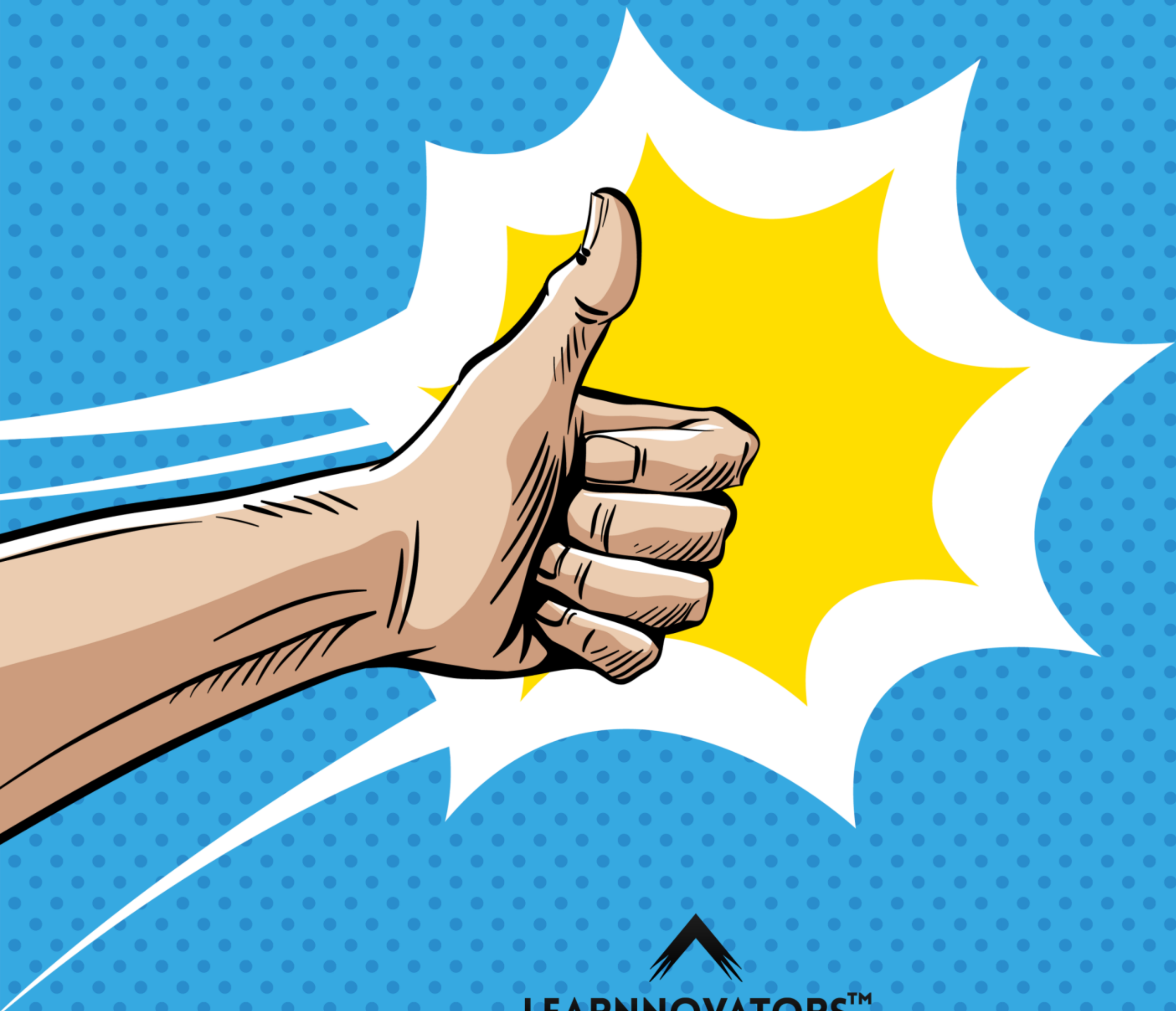
THE ULTIMATE GUIDE TO SUCCESSFUL ELEARNING IMPLEMENTATION AT THE WORKPLACE



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INTRODUCTION

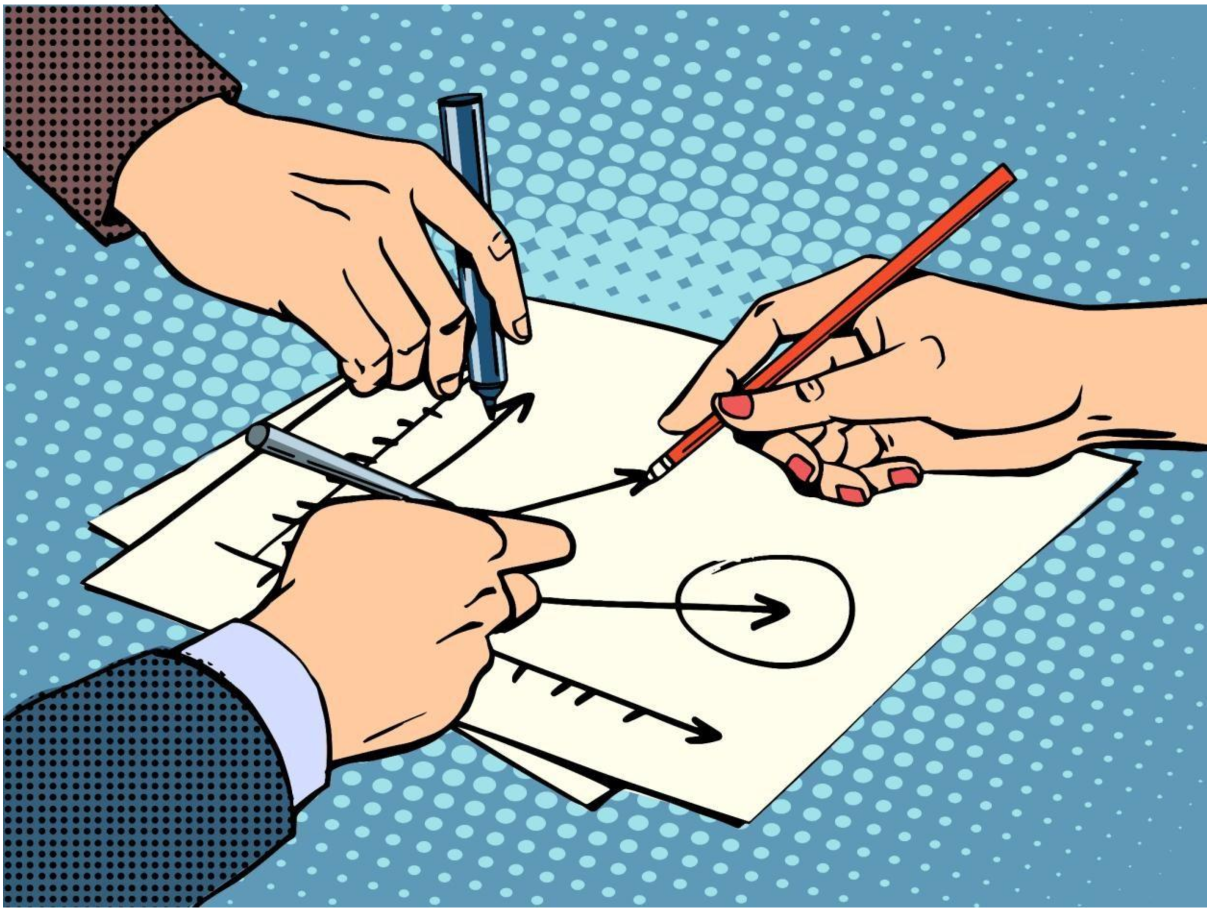
What does it take to implement eLearning successfully in a workplace? While there are plenty of ingredients that go into this, it needs to start with the one most important element – defining the eLearning strategy.

This eBook is an attempt to deconstruct the elements needed to make an eLearning implementation initiative successful. We start from the seemingly basic but invaluable question: 'What is your goal?'. We then go on to explain how this goal, in conjunction with subsequent decisions, can guide you in creating an effective strategy, and then design, implement, and roll out programs for lasting success. We take an in-depth look at evaluation, describing in detail when it should be thought about, planned for, and implemented.

TABLE OF CONTENTS

This book is divided into the following sections:

DEFINING A WORKPLACE ELEARNING STRATEGY THAT WORKS



The term strategy can mean different things to different people. Add to that the term 'learning', and we have the perfect recipe for confusion. So what do we mean by the term strategy, and why is it important to define one before embarking on an eLearning initiative? Let's find out.

Wikipedia defines strategy as a "high-level plan to achieve one or more goals under conditions of uncertainty." It further goes on to say that it "involves setting goals, determining actions to achieve the goals…." Note the key elements here. A strategy:

- Involves setting one or more goals
- Puts in place a plan to achieve the goals

Having established that defining a strategy is key to eLearning implementation success, here are ten steps that can help define an effective workplace eLearning strategy:

1. IDENTIFY WHAT YOU WANT TO ACCOMPLISH, WHY, AND IN WHAT TIMEFRAME

This becomes your goal, and the starting point for your strategy definition and execution. It could be something like 'upskill employees in technical areas and create a pool of expertise'.

Make sure to indicate an appropriate timeframe. A timeframe that is too long or too short will throw your efforts out of gear.

Most importantly, indicate 'why' your goal is important. The above example, of 'creating an expertise pool', is a real one that one of our clients faced. They are a large engineering organization in which all the expertise resided in the heads of a few senior engineers. When these engineers started retiring, the company was faced with a huge talent vacuum that had to be filled fast.

In moments of uncertainty (and there will be plenty!), the 'what' and the 'why' of your goal will form the guiding beacons that will help decision-making.

And in the case of our client, once this why was established, it was easy for them to also define the timeframe.

2. UNDERSTAND WHERE YOU CURRENTLY ARE VIS-À-VIS THE GOAL

What is the general level of expertise in your company? Is everyone at a more-or-less standard level, or are there wild variations?

Do you have any learning programs (eLearning or otherwise) in place? Take those into account. How do people cope currently? Perhaps they are casually checking with their coworkers, or with people outside the company. Maybe there are bits and pieces of information scattered at various places that they keep referring to.

Considering the current position will save a lot of rework and heart ache while getting down to executing the strategy.

3. IDENTIFY EVALUATION PARAMETERS

eLearning implementation is a time-, effort-, and resource-intensive process. With that said, how will you know whether your efforts have been successful? In other words, what is your success criteria? It could be simple, such as 'at least 90% employees should have gone through all the training'. Or it could be more nuanced, such as 'at least 80% employees should be at the expert level in advanced technical skills, and they should be able to converse with customers on their own, without needing a senior engineer's support.'

Once you have the success criteria defined, decide on how you will evaluate the same. You might also have to set baseline parameters, which means you must undertake an evaluation process *before* you start executing your strategy. Comparing this baseline data with the final outcome will tell you how effective the implementation has been.

4. CONSIDER THE ENTIRE GAMUT OF LEARNING AS WELL AS THE ORGANIZATION'S CULTURE

Recognize that learning does not just happen in isolated training events, whether online or face-to-face. People learn through various means such as social interactions with their coworkers, through feedback from peers, bosses and customers, and even just by browsing for information online.

Frameworks such as 70:20:10 (which stipulates that people learn 70% on the job, by doing and getting feedback on their work, 20% by interacting with others, and only 10% through formal training sessions) can come in handy. While the numbers 70, 20 and 10 are not sacrosanct, they do indicate how people learn, naturally.

There are approaches for helping people learn at each of these levels, a few of which include:

- eLearning
- Scheduled face-to-face, or online synchronous training sessions
- Mobile learning
- Gamification
- Discussion groups (online or offline)
- Communities of practice (online or offline)
- Wikis, blogs and forums
- Coaching and mentoring
- On-the-job performance support systems

At this point, it's also important to consider the culture of the organization. Is it a formal business-suit kind of culture, or is it more casual? Is there a set hierarchy in place, where people need to go through the totem pole in order to reach higher-ups, or can they casually walk in to their boss' cabin and start a conversation? If it is the former, more of formal training would work, whereas things like discussion groups might thrive in a more casual setting.

Understanding the forms of learning and aligning them with your workplace culture can help in:

- Leveraging multiple channels to impart learning
- Reducing cost of developing and maintaining formal training
- Increasing the impact of training, and thereby improving results

5. TAKE INTO ACCOUNT WHAT IS NEEDED, AND WHAT IS AVAILABLE

You don't have to make an exhaustive list of skills that you need to support people on. Rather, it's a starting point, and the reason for this exercise is to understand broadly what kinds of skills people will need training on. Does it cover the complete spectrum of skills, or just a part?

Consider what is already available within the organization. It can be reused or repurposed to fit the need.

Even for skills / topics for which you don't have content within the organization, consider looking outside for resources. It might be helpful to curate these resources rather than having to reinvent the wheel.

6. DETERMINE HOW OFTEN CONTENT WOULD NEED UPDATION

Think about whether your content is fixed (a lot of technical content is) or ever-changing. There is no point in investing tons of time and resources on creating content that is bound to change in the next few months. It would be better (and hassle-free) to source available resources. But if you do want to create such content, think about how it will be updated as and when the need arises. (Many eLearning courses are created with a provision for frequent updations.)

7. THINK ABOUT HOW LEARNING WOULD FIT INTO YOUR EMPLOYEES' DAY

What does an employee's typical day look like? How much of learning would they have to put in, say every week, in order to reach the level of expertise you are aiming for? And, in what ways will your content help them do that?

Are employees mostly at their desk, or are they out in the field talking to customers or partners? If it is the former, you can offer courses that they can go through on their desktops. But if it's the latter, it would mean that you will need to leverage mobile technologies and on-the-go content.

It might help at this stage to take different employee profiles, and create personas based on each. Walk these personas through the process of going about their jobs, learning, applying what they learnt, then again going back to their regular jobs, learning, applying, and so on.

This will provide plenty of insights into how people access their training, and will help you design your solutions accordingly.

8. CONSIDER WHO NEEDS TO COME ONBOARD, AND WHEN

Decide on who will be involved at what stage. A handful of people, including the project sponsor and business unit heads, will have to be onboard right from the beginning. But typically, one profile that often gets overlooked is the learner.

The earlier learners get onboard, the better. Identify a closed group of learners to give you inputs on the challenges they are facing, and how they go about finding answers. You can also use them for test driving any solutions you come up with.

9. THINK ABOUT TOOLS AND TECHNOLOGIES

Note that this should be the last step, not the first. Once you have all the other elements laid out, consider the technology you want to use. This needs to be done on a few different levels:

- Development: What tools are going to be used for developing the solutions?

- Implementation: Will you be using an LMS to deliver training, and if yes, will it support all the elements of the solution you've outlined? If not, what other (suite of) tools will you use – it could be any combination of tools for delivery, social learning, collaboration, scheduling, etc. Note that you don't need to get down into the absolute details; it is sufficient to define them at a broad level at this stage.

- Infrastructure: What infrastructure will you need for the above tools / technologies to be supported?

SELECTING AN ELEARNING VENDOR-PARTNER

It's a dilemma that corporate decision makers often face – build, buy or outsource. So what can we do to make this decision-making process smoother? The first step, after you've defined your eLearning strategy, is to…

CONSIDER YOUR CAPABILITIES – BOTH CURRENT AND FUTURE

First, consider if any of the courses you have in your list can be purchased off-the-shelf. Many compliance related topics, workplace safety and harassment, and other soft skill related topics are normally good candidates for such purchasing. Other courses will have to be built to your specific requirements.

When it comes to building custom solutions, it's possible that you have a couple of copywriters on your payroll, or perhaps a small team of Flash developers. Or maybe a graphic artist who can create some cool layouts.

But eLearning implementation goes beyond these isolated abilities. The roles that eLearning projects typically require include:

- Instructional Designer (ID): Perhaps the most important role in the project. The instructional designer draws up the overall design of the course / resource, by considering the goals, the learning outcomes, and the profile of the audience. This person also arrives at the flow of the course, number and sequence of practice activities, types of interactions and visuals, etc.

- Content Writer: Takes the design forward, and fleshes out the content, writing out the practice activities, expanding on the explainer content, working on examples, etc. In many cases, the content writer and instructional designer happen to be one and the same person.

- Subject Matter Expert (SME): Works closely with the ID and content writer, providing the input necessary to develop the content, and reviewing it at every stage to ensure accuracy.

- Graphic Designer: Creates the actual visual elements to go into the course based on the descriptions provided by the content writer. The graphic designer considers the branding of the organization, as well as the learners' profile and the requirements of the course to do so.

- Programmer: Works on creating the desired functionality in the target tool. This person programs the interactions, and stitches the content with the visuals and other elements together to create the fully functional course.

- Quality Checker: Runs through the entire course a few times, and 'monkey tests' it, to pick out any inadvertent mistakes that might have crept through, looking for errors in programming, visuals and content.

- Project Manager: Brings all the above resources together to ensure that the project is completed on time and on budget. This person holds regular meetings to keep the team on track, and communicates regularly with other stakeholders to update them on progress and to manage expectations.

- Others: Apart from these six roles above, you might need others, such as illustrators, animators, narrators and audio engineers (if the project involves audio), actors (if it uses video), etc., depending on what the project requires.

From the list above, determine the areas in which you have skills available currently. Also think of the skills you want to build in-house. For example, a medical solutions company that we worked with had a full-fledged team of 3D animators, while they outsourced the rest. These animators, besides being proficient in the use of 3D software, were also trained in the medical field. It made sense to our client, for whom this team was a natural extension of their core capabilities, and they would have been hard-pressed to find such highly specialized skillsets elsewhere.

Today, there are plenty of vendors who are willing to provide a-la-carte services.

CHOOSE AN ELEARNING VENDOR-PARTNER

Now that the parts to be outsourced are clear, it is time to get down to choosing a vendor. The first thing to remember about this part is that outsourcing is not a one-time, do-it-and-forget-it kind of activity. It's an ongoing process that requires considerable time and effort to be invested by both parties – you and the vendor.

Having said that, what you need is not just a vendor who will do what they're told, but a partner who can think with you through your requirements, adding value every step of the way.

Then there are the points to consider for selecting a vendor:

1. **Generalist or Specialist**: There are vendors who can offer a broad spectrum of services, while on the other hand, there are those who are super specialized in just one area (instructional design, evaluation of learning programs, creating technical animations, production of video, etc.). Both have their benefits and drawbacks. Whatever it is, it's better to be clear about what your requirement is.

2. **Experience and Expertise**: Do not consider experience just in number of years. Rather, take into account the quality of the experience; how many projects have they completed and the value of each, have they been successful, and so on. Another aspect to check in this case is thought leadership. Does the vendor have a blog? Are they present on social media? How often do they post? What kind of information do they post, and what is the quality of the information?

3. **Key Resources**: These are the people you will be working with, so it's only fair to ask to see their profiles. If required, you can also have a chat with them to see how confident they are in their respective areas.

4. **Samples of Similar Projects**: Companies may not be able to share some of their work due to nondisclosure agreements with their clients (which is okay, since this is also an indication of how they will treat your information). However, they should have a generic portfolio that they have built over time, which should give you a fair idea of their capabilities.

5. **Scalability**: As your requirements scale over time, is your partner willing to ramp up resources to meet them? Can they add the necessary infrastructure, and what are their recruitment processes?

6. Project Management Processes: The maturity of a company's processes can go a long way in ensuring smooth execution of projects. Ask specifically about how they handle various stages of a project, how they communicate, at what frequency, and what channels they use. Also check how they handle exceptions, which are bound to arise in any project.

7. Quality Practices: How good are the vendor's quality systems? How many rounds of checks do they conduct, and what do they check for? Do they have robust checklists and guidelines in place, or is it done in an ad hoc manner?

8. Trustworthiness: This is a critical factor, especially for long-term engagements. How does the company handle clients' proprietary information? What steps do they take to ensure confidentiality is not breached? What about content and image sources? What kinds of checks do they have in place to make sure these are not plagiarized, even accidentally? You don't want to get into any legal tangles later.

9. Transparent Pricing: The dollar amount that you're going to shell out is an important factor, but more important is the method the vendor uses to arrive at the pricing. Is it honest and transparent? Spending time upfront understanding this can go a long way in ensuring you don't have any budgeting surprises later.

10. Client Testimonials: A company might have solid experience, great samples, and mature processes. But what do their existing clients feel about working with them? An important factor to consider before deciding on a vendor. Ask to speak with a few clients, and when you do, check for factors such as the vendor's level of responsiveness, their commitment to project quality and timelines, etc.

11. Industry Recognition: Has the vendor won any major industry awards / recognitions? These are indicators of the quality of work produced by the company, and also of the fact that they remain on the cutting-edge of developments in the field.

DESIGNING ELEARNING PROGRAMS FOR LASTING SUCCESS

Even with a well-defined overall strategy, eLearning programs are prone to pitfalls which can be avoided with some careful planning during the design phase. While the strategy sets the overall direction for eLearning implementation at the workplace, you still need a good micro plan before you get down to designing individual courses. Here are a few considerations for the same.

DEFINE WHAT SUCCESS MEANS

The first and the most important step in designing eLearning programs for success is to identify what success looks like. Is it:

- The most number of people going through the program and logging completion rates?
- Or, learners demonstrating their understanding of their learning via an online assessment?
- Or, a visible and positive change in the workplace due to the enhanced skills or attitudes of the learner population?

Experts would argue that the third (visible and positive change) is the one that we've got to aim for. And we would concur. The reason is that any investment needs to be justified in measurable terms, and the same goes for investments in eLearning as well. The best way to do so is to demonstrate a measurable change in the workplace as a result of the program.

That said, it is okay to go with any of the other two options, provided the third option has been thoroughly considered first before being knocked down.

Once we have a clear vision of what success looks like for the program, it's easy to steer the rest of the development towards achieving this goal.

DEFINE THE LEARNING / PERFORMANCE OUTCOMES

This step directly takes off from the first one above, and involves defining exactly what it is that learners will be able to KNOW or DO after going through the program.

As an example, while 'knowing all about the company' might be a good outcome, a better outcome would be that learners are able to 'navigate their way around the various departments to get something done'.

Here are a few other examples of KNOW vs. DO outcomes:

- KNOW: Recognize all the components that go into a vehicle seating system, and distinguish the materials used for making these components
  DO: Design a simple vehicle seat using the appropriate materials for each component

- KNOW: Explain the principles of communicating clearly
  DO: Draft a clearly worded e-mail that has a well-defined call to action

- KNOW: Identify the features of the new CRM application
  DO: Create a customer's profile in the new CRM application

You can see from the examples above that DO outcomes are way better than KNOW outcomes. But as with the definition of success, KNOW outcomes are okay, as long as DO outcomes are considered carefully before being rejected.

PUT PRACTICE FIRST

Once you have the outcomes defined, it is easy to go down the content route, adding more and more content until the course turns into an information dump. A good approach is to mind the content to practice ratio, which ideally should be around 20:80.

Practice should typically be challenging, and should reflect the realities of the job that the learner would face after completing the course.

Taking the same examples we discussed above, here's what practice would look like for each:

- For the outcome 'Design a simple vehicle seat using the appropriate materials for each component':
  Provide the requirements and specifications for a seating system, and ask learners to design the seat, assembling the components and selecting the materials.

- For the outcome 'Draft a clearly worded e-mail that has a well-defined call to action':
  Provide an e-mail that's been drafted and ask them to identify mistakes, or have them construct an e-mail to a colleague asking for something specific.

- For the outcome 'Create a customer's profile in the new CRM application':
  Provide the application's interface and have learners enter the details to create the customer's profile.

Designing the practice first has a few advantages:

- The focus is on how learners will apply their learning, and not simply on what they will learn
- This makes it easy to determine what content needs to be included, and what can be cut out
- Anything that doesn't support practice can go into a nice-to-know section which contains additional reading material

CONSIDER ALL FORMS AND METHODS OF LEARNING DELIVERY

Think of the last time you learnt a new skill. Did you go through a course (in any form – classroom or online) just once and simply start applying your learning to your work? We'd be surprised if that was the case.

Your experience was probably more like this… learn a little, think about it, come back and learn more, think a little more, apply it to work, make mistakes, discuss with colleagues, forget part of what you learnt, go back to the course and refer, apply it to work again, gain confidence and expertise…

This is typically how people learn.

And a learning program that accommodates and supports this experience that people naturally go through when they are learning something new, tends to achieve its outcomes more effectively. To do so, think of the following points:

- What can we do to help learners gain confidence and expertise in the skill?
  The answer is more practice, and varied practice.

- How can we make it possible for them to refer back to the contents of the course?
  Downloadable resources, or a wiki-page containing the content, can help with this.

- In what context will learners need to go through the course?
  If they are constantly on the move, then delivering on mobile devices is a good idea.

- Can we support them at the point of actually doing their work?
  Yes, we can, by providing performance support tools delivered either on mobile devices or in the physical form.

- What if learners have unresolved queries on the topic?
  We can support this by providing a forum for discussions between peers, and with experts.

USE TEMPLATES

The templates we are talking about are the building blocks for a good eLearning program, and help ensure that key elements don't get missed out. Listed below are twelve of them, and they're described in detail in this article.

1. What's In It For Me (the learner)?
2. How This Course Works (a guide to the unique navigation patterns in this course)
3. Practice (For Each Learning / Performance Outcome)
4. Content (For Each Learning / Performance Outcome)
5. Revision of Key Points Covered
6. Critical Action Items (for the learner to implement after going through the course)
7. Downloadable References (for support on the job)
8. Learner Feedback
9. Assessment
10. Evaluation
11. Options to Share the Course (this could be via social media, or on the organization's internal corporate network)
12. Reminders (for distributed practice, could take the form of a Quiz, Case Study, etc.)

SELLING YOUR ELEARNING PROGRAM TO LEARNERS

Once you launch your program, it needs to be marketed like any product or service. Else, how will learners know that it exists, and that it will be useful to them? Also, with time becoming as precious a commodity as money, people are unwilling to invest their attention in something that they don't find worthy or interesting.

The first Macintosh, when it was initially released back in 1984, was a great product, no doubt. Game changing. World beating. But if Steve Jobs had thought that his work was over once the product was released, it may not have changed the world as much as it actually did. Apple went all out with its advertising, coming up with an iconic campaign that continues to be talked about even today.

So yes, all products need marketing.

When it comes to eLearning implementation at the workplace, there are three reasons to create a marketing campaign:

- To let your learners know that you have a program, and that it's something useful to them
- To attract them to your content, using marketing techniques
- To nudge them towards desired behaviors, before and after they have viewed the content

Here are a few ideas to get started with a marketing campaign:

1. Create a Brand Identity and a Byline

   Nothing sells like a shared identity that makes it easy for people to refer to and talk about. And, the more your branding is in line with the identity of the program and the organization, the more likely it is to stick. If your program uses humor and tongue-in-cheek language to get the message across to learners, then use the same tone in the brand name as well. Whatever it is, make the branding unique, easy to remember, and attention grabbing. And a byline just adds to the aura of the brand. Which of these bylines do you NOT remember?

   - Just Do It.
   - I'm Loving It.
   - Think Different.
   - A Diamond is Forever.

   It doesn't take a lot of effort to recall the brand name, and what it stands for, once you see the byline.

2. Get to Know Your Audience

   Understand what matters to your learners. Find out what makes them tick, and where they typically hang out. If a detailed analysis was done upfront, then you should have detailed learner profiles, and maybe even personas, drawn up. Even if not, you should have some idea of the learner profile that you defined before you started designing the course. You can use this information for targeting your messages specifically to your audience, instead of spraying your message all over the place.

3. Create a Campaign

   There's a lot to borrow (read 'steal') from marketing folks all around us. If you think of the best advertisements and viral videos, and distill them down to their skeletons, you will find – stories. Stories that emotionally hook us, and draw us into the product before we've even realized it. You may not have the budget and resources to create a series of full-blown ads, but there's no reason you can't tell a good story.

What are your favorite ad campaigns? And why do they work for you? Try to break them down into their smaller elements, and put these elements together to create your own campaigns. This post from HubSpot describes 12 of the best marketing campaigns of all time. Worth a read.

A campaign can consist of infographics, interactive PDFs, posters, videos, animations, magazine inserts, microsites, mobile apps, webinars, expert interviews, dedicated social media channels and even targeted e-mails. Use whatever works for your situation and your learners. Just make sure to keep the messaging (both in terms of content and visuals) consistent throughout these elements.

4. Continue the Campaign Trail

This is probably where your campaign's resemblance to a marketing activity would come to an end. While ad campaigns are mostly about generating awareness and drawing users in, your campaign needs to sustain well after people have gone through the program.

Because, after all, getting program views is not our end goal. It's what happens afterwards—learners successfully transferring their new learning back in their jobs, and continuing to do so—that matters most to us. This is the reason we are in the learning business—to change behavior.

There are a couple of specific reasons for continuing the campaign:

- Helping them remember key points they learnt in the program
- Motivating them to exhibit (and continue exhibiting) the desired behaviors

Several of the elements you designed for the campaign can come in handy at this stage.

- Infographics and posters put up all over the place reminding learners of the key points from the program
- Videos and animations doing the same thing
- Articles and advertisements placed in internal magazines and newsletters
- Microsites and social media channels that have a community of learners sharing and discussing success and failure stories
- Mobile apps that let people play games or take quizzes on the concerned topic
- Expert interviews and webinars answering questions from learners
- E-mail blasts with targeted messages

CREATING AN ELEARNING EVALUATION PLAN

What you measure is what you get.

Evaluation needs to be planned for (note that we are referring to 'planning' and not to the actual evaluation process) at two stages: first is at the time of defining your strategy for eLearning implementation at the workplace, and then before getting into the design stage of a particular learning solution.

The first step in the process of planning for evaluation is to define success. Which of the following criteria do we mean when we think about success? (Note that we're using the word 'course' below only for ease of reference. We are *not* in any way implying that a course is the only solution.)

1. Participation (example: '72% of the learner population logged in and viewed the courses')
2. Completion (example: '80 out of every 100 people who started a course completed it')
3. Engagement (examples: 'the courses received an average learner satisfaction rating of 90%' or 'we received an average of 50 likes and 12 comments per course')
4. Learning (example: '90% of the learners who took a course passed the end-of-course assessment')

5. Application (examples: '60% of those who went through the courses demonstrated improved skills / on-the-job performance' or, at a more specific course level '60% of those who went through the course on plant safety actually followed safety procedures while in the factory premises')
6. Results (example: 'Safety incidents came down 8% in the three months following the rollout of the course')

For a learning initiative to be meaningful, you want to measure #6: Results. The other criteria are important, but worthless on their own.

You want people to participate in a course (i.e., view the course) so that they can complete it and be engaged with the content. You want them to complete the course and be engaged in the process so they learn and absorb the content well. You want them to learn well, so that they can take their newly-acquired skills and apply them on their job. You want them to apply these new skills on the job so that the quality of the job will improve, and business will see a merit in having put together the course in the first place.

The criteria are all interlinked, each one leading to another. The primary reason you are planning for an eLearning initiative is so that business can improve in some manner or other.

Taking the above criteria into account, here is what the evaluation plan for the complete initiative could look like. At this stage, we don't know the goals and the outcomes of each solution, but we have a fair idea of how we want to go about the evaluation exercise.

EVALUATION PLAN TEMPLATE FOR THE FULL INITIATIVE

This should ideally be part of the learning strategy definition.

METRIC	DESCRIPTION	WHEN	WHO / HOW
Participation	% of the learner population who accessed the solutions	2-3 months after launch of initiative	LMS reports
Completion	% of learners who finished going through the solutions	3-5 months after launch of initiative	LMS reports
Engagement	Average learner satisfaction rating / other forms of engagement such as comments, likes, etc.	Immediately after learner goes through a solution	Learner; via smile sheets / learner satisfaction surveys
Learning	Average score obtained by learners in a well-designed assessment	Immediately and / or 1-2 weeks after learner goes through a solution	Learner; via end-of-course assessments administered offline / through LMS
Application	% / extent to which learners are able to do better in their work	3-6 months after learners go through a solution	Learner and / or their manager; via an online feedback system or via surveys
Results	A tangible improvement in a relevant business metric	6-9 months after learners go through a solution	Relevant business process

EVALUATION PLAN TEMPLATE FOR EACH SOLUTION

Now, it's time to get more specific. Since we have already laid out a high-level evaluation plan at the strategy stage, it should be easy to fill out the details for individual solutions. Note that this solution specific plan ideally needs to be drawn out at the design stage itself, and not at the end of the development process, as an afterthought.

For ease of understanding, we are taking an example of a specific solution. We have also provided the details of the design, so you can relate to how the individual criteria can be evaluated.

Example: A solution for encouraging people to report any code of conduct violations; the solution comprises:

- *An eLearning course clarifying the specific details of the code of conduct, complete with detailed scenarios on how to recognize / report violations*
- *6 scenario-based quizzes, sent over a period of 6 weeks (one each week) after learners complete the course (via their mobile devices)*

- *Posters placed at strategic locations; around work desks and in common areas where employees congregate*
- *Key information related to the code of conduct available on learners' mobile devices*

METRIC	DESCRIPTION	WHEN	WHO / HOW
Participation	% of the learner population who accessed the eLearning course and the 6 quizzes	3 months after launch of solution	LMS reports
Completion	% of learners who completed the course and answered the quizzes	3 months after launch of solution	LMS reports
Engagement	Average learner satisfaction rating	Immediately after learner completes the eLearning course	Learner; via smile sheets / learner satisfaction surveys
Learning	Average score obtained by learners in a scenario-based assessment	2 weeks after learner receives the sixth quiz	Learner; via end-of-course assessment administered through LMS
Application	% increase in the number of violations reported by staff	3 months after learners complete the assessment	Record of reported violations
Results	% reduction in the number of potential disasters averted / lawsuits prevented	3 months after learners complete the assessment	Reported violations will be scanned to determine which ones are serious, and could have led to potential disasters / lawsuits

Once the evaluation plan is drawn, we have a blueprint for understanding how successful our initiative is.

SUMMARY

eLearning implementation at the workplace is an extensive process that requires long-term planning as well as strong on-the-ground execution.

We hope this eBook gives you a head start on the journey.

If you are looking to implement eLearning in your organization, and would like help with any of the suggestions here, please get in touch with us at elearning@learnnovators.com.

Good luck & best wishes!

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