

Award Nomination Information for Lawrence Livermore National Laboratory SkillSoft Perspectives Conference 2013



Submitted by
Leslie Positeri
Brian Molyneaux

February 25, 2013

SkillSoft Perspectives
Orlando, FL, United States
May 13 through May 16, 2013



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Company Name: Lawrence Livermore National Laboratory

Company Website: <http://www.llnl.gov> and <http://ulearn.llnl.gov>

Contact Name: Leslie Positeri

Do you want to be considered for the Learning Leader award? Yes

Contact e-mail: positeri1@llnl.gov

Contact Phone: 925-423-3008 or 925-321-1414

7000 East Avenue, L-270

Livermore, CA

94550

1. Company description including number of employees. 250 words or less

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 make possible 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 important, effective. 500 words or less

LLNL's learning program consists of a portfolio of business-focused and performance-focused

learning resources that are responsive to the Laboratory's environment, skill base and mission, with an eye on the future. Learning is aligned with strategic business goals and embedded in the workflow, accelerating business impact and organizational agility. LLNL's learning program connects with talent management, linking skills and competencies with succession planning and leadership development. Employees are empowered to take charge of their development, supported by a program that promotes learning and knowledge sharing throughout the employee life cycle.

At LLNL, 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 a suite of learning tools and leverages technologies, including online and self-paced tools, mobile delivery and social learning. Content and tools are packaged together to offer timely and tailored learning solutions.

LLNL's learning program continues to build on and leverage the success of U-Learn. U-Learn is the LLNL-branded portal, leveraging a suite of Skillssoft products to integrate learning into the life of the enterprise, bringing 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 [Figure 1].

Targeted, Dynamic, and Personalized

LLNL's learning program is targeted – designed to support the Laboratory's strategic outcomes. The program is dynamic – anticipating and responding to changing stakeholder needs. The program 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.

This nomination features the blending of LLNL's learning program with the Laboratory's talent management objectives, succession planning model and suite of leadership development programs, and highlights targeted career development programs in the Engineering Directorate and Strategic Human Resources Management Directorate. LLNL's nomination also focuses on continuous improvement, as the program expands beyond a strategic growth model to an even greater integrated model, addressing the needs of a wider range of business objectives and providing a broader set of sophisticated learning tools.

Proven Effectiveness

LLNL's learning program's success was reported in a Value Impact Analysis, provided by Skillssoft (December 2012). A few highlights from the summary include:

- 98% of survey participants said they would recommend Skillssoft resources to a colleague.
- 98% feel U-Learn is a worthwhile investment for LLNL to make.
- 85% of learners are able to apply what they learn within 4 weeks.
- 90% of learners are able to apply what they learn within 6 weeks.

- Based on the survey responses, the ROI for the program is 1008% or a cost-benefit ratio of 11 to 1.

LLNL's learning program success is also demonstrated by user numbers, strong senior management and stakeholder support, and awards and recognition, leveraging U-Learn to offer cost effective and best-in-class learning resources. LLNL's learning program success is described in greater detail in response to question 6.

3. What are the challenges you encountered prior to building your learning program? What challenges did you meet while you were implementing the program? 500 words or less (498)

In 2009, LLNL senior leaders created the *Roadmap to the Future*, a comprehensive document that identified scientific and technical challenges and opportunities for the Laboratory. These senior leaders recognized that a highly capable, innovative and sustainable workforce, led by talented management at all levels, was essential to the success of the roadmap. With competition from private companies that can provide higher salaries and more perks than a national laboratory, LLNL faced many obstacles to attracting and retaining its specialized workforce. LLNL's senior leaders committed to exploring innovative solutions to this workforce challenge.

Beginning with a self-assessment of LLNL's leadership competencies, conducted in collaboration with UC Berkeley's Haas School of Business. The assessment identified both strengths and gaps in leadership capabilities. Drawing on the assessment outcomes, the plan for integrated leadership development programs began, addressing needs at multiple career levels, aligned with the strategic direction.

Programmatic guiding principles included:

- Commitment from senior management to support leadership programs with their time and funding
- Focus on LLNL strategic mission and associated leadership competencies
- Program availability to members of all organizations, encouraging diversity, inclusion and networking
- Learning by doing through workshops, advisors, social learning and team projects
- Integration of planning among leadership programs to create broad and deep succession pools
- Efficiencies gained by leveraging use of e-learning technologies in U-Learn, providing customized learning opportunities 24/7 for today's leaders

LLNL engaged the Training and Development Division (TDD) to design new leadership programs. Two programs were created in 2009, Leadership Institute (LI) for mid-level managers and Executive Presence for senior leaders. In 2011, three new programs were added: Managing for Results (MFR) for the first-line supervisor, Management Institute targeting future leaders and Customer Value Creation open to all employees. In 2012, the Laboratory integrated these institutional programs with Emerging Leader programs within specific organizations to complete a portfolio of institutional leadership programs designed to provide developmental opportunities at multiple career levels [Figure 2].

As the institutional programs were being designed, it became clear that previous classroom-based models would not meet LLNL's needs or make good use of current technologies. The new leadership programs used a blended learning approach that combined instructor-led workshops with on-line courses, U-Learn books, articles and videos, Skillsoft Leadership Advantage, Leadership

Development Channel live broadcasts, and social media.

In support of the two largest programs, LI and MFR, the training organization, TDD, created two online competency knowledge centers (CKCs). These sites provided information about the programs, networking opportunities for participants, and online resources tailored to monthly topics through videos, books and articles [Figures 3-6].

The LI and MFR CKCs became a model for creating learning opportunities and networking hubs for new programs developed in 2012. The CKC model is readily replicated as a centralizing tool that brings cohorts of learners together around a set of identified competencies.

Additional information on LLNL's learning program is provided in response to questions 4, 9 and 10, with a focus on an institutional framework for leadership programs that allows for flexibility within organizations while supporting succession planning across the enterprise.

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

In the last three years, the programs described in this document evolved from being distinct, targeted offerings into a continuum of strategically related, developmental opportunities connected by a clearly defined institutional competency and succession planning model. This shift occurred as two processes came together at the senior management level: 1) recognition of the value that Leadership Institute projects contributed to the Laboratory's strategic initiatives and 2) incorporation of the institutional competency model [Figure 7] and development programs in formal Succession Planning in May 2012.

LLNL's Deputy Director for Science and Technology (DDS&T) recently noted that he had opposed creation of leadership programs four years ago because he believed that true leadership could not be taught. As he stood before a new Leadership Institute class this year he said, "Well, I was wrong. We have seen the results, especially in the Leadership Institute projects, and it is really helping the Lab."

The transition that occurred in the last three years was the result of:

- Following the guiding principles that were identified in 2009
- Integrating all programs within a competency framework
- Incorporating new technical capabilities

The guiding principles continue to provide a foundation for programs that are based on defined leadership competencies, provide many opportunities for networking across all internal organizations, use real projects and blended learning to keep programs relevant, and leverage technology for maximum efficiency and accessibility.

Both the institutional programs and organization-specific Emerging Leader programs are designed around four core competency areas: Systems and Organization, Management and Leadership, Interpersonal, and Technical. Within each area, program designers have worked with senior leaders

and other stakeholders to identify and define specific competencies and skills. From these competencies, program designers created customized program objectives, content and activities. Each program incorporates feedback from participants and senior leaders to improve content and delivery for maximum impact. As noted by the DDS&T, program participants are providing positive strategic impact to the Laboratory, particularly through the Leadership Institute projects, but also in their ability to step into new leadership positions, armed with the skills and professional networks to be effective.

With the success of the institutional programs and organization-specific Emerging Leader programs, more organizations are asking the Training and Development Division to collaborate on the creation of specialized programs for their organizations. The Operations and Business organization requested assistance to design and deliver a qualification program for facility managers that would incorporate curriculum from a nationally recognized vendor, hands-on practicals with senior facility managers, and online courses from U-Learn [Figure 7]. The Engineering organization requested assistance to create a career path program for all engineers, regardless of experience level, and a competency knowledge center to facilitate networking and provide access to training resources [Figure 9 and 10]. The Human Resources (HR) organization created an online HR competency knowledge center (CKC) to support employees and managers in planning for individual development [Figure 11].

All of these new activities are connected by the core institutional leadership competencies and robust technical capabilities built around competency knowledge centers that provide ongoing learning in the moment of need.

5. What business problems does your learning program 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

LLNL is committed to growing capable leaders and talent to guide mission delivery. Our learning program drives career development to advance succession planning efforts, is targeted to business initiatives, and is deployed in a cost-effective manner.

As a foundation, LLNL identified an institutional set of development competencies. These competencies guide the development of LLNL's career development and succession programs. To roll out the programs in a cost-effective manner, the Training and Development Division created competency knowledge centers (CKC's). A CKC is a portal that provides information and resources about career development and is customized to the business initiatives as defined by the organization. This solution allows for:

- Organizations to identify their strategic competencies and link them back to the institutional mission
- Customization at the organization level
- Replication of a cost-effective model
- Drawing on an institutional set of content and resources (Skillsoft)
- Individual performers to access performance support content in the moment of need
- Individual performers to choose content to meet their specific learning style

Skillsoft solutions and product resources used in each CKC:

- Skillsoft Quicktalk to introduce learners to the skill or competency
- Customized Skillsoft Leadership and Professional Advantage Learning Tracks
- Self-assessments
- Deep links to Skillsoft Books24x7, ExecSummaries, LDC live events and Quicktalks, courses, job aids and SkillBriefs
- RSS feeds from Books24x7 to push new and additional resources

Two organizations that developed career development paths and built CKC's this past year are the Engineering and Strategic Human Resources Management (SHRM) organizations.

Engineering is LLNL's largest organization consisting of over 1600 employees. Engineering needed a program to help attract, retain, and grow engineering employees. They needed to build a framework by which the organization could select, develop, and evaluate leaders. A working committee consisting of senior management and employees identified four career paths that an engineer could take depending on their career ambition. Focus groups were conducted to identify the skills and competencies needed to excel in each path. Advisors are available in each path and make themselves available to employees to listen, discuss, and provide feedback and resources to the employee on growing their career. This program was brought together and deployed through a CKC.

SHRM identified competencies and skills for all human resources (HR) personnel. A set of "core" and "specific" competencies were identified for all job families in HR, which are based on the set of institutional components and competencies. A CKC was built and rolled out to the organization. While employees explore and use the CKC to build their competencies in a self-directed manner, they are encouraged to meet with their supervisor on a regular basis to discuss their development goals, review their career development plan, and identify additional resources and ways to gain the skills and knowledge needed to move toward their career goals. In the same manner, supervisors were trained to use the center to help develop their direct reports.

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

Institutionally, the biggest impact the learning program has made is providing a framework for career development and succession management. By identifying an institutional set of development competencies, these common set of knowledge, skills and behaviors are used across the institution to improve performance, engage employees, and help organizations meet their strategic business goals.

Creating competency knowledge centers (CKCs) has provided a cost-effective way to deploy career development and succession programs. The CKC approach provides a model that can be easily replicated, uses a common set of skills and competencies, but allows for customization to the organization. CKC's allows individual performers to access performance support content in the moment of need. The CKC's offer a wide array of learning modalities allowing the individual the freedom to choose the content to meet their specific learning needs.

The Human Resources CKC serves as a prototype, demonstrating how succession planning and career development can be implemented at the organizational level while using institutional competencies aligned with LLNL mission. The Human Resources CKC provides a portal where human resources employees can go to develop their skills and competencies, and supervisors can guide employee development. With the success of the CKC model, more organizations are looking to the Strategic Human Resources Management organization and the Training and Development Division to help them define competencies and build CKCs for their organization. Engineering was one such organization.

Even though the Engineering Career Development program is still in its early phase of deployment, it is already making a positive impact in the organization. The immediate impact can be noted from employee feedback. One employee noted that the program provides a new and objective way to find out how well she is performing. She realized through the advisors that she was progressing in her career by the size and challenge level of the projects she was getting. Another employee stated that the defined career paths with advisors “turned the lights on” as to the opportunities that are available, but were previously undefined. The opportunity to build transferable skills and choose an advisor is also attractive to prospective employees when recruiting on college campuses. Transferable skills identified through the Engineering Career Development program are applied to job descriptions and postings creating continuity in recruiting and development.

Within Human Resources, the Recruiting team is partnering with individual organizations to rate and rank competencies providing strategic changes leading to a full cycle recruiting model. These competencies drive job requirements critical to job success through training and development opportunities for each classification. Similarly Human Resources is leveraging the HR CKC for internal recruiting within the HR organization providing the team with clear distinction of skills necessary to succeed in our unique HR roles at the Laboratory.

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

LLNL’s learning program is measured by institutional value and ROI to determine overall program success. As institutional or organizational programs are being created, value and ROI are designed into each program. Measures can include cost effectiveness, usage statistics, demographics, learner feedback, senior leadership participation and feedback, impact to business outcomes, and alignment with mission and values.

The Leadership Institute (LI), an example of an institutional leadership program, measures ROI through tuition cost savings (over \$13.6k per participant in tuition savings representing a 74% savings), participant promotion or accepting significant increases in responsibility (30% increase within 12-18 months), and by participant ratings (6.2 on a 7-point likert scale). Participant usage of the competency knowledge center (CKC) is a measure of learning asset “pull” and the effectiveness of U-Learn in supporting the LI. U-Learn usage spikes are recorded following LI orientation and after

each monthly session. Evaluation of the specific learning assets launched informs program managers of participant's interests and feeds continual improvement.

Overall U-Learn ROI is measured with internal calculations and Skillsoft's Value Impact Analysis (VIA). LLNL's calculation includes course completion offsets to instructor-led training and travel costs, savings on book purchases and other direct cost savings. For FY12, overall ROI was 152% and has averaged 139.9% over the last 7 years. In terms of program growth, U-Learn reached 62% of the LLNL population in FY12 compared to 59% in FY11. A significant increase to ROI can be attributed to video content (LDC live events, Quicktalks, and IT videos). Video ROI increased from 95% in FY11 to 244% in FY12 reflecting increased effectiveness with the competency knowledge center model and alignment with integration of content to support job performance.

Using VIA, which includes additional factors for business impact, U-Learn's ROI is 1008%, representing a cost-benefit ratio of 11 to 1. Other measures of program value from VIA demonstrate learner skill gain at 14% and a scrap learning rate of 10% (compared to Skillsoft's benchmark of 14%).

Success goes beyond user numbers and cost savings: success requires customer satisfaction. In FY12, 98% strongly agree or agree that U-Learn is a valuable resource for employees (FY11 94%) [Figure 12]; 98% of users would recommend U-Learn to a colleague (FY11 94%). U-Learn's increasing customer satisfaction reinforces effort spent creating learning asset pull through the use of targeted marketing, creation of competency knowledge centers, and integration efforts into job performance. Customer comments reinforce ROI and are valuable components of any discussion of program value, for example:

"The improvement that I experienced as a result of using U-Learn had a positive influence of ~ 15% on my \$1.65M portfolio budget."

External recognition is significant in validating learning program value to senior management and stakeholders. U-Learn is an award winning program, including Innovations in Learning Awards (2010, 2012 and Honorable Mention 2011), *Learning!* 100 Awards (2011, 2012), and recognition as a best practice by the Department of Energy's Energy Facility Contractors Group in 2012. U-Learn has also been featured in case studies by Skillsoft and *Chief Learning Officer Magazine*.

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

While LLNL has not partnered directly with Skillsoft on a custom solution, LLNL uses Skillsoft's Professional Services extensively in mapping Skillsoft content to LLNL's skills and competencies. From this partnership, LLNL has been able to build competency knowledge centers in a cost-effective manner that supports LLNL's strategic goal of growing and developing leaders at all levels.

LLNL has a strong partnership with Skillsoft. LLNL provides continual feedback and enhancement requests and contributes to testing of new products. Skillsoft in turn provides enhancements and content that benefits U-Learn as well as other Skillsoft clients. LLNL actively participates in Perspectives (including speaking or conducting workshops), webinars, working groups, advisory boards for the mutual benefit of both organizations. Skillsoft often approaches LLNL to share our experiences on how we use and implement Skillsoft products to other clients.

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

Today's workforce has increasing expectations regarding access to social media. Social media is used to stay connected, foster collaboration, and tap into and retain institutional knowledge; however, as a national security laboratory, LLNL faces challenges when developing learning tools that utilize social media. Senior management has embraced the challenge to maintain our competitive edge.

Social media at LLNL is maturing. Viewed using the "Stages of Social Maturity Model," LLNL is transitioning from the Coordinating stage to the Scaling and Optimizing stage ("Common Stages of Social Maturity," Forester Research, Sean Corcoran and Christine Spivey Overby, 2011). As social media becomes increasingly ubiquitous at LLNL, through our culture change, alignment with mission, and ever improving tools, social learning likewise becomes integral to the design of our learning programs.

Social networking tools facilitate collaboration at an institutional level across organizational boundaries where employees are encouraged to network, collaborate, discuss, swap stories, and share know-how within a community. New employees are introduced to LLNL's social media tools during orientation as part of the on-boarding process. Links to learning assets are easily shared within communities through U-Learn's deep-linking capability.

Nearly 60% of LLNL's population participates in its internal LabBook, a tool similar to Facebook and Twitter. Over 200 user groups and 1,000 blogs have been created in Labbook and the Laboratory Director regularly uses blog posts as a communication channel.

For social learning, groups are strategically formed in LabBook in the design of Leadership and Development programs [Figure 13]. Groups integrate learning outside formal classroom settings, support and encourage networking with program participants, and provide vehicles for on-going participant knowledge sharing and feedback between current and past participants and program managers.

ideaHub, an internal crowdsourcing tool, taps into the collective knowledge of our institution driving innovation [Figure 14]. Recently, the Laboratory Director issued an operational challenge through ideaHub resulting in over 64,800 page views. Ideas proposed then drove discussion in a follow-up Director's all-hands meeting. Business outcomes from ideaHub include saving significant time in proposal development, enabling program managers to influence calls for proposals, and facilitation of connections to experts for work in progress. The success of ideaHub exemplifies LLNL's changing cultural view and acceptance of social media which increases participation in LLNL's social learning strategy.

U-Learn incorporates inGenius providing filters for discovery of learning assets through user recommendations or by following individuals with self-identified expertise. inGenius supports learning programs where participants are instructed to use inGenius to annotate, recommend, and comment on program materials helping other program participants and providing knowledge transfer to employees outside the program discovering learning assets in the moment of need.

External tools, including Twitter, LinkedIn, and Facebook, align with public relations, recruiting and marketing. Recently, a live stream through Facebook of an education outreach event reached an additional 2,026 viewers – such activities are key to LLNL recruiting and public relations. U-Learn’s Twitter account regularly tweets deep-links to learning assets relevant to current activities and events.

10. What is the nominee's approach for supporting on the job performance and embedding learning within the 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

The U-Learn program was built on the foundation that content would provide a reliable resource for supporting job performance. Course completions, while important, would not be the sole measure of overall program success. Skillsoft’s Value Impact Analysis survey conducted in December 2012 drives home the point that success is more than course completions. Learners were asked what their most common motivation for using U-Learn was: over 58% of responders selected “as a reference for a project”. An analysis of usage data supports this response as most Skillsoft assets are launched from targeted portals or e-mails.

Learning is embedded, beginning with an introduction to LLNL’s learning program at New Employee Orientation (NEO), and promoted to all employees at all stages of their careers. New employees are introduced to U-Learn and are shown LLNL’s Leadership Ladder model that enforces LLNL’s commitment to growing leaders at all levels. During NEO, employees receive information on career development, education assistance, and social learning. Employees are also introduced to the integration of learning resources into programs, such as the LLNL Library where the MARC records from Books24x7 are loaded into the Library’s online card catalog system. Each NEO session is followed up with an introductory e-mail with links to learning websites as well as reference cards on how to use the program.

LLNL’s approach to supporting job performance and embedding learning extends beyond orientation. Competency knowledge centers (CKCs), discussed in response to question 5, provide learning in the moment of need, complementing institutional development programs and supporting learning throughout an employee’s career cycle. Skillsoft resources are deep linked using Open Learning Services Architecture (OLSA), which allows learners to launch content without having to go through the Skillsoft LMS.

The Engineering career development program uses advisors as a key feature to support job performance. Advisors make themselves available for employee to drop in to discuss their career goals or current projects often directing employees to the resources available in the CKC. Supervisors and managers in human resources were trained in the use of the CKC so they can recommend resources to their employees. In each case, advisors and management become

evangelists to the learning program.

To support job performance, LLNL has integrated the IT and technical videos from Books24x7 into LLNL's IT Solutions Knowledge Base, RightAnswers. RightAnswers is a web portal that employees can log into to get IT support solutions. Employees can enter a question regarding an application (e.g., how to use Microsoft Excel pivot tables?) and are presented with a list of solutions to the question. Included in those solutions are U-Learn IT and Technical videos. The employee clicks the link to launch the video and OLSA from Skillsoft is used to play the video on the desktop [Figure 15]. In addition, the institutional help desk agents use the RightAnswers web portal when working with customers: solutions found on the web portal are readily shared via e-mail with the customer.

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

LLNL's learning program is key to its talent management strategy. LLNL needs capable employees 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. Fiscally challenging times, coupled with new work force expectations, have made it clear that Laboratory's learning programs must be financially conscious and technologically savvy. To meet this need, a blended learning approach has evolved from implementation to strategic integration allowing numerous organizations to begin to achieve full emersion for growth.

The Laboratory's senior management conducted an institutional workforce planning exercise, incorporating the following steps: identification of organizational leadership competencies, key leadership positions, a pool of potential succession candidates, evaluation of candidates relative to required competencies, and development opportunities and succession plans.

The competencies were identified not solely for leadership, but more broadly for all employees in specific organizations to inform the development of talent pools and articulate clear paths for progression. Human Resources and Engineering are examples of organizations where specific competencies were mapped to job skills and development options.

The Human Resources competencies knowledge center (CKC) contains "core" competencies, universal in any human resources work environment, as well as "specific" competencies, which are precise skills necessary to successfully interact with others in the human resources arena. These transferable skills focus on the learner and knowledge they will need to meet their personal development goals as well as that of their organization. Learning strategies include videos, books, articles, and assessments utilizing the Skillsoft Leadership and Professional Advantage learning tracks as well as other development options such as job shadowing, project collaboration, and mentors.

The Engineering CKC, coupled with advisors in the organization, is a unique example of leveraging internal leadership talent with the Skillsoft platform providing a blended learning approach to assist

with the development of less experienced Engineers in gaining clarity on career paths. Career paths include Project Engineer, Program Developer, Technical Expert and Capability Leader. Advisees have shared they now have a more clear understanding of multiple career paths allowing for greater job performance and passion for their work. Advisors have identified additional talent, strengthening their organization and giving back to the Laboratory in a very constructive way.

Feedback from program participants demonstrates that:

- employees feel that LLNL is committing important resources to their development
- senior managers are invested in the programs
- employees value the advisors sharing their knowledge and experiences with them, and
- participants see a more defined path to success leading to greater levels of engagement and retention.

With this integrated learning model functions to include hiring, on-boarding, performance management and talent management have begun to mature in a way that is woven into the fabric of our everyday work model leading to organizational optimization.

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

“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.”

Director, Operations and Business Organization

“I have watched the Live events ... and they are excellent. I recommend that all the IT techs take courses and read the [Books]24x7 books. “

“The live U-learn Skillsoft events ... have been immensely helpful. It is one of the single most important development tools I have encountered at the lab.”

“I was better able to understand how to project a more positive attitude towards customers.”

“Better understanding or discovery of new techniques and technologies allow me to deliver software products faster that are more advanced than without the training from ULearn.”

“U-Learn has assisted in broadening my perspective on certain subjects. It's been a great tool to teach me a variety of ways to deal with co-workers/peers, teamwork etc. “

“[I] Attained PMP certification with the help of U-Learn training.”

“Completing the course work has made me much more able to take on increased responsibilities and resolve more complex issues in much less time...”

"I do about one or two technical formal presentations per year on average and the materials in U-Learn were very effective in helping me improve my game."

"Tremendous resource for quick, easy access to books and materials with a few clicks!"

"Provided immediate help with Visual C++ Silverlight for a project."

"[I] Learned Perl for web tool design. [I was] Able to move a project forward with the increased skill set."

"I have learned how to apply my leadership skills within the framework of the lab. It has helped me hone my soft business skills."

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

LLNL successfully leverages many Skillsoft services including Professional Services, 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.

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.

Skillsoft Books24x7 regularly emails U-Learn users about new content that has been added to the portal. Users provided feedback indicating the emails were useful, but they could not directly access the content from the provided link because LLNL utilizes a single sign-on login and the link went to the Books24x7 login. LLNL worked with Books24x7 to customize the book links so that users could launch the book directly through U-Learn. As a result, nearly 38% of all targeted launches of content can be attributed to employees accessing content through these email notifications thus supporting learning at the time of need or interest.

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. 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, Ryan Zervakos, 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 2012, LLNL's U-Learn team was asked to provide an update through a webinar, a welcomed opportunity to share our learning.

14. What does the future of this organization's learning program look like? How is it evolving and what are the plans to keep it relevant and impactful? 250 words or less

LLNL made significant strides in its learning program in 2012, aligning learning and succession planning efforts, linked to key competencies. LLNL's progress was documented in the LLNL Value Impact Analysis (VIA) Summary prepared by Skillsoft and placed at Stage 3 of the Skillsoft Learning Growth Model. LLNL has proven its success, as it "aligns learning to critical needs and business drivers, places learning within a context of business process, and provides strategies to increase performance and accelerate business results."

As we look to the future, LLNL continues to drive to a higher level of maturity, transforming the learning program to a level of integration (Stage 4). LLNL is accelerating its learning program for increased business impact and organizational agility, targeting a wider range of key job skills aligned with strategic business goals. At the same time, LLNL is expanding performer-focused learning, empowering the individual learner with in-the-moment content. The expansion and integration of LLNL's program is becoming more consistent and systematic. LLNL's general learning framework has been developed, refined and proven. LLNL is now tailoring this learning framework and embedding it in organizational portals across the institution to meet a wider range of business objectives and a larger audience.

In order to remain relevant and impactful, LLNL continues to expand its use of social media increasing communication, networking, and accessible learning in the moment of need. As we look to the future, LLNL will continue to increase the use of mobile technology, including the deployment of tablets, Smartphones, and custom applications.

4. 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

LLNL's learning program is supported at the highest levels of LLNL's management, making U-Learn's 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 thrives in a challenging environment where technology, creativity, and innovation intersect. Leslie's passion project at LLNL has been U-Learn where she has been the Program Manager since its creation in 1997.

Using her skills in strategic direction, execution, and marketing she has taken the program from its early stages of offering IT courses to a select audience to a program that is embedded into the fabric of the organization and boasts a user base of more than 62% of the LLNL population. U-Learn has been awarded and recognized both internally (e.g. Director's Award, LLNL Annual Reports to DOE) and externally (e.g. Skillsoft, *Learning!* 100, Department of Energy, Chief Learning Officer) as a program of excellence.

Leslie's diverse background in learning and development is recognized both internally at LLNL and externally. She manages the *Continuing Development for Training Personnel* program at LLNL and is credited with contributing to improved quality of training which leads to improved efficiency, effectiveness, safety, and reliability in accomplishing the LLNL mission. She has also been able to share her knowledge with organizations such as Lawrence Berkeley Laboratory, USC, and the Northern California County Training & Development Directors.

Brian Molyneaux. As LLNL's e-Learning Information Technology Lead, Brian brings IT expertise and practical work experience in the Computation Directorate and Information and Communication Services Department and a background in software product marketing to the team. Brian is responsible for all IT aspects of the U-Learn program including development, infrastructure, support, and integration efforts. Brian supports the broader technology needs of training beyond U-Learn including technical contributions to LLNL's custom Learning Management System for which he received a Director's Operational Excellence Award, and continual improvements to LLNL's ADDIE processes for course development through technology solutions and systems.

Brian is essential in making the U-Learn vision a reality. Brian designed the U-Learn infrastructure using Skillsoft's Open Learning Services Architecture (OLSA), including automating registrations, developing a single sign-on method, and creating the U-Learn Resource Launcher which provides deep-linking to content from any institutional website or knowledge portal. 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 provides targeted advising and marketing. Presenting at the National Laboratory IT Summit 2011 and Skillsoft Perspectives 2010 and 2012, providing demo's of U-Learn to teams at LLNL, and developing and analyzing program metrics.

Institutionally, Brian has a role in IT governance serving as co-chair of the CIO Training Working Group; a group focused on IT certifications and building communities of practice among LLNL IT professionals.

Figures in Support of LLNL Award Nomination 2013

Figure 1: Illustration of LLNL’s learning program – leveraging U-Learn resources at the hub.

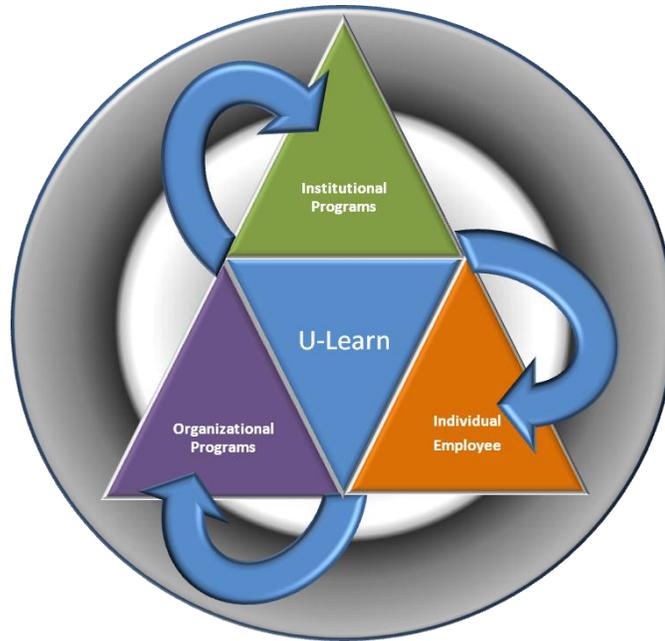


Figure 2 – LLNL’s Leadership Ladder Model provides developmental opportunities at multiple career levels.



Figure 3 Managing for Results competency knowledge center (home page)



Figure 4 Managing for Results competency development page



Figure 5 Leadership Institute competency knowledge center (home page)

Figure 6 Leadership Institute resources page

Figure 7 Institutional competency model



Figure 8 Facility Management Training Program integrates U-Learn courses into the program

F&I Facilities & Infrastructure

FMD Home

Org Chart

News

Facility Contacts

Security

Safety

Training

F&I home \ facilities management \ training

Facilities Management Training Program

The Facilities Management Training Program is designed to provide staff core competencies necessary to perform a role as defined by the classification matrix and to support the Facilities Management Department's succession planning.

All these courses are available from onsite and offsite via QUMPAAC. (no VPN needed)
(Schedule based on 4 Periods over a 2 Year Training Program)

Facilities Management Training Program [Instructions to Access U-Learn Content](#)

Facilities Coordinator I:

First Period	Second Period	Third Period	Fourth Period
UL1101 : Interpersonal Communication: The Process	UL1102 : Workplace Communication Skills	UL1106 : Working with and Managing Difficult People	
UL1104 : Listening Basics	UL1100 : Writing with Intention		

Facilities Coordinator II:

First Period	Second Period	Third Period	Fourth Period
UL1103 : Resolving Conflict with Communication Skills	UL1105 : Difficult People in the Workplace Environment	UL1112 : Asserting Yourself Professionally	

Facilities Coordinator III:

First Period	Second Period	Third Period	Fourth Period
UL1121 : An Introduction to Project Management	UL1118 : Mentoring Effectively		
UL1106 : How to Work with Negative People and Procrastinators			

Facilities Manager I:

First Period	Second Period	Third Period	Fourth Period
UL1110 : Planning a Effective Business Meeting	UL1107 : Presenting Successfully	UL1108 : Delivering the Message	UL1109 : Available Presentation Resources
UL1121 : An Introduction to Project Management	UL1112 : Asserting Yourself Professionally	UL1115 : The Basics of Delegation	UL1116 : Delegation: The Personal Approach
UL1101 : Interpersonal Communication: The Process	UL1102 : Workplace Communication Skills	UL1106 : How to Work with Negative People and Procrastinators	

Figure 9 Engineering Career Path program competency knowledge center (home page)

Figure 10 Engineering competency development page

Figure 11 HR Competency Knowledge Center development page

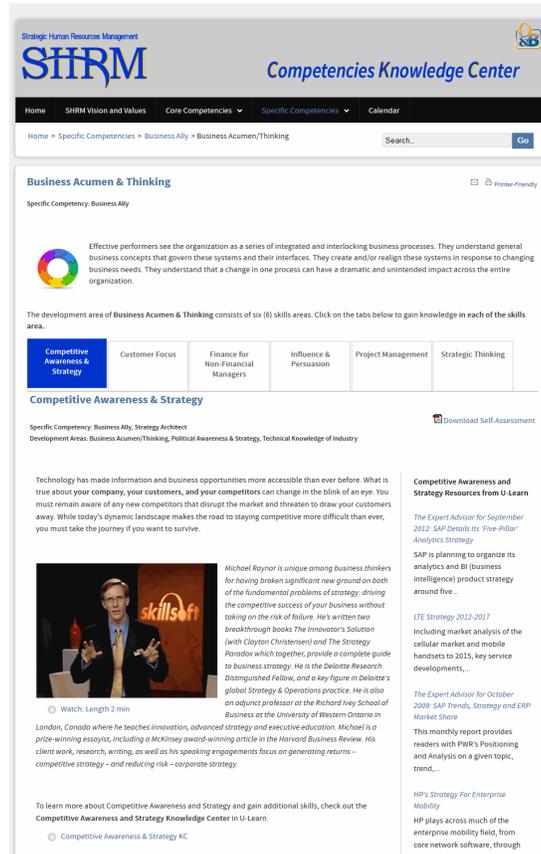


Figure 12 Skillssoft Value Impact Analysis - Recommend to Colleague



Figure 13 Examples of LabBook groups supporting social learning



Figure 14 ideaHub is an example of crowdsourcing for innovation



Figure 15 IT and technical videos integration with RightAnswers

The image shows a screenshot of the Lawrence Livermore National Laboratory's RightAnswers portal. The top navigation bar includes 'Home', 'Find Answers', and 'Top Answers'. The main search area has a search bar with the query 'embed excel table in word' and buttons for 'Find Answers' and 'Start Over'. Below the search bar, there are search filters for Channel, Title, and Classification, all set to 'All'. The search results section shows 'Showing 1-10 of 2392 Results'. The first result is a video titled 'Microsoft Word 2010: Link or Embed an Excel Table' with a 5-star rating. A blue arrow points from this result to a video player window below. The video player shows the video title, a thumbnail of Steve English, and a play button. Below the video player is a description and a list of key points from the video.

Channel: All
Title: All
Classification: All

Enter your question below...
embed excel table in word
Find Answers
Start Over

For best results, please use more than one word.
Show Advanced Search
Search Within Results Search All

Results
"embed excel table in word"
Showing 1-10 of 2392 Results

[Ulearn Video] Microsoft Word 2010: Link or Embed an Excel Table
Link or Embed an Excel Table 121210083900496 Microsoft Word 2010
Link or Embed an Excel Table Ulearn Video Click
Ulearn Video

How to: Create an Excel worksheet in a Microsoft Word 2007 document.
Microsoft Word 2007 Create Excel... Microsoft Excel Worksheet Open
Microsoft Word... to embed object within a Word document

Microsoft Word 2010: Link or Embed an Excel Table
Launch Page

Microsoft Word 2010: Link or Embed an Excel Table
Featuring Steve English
Skillssoft Ireland Limited © 2012

Steve English | Microsoft Word Expert

00:04 / 05:40

High Contrast On Captions On

Description:
Linking an Excel table to a Word document gives you an updatable copy, whereas embedding gives a static snapshot. This video provides a step-by-step view of how to link and update information.

- In this video, you will:
- learn how linking is different from embedding
- import an Excel spreadsheet to a Word document using Paste link
- navigate from the table in Word to the Excel spreadsheet
- change content in cells
- check the Word document for change propagation
- save and close
- change content in the Excel spreadsheet and save and close
- open the Word document and update link when prompted

Prepared by LLNL under Contract DE-AC52-07NA27344.