

Award Nomination Information for Lawrence Livermore National Laboratory SkillSoft Perspectives Conference 2012



Submitted by
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1. Company description including number of employees. 250 words or less: (246)

Lawrence Livermore National Laboratory (LLNL), a premier applied science laboratory, is part of the National Nuclear Security Administration within the Department of Energy. Managed by Lawrence Livermore National Security, LLC, LLNL's mission is to ensure the safety and security of the nation through applied science and technology in three key areas: nuclear security, international and domestic security, and energy and environmental security.

LLNL serves a highly-educated workforce of more than 6,700 employees across a wide variety of technical disciplines: 71% of LLNL's employees hold college degrees. Physicists, chemists, biologists, engineers, computer scientists and other researchers work together in multidisciplinary teams to achieve technical innovations and scientific breakthroughs that deliver solutions to critical problems of national and global importance.

Laboratory employees share a set of values that guides the way we accomplish our work and the way we interact with each other, our colleagues, sponsors and stakeholders, and the public. These values include, among others, simultaneous excellence in science and technology, operations and business practices, and a high-quality, motivated workforce with diverse ideas, skills, and backgrounds.

LLNL's learning program contributes directly to the Laboratory's mission and values. LLNL offers the best in learning opportunities, training tools, and development resources, supporting the recruitment and retention of a world-class, diverse workforce. We foster a culture in which each employee has informal and formal development options that enhance individual and team performance. We provide integrated development solutions that increase the capacity of employees and organizations to meet our dynamic mission.

2. Describe the organization's learning program and highlight what makes it targeted, dynamic, personalized and most importantly effective. 500 words or less (499)

LLNL's learning program consists of a portfolio of development programs, advancing the continuous building of knowledge and skills throughout the employee's career. Learning may be formal or informal, required or self-motivated, personal or professional. LLNL's multi-faceted, multi-modal program targets institutional objectives with resources that support high-performing teams and drive innovation through leadership. This blended learning approach utilizes career coaches and organizational consultants, speakers and workshops, videos and books, online knowledge centers, and social networks. Content and tools are packaged together to offer timely and tailored learning solutions.

LLNL's learning program features U-Learn at its hub. U-Learn is the LLNL-branded portal, leveraging a suite of SkillsSoft products to integrate learning into the life of the enterprise and bring learning to employees 24/7 for maximum impact. With U-Learn, LLNL's learning programs are readily targeted and personalized, offering dynamic and cost effective resources at all developmental levels.

Targeted, Dynamic, and Personalized

LLNL's learning program is targeted to meet institutional mission objectives and local organizational needs. The program is dynamic, anticipating and responding to changing client needs, informed by outreach activities and multiple feedback loops. In addition, it is personalized, providing for individual employee learning styles. This targeted, dynamic and personalized approach is coordinated by LLNL's Training and Development Division in partnership with Laboratory management and organizations.

Three developmental levels target learning needs and styles: 1) institutional development programs, 2) customized organizational programs, and 3) individual learning opportunities. Figure 1 illustrates LLNL's learning program, incorporating the three developmental levels, leveraging U-Learn resources at the hub. The three developmental levels are described in number 3, below.

This nomination features LLNL's leadership program as a key example of an institutional development program (level 1). The nomination also presents the IT Hybrid Study Group and Facilities Management Training Program as prime examples of customized organizational programs (level 2). Finally, the nomination highlights U-Learn, a best practice in providing learning opportunities to individual employees, 24/7 (level 3).

Proven Effectiveness

LLNL's learning program's success is demonstrated by user numbers, management support, and awards and recognition, leveraging U-Learn to offer cost effective and best-in-class learning resources. A few, exemplary highlights follow:

- Institutional leadership program
 - Institutional leadership programs boast high feedback scores: Managing for Results scored 6.2 (scale 1-7), Leadership Institute scored 5.7 (1-7), Management Institute scored 4.3 (1-5).
 - The Leadership Institute, conducted onsite, provided a tuition cost savings of 74% per participant.

- IT Hybrid Study Group
 - 75% of participants reported improving a task or process as a direct result of participation in IT HSG.

- U-Learn
 - U-Learn was recognized by the Department of Energy's Energy Facility Contractors Group (EFCOG) as a best practice in 2011, received Honorable Mention for Public Sector Excellence in Learning from SkillSoft in 2011, and was awarded a *Learning!* 100 Award in 2012, for a second year, by *Elearning!* Media Group.
 - U-Learn is a valued resource with a high return on investment, averaging 133% per contract year.

Details of LLNL's learning program success is presented in number 7.

3. What are challenges you encountered prior to building your learning program? What challenges did you meet while you were implementing the program? 500 words or less (495)

LLNL found itself in a challenging situation in 2007, when a new company, LLNS, began operating the Laboratory for the Department of Energy. Prior to this management transition, the Laboratory had multiple leadership development programs offered by individual organizations. Following the transition, these programs faded as the Laboratory reorganized and reassessed strategic directions and strategies.

In 2009, LLNL management created the *Roadmap to the Future*, outlining scientific and technical opportunities and challenges (Figure 2). The *Roadmap* articulated the Laboratory's role in providing innovative solutions for the security of our nation. The focus

shifted from primarily weapons design and testing to innovative solutions for domestic and international security, nuclear security, and energy and environment security.

Delivering world-class science and technology requires a workforce that is highly capable, innovative, collaborative, agile and sustainable. With competition from private companies that can provide higher salaries and more perks than a national laboratory, LLNL faced many obstacles to retaining its specialized workforce. Recognizing the core value of its workforce, LLNL's senior management made a commitment to invest in workforce development to lead the Laboratory into its new future.

LLNL's learning program is structured around three program levels:

1. **Institutional development programs** - Institutionally supported leadership development programs foundational for mission success.
2. **Customized organizational programs** – Programs targeting specific organizations or groups learning objectives with a flexible approach.
3. **Individual learning opportunities** - Broad range of courses, resources, e-learning and social media for individual selection.

As the foundation for this plan, LLNL created a structured portfolio of leadership development programs in the last three years, designed to provide current and future leaders with the tools they need to accomplish the Laboratory mission.

This process began with a self assessment of LLNL's leadership competencies, conducted in collaboration with UC Berkeley's Haas School of Business. The assessment identified a desired state that included attraction and retention of top talent, stronger collaborative approaches, improved succession planning, and a more strategic and customer oriented culture. From this process, the plan for integrated leadership development programs began, addressing needs at multiple career levels, based on competencies, aligned with the strategic direction.

Programmatic guiding principles included:

- Commitment from senior management to support the programs
- Focus on mission and associated competencies
- Availability to all organizations, encouraging diversity, inclusion and networking
- Participants learn by doing through workshops, activities, and projects
- Programs create broad and deep succession pools
- Efficiencies are gained by leveraging use of e-learning technologies in U-Learn, providing customized learning opportunities 24/7

LLNL engaged the Training and Development Division to design the leadership programs. Two new programs were created in 2010, Leadership Institute and Executive Presence. The following year, three new programs were added: Managing for Results, Management Institute, and Customer Value Creation. Together with two programs already in place, Supervision I and Safety Leadership, and integrated with individual course offerings, the Laboratory now offers a portfolio of institutional leadership programs designed to provide development opportunities at multiple career levels (Figure 3).

4. How has learning program grown and adapted to the changing needs of the organization? 500 words or less (500)

In order to meet the needs of the entire organization, LLNL has established three levels of learning programs: 1) institutionally supported development programs, 2) customized organizational programs, and 3) learning opportunities for individual employees, with all levels leveraging U-Learn resources. As mentioned in the previous section, five new institutional leadership development programs were implemented in the last three years. These programs were designed and then adapted to meet customer needs.

As the institutional programs were being designed, it became clear that previous classroom-based models would not meet LLNL's current needs or make good use of newer technologies. The new leadership programs use a blended learning approach that combines instructor-led workshops with U-Learn resources including online courses, books, summaries, video Quicktalks, SkillSoft Leadership Advantage, Leadership Development Channel live broadcasts, and social media.

The new institutional programs include:

- Leadership Institute – Ten workshops for high potential mid-career managers, provided over a year, taught by UC Berkeley Haas School of Business faculty. The Institute incorporates team projects, social learning, and online resources.
- Executive Presence – Six workshops for senior leaders presented over several months, targeting the practice of oral communications skills for high level presentations.
- Managing for Results – Foundational three-day workshop for new managers and supervisors that includes a 360 evaluation, peer and online mentoring, internal consultant coaching, social learning, and customized online resources.
- Management Institute – An annual three-day offsite bringing together a select group of high potential leaders with senior managers to discuss LLNL challenges and hear presentations from the participants on recommended approaches.
- Customer Value Creation – A half-day workshop for all employees who want to understand customer needs, develop innovative ideas into impactful implementation, and develop compelling presentations.

A specific example of growth and adaptation is the Leadership Institute, now in its third year and incorporating many changes based on participant and senior manager feedback. The program was developed by the Training and Development Division working with a senior

management advisory committee to set program goals and objectives, identify topics for presentation, and approve team projects. The learning program director meets with the Laboratory Director and senior managers each year to analyze feedback and plan for the next year.

The Leadership Institute curriculum is comprised of ten workshops provided by UC Berkeley Haas School of Business faculty. A blended learning approach is achieved by partnering a senior manager and faculty presenter, incorporating team projects, and offering 24/7 resources in the Leadership Institute Knowledge Center (LIKC). The LIKC site provides the program schedule, participant biographies, project updates, team presentations, and online resources from U-Learn, supplementing monthly topics.

Key changes to the program in the last two years include increasing opportunities for senior managers to participate in the program in panel and group discussions, more emphasis on relating class content to Laboratory issues, and additional time to network and work on team projects. These and other changes have been incorporated in the program resulting in improved class ratings and overall program ratings from participants, with vigorous support from senior managers.

5. What business problems do you solve (i.e., IT Training, project management, leadership development, custom)? Specifically, what SkillSoft solutions and product resources helped build this program? 500 words or less (497)

As a government funded research organization, maintaining a high-caliber workforce is essential to delivering on its national security mission. To ensure the Laboratory has capable leaders to guide mission delivery, LLNL created the leadership development programs described in the previous section. This institutional level program is complemented by customized organizational programs to meet targeted needs, efficiently and cost effectively. Two examples of customized organizational programs, utilizing SkillSoft resources through U-Learn, are the IT Hybrid Study Group (IT HSG) and the Facility Management Training Program (FMTP).

The IT HSG was created in 2011 when the Computation Directorate noted that their work teams operated independently, often using different approaches to system implementation and maintenance. The IT HSG was designed to improve team performance, technical expertise, and knowledge of Microsoft's OS technologies. The program provides self-directed study coupled with synchronous study groups. Participants receive a learning plan within U-Learn, a package of resources and study guides, and access to a group of peer and senior mentors (Figure 4). In preparation for weekly study group meetings, participants access a virtual lab and complete online U-Learn courses. Participants also have access to an official exam study guide, external resources, and preparatory tests. Peer mentors facilitate group meetings, monitor online discussions, answer questions, offer encouragement, and provide institutional context to exam materials.

The program has shown positive outcomes with significant impact. Seventy-five percent of participants reported improving a task or process as a direct result of participation. As an example, a participant in the IT HSG was tasked with improving a process for deploying 500+ systems. The existing process allowed deployment of only 10 systems per week and required customer downtime and multiple trips by a technician to the customer. Using knowledge gained from the IT HSG, the participant developed a new deployment process, largely automated to run after hours, to minimize customer downtime and technician travel time, improving the process to support deployment of 30+ systems per week and expected to eventually support 40 systems per week, potentially a four-fold increase in productivity.

Another organizational program is the Facility Management Training Program, identified as a need by the Facilities and Infrastructure Directorate in 2010. LLNL supports facilities that are unique in the nation, including the largest laser in the world. To ensure a workforce trained and capable of managing such facilities, directorate managers chose to design a new, more rigorous qualification program.

The program, developed by a team of facility personnel and training designers, includes:

- Analysis of the business and technical competencies for facility coordinators and facility managers at three levels.
- Crosswalk from identified competencies to training objectives.
- Course outlines that meet identified objectives.
- Blended learning approach:
 - Partnership with BOMI International for industry standard training materials, customized for LLNL instructors and facilities.
 - Instructor-led classes taught by LLNL subject matter experts, using customized BOMI International materials.
 - Use of operational equipment for hands-on training.
 - U-Learn courses, mapped to competencies, with completions tracked on individual learning plans.

6. How would you describe the overall impact the learning program has had to the organization? 500 words or less (483)

LLNL's comprehensive and integrated learning program is producing positive results at all levels – institutionally, organizationally, and individually. LLNL measures program impact by assessing participant response, senior leader participation and feedback, positive career changes for participants, and participant influence on strategic plans and outcomes. This impact is most notable in the leadership programs. Participant feedback is exceptionally high. Average feedback scores for MFR are 6.2 (scale 1-7), scores for Leadership Institute are 5.7 (1-7), and scores for Management Institute average 4.3 (1-5).

Participants in MFR are applying learning in the workplace and sharing their experiences with other managers. A participant wrote:

"I am applying the management practices discussed during the MFR workshop and the results have been very positive. I am delegating more and doing so effectively. It is easier to communicate and partner with personnel that do not report to me because I am taking time to understand their needs and paying more attention to interpersonal relationships (teambuilding)."

Leadership Institute participants also share what they gained:

Most valuable – "bringing peers together from around the Lab and networking together with other emerging leaders, understanding that when working with peers, the challenges Lab-wide are similar, and (the program) provides a platform for discussion."

The Laboratory Director and senior managers also recognize the impact of new programs. In a senior management meeting in August 2011, outgoing Director George Miller commented, "Of course we will continue these programs. They are foundational for creating future leaders and for doing the work of this Lab that serves our nation." Parney Albright, the new Laboratory Director, told Leadership Institute participants in January 2012 that development programs support the creation of a "culture of excellence."

Program participants are reporting that exposure to leadership concepts, working on team projects, networking with peers, and interaction with senior managers are the most valued benefits of leadership programs. Of the 80 participants in the first two Leadership Institute programs, 27% report that they have been promoted or moved to a position of higher responsibility since completing the program. When the first Management Institute was held in May 2011, one third of the persons identified to participate, the "highest potential" succession candidates from across the Lab, were from the Leadership Institute.

Leadership Institute team projects have had a significant influence on strategic activities. In the first year, six projects were presented to senior managers. Each project concluded with recommendations. Five of the six first projects were asked to continue and return with further work. One of these projects is resulting in a multi-million dollar sustainable energy project.

In the second year, five new projects were presented. The Director assigned senior managers to champion continuation of the project recommendations. The projects have resulted in a new career path development program in the Engineering Directorate, implementation of new succession planning approaches, delivery of presentations on LLNL financial systems and challenges, and invigoration of programs for innovation and entrepreneurship.

7. How is the learning program measured? If you have usage or ROI statistics please include them here. 500 words or less (499)

As noted above, LLNL measures program impact by assessing participant response, senior leader participation and feedback, positive career changes for participants, and participant influence on strategic plans and outcomes. Program measures also include user statistics and return on investment calculations.

LLNL is in the early phase of collecting data on newer institutional leadership programs. However, at the primary level, participant feedback has been strong (average 6.2 on 1-7 scale) and early indicators show participants are making significant career changes through promotion allocation and/or upward reclassification. The design of the institutional leadership programs has been strategic ensuring high learning impact and return on investment. For example, in the Leadership Institute, LLNL partnered with UC Berkeley Haas School of Business to create customized courses to conduct onsite. Conducting the program onsite has resulted in a tuition cost savings of 74% per participant.

Organizational programs have metrics that are unique to the goals and objectives of the program developed. In the IT Hybrid Study Group (IT HSG) metrics include direct cost savings over instructor led training, leadership development opportunities, and creating a community of practice. The pilot program demonstrated a savings of 81% in direct costs over onsite instructor led training (Figure 5). The IT HSG promotes a community of practice and improved intra-team communications, evidenced through participant feedback and entries in social networking resources, such as inGenius and LabBook (Figure 6).

U-Learn tracks individual user statistics, in addition to metrics on return on investment, program growth, customer satisfaction, and external validation. Over the past five years, U-Learn's average ROI has been 133%. Part of U-Learn's growth is attributed to partnerships with more than 15 institutional and organizational programs (Figure 7). U-Learn saw an increase of course completions of 68.6% in 2011 (Figure 8). An analysis of the data showed that the Facilities Management Training Program (FMTP) was a key contributor to this growth. Course completions spiked 263% in March 2011 at the launch of the FMTP, with over 800 U-Learn resources accessed directly from embedded FMTP URLs (Figure 9). U-Learn metrics are provided back to organizational program partners to aid them in measuring their program's success.

During SkillSoft's 2011 Annual Program Review of U-Learn, LLNL's benefit cost ratio for fiscal year 2011 was 13:1. For every dollar LLNL has spent on the SkillSoft contract in the past 12 months, \$12.71 has been returned.

Success goes beyond user numbers and cost savings: success requires customer satisfaction. In the annual customer survey conducted in 2011, 95% strongly agree or agreed that U-Learn overall is a valuable resource for employees (2010 = 86% overall satisfaction). Real-time feedback shows that employees are finding the resources they are looking for in U-Learn (Figure 10).

In September 2011, U-Learn was recognized by the Department of Energy's Energy Facility Contractors Group as a best practice. In 2011, U-Learn received Honorable Mention for Public Sector Excellence in Learning from SkillSoft. In 2012, for a second year, U-Learn was recognized by *Elearning!* Media Group as a *Learning!* 100 Award winner.

8. Have you partnered with SkillSoft custom solutions to create learning assets? If so, please describe. 500 words or less (179)

While LLNL has not partnered directly with SkillSoft on a custom solution, LLNL has been a partner in developing SkillSoft resources that, in turn, enhance U-Learn. When requested, LLNL has provided beta and usability testing on SkillSoft products. LLNL has also proactively shared resources and comments to inform SkillSoft product development.

The U-Learn team is actively pursuing a mobile learning strategy, which it hopes to align with SkillPort 7.3, required for integration with LLNL's portal and mobile frameworks. The U-Learn team continues to work closely with the SkillSoft technical team to make enhancements to align U-Learn integration efforts seamlessly with SkillPort.

This past year, LLNL was asked to participate in the EngineeringPro Advisory Board. The board provides suggestions and helps shape the direction of the Books24x7 EngineeringPro collection. As a member of the board, LLNL is uniquely positioned to provide input that in turn meets the dynamic needs of our scientific and engineering community. For example, in the last year, at the request of LLNL engineers, the EngineeringPro collection has added content on Fire Safety Engineering and Structural Engineering.

9. Does this nominee currently have or plan to incorporate any social components to its learning program (i.e. blogs, wikis inGenius)? 500 words or less (464)

LLNL is implementing a social networking strategy supporting continuous improvement. Social networking tools allow employees to collaborate at an institutional level across

organizational boundaries. Employees are encouraged to network, collaborate, discuss, swap stories, and share know-how within a community. Creating communities is an important part of the cycle of knowledge exchange as employees come together to learn, improve the quality of their work, or become better leaders.

Internal tools, such as Spigit, LabBook, and inGenius, described below, allow for crowdsourcing, discovery, reframing of collective knowledge, and collaboration. External tools, such as Twitter, LinkedIn, and Facebook, align with public relations, recruiting and marketing efforts.

Spigit is part of a pilot project to assess whether the Laboratory can effectively conduct short-burst crowdsourcing for mission growth, idea innovation, cost reduction, and improved operations. Challenges are posted on the Spigit website and employees post ideas for solutions and comment or vote on other's ideas (Figure 11).

LabBook is a social network application that enables communication, collaboration, and discovery. Similar to Facebook, employees can create profiles, identifying their skills and hobbies, post blogs, conduct polls, or send out messages through "The Wire" (similar to Twitter) (Figure 12). LabBook also provides for the creation of "groups" in support of social learning. Such groups were strategically formed in LabBook during the design of the Leadership Institute, Managing for Results (MFR), and IT Hybrid Study Group (IT HSG) (Figure 13). Groups integrate learning outside the formal classroom or workshop setting, exemplified by monthly MFR group "watercooler discussions" or live presentations on the Leadership Development Channel.

U-Learn deployed inGenius in 2011 to align with LLNL's social learning strategy. inGenius provides filters for discovering learning assets through user recommendations or by following individuals with self-identified expertise and interests. U-Learn incorporated inGenius into its organizational programs. For example, during orientation in the IT HSG, mentors and participants are instructed on how inGenius can be used to annotate and build on the body of knowledge from the Microsoft Study Guide, which puts context to the content (Figure 14). inGenius facilitates the sharing of collective knowledge, available to current and future participants.

The challenge in creating a successful social community is meaningful and regular participation, the building of trust, and accountability. Essential to success is active ownership by a subject matter expert, who is responsible for marketing, communication, and ensuring posted content is relevant to the program and frequently updated. Management participation is a critical success factor. During LabBook's first year, only 5% of LLNL employees created profiles and far fewer actively participated in discussion. Today, 44% of LLNL employees have a profile in LabBook and over 135 groups have been created. Part of this success is linked to the active participation by our current Director, a regular blogger and user of LabBook as a communication channel.

10. What is nominees approach for supporting on the job performance and embedding learning within organization? How has this organization recognized the value of learning at the moment of need and embraced it as a critical component to its success throughout the organization? 500 words or less (468)

LLNL's learning program begins on the first day at New Employee Orientation and is available to all employees at all stages of their careers. LLNL's learning program is dedicated to supporting the Laboratory's mission and values. Each level of the learning program – institutional, organizational, and individual - is designed to support job performance and business needs efficiently and effectively.

LLNL's institutional leadership program is a powerful example of an embedded and at-the-moment learning strategy, supporting job performance. In particular, Supervision I and Managing for Results (MFR) provide learning opportunities for first-line supervisors and managers, advancing their knowledge, skills, and job performance, which in turn aids them as they support the job performance of others. In Supervision I, new supervisors receive information and resources regarding Laboratory mission, values, regulations, and policies. In MFR, managers develop skills for establishing goals, planning, problem solving, facilitating work, providing feedback, and reinforcing good performance.

However, a fundamental problem with learning programs is the integration of newly learned knowledge and skills back at the workplace and the sustainment of energy and enthusiasm experienced while attending a program. Busy managers need access to resources that reinforce what they have learned – available when they need them, with connections to a network of knowledgeable peers, and advice from subject matter experts.

LLNL's learning program responds to these challenges with embedded learning, at the moment of need. For example, in designing MFR, a key element was creating a "knowledge center" (Figure 15). The MFR knowledge center provides a hub for information, advice, support, and networking, creating a community of best practices accessible in real-time, all the time. The knowledge center is available online to all Laboratory employees and provides customized resources from U-Learn, including videos, books, and articles on leadership and management topics. The competencies identified for program participants as first-line supervisors and managers were mapped to specific content in the SkillSoft Leadership Advantage to create a library of resources aligned with program objectives.

The knowledge center provides additional resources to employees who want to explore topics in depth and read books recommended by presenters. Some employees prefer learning from online videos, some like to discuss issues with experienced coaches and mentors, and others like to converse with peers who face similar challenges. The knowledge center provides interactive opportunities as well. Participants can access Laboratory coaches, asking questions and engaging in discussions on supervision and management, either shared with the group or via personal contact. During the MFR

program, participants are teamed with a peer mentor, a relationship they may continue long after the formal program.

MFR is just one example of LLNL's blended learning strategy, supporting job performance with embedded learning, at the moment of need. This strategic approach has been replicated, maximizing effectiveness, in the Leadership Institute, Facilities Management Training Program, and IT Hybrid Study Group.

11. Describe how your learning program aligns with your talent management strategy? How does learning help you engage and retain employees. 500 words or less (452)

LLNL's learning program is key to its talent management strategy. LLNL needs capable leaders at all levels of the organization, committed to going the extra mile to deliver on projects, exceed customer expectations, and accomplish its mission. To achieve this level of success requires engaged employees and a culture of excellence. LLNL's talent management strategy includes the design and implementation of a comprehensive and integrated learning program supporting the recruitment, engagement, development, retention, and advancement of a high caliber workforce.

The Laboratory's institutional leadership program is part of a multi-year workforce development strategy, designed to foster employee engagement and a culture of excellence. The program starts with the clear communication of the Laboratory's mission and values as the foundation of all leadership programs. In a recent discussion with Leadership Institute participants, Laboratory Director Parney Albright stated, "The Lab must operate in the national interest. Our decisions must be based on what is the right thing to do." He noted that great science comes from intense competition of ideas among interdisciplinary teams where even the newest person in the room can ask questions and render opinions, producing an open and questioning environment.

The leadership development programs support the "open and questioning environment" by establishing foundational leadership skills (Safety Leadership, Supervision I, Managing for Results), providing mid-career managers with higher level competencies, networking, access to senior managers and valuable projects (Leadership Institute and Management Institute), and focused support for communicating at the executive level (Executive Presence).

Feedback from program participants demonstrates clearly that they feel the Laboratory is committing important resources to their development, that senior managers are invested in the programs, sharing their knowledge and experiences with them, and that, as a group, the participants see themselves as leaders, joining together to create a new future. In a discussion at the end of the Leadership Institute program last year, a participant shared with the group this observation:

At the beginning of the program I had concerns that the leaders here were not living the values that we see posted on the walls. I did not have positive expectations for this program since it seemed that other people were not doing things I thought they should do. But now, I have a different perspective. I have to take responsibility for being a leader myself. I used to think that going to a Director's all-hands was not important. Now I'm making a commitment to go to every meeting and sit in the room and engage in the discussion - because that is my responsibility as a leader.

The participants in these programs stretch across the Laboratory, in all directorates and at all levels. Collectively, they are a force for change - committed, engaged, and impactful.

12. Are there any anecdotes or quotes from end users about their experience with the SkillSoft solutions that you can share? 300 words or less (294)

- *"One of our Director's top priorities is to ensure excellence in operations. Integrating U-Learn resources into institutional and organization programs improves the cost effectiveness of our operations while providing an efficient and high quality way to develop our workforce." – Principal Associate Director, Operations and Business Principal Associate Directorate*
- *"[Books helped with] heading a collaborative project among a group of academic institutions... provided good insights on how to do things at SEA different and hopefully, do them better." – Executive Director Science and Engineering Alliance (SEA), Director's Office*
- *"[Courses] have helped me think about leadership and what it means to be a leader." – Group Leader, Director's Office*
- *"...Without a doubt, this is the kind of accessible, on-demand tool that the Lab should be integrating into our workplace." – Program/Project R&D Management, Engineering Directorate*
- *"It's invaluable for me getting new jobs done creatively." – Group Leader, NIF and Photon Science, Engineering Directorate*
- *"...one of the most creative ways to provide information, and generate interest in education, learning, and self-development." – Inventory Manager, Operations and Business Principal Associate Directorate*
- *"I was able to access my course book online while I was on vacation and during off times which allowed me to read and complete work assignments. I passed my course exam!" – Benefits Assistant, Operations and Business Principal Associate Directorate*

- *“The variety of books on each subject that I am interested in gave me an easy way to access a broad perspective on the topics.”* – Engineer, Engineering Directorate
- *“U-learn is invaluable as a resource on subjects I can't learn in my college classes or from formal training. I enjoy being able to refer to it and being able to refer my clients to it. Thank you!”* – Help Desk, Physical & Life Sciences Directorate

13. If applicable, what SkillSoft services do you utilize? How have services impacted your learning program? 500 words or less (444)

LLNL successfully leverages many SkillSoft services including Hosting, Support, and Client Community, along with LLNL’s SkillSoft Learning Consultant. The U-Learn team uses these services to maximize the value of the SkillSoft product by enhancing its marketing efforts, creating cost efficiencies through lower infrastructure and support costs, aligning and sharing best practices, and targeting its portfolio of products for maximum benefit. As new opportunities and products become available, we turn to SkillSoft to better align these resources with institutional and organizational programs.

Prior to 2009, LLNL hosted a behind-the-firewall installation of SkillPort and content. This not only required LLNL to provide and maintain a dedicated infrastructure, it also necessitated dedicated personnel time for content management. In June 2009, LLNL migrated to SkillSoft Hosting and created a custom front-end to SkillPort which utilizes SkillSoft Open Learning Services Architecture (OLSA) to automate tasks, link to learning assets, and provide authentication services. This lowered overhead costs for the U-Learn program and as a result it provided time to devote to integration efforts, enhanced functionality, advanced metrics data and analysis, program marketing, and customized learning program development efforts. This redirected effort has significantly contributed to overall program growth. In addition, by using SkillSoft Hosting, LLNL employees can call SkillSoft Support for after-hour assistance with U-Learn, further enhancing U-Learn’s customer service profile.

The U-Learn team uses the Client Community to enhance its marketing efforts. The templates and other tools within the Client Community have been used to support marketing efforts. This has helped the U-Learn program present polished and professional marketing materials that have aided in U-Learn’s growth and credibility among its users.

LLNL depends on its Learning Consultant (LC), Carolyn Dawson, who consistently provides exemplary service. When major new features or product offerings are added by SkillSoft, our LC is always willing to assist our rollout efforts. Most recently, with the launch of inGenius, our LC came onsite to host a Lunch and Learn session. The LLNL Library, which is

one of U-Learn's program partners, holds an annual Library Fair with booths, demonstrations, and classes with service providers. The U-Learn team hosts a booth each year and our LC and Regional Account Executive attend to meet employees and provide demonstrations.

The U-Learn team values the knowledge, skills and networks gained from attending SkillSoft events, such as Perspectives, the SkillSoft Bay Area Users Group, Leadership Development Channel Virtual User Group, EngineeringPro Advisory Board, and the SkillSoft Leadership Advantage Users Group. These focused communities provide opportunities to benchmark with other companies and share learning programs. After presenting at Perspectives 2011, LLNL's U-Learn team was asked to repeat the presentation to the Northwest User Group, a welcomed opportunity to share our learning.

14. What does the future of the learning program look like? How is it evolving and what are the plans to stay relevant and impactful? 250 words or less (247)

LLNL's learning program continues to evolve, anticipating and responding to institutional, organizational, and individual needs and styles. Direction from senior managers and feedback from participants is key to continuing program alignment with strategic directions and workforce competencies to achieve mission. Laboratory Director Parney Albright has outlined a vision for the future that includes creating a culture of excellence capable of delivering innovative solutions for national security, based on a strong foundation of rigorous succession planning, workforce development, and robust leadership programs.

In order to remain relevant and impactful, learning program managers continue to focus on evaluating and improving programs, expanding to involve a broader range of the LLNL employee population, incorporating social media for increased communication and networking, and tapping program alumni as a resource for new Laboratory programs, projects and future planning.

A successful future requires a learning program that is accessible in the moment of need. Mobile learning provides that future. Director Albright stated that we must transform our business systems and processes to improve our cost effectiveness: one of the ways to accomplish this is through mobile technologies. LLNL has begun a mobile technology pilot that includes deployment of tablets, Smartphones, and Custom Apps. LLNL's learning strategy is poised to leverage this institutional initiative by making learning more accessible through mobile technology. The strategy begins by providing mobile access to U-Learn resources through a customized portal available to all employees. Next steps include the integration of mobile learning into institutional and organizational learning programs.

15. Is there a person who is the champion for learning within the organization? How has he/she created momentum within the organization to ensure a successful learning initiative? What advantages has having this person involved brought to the organization? How has he/she been able to create an environment that transforms the training within the organization? How has this person impacted the learning industry? 500 words or less (500)

LLNL's learning program is supported at the highest levels of LLNL's management, making the U-Learn vision a reality. The actual visionaries, champions, creators, and developers are deserving of high recognition for their transformative creativity, perseverance, and skill at LLNL and in the learning industry: Please join us in recognizing the U-Learn team of Leslie Positeri and Brian Molyneaux.

Leslie Positeri. Leslie Positeri has been the U-Learn Program Manager since its creation in 1997, when she was tasked by the Continuing Education Committee to identify the best method to deploy e-learning at LLNL on an institutional level. Taking the program from its early existence of offering IT courses to a select audience to a program that now touts a user base of more than 59% of the LLNL population, U-Learn is a model of efficiency and has been deemed a "best practice" by the DOE's Energy Facility Contractors Group (EFCOG). Leslie has been able to share U-Learn best practices with organizations such as Lawrence Berkeley Laboratory, Los Alamos National Laboratory, The Strategic Petroleum Reserve, and the University of Southern California (USC).

Leslie brings a diverse background to the training community at LLNL. She has been in the training and development industry for over 23 years with a background in instructional design, e-learning, blended learning, social media, web design, evaluation, instructor-led training, facilitation, and process improvement. She currently manages the *Continuing Development for Training Personnel* program at LLNL with the goal of providing continuing instructional skills training program to maintain, improve, and update the knowledge and skills of LLNL's training community.

This past year, Leslie co-presented at Perspectives 2011 conducting a workshop on marketing strategies. She presented the workshop again virtually to the Northwest Users Group meeting.

Brian Molyneaux. Development of the U-Learn product is made possible with exceptional technical support provided by Brian Molyneaux, LLNL's e-Learning Information Technology Lead. Brian brings over 30 years IT expertise and practical work experience and a prior background in product marketing to the team.

Brian is essential in making the U-Learn vision a reality. Brian designed the U-Learn infrastructure, taking full advantage of SkillSoft's Open Learning Services Architecture, including automating registrations, developing a single sign-in method, and creating the U-Learn Resource Launcher which provides access to content from any institutional website — key to U-Learn integration efforts. Brian continues to advance the U-Learn vision through continuous technical improvement to U-Learn, consulting on technology with U-Learn's partners, educating and supporting Help Desk and IT staff, and representing U-Learn in technical meetings.

Beyond IT support, Brian presents at conferences (National Laboratory IT Summit Conference and Perspectives) and provides targeted advising and marketing skills. He also provides demo's of U-Learn to interested groups at LLNL, and chairs the CIO Training Working Group with whom he developed the IT Hybrid Study Group program.

Brian plays a key role within the larger LLNL training community where he is involved in bringing SCORM-conformance to LLNL's internally developed LMS and advising on standards-based authoring tools while serving on the Training Technologies Working Group.

BONUS MATERIAL - We'd like to showcase our nominees and add interesting, new elements to our awards ceremony. To participate in the fun, please include the following optional material with your application. We'll display this bonus material throughout the awards ceremony.

Describe your program in 140 characters:

LLNL U-Learn strategically delivers Skillsoft resources to mission-aligned learning and development programs for maximum impact and value.

Figure 1: Three Developmental Levels of LLNL's learning program with U-Learn at the hub



Figure 2: Roadmap to the Future (LLNL-MI-412978)

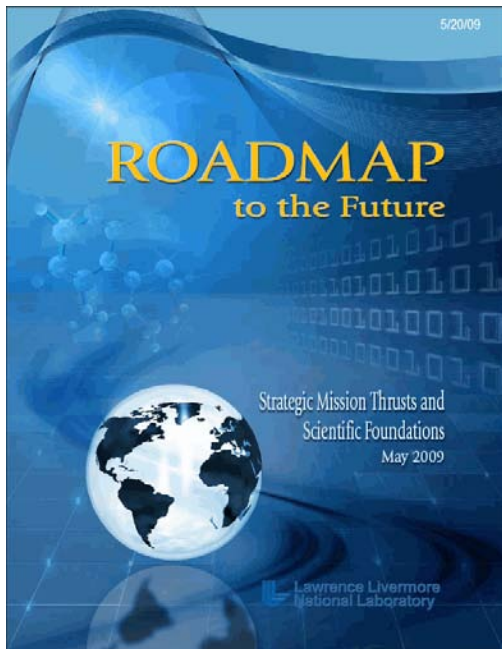


Figure 3: LLNL Leadership Development Programs



Figure 4: IT Hybrid Study Group learning plan in U-Learn (SkillSoft)

Welcome Leslie, Logged In: Feb 22, 2012 12:11 PM | Help | Log Out

Home | Books24x7 | A

SEARCH & LEARN Search for: [] Category: All Language: English (All) Search

Back to My Plan

MY PLAN

MY PROGRESS

CATALOG

Getting Started >
Books24x7
KnowledgeCenter >
Download
Credentials
Support >
LTRAIN Credit
U-Learn Contacts
Log Out

IT VSG MCTS Windows 7 Configuration (Exam 70-680) PILOT
Enrolled

Share

Description
ID: lp_itvsg_001_mcts70680

Overview

Important: All participants are expected to completed the 7 required courses by the end of this 12 week program. Contact program administration if you need help using the courses.

This 12 week program supports independent study for the MCTS Windows 7 Configuration Certification (Microsoft Exam 70-680).

To complete this program and receive LTRAIN credit, you must:

- Complete the 7 online courses (approximately 1 per week) in order
- Pass the Exam 70-680 TestPrep scoring at least 80% in each module
- Attend scheduled weekly study group sessions (you may miss up to 2 session)
- Submit a program evaluation form

Objectives

- IT VSG MCTS Windows 7 Configuration (Exam 70-680) PILOT [Complete All]
 - MCTS Self-Paced Training Kit (Exam 70-680): Configuring Windows 7
 - Companion DVD Content for MCTS Self-Paced Training Kit
 - Mentoring 70-680 TS: Windows 7, Configuring
 - TestPrep 70-680 TS: Windows 7, Configuring
 - Meet with your study group virtually - in Labbook [Launch] [Show Details]
 - Required Courses [Complete All]
 - Supplemental Resources [Optional]
 - Resources from Microsoft Learning (External Site) [Optional]

AIN for passing the formal exam.)
that you can better balance your st
corresponding module of the Exam
ssion. Waivers are not available for
or call 1-800-833-3000

Figure 5: IT Hybrid Study Group (IT HSG) cost savings over instructor led training

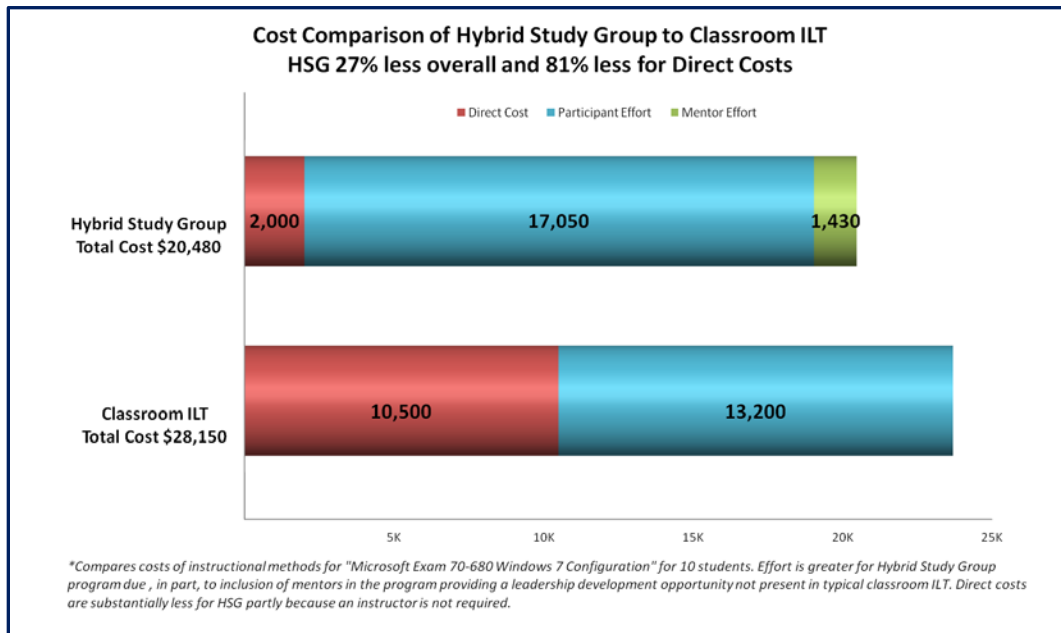
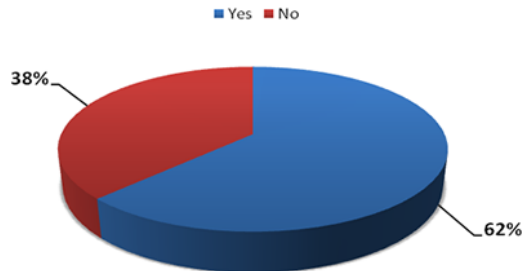
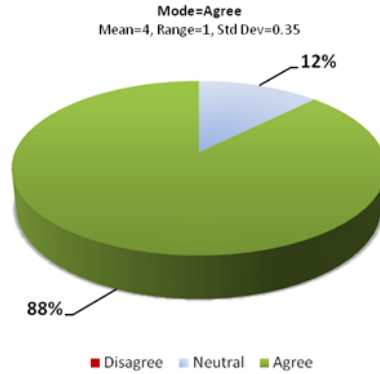


Figure 6: IT Hybrid Study Group intra-team communications through feedback surveys and social learning tools

Q10. I have shared information I learned in this virtual study group program in a team or group meeting.



Q9. As a benefit of participating in this virtual study group program, I have established or improved professional contacts with the other participants or mentors.



The screenshot shows a LabBook group page with the following sections:

- Group Header:** IT VSG - Exam 70-680 Windows 7 Configuration. Includes a Microsoft Certified Technology Specialist logo and group details (Owner: Brian Molyneux, 22 members).
- Latest discussion:**
 - Password reset disk option not available (2 posts)
 - IPVS Site ID (1 post)
 - Applocker: Not only for Win7 Enterprise & Ultimate (1 post)
 - Microsoft Virtual Labs (1 post)
- Group admins:** Profile pictures of group administrators.
- Group members:** Profile pictures of group members.
- Group discussion:**
 - Virtual Study Group - Up Session (2 days ago)
 - Blog: Benefit for VSG mentors - Voucher to take the MCTS Windows 7 Configuration Exam 70-680 (28 days ago)
 - Blog: The Virtual Study Group Pilot has begun (287 days ago)
- Group files:**
 - Flash Cards Module 1 and 2 (23 days ago)
- Group polls:**
 - Which one of these choices would most improve the VSG Orientation meeting? (2 responses)
 - I expect to benefit most from MCTS Certification in the following way? (4 responses)
- Group bookmarks:**
 - Bookmarked: Windows 7 Product Guide (26 days ago)
 - Bookmarked: Microsoft Virtual Labs (visit resource)

Figure 7: U-Learn program growth since FY09

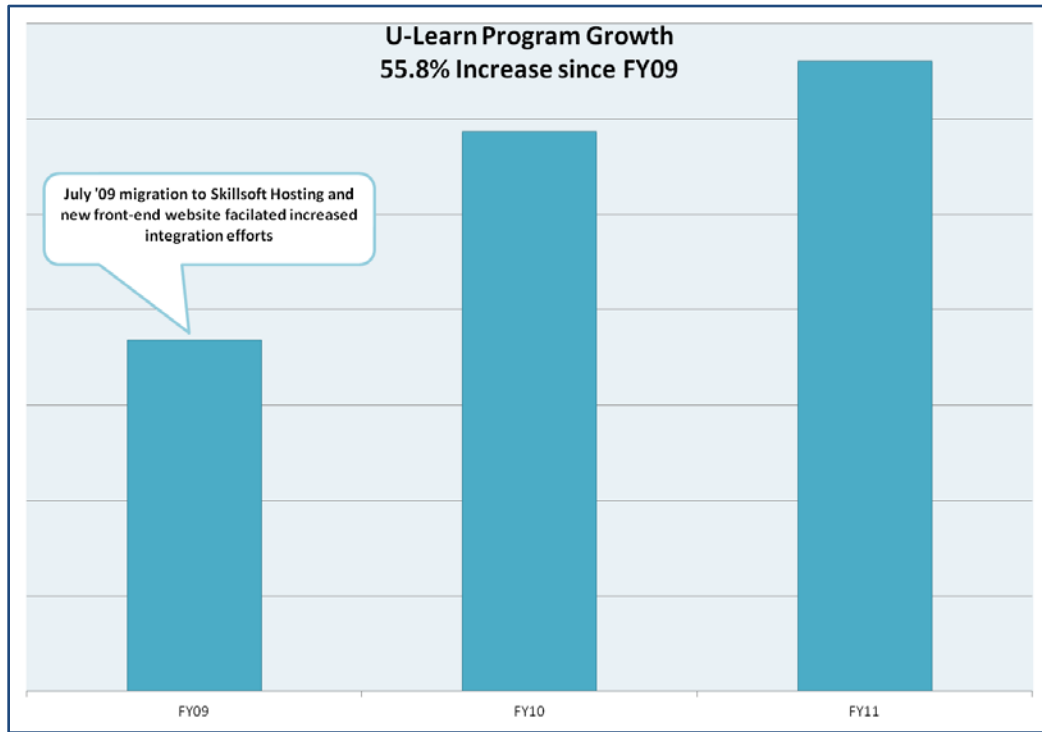


Figure 8: U-Learn course completions increase attributed to launch of Facilities Management Training Program

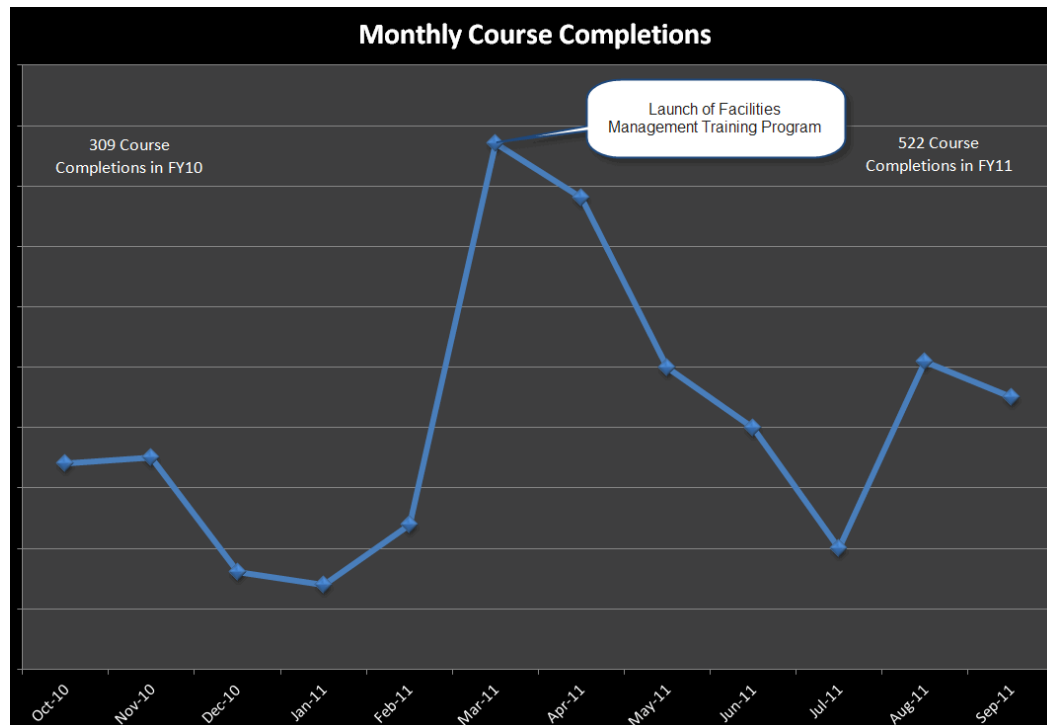


Figure 9: Facilities Management Training Program (FMTP) tracking logins & resources

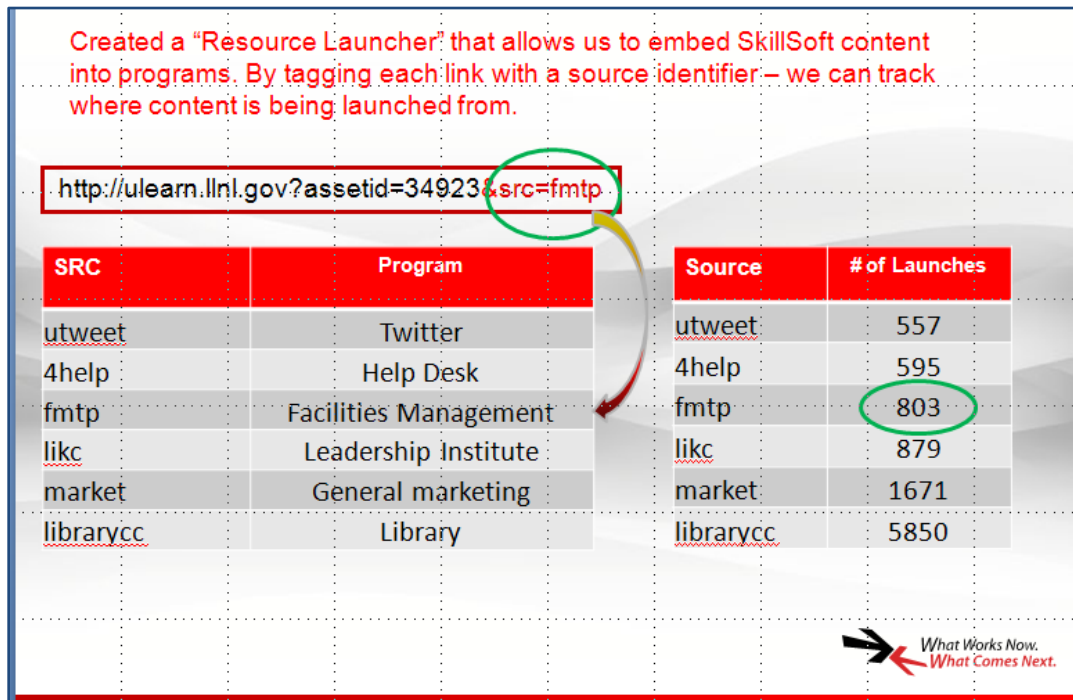


Figure 10: Real-time feedback from U-Learn logout survey shows users find the resources they are looking for.

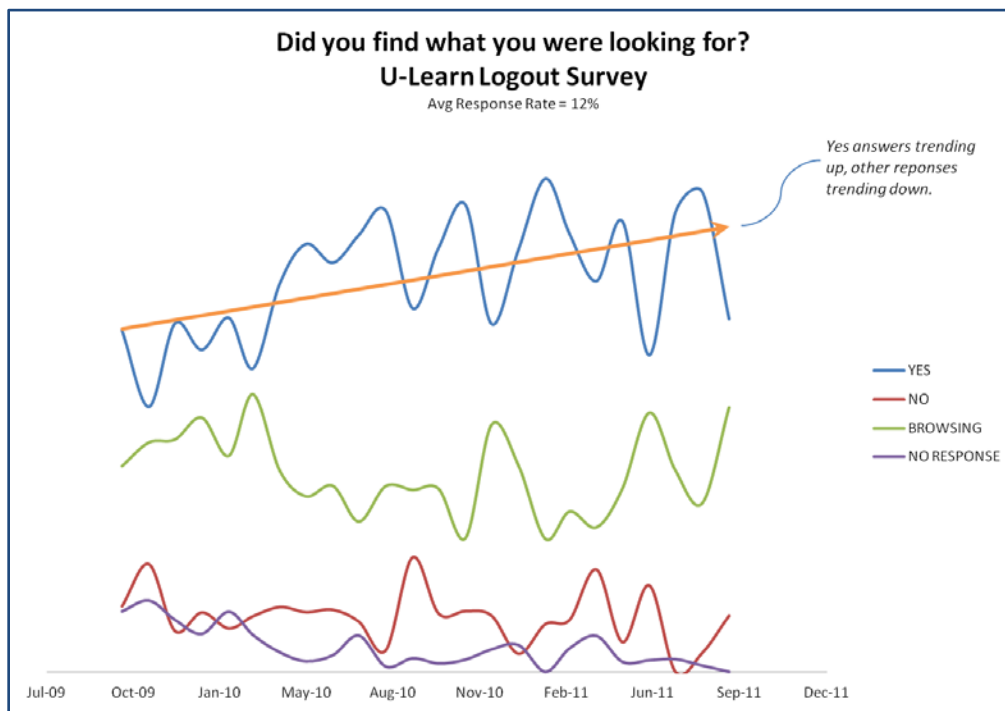


Figure 11: Spigit is LLNL's crowdsourcing tool for mission growth, idea innovation, cost reduction, and improved operations.



Figure 12: LabBook is LLNL's social network application for communication, collaboration, and discovery.

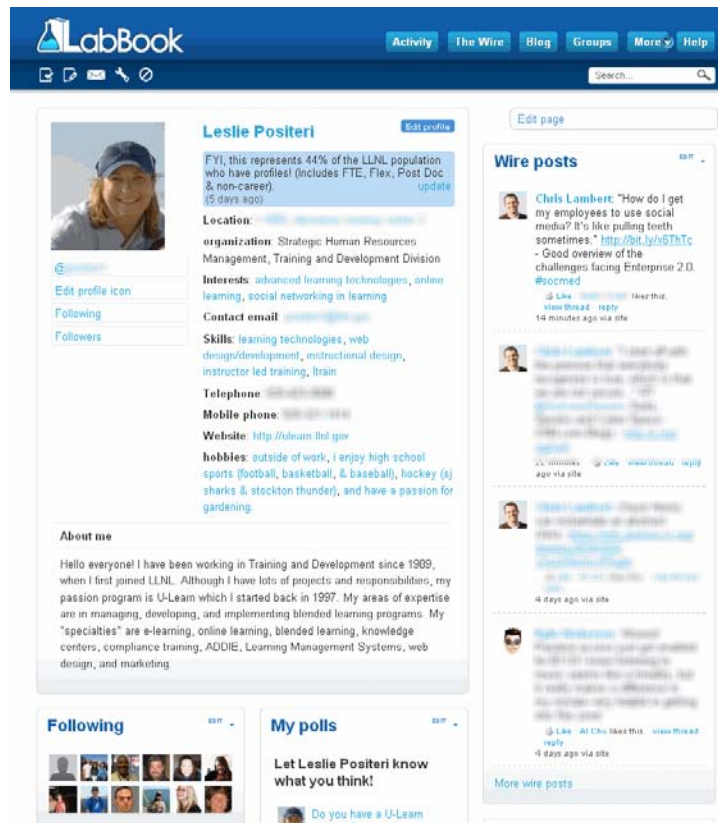


Figure 13: LabBook Groups support LLNL's Social Learning Strategy to provide for learning outside the formal classroom or workshop.



Figure 14: inGenius facilitates the sharing of collective knowledge.

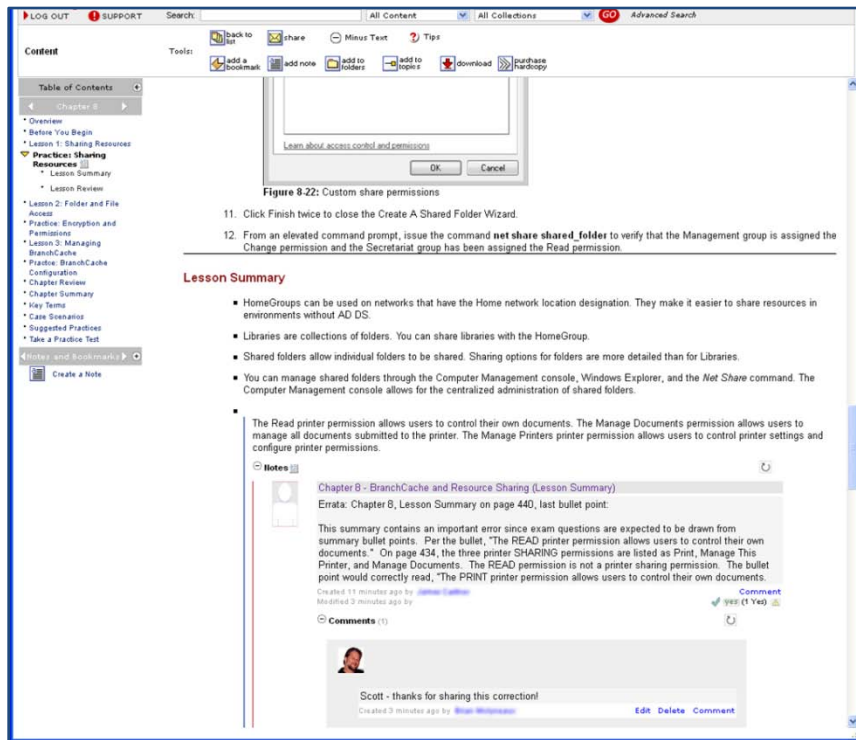


Figure 15: Knowledge Centers embed learning for the moment of need.

