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Advance to the next level in learning

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Home of 5-Step Simulations™

**Is your organization getting the best possible
return on its training investment?**

Are you?

Which of these do you wrestle with?

- Scarce resources
- Low credibility
- Limited staff
- Not enough time
- Missing a seat at the table
- They won't pay for creativity
- Subject matter experts
- Training and management fads
- Lack of access to learners
- Brought in as an afterthought
- Low enrollments
- Frustrating technology

“A Training Department in a Box”

October 2022

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Steve's Journey

- Military training methods and management (U.S. Army)



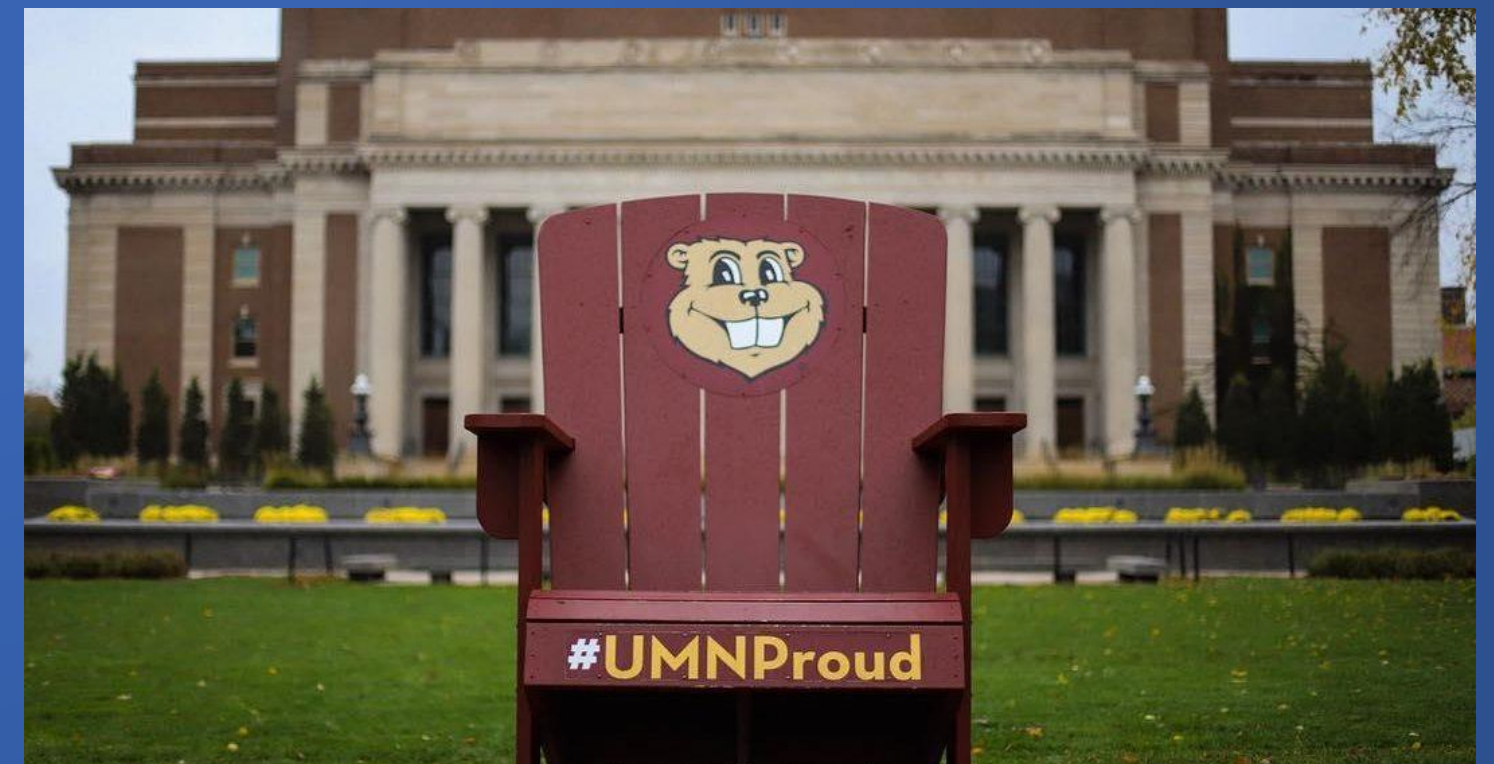
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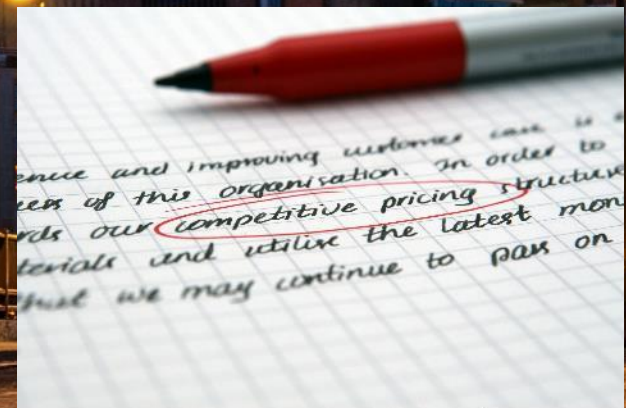
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- Coaching business and learning leaders



What would it look like if you had all the strategies and tools you needed to run L&D?



A Training Department in a Box

Everything you need is in the box.



Inside the Box: What it takes to be effective

Best Practice Categories:

Strategy

People

Results

Processes

- 
- Intake
 - Resourcing
 - Design
 - Development
 - Marketing
 - Delivery
 - Logistics
 - Technology
 - Support
 - Evaluation

“What if I could give the training leader a way to see where they are strong or have room for improvement?”

“Training Department in a Box” Contents

1. **Training Group Best Practices Assessment:** 30-item assessment of the best practice areas
2. **“How to Do Training:”** Strategy, principles, and guidelines document
3. **Generic Process Documentation:**
User-level process instructions for key learning processes and practices
4. **Coaching for Learning Leaders:**
Help for “How do I use this?” and “How do I introduce this, get support, and manage the change?”



Two Examples

How to Do Training Master Doc

How to “Do” Training	
<i>Venture City Manufacturing – Operations</i>	<i>10/12/2022</i>
VCM Training Strategy	1
General Training Principles	2
Training Standards	3
High Level Training Process	4
Training Requests	5
Training Design	6
Building the Capability to “Do” Training	7
Operations Training – Build Plan	8
Internal Trainer Certification	9
Trainer Certification Checklist	10
Training Meetings	12
Analyzing and Prioritizing Training Needs	13
Tool #1 – Learning Impact Map	13
Tool #2 – Learning Priority Grid	14
Tool #3 – Training Preparation Worksheet	15
Tool #4 – Organizational Transformation Toolkit	16
Resource and File Locations	18
Training Reports	20
Training Assigned but Not Complete (Monthly)	20
Training Status – Overall	21
Training Scorecard (Metrics)	22
How to do QA on a Training Program	23
General Procedure	23
Training QA Form	24
Training Reaction Evaluation	25
Participant Feedback on Training	26
VCM Training Strategy	
<p>Support the vision and business objectives of Venture City Manufacturing by providing training solutions for Operations that build the capability for current and future excellence.</p> <p>We will do this by developing and delivering learning programs that improve performance, enhance employee capabilities, and foster a Spirit of Excellence.</p>	

Instructional Designer Role Doc

Instructional Designer Role

[article#]

Content Summary

Describes the Instructional Designer role. The Instructional Designer is a role that designs and develops learning solutions. This role may be done by a person hired specifically for the role or taken on by an L&D Lead or SME Contributor with sufficient expertise.

Content Body

Role Description

The Instructional Designer is a role that designs and develops learning solutions to meet specific business performance needs. This role may be done by a person hired specifically for the role or taken on by an L&D Lead or SME Contributor with sufficient expertise.

The Learning & Development COE expects people doing this role to have a rating of 4 or higher in the Instructional Design skill. The role requires professional expertise and judgment, or the direct supervision of someone with those qualifications. Content knowledge is helpful, but not required. Instructional design knowledge, skill, and expertise is critical.

Many instructional design tasks do not depend on a specific learning system or platform. However, the Degreed LXP tasks described here can only be done by people with the Learning Professional role and permissions (or higher) in the Degreed LXP platform.

Responsibilities

1. Assess and analyze performance and learning needs in terms of knowledge, skills, mindsets, and supports needed for a specific audience to do jobs and tasks successfully. (article#)
2. Design learning solutions—including learning content items, learning pathways, learning plans, and other modes of learning—to address identified performance needs. (article#, article#)
3. Work with specific matter experts to gather, draw out, and develop content to use in learning material. (article#)
4. Develop media (print, documents, presentations, graphics, videos, learning evaluations) to execute learning solution designs. (article#) (article#)
5. Help instructors prepare to deliver live training, based on the need, design, and material.
6. Build learning pathways and learning plans in Degreed LXP. (article#) (article#)
7. Conduct quality assurance (QA) and user acceptance testing (UAT) on learning solutions, as needed. (article#)
8. Create groups and assign people to groups in Degreed LXP. (article#)
9. Assign training to individuals or groups in Degreed LXP. (article#)
10. Run reports on specific training in Degreed LXP. (article#)
11. Request training reports that are not already available in Degreed LXP from the Enterprise LXP team. (covered in article#)
12. Provide support to Degreed LXP users, answering questions about how to use Degreed LXP, directing technical issues to Ask HR, and answering questions about learning content for which the designer is responsible.

Requirements

- The Instructional Designer must be appointed by the Learning & Development COE.
- The Instructional Designer must complete training for the Learning Professional system role in Degreed LXP, or the equivalent as determined by Enterprise LXP governance. Usually, this is Learning Curator training.

Training Group Best Practices Assessment

Training Group Best Practice Assessment

This 30-question assessment will take you through a look at your training and learning group’s strategy, people, results focus, and processes. This will give you a snapshot of your group’s strengths and opportunities. This is not a rigorous review, but a starting point for a conversation to compare your learning group against best practice. These are general “Your group should be doing this” best practices. Different organizations will have different specific ways of doing each. Use the comment fields to capture your thoughts about each area of best practice.

Definition: “My Group” in this assessment refers to your training or learning department, function, group, or team; however it is organized and however you define it. It is the scope of activity you want to consider. You may have dedicated and as-needed or project-based resources. Your group may be small or large. Consider your group the way you normally do when thinking and talking about it internally and with colleagues.

Ratings: Use the drop-down list to choose how often your group meets that best practice condition. (Rarely, Sometimes, Often, Consistently)

Strategy

How your group aligns with and supports the business.	Rating
1. Senior leaders and other business functions regard my group as a strategic asset and/or resource to support their business objectives.	Rarely
2. My group knows our strategic business objectives and intentionally prioritizes its work to support them.	Rarely
3. My group looks ahead to plan for and support future business directions, changes, and initiatives.	Rarely
Comments:	Click here to enter text.

People

The right expertise available when it is needed.	Rating
4. My group has enough staff to meet the prioritized learning needs.	Rarely
5. My group has the needed expertise to meet the prioritized learning needs.	Rarely
6. My group quickly and efficiently gets resources to meet new learning requests appropriate to their priority.	Rarely
Comments:	Click here to enter text.

Results

A focus on real-world capabilities built by training.	Rating
7. The training and/or learning solutions my group provides clearly and intentionally support well-defined business outcomes.	Rarely
8. The training and/or learning solutions my group provides help learners with the real-world results they are expected to achieve, rather than “know,” “understand,” or “be aware of” outcomes.	Rarely



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Unboxing: Where to start

1. Get the Training Group Best Practices Assessment
2. Complete the assessment for your training or learning group
3. Focus improvement efforts on the areas where you can get the highest leverage – the best return for where you are starting right now
4. *Optional:* Schedule a 20-minute coaching call with Steve to learn more (free)



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Sharing & Questions



