

From In-Person to Virtual Learning – The Time is Now!



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Human Capital Management Research and Advisory Firm

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Inspiring a Better Workplace Experience

OUR MISSION

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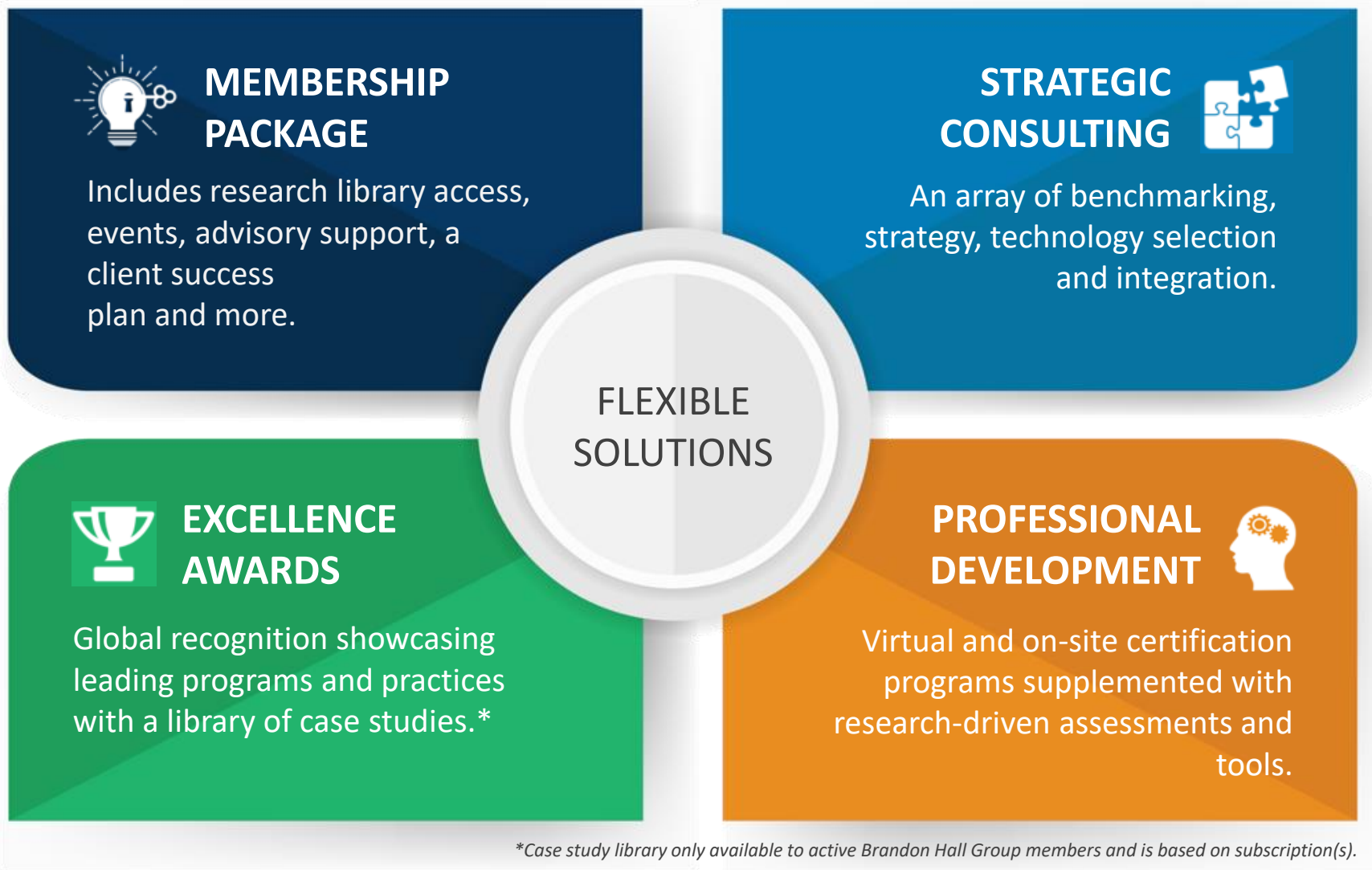


A Snapshot of Our Clients





Some Ways We Can Provide Help



**Case study library only available to active Brandon Hall Group members and is based on subscription(s).*



Open Surveys

- ① Inclusion & Diversity
- ② Learning Measurement
- ③ Career Development

Visit www.brandonhall.com click
Open Surveys

If you would like to join a panel of
survey takers, please contact us at
success@brandonhall.com



HCM Excellence Conference

The HCM Excellence Conference gives attendees the opportunity to Collaborate and grow their network of peers alongside 400+ CLOs, CTOs, CHROs, VPs, Directors and Managers from more than 30 industries.

The conference is fueled by our prescriptive and predictive research and segmented into four tracks for convenience and ease.

Our presenters and attendees come from world-class organizations in 20 countries and more than 30 industries with expertise and experience in all HCM functions — learning, talent management, leadership development, talent acquisition and workforce management/HR.

To round out the research, insights and practical use cases, we also showcase relevant technology from leading providers.



Click [here](#) to watch the highlight video.

How To Ask Questions



- Submit your **questions** or **comments** about the discussion to our presenters using the **Questions** tab on your control panel.
- Presentation **slides** and **giveaways** can be found in the **Handouts** tab on your control panel.

Recording and Slides will also be sent out after the webinar.



Challenge and Opportunity

Covid-19 represents both an unprecedented challenge and opportunity for learning and development.

There has never been more urgency for shifting away from in-person instructor-led training.



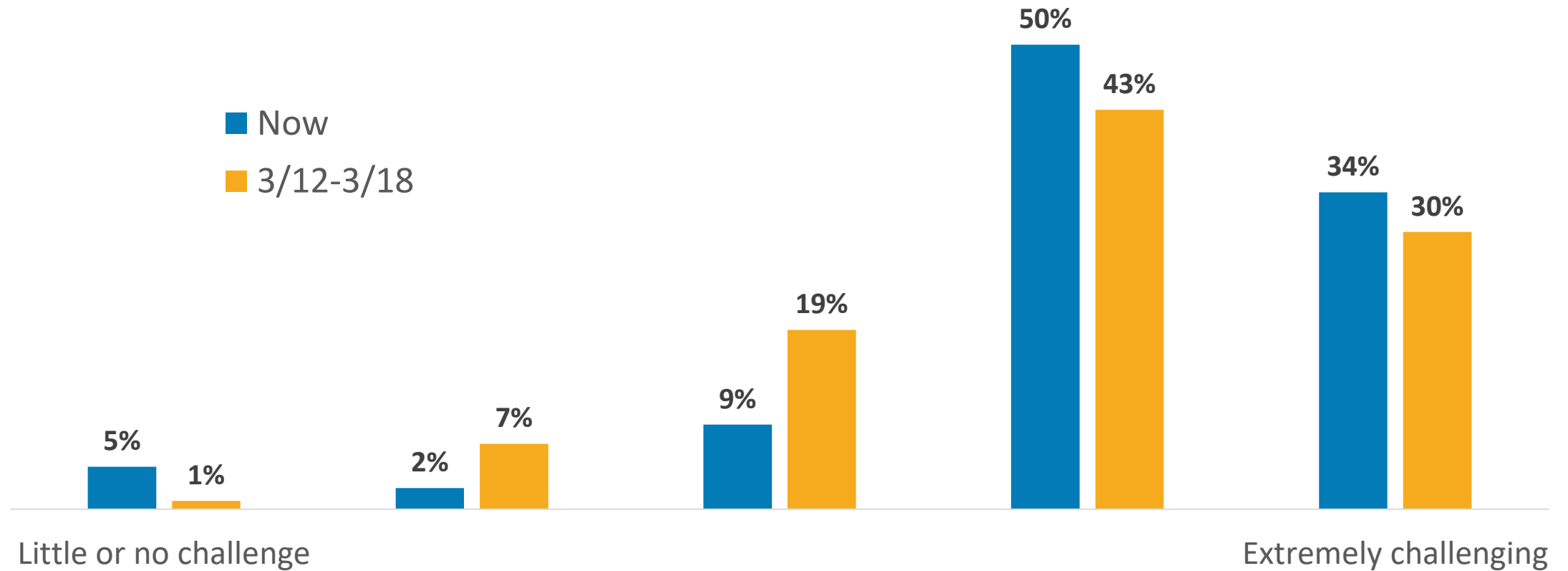
Poll Question

Where are you working today?

- In the office
- At home, as I have been prior to coronavirus
- At home, as directed by my organization
- At home, as directed by state/local government

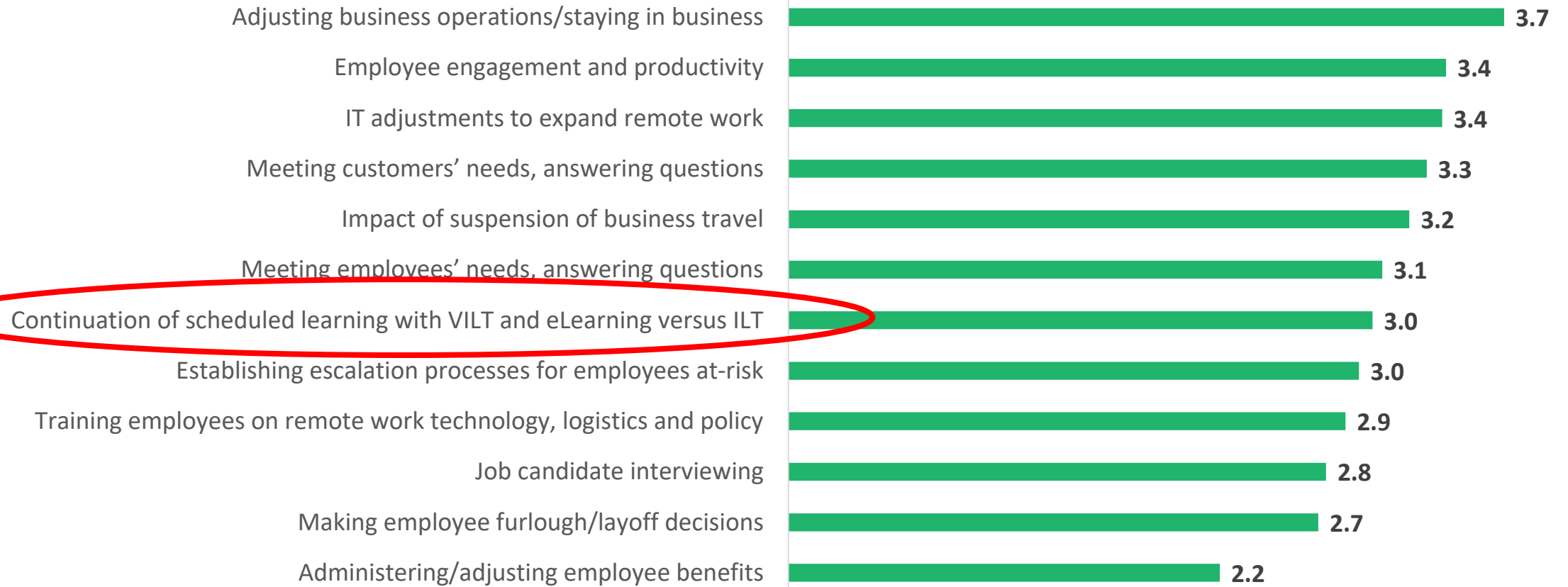


Coronavirus as a Challenge to the Organization





Rating COVID-19's Specific Challenges

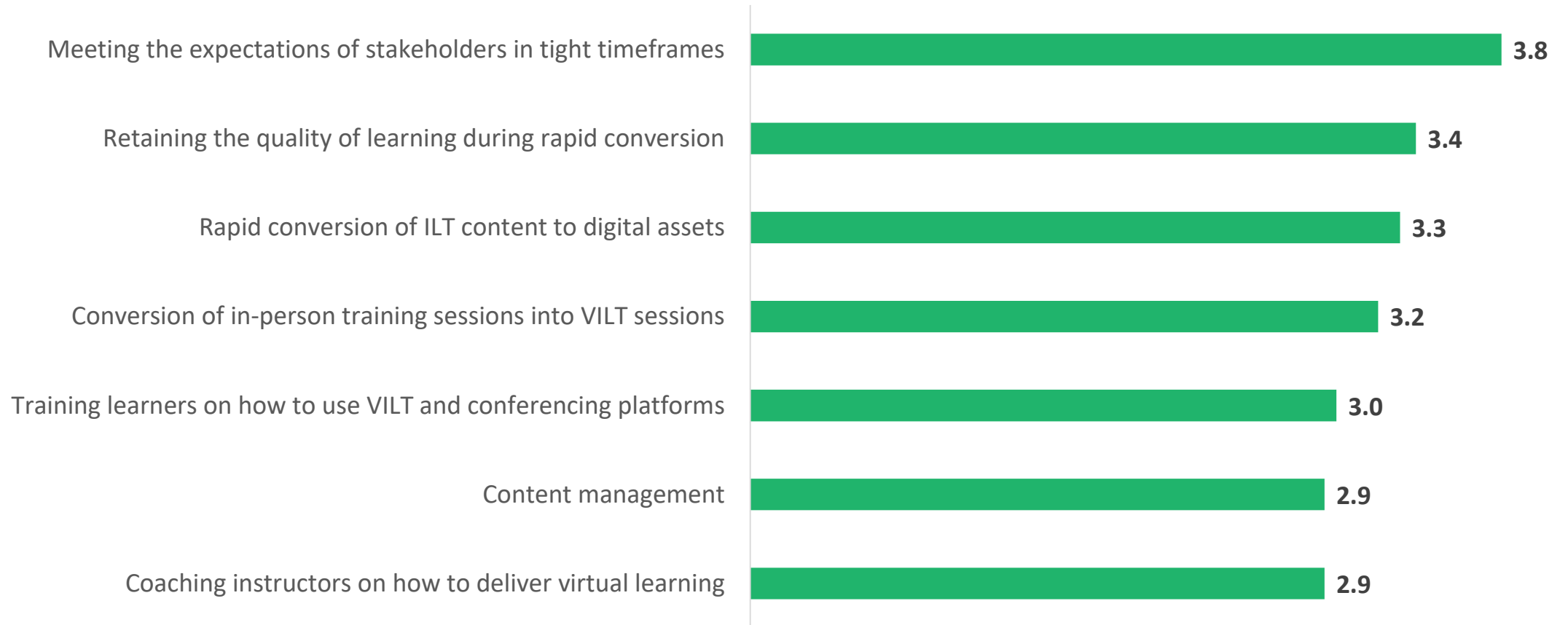




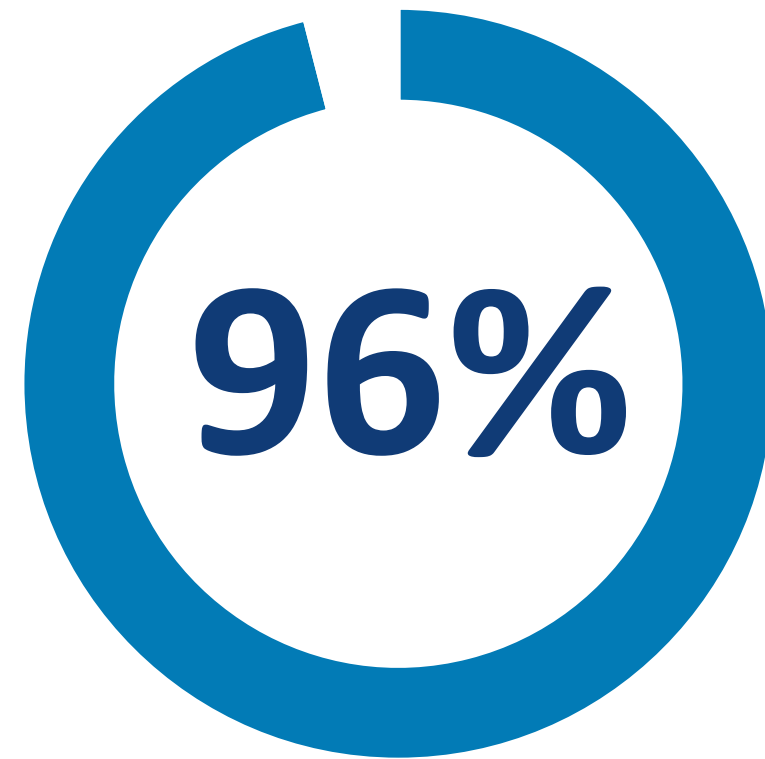
L&D Challenges



Rating Specific Challenges to L&D

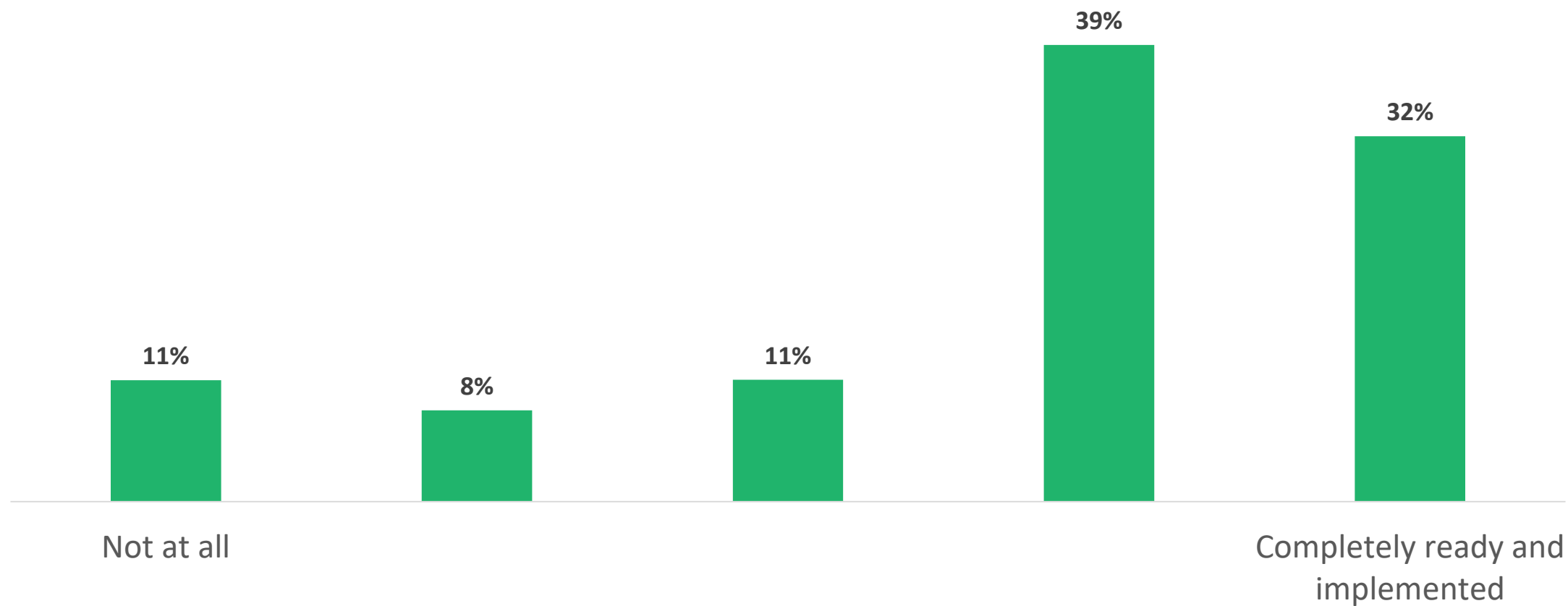


Most organizations
use ILT to some
degree to deliver



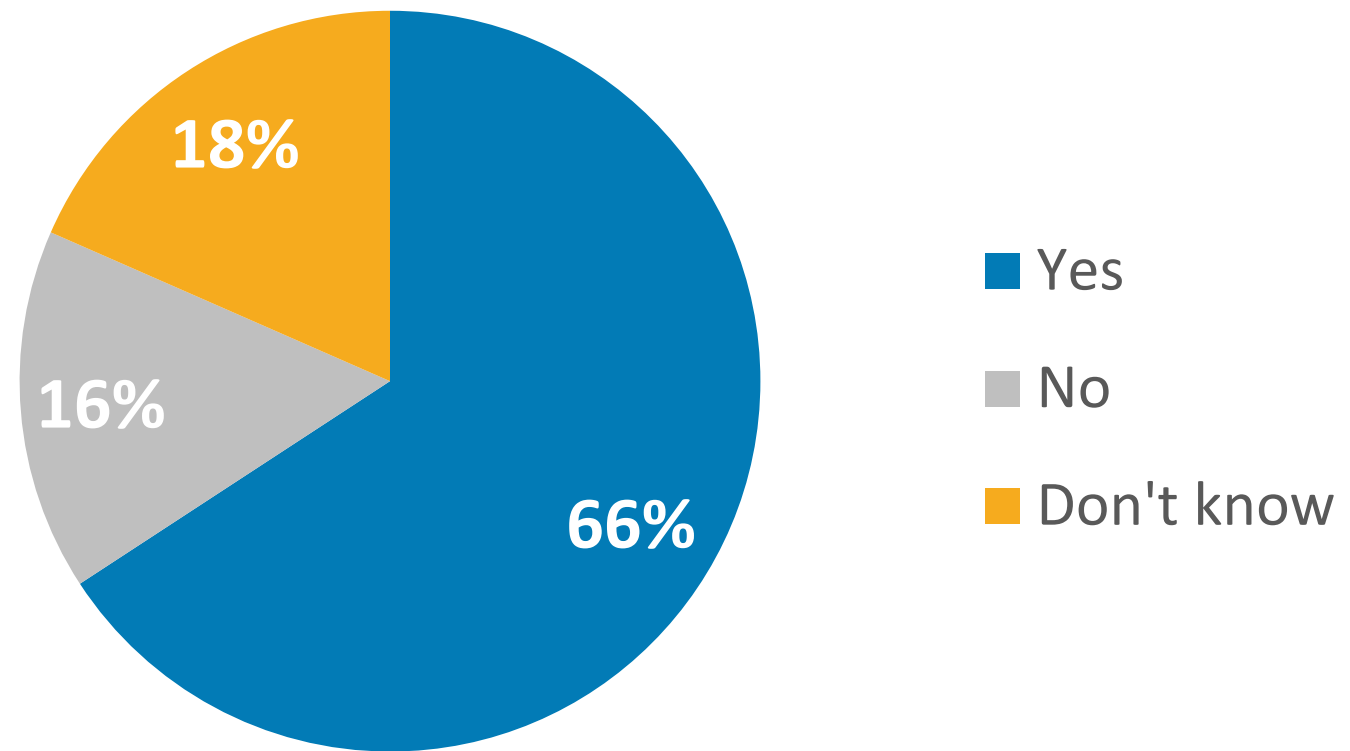


How Technologically Ready is L&D for a Remote Workforce?



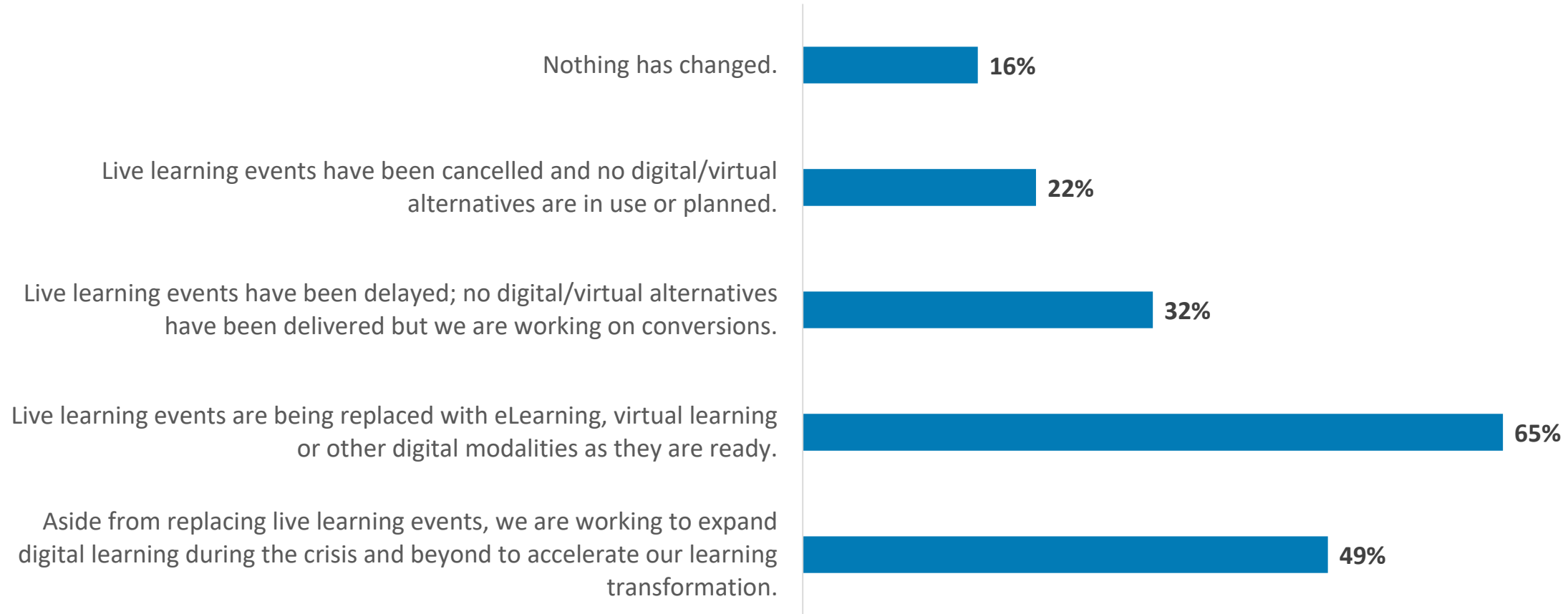


Are Employees Ready for Digital Learning?



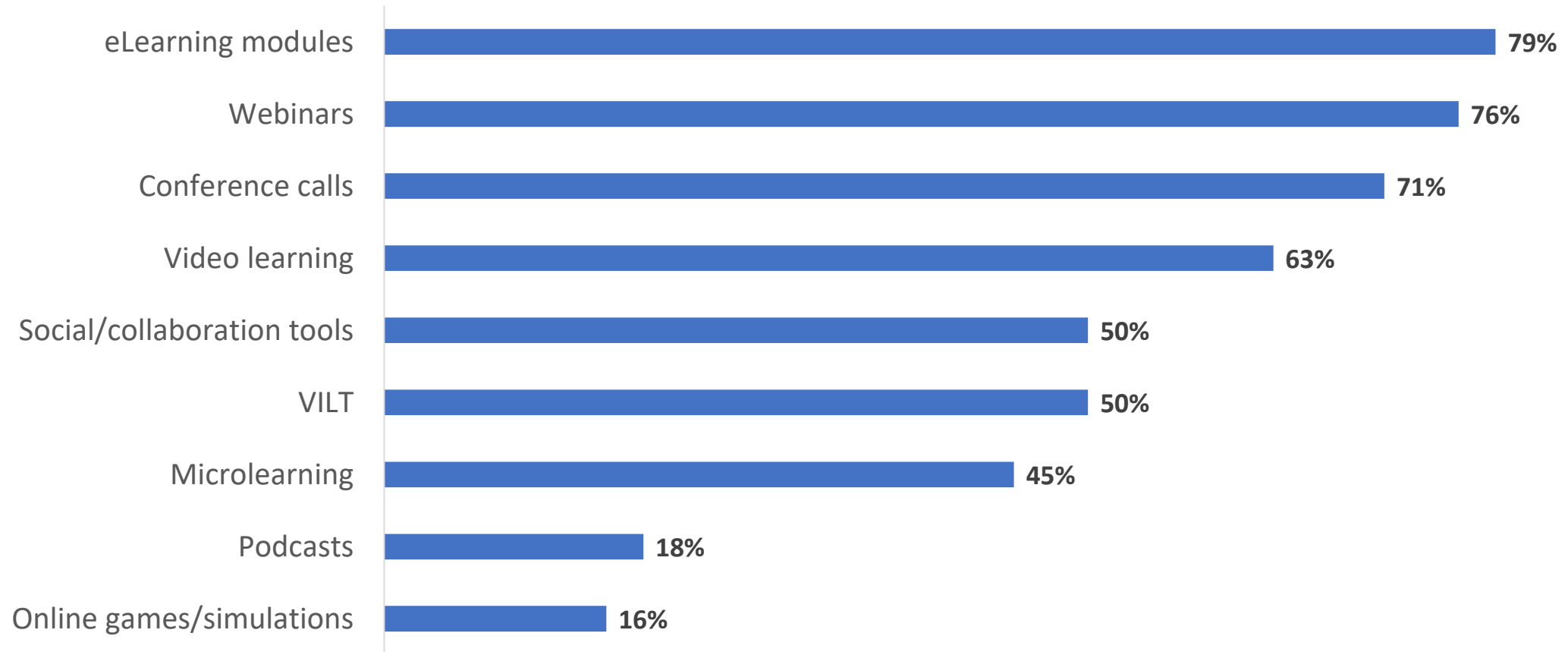


How Are Organizations Responding?



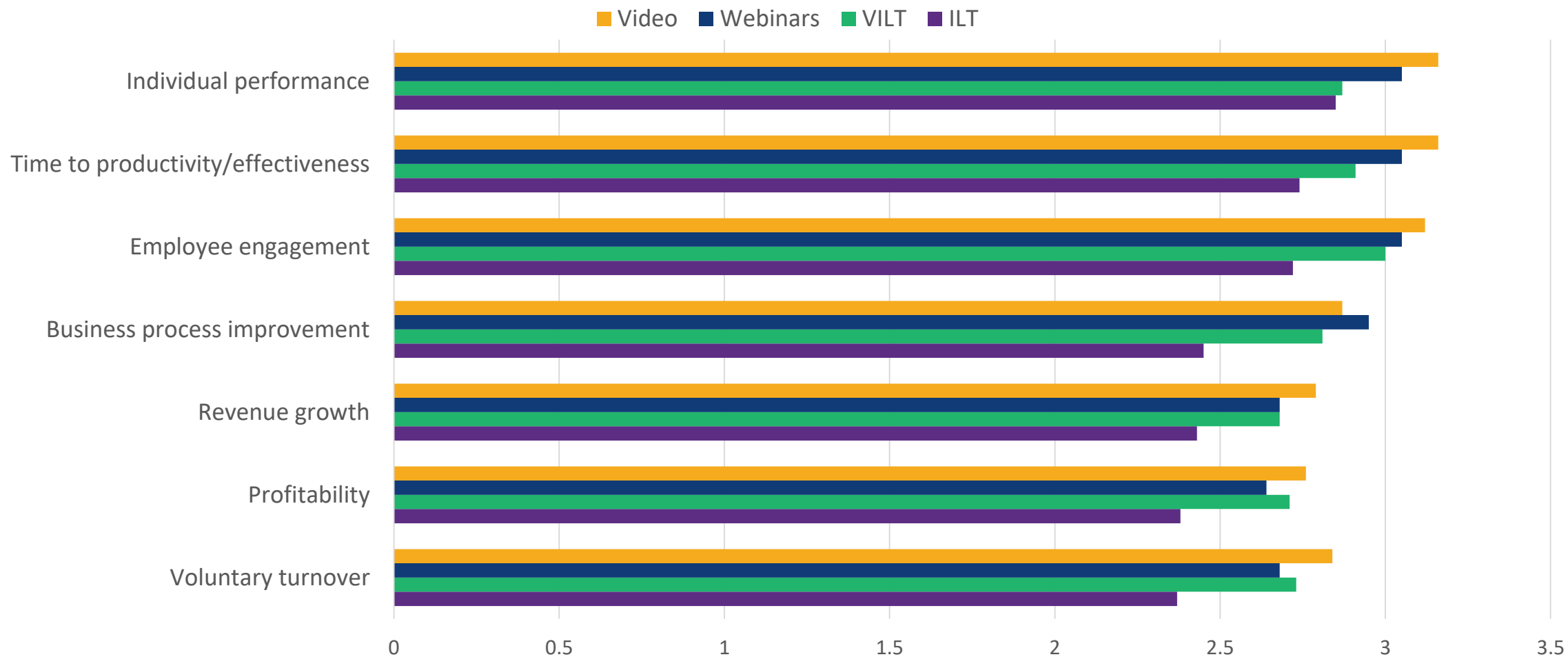


Tools Used for Converting ILT





Impact On Outcomes



BHG, Learner Experience Survey, 2019



The New Reality

Insights from the Field



Words of Wisdom



Business as Usual

“We’ve been LinkedIn Learning and other virtual learning platform fans for the past three years. With the addition of Microsoft Teams, we’re able to conduct virtual learning courses led by subject matter experts within our different departments. And we continue to hire and onboard new employees through our platforms.”

- VP Human Resources
Major Insurance Group

Laboratory for Inclusion

“This pandemic has been a laboratory for working as an inclusive team and valuing differences. This is a great time in the sense that there is a lot of inclusion building naturally in the way things are conducted these days.”

- Head of Diversity and Inclusion, based in India

'Create a Safe Space'

“Create a safe space for employees to ask questions about using technology related to virtual work, meetings, learning. Make it safe to ask questions. Don't judge. ... If you make the learning environment stressful, you may lose your best opportunity to drive adoption.”

- Learning VP
Business Services Company

Quality, Quality, Quality!

“VILT can still be very powerful, as long as facilitators include interactive elements. We have to make sure the product is compelling or we will lose our opportunity to show the power of digital learning.”

- Learning Manager
Digital Services Company

Easier Said Than Done

“The problem now is that everyone expects to just wave a magic wand and eLearning will stand in the breach. It’s not that simple and we still have to ensure that students actually learn something. That message is not one that is easily accepted by stressed-out clients.”

- eLearning Provider for
Enterprise Businesses

Changing the Norm

“In this coronavirus situation, digital learning becomes more palatable to change-resistant rural organizations. The idea is to try to create a new normal. We definitely will use this crazy virus to push learning in different forms to these organizations.”

- Learning Director, Large Agricultural Cooperative

Pitching In

“COVID-19 was a big shock to the company. People used to working at call centers were taking computers home, ramping up their computers at home. We in learning took the attitude that we could ramp up online training to help the ramp-up of work at home.”

- Learning Consultant
Global IT Services Company



Embracing the Change

“I have really been impressed by the people in the areas of the business I support. People who traditionally have not embraced working from home are embracing it. Managers are encouraging their people who have extra time because they are not commuting to spend some more time with online learning. Everyone is pulling in the same direction.”

- Senior Learning Advisor,
Auto Manufacturer



The Devil's in the Details

Large U.S.-based Bank



- Events – both business-based and learning – have been postponed, rescheduled or cancelled.
- Almost all learning is digital. Not in reactive mode other than to offer refresher sessions on WebEx so people not accustomed to working from home could use virtual meetings more efficiently.
- Working with regulators on deadlines for mandatory compliance training and those that can be moved are being moved.
- Non-mandatory learning is digital and is business as usual unless learning needs to be postponed due to work situations.



Learning Function of Global Telecommunications Company

- In early going, things are surprisingly business as usual.
- Learning workforce has 3 components – instructional design, learning support, learning delivery. Learning arm most affected.
- Not a lot of ILT, but VILT is often delivered from broadcast studios. The relatively small number of live events have switched to VILT, cramping studio scheduling. Team also takes more time between sessions to clean rooms, equipment, meaning scheduling changes and some postponements in broadcasting.
- Therefore, any VILT with little interaction is being switched to eLearning.



Global IT services provider and consultant

- L&D team developed 4-part VILT series on modern workplace learning
- Series focused on a growth mindset to help people understand there will be continuous learning and help people deal with stress.
- Rolled out to 35,000 people in call centers who are now working at home.
- L&D (mostly one person) did 3 courses in 2 weeks.
- Next step is “train the trainer” sessions so call center supervisors can leverage the training.



Regional Healthcare Center, U.S.

STAYING CONNECTED

- Established COVID-19 intranet web page.
- Weekly message from our CEO. Featured messages from Finance, HR, and Operations published on ad hoc basis.
- Continue to conduct monthly virtual leadership meetings to cascade key messages.
- Corporate Communications & Marketing accelerated launch of a new associate newsletter.
- Daily dashboard of leading economic and operational indicators.
- The COVID-19 Incident Command Center publishes daily directives at 3 pm daily.



Regional Healthcare Center, U.S.

LEARNING

- ILT new associate onboarding converted to self-directed, online format, resulting in 50% reduction in time to train.
- Clinical and site orientations converted to self-directed online formats, resulting in 50%-70% reduction in training time.
- Course offerings categorized into essential and non-essential to ensure continuum of care for patients.
- Associates have been granted access to dual-authentication app to facilitate remote access to VPN
- Associates have been granted permission to use personal devices when company-issued device is not available.



Regional Healthcare Center, U.S.

LEARNING CONTINUED

- Digital classroom delivery became standard offering
- Expedited alpha testing of a digital classroom delivery system.
- Electronic medical records training went 100% digital



Regional Telecommunications Company

- Almost 100% office-based converted to almost all remote-based
- 7,000 badge-ins one day; 35 the next
- 5-10% of training for mission-critical roles really can't be done in any other way than ILT.
- **CRITICAL ILT REMAINS (5-10%)**
Done as safety as possible:
 - New-hire customer care onboarding done in empty facility. 20-person class split into 2 classrooms with additional instructor.
 - 10 feet of space between each person. Skills practice sessions done one cubicle apart
 - Meal vouchers for take out food given – not food prepared on-site as was done previously
 - Meeting rooms cleaned and satisfied during lunch.



Tips & Tricks

- **Design based on your learning objectives**

- Go back to your original learning objective – is it imparting knowledge? Fostering debate and exchange? Once you've determined the main objective for your course, consider the following tips for success.
- For courses where you are seeking to primarily communicate information (one-to-many), consider taking the pulse of learners through polling or question functions on your digital platform. This allows real-time feedback of the interests and engagement of your learners.
- For workshops (group-to-group), share the framework for the interaction and any pre-readings before the workshop to maximize the productive time together and to give the participants ownership in their interaction. Be sure to share outcomes after the workshop to reinforce the value of the small-group discussions.

- **Promote inclusivity**

- Understand your audience's technology situation. What's being used (laptops, iPads, tablets, smartphones, etc.)? What are the audio options?
- Consider reworking your online course to take up even less bandwidth to be inclusive of learners who have weaker online connections.

- **Impart clear rules of interaction**

- Restate your expectations. Send an email reminding your learners of the objectives and outcomes for the course. Clarify whether the session will be recorded and if so, where and how it will be used. Include basics about being respectful in an online course too: how to ask questions, when and why to use the mute function.
- Be sure to have a process to allow for learners to signal technical glitches in real-time.

- **Set the stage for successful interaction**

- Online sessions can make interpersonal interactions seem cold. Eye contact with your learners is essential.
- Having appropriate lighting can be the difference between your learners seeing you or your shadow. In general, audio is critical in online courses. Check that your audio is up to spec through test calls. If possible, secure an external microphone and be sure to slow down the pace of your intervention.
- Make liberal use of the mute function to reduce background noise or the dreaded echo chamber.

- **Practice makes perfect**

- Run a test class, practice transitions between slides and videos. Check that you know how to communicate with both all learners and also individuals via your platform's chat function.
- Learn from the best. Take advantage of any training opportunities and resources to improve your digital interaction and facilitation skills.



Tips & Tricks

- **Be concise and engaging**
 - You may have a lot of content to impart, but keep attention spans in mind: research suggests people lose interest in taking notes after 10-15 minutes. It would be a good start to limit classes to no more than 45 minutes. This limit can help your learners be more motivated and focused during class activities and discussions. If you need more time, consider multiple sessions with breaks in between.
 - Create a narrative for each class, use polls, virtual break-out rooms, videos and open questions to reenergize your learners and surprise them with the effectiveness of a 45-minute class.
- **Use peer interaction to foster community**
 - Learning should not be passive, and it does not end with the online class. Design and plan for some human interaction outside of class to reinforce the learning and foster idea exchanges and debate. Keep in mind that peer-to-peer learning helps your students to review concepts from the class while enhancing their communication and critical thinking skills, teamwork. It provides an opportunity for learners to discover how they learn best.
 - Promoting peer interaction could strengthen your learning community. For instance, one option is to organize a live session where instructors encourage debate and answer questions. Prepare some guiding questions, launch a challenge to be solved or a project and convene your learners to tackle it. Consider assigning duos or small groups before the live session.
- **Deploy asynchronous communication tools**
 - Learning continues after the course and can be even more effective if you enable it. Asynchronous communication tools, like online chat channels, bulletin boards and discussion groups, allow for communication anytime, anywhere. These tools are effective in building your learning community by engaging your learner and increasing collaboration through discussion and peer-to-peer support.
 - Communication tools permit direct contact with learners outside of class, facilitate their class-related discussions and allow monitoring in one-to-one, one-to-many and many-to-many conversations. They give you qualitative feedback on the course and how the learners are interacting with the material.
- **Rethink assessment**
 - Embrace this opportunity to revisit how to assess your learners. Review your learning objectives and keep what you want to evaluate at the forefront, for instance, the learner's capacity to use the concepts learned to solve complex problems.
 - While the present conversion to online courses is rapid and temporary, it may have lasting effects on how education and learning are delivered. Think about how your experience and modifications could be integrated into your in-person courses in the future to best serve your learning objectives.

THANK YOU
for joining us!



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