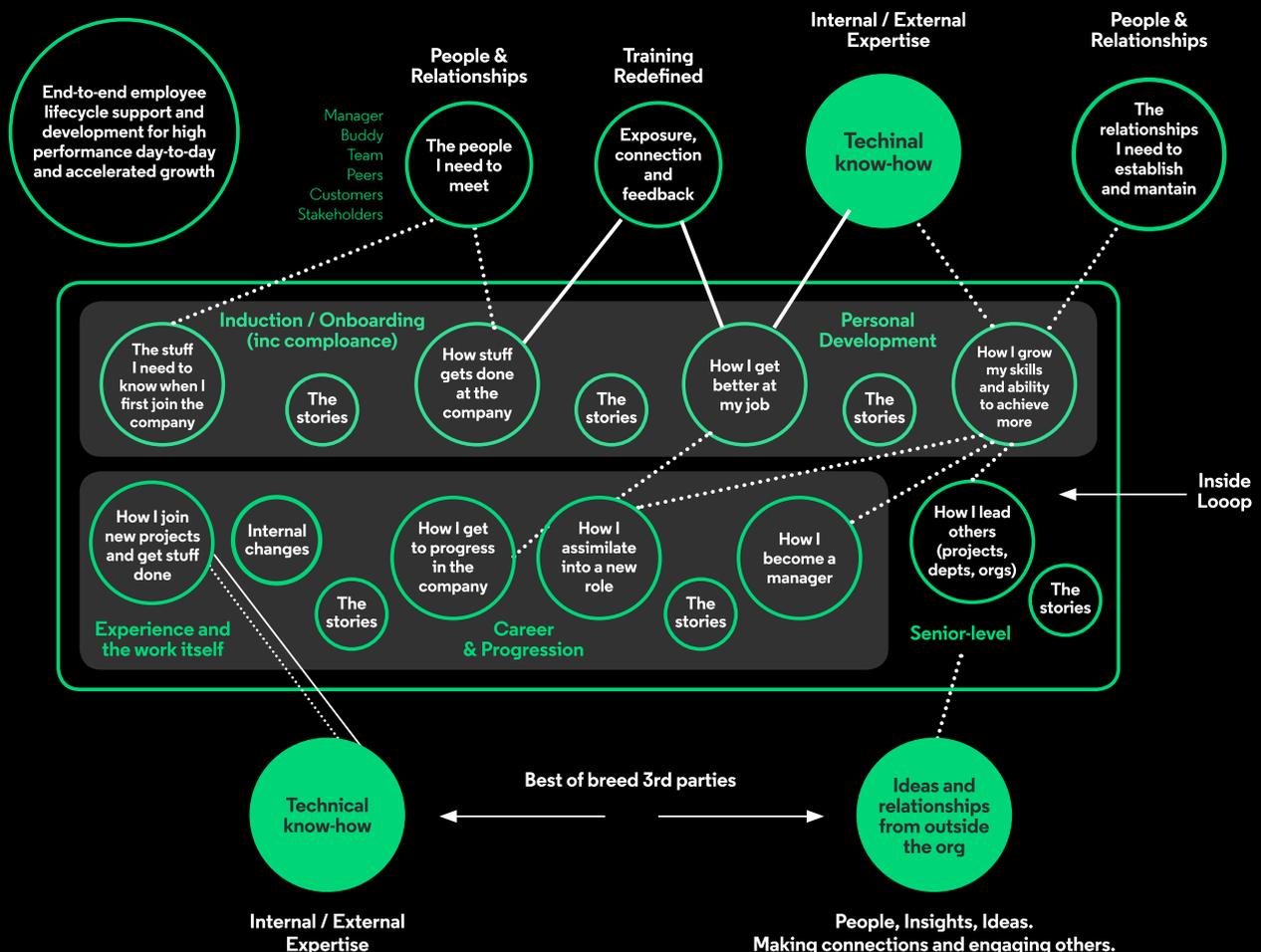
And what do you do if you get no more interest? Find out why! It's all an experiment.

Automation: Doing More With Less

So far, this might seem like a lot of extra work but the promise of digital is doing more with less - and this is where automation comes in and releases you from the old way of doing things.

In so many parts of our lives, digital technologies have made things faster, easier, better and cheaper - except in L&D. Automation is a way to halt this and run individual campaigns as a series of 'experiences' designed to sweep users up - potentially from before they even join your organisation - through induction, probation, advanced technical know-how, core skill building, ad-hoc changes, transitions into new roles, and beyond.

Progressive, AI enhanced technologies, such as Looop, allow you to create seamless user-journeys for distinct employee groups, from the moment they agree to their offer to the moment they might leave. Not only does this eliminate huge amounts of administration, it brings your valuable resources, conversations and courses directly to your clients, when and where they need it, which is more often in the flow of their daily working. This frees up L&D to be involved in more high-value activities to increase the impact of the function across much more of the organisation.



Summary:

Initiating your own positive disruption

With ‘digital’ transforming consumer experiences across every facet of our daily lives, it’s hard to imagine that it will not have the same effect on performance and productivity.

The technology tools L&D have used to this point have been for the benefit of L&D in its pursuit of better learning. But ‘digital’, in this context, will not help us to make better ‘learning’. Instead, it will help to harness the collective intelligence and know-how of an organisation for the benefit of everybody within it.

Digital will empower individuals, not just scale programmes. It will enable smarter, collective decision-making - and more reliable ‘doing’. After all, we are all rewarded, in our professional lives by what we do, rather than what we ‘learn’.

This is not to say that learning is not important. It is vitally important for individuals, organisations and economies to thrive. However, we must recognise that the most valuable learning happens whilst doing the work, by being involved and having the confidence to try. Your digital L&D strategy will be focused on supporting and guiding confident and competent ‘doing’, in the moment it is required, by addressing friction experienced by employees.

Execution of your digital L&D strategy will have you experiment to find the right tools and approaches, so that digital technology can do the hard-work for you. And then we, as L&D, will realise the promise of technology: to make things easier, faster, better and cheaper, and finally, we can rise above the administration of our roles and realise our potential too.

Companies are starting to move away from their Learning Management Systems (LMS), buy all sorts of new tools for digital learning, and rebuild a whole new infrastructure to help employees learn.”

www.forbes.com



Are You Ready to Start Disrupting L&D From Within?

Loop can help you develop and execute a Digital Learning Strategy that's right for your organisation. [Contact us today!](#)



David is Digital Learning Strategist at Loop and former Director of Talent, Learning & OD at The Walt Disney Company.

With 20 years of experience in the profession, across various sectors, David has led, built and transformed L&D functions at a local and international level - and uses this experience to inform and implement Digital Learning Strategies for Loop clients.

In addition to this, David is a tutor on the CIPD 'Digital & Blended Learning' Level 5 Qualification, an accomplished writer and conference speaker.

About Loop

You know two things are true in L&D.

First: If you can't see the business benefits for the organization, then it isn't worth the investment.

Second: If you need to spoon-feed employees, engage them with gimmicks, and scramble for people to be involved — something is wrong.

Your employees don't have time to waste on an LMS they don't use, and neither do you. That's why Loop removes the redundancies built into today's learning solutions to give you an LMS that delivers guaranteed performance at the speed, scale, and quality your business needs. No bells. No whistles. Just a frictionless user experience that addresses critical points of failure and provides learning relevancy in the flow of work.

Learn more at www.loop.co
