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# Award Nomination for Lawrence Livermore National Laboratory Skillsoft Perspectives Conference 2014

L. A. Positeri, B. M. Molyneaux

January 16, 2014

Skillsoft Perspectives Conference 2014  
Las Vegas, NV, United States  
April 8, 2014 through April 11, 2014

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# Award Nomination Information for Lawrence Livermore National Laboratory Skillsoft Perspectives Conference 2014



*Submitted by*  
Leslie Positeri  
Brian Molyneaux

January 17, 2014

SkillSoft Perspectives  
Las Vegas, NV, United States  
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Company Website: <http://www.llnl.gov> and <http://ulearn.llnl.gov>

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Please use this worksheet to prepare your entry for the Innovation Awards. Submissions will be considered for all categories, except the Learning champion of the year category, which is opt-in only. Nominations close on **January 17, 2014.**

*Please note that due to the number of submissions we receive, **we cannot accept** additional/supplemental materials as part of your award entry. However, if you'd like to submit imagery, screenshots or video clips to showcase during the awards ceremony, please include with your submission. Thank you.*

**1. Company description, including number of employees and Skillsoft end users. (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.

LLNL serves a highly-educated workforce of more than 6,400 employees across a wide variety of technical disciplines. Physicists, chemists, biologists, engineers, computer scientists and other researchers work together to achieve technical innovations and scientific breakthroughs.

This year, the Lab played a role in two Nobel prizes – in Physics for contributions to the discovery of the Higgs boson, and the Peace prize for participation as one of two certified U.S. laboratories within the *Organisation for the Prohibition of Chemical Weapons*. LLNL made significant contributions to the development of an artificial retina, which Time and Popular Science included among their top innovations for 2013.

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 simultaneous excellence in science and technology, operations and business practices, and a high-quality, motivated workforce with diverse ideas, skills, and backgrounds.

U-Learn (LLNL's branded Skillsoft content) contributes directly to the Laboratory's mission and values by providing the best learning opportunities, training tools, and development resources in supporting our world-class, diverse workforce. U-Learn has a strong adoption rate, where 63% of the workforce has an active account.

2. **Describe your organization's learning program and highlight what makes it targeted, dynamic, personalized and most importantly, effective. What solutions did you apply to achieve successful results? (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 complete suite of Skillsoft resources 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 features U-Learn at its hub. U-Learn is the LLNL-branded portal, leveraging a suite of Skillsoft 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 – 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. 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, conducted by Skillsoft (October 2013). A few highlights from the summary include:

- 99% of survey participants said they would recommend Skillsoft resources to a colleague.

- 99% believe that U-Learn is a benefit for LLNL employees.
- 75% of learners are able to apply what they learn within 4 weeks.
- 85% of learners are able to apply what they learn within 6 weeks.
- Based on the survey responses, the ROI for the program is 1002% 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 business challenges prompted you to build/continue with your learning program? What challenges did you meet while you were implementing the program? (500 words or less)**

In 2009, LLNL senior leaders created the *Roadmap to the Future*, a 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, 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.

A self-assessment of LLNL's leadership competencies, conducted with UC Berkeley's Haas School of Business, 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 leadership competencies
- Program availability to members of all organizations, encouraging diversity, inclusion and networking
- Learning by doing through workshops, advisors/mentors, 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

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 use a blended learning approach that combines instructor-led workshops with online courses, U-Learn books, articles and videos, Skillsoft Leadership Advantage, Leadership Development Channel live broadcasts, and social networking.

Leadership Institute for mid-level managers and Executive Presence for senior leaders were created in 2009. In 2011, three programs were added: Managing for Results 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.

2013 was a year of challenges as LLNL faced unresolved government budgets, a federal government shutdown and sequestration, and a voluntary separation resulting in the departure of nearly 400 employees. Dealing with change of this magnitude requires leadership and, in spite of these challenges, LLNL continues to deliver world-class science and technology that requires a workforce that is agile, highly capable, innovative, collaborative, and sustainable. Recognizing the core value of its workforce, LLNL's C-level management continues to make a commitment to invest and support workforce development to lead the Laboratory in its future by preserving funding for all the leadership programs and learning technologies.

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

In the last four 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 and development programs in formal Succession Planning.

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

- Following the guiding principles that were identified in 2009
- Integrating all programs within an institutional 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 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. 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. The Computation organization requested a formal program to certify members of the Computer Support Team in areas such as Microsoft, Linux, and CompTIA A+ using U-Learn resources. 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. The Human Resources (HR) organization created an online HR competency knowledge center to support employees and managers in planning for individual development.

All of these 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, compliance, talent management). 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 competencies. These competencies guide development of LLNL's career development and succession programs. LLNL's performance appraisal process was redesigned to directly incorporate competency development into employee appraisals and the Training and Development Division created a competency knowledge center (CKC). A CKC is a portal providing information and resources about career development customized to business initiatives as defined by the organization. This solution allows for:

- Organizations to identify 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
- Individuals to access performance support content in the moment of need
- Individuals to choose content specific to their learning style

Skillsoft 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

The Engineering and Strategic Human Resources Management (SHRM) organizations have implemented CKC's. An Institutional CKC supporting emerging leader programs across the institution has also been developed. The Computation organization has developed a separate program supporting skill development and leadership development using Skillsoft IT courses and books at its core.

Engineering, with over 1600 employees, needed a program to help attract, retain, and grow employees. A working committee consisting of senior management and employees identified four career paths that an engineer could pursue. Focus groups were conducted identifying skills and competencies needed to excel in each path. Advisors are available in each path to listen, discuss, and provide feedback and resources to employees on growing their career. This program was 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, based on the set of institutional competencies. A CKC was built and rolled out to the organization. Employees use the CKC to build competencies in a self-directed manner and are encouraged to meet with their supervisor regularly to discuss development goals, review development plans, and identify resources and ways to gain skills and knowledge needed to achieve their goals.

Computation provides computer support services to all LLNL organizations. To ensure teams are high-performing amidst a backdrop of rapid technology change, the Hybrid Study Group program was created to leverage Skillsoft resources in a collaborative self-study model. Its goals are to increase the number of IT certifications within teams and support a community of practice across teams. Graduates may become mentors gaining access to leadership development opportunities and a path to team leader or supervisory roles.

**6. How would you describe the overall business impact the learning program has had to the organization? Please include any stats and/or quantifiable data. (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 allow 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.

The Engineering Career Development program has made 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.

A new CKC was developed in consultation with LLNL's Organizational Development consulting team to support nine emerging leader programs across all LLNL organizations further embedding the common institutional competency model into LLNL's culture. The OD consultants utilize the competency model in their interactions with all levels of management.

**7. How is the learning program measured? Please describe your reporting strategies with respect to measurement and include ROI statistics. (500 words or less)**

LLNL's learning program is measured by institutional value and ROI to determine overall program success. Metrics are designed into each institutional or organizational program and 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 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 (44% increase within 12-18 months), participant ratings (mean 5.9 on a 7-point likert scale), and learning application (88% applied the learning to their work). 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 monthly sessions. Evaluation of specific learning assets launched informs program managers of participant's interests and drives continual improvement.

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 FY13, overall ROI was 199% (averaging 149% over the last 10 years). As more content is integrated into CKC's, U-Learn is averaging a 61% push and 39% pull metric showing LLNL's movement toward Stage 4 in Skillsoft's Learning Growth Model.

Using VIA, which includes additional factors for business impact, U-Learn's ROI is 1002%, 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 15% (compared to Skillsoft's benchmark of 14%). Customer comments reinforce ROI and are valuable components of any discussion of program value. For example:

*“Increased innovation - overview and review of new books and references provided exposure to new developments and spurred consideration of new ideas.” – Nuclear Engineer*

The Hybrid Study Group program (HSG), an organizational program, also uses VIA to determine ROI. Over the last 24 months the program has a ROI of 629% and scrap learning rate of 0% showing 100% of skills were applied to the job.

Success goes beyond user numbers and cost savings: success requires customer satisfaction. In FY13, 99% strongly agree or agree U-Learn is a valuable resource for employees (FY12 98%); 99% of users would recommend U-Learn to a colleague (FY12 98%). U-Learn’s 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.

External recognition is significant in validating learning program value to senior management and stakeholders. U-Learn is an award winning program, including Skillsoft’s Innovation in Learning Awards (2010, 2011, 2012, 2013), *Learning!* 100 Awards (2011, 2012, 2013), 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 a case study by Skillsoft and *Chief Learning Officer Magazine*.

**8. Does your program currently have or plan to incorporate any social components (i.e. social profiles, leaderboards, blogs, wikis, microblogging). Please mention if you are using Skillsoft 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 leveraging social media tools. Senior management has embraced the challenge to maintain our competitive edge.

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). Social media facilitates 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.

Social media continued to scale at LLNL in 2013. Notably, policy and security changes were made allowing employees to access Facebook from behind-the-firewall, LLNL’s internal news portal added comment and rating functionality, and employees are recruited to serve as online ambassadors sharing news and other stories about LLNL through Facebook.

Nearly 60% of LLNL’s population participates in its internal LabBook, a tool similar to Facebook and Twitter. Hundreds of groups have been created in Labbook with topics ranging from Big Data to Foodies, Energy Systems to Photography and Oracle DBAs to Bicycle Commuters. Diverse topics encourage engagement and help engrain social media discussions into the fabric of the enterprise. LLNL’s Director leveraged LabBook

regularly in 2013 to connect directly with employees, address questions, and communicate institutional actions and priorities.

In support of social learning, groups are strategically formed in LabBook supporting institutional leadership programs. 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.

External tools, including Twitter, LinkedIn, YouTube, Pinterest and Facebook align with public relations, recruiting and marketing. In 2013, LLNL hosted an Additive Manufacturing conference and streamed the conference live on Livestream. In 2014, LLNL will be streaming its popular “Science on Saturday” series through Livestream – 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.

U-Learn incorporates Skillsoft 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.

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.

**9. What is your approach for supporting on-the-job performance and embedding learning within the organization? How has your organization recognized the value of learning at the moment of need and embraced it as a critical component to its success? (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 October 2013 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 54% of responders selected a “just-in-time, reliable reference for information.” 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 media. 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 employees 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 Skillsoft 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. 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.

**10. 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 LLNL'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 to any 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.

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

*“This is a phenomenal resource. I strongly recommend that LLNL continue to support/enhance this capability.”*

*“Using U-Learn’s technical resources I put together some 3D web visualizations that blew the socks off people at DOE HQ. I also used my new statistics skills to make a major advancement in another project.”*

*“Application of the knowledge I have gained has allowed me to more accurately utilize resources in a more timely manner, to address group needs. This has enhanced my output and led to greater customer satisfaction and confidence in our groups abilities to address challenges.”*

*“Great variety... helps of all sorts. Just what a research organization needs.”*

*“...Definitely a worthwhile program and I refer staff to the site all the time!”*

*“I’m grateful that my upper Management has seen the value in U-Learn and have recommended and assigned their employees to the online training courses.”*

*“I studied the U-Learn coursework for the 70-680 and 70-685 exams and posted some of the unique information gained from U-Learn to the relevant LabBook group to help others studying for the same exam. I*

*successfully passed the exam which was not only a personal goal, but one which was also listed as an appraisal goal for this year.”*

*“My supervisor acknowledges in my PA that I have become a more assertive communicator this year, and I am grateful to have been studying communication, and dealing with emotions and organizational skills via U-Learn in my down time. ... I accessed many of the Books24/7 titles dealing with physical fitness this year, and they were an immense aid to my participation in the GetActive! program and to my health in general. THANK YOU!”*

*“Overall and in the main, U-Learn as a means of acquiring new skills is well done, very well done.”*

**12. If applicable, what Skillssoft services do you utilize (i.e. blended program design, custom elearning solutions, general and specific program management and learning strategy development)? How have services impacted your learning program? (500 words or less)**

LLNL successfully leverages many Skillssoft services including Professional Services, Hosting, Support, and Client Community, along with LLNL’s Skillssoft Learning Consultant. The U-Learn team uses these services to maximize the value of the Skillsoft product by mapping content to LLNL competencies, 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 Skillssoft to better align these resources with institutional and organizational programs.

In June 2009, LLNL migrated to Skillssoft Hosting and created a custom front-end to SkillPort which utilizes Skillssoft 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 Skillssoft Hosting, LLNL employees can call Skillssoft 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 52% 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.

**13. Does your organization leverage the Skillsoft® Learning Growth Model® to chart your goals? If so, what level is your organization operating at and what level are you striving to reach? (500 words or less)**

Using Skillsoft's Learning Growth Model (LGM) as a guide, LLNL made significant strides in its learning program in 2013, aligning learning and succession planning efforts linked to key competencies. LLNL's progress in the LGM was documented in Skillsoft's Value Impact Analysis (VIA) and placed at a strong Stage 3 (strategic) transitioning to Stage 4 (integrated). LLNL's learning program maps to the LGM as follows:

**Business case for e-learning**

LLNL's transition into the LGM Stage 4 is supported by the development of an institutional competency model, its integration with the performance appraisal process, and the competency knowledge center model. By aligning talent development with individual roles it further integrates managers into the process of supporting employee's along defined learning paths.

**Learning culture**

Significant to the LGM Stage 4 is a learning culture with governance, the encouragement and reward of communities of practice, and external recognition as a 'learning organization'. LLNL's Training and Qualifications Functional Area Manager (T&Q FAM) ensures alignment and compliance institutionally. The T&Q FAM chairs the Training Working Group which brings together training representatives from all organizations into a community of practice. LLNL has been recognized for Learning Culture for three years by Elearning Media Group through its *Learning!* 100 Award.

**Learning role**

The T&Q FAM has a dual role as leader of the Training and Development Division (T&DD) within Human Resources. T&DD oversees the development of institutional leadership programs and is home to key resources including the Organization Development consultants, onsite training center, U-Learn, Education Assistance, and the Learning Management System (LMS). This centralization of institutional resources

facilitates alignment with mission, metrics, and funding; all of which result in a “seat at the table” for strategic planning, consistency in application, and opportunities for cost savings through economies of scale and shared resources.

### **Blended design**

Beginning 2009, as 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 use a blended learning approach that combines instructor-led workshops with Skillsoft resources streamlined through knowledge centers, advisors and/or mentors, projects, and social media.

### **E-learning promotion**

LLNL’s learning program is supported at the highest levels of LLNL’s management as demonstrated by this quote from the Deputy Director of LLNL:

*“In a year of many fiscal challenges, U-Learn continues to offer a highly innovative, flexible, and cost-effective approach across a wide spectrum of learning objectives to provide vital learning resources to develop our most valuable asset – our employees.”*

### **Learner adoption**

Technology-enabled learning is widely accepted at LLNL where 63% of the population utilize U-Learn. In 2013, LLNL’s learning program began tracking ‘push-pull’ data as discussed in the LGM. By tracking data that is deep linked with performance support systems, we’ve been able to identify an initial 61% push–39% pull metric.

### **Learning evaluation**

LLNL’s learning program is measured by institutional value, business impact, and ROI to determine overall program success. Metrics are designed into each institutional or organizational program as discussed in question 7.

## **14. What does the future of your 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)**

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 (Skillsoft Learning Growth Model 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.

LLNL’s Performance Appraisal (PA) process was revised in 2013 to institutionalize the process and address competency development. The PA process will be further refined in 2014 to include more robust competency development and integration into the workforce recruitment, development and retention strategy.

LLNL's Human Resources 5-Year Strategic Plan includes specific goals for U-Learn to support succession planning and talent development efforts which will be accomplished through further integration with the PA process and the learning programs' Competency Knowledge Center model.

U-Learn will continue to increase focus on mobile devices, in part through upgrading to SkillPort 8, providing ever more opportunities to deliver performance support in the moment of need.

*If you wish to be considered for the Learning champion of the year award, please answer the following question:*

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)**

The U-Learn Team of Leslie Positeri and Brian Molyneaux are deserving of high recognition for their transformative creativity, perseverance, and skill at LLNL and in the learning industry.

**Leslie Positeri.** *Perseverance and determination.* Those words aptly describe Leslie's drive to make U-Learn a benchmark learning program. Overcoming IT and security hurdles in an environment where ensuring the nation's security is its prime mission has always been a challenge, but that is where perseverance and determination has paid off. Leslie manages U-Learn on the theory of convergence – presenting the right solution or idea at the right time. Many features of U-Learn, such as 24x7 access for all employees, may seem like an easy feature to deploy, but took years to implement due to strict security and personnel policies. Today, U-Learn is available to all employees 24x7, from home or work, and is considered a benefit to LLNL employees.

As an e-Learning innovator, Leslie has been instrumental in creating passion for the learning program and throughout the evolution of elearning at LLNL. An outspoken advocate for elearning, Leslie could be seen stopping by offices or providing presentations to organizations demonstrating how elearning resources can be tailored to meet the specific needs of individuals or organizations. With the success of U-Learn, people both internal to LLNL and external organizations seek Leslie out to demonstrate how elearning can benefit them and their organization. She presents at conferences, panels, webinars, and other events.

**Brian Molyneaux.** Brian brings decades of IT and product marketing expertise to the team. Brian is responsible for all IT aspects of the U-Learn program including development, infrastructure, support, and integration efforts.

Brian designed the U-Learn infrastructure using Skillsoft's Open Learning Services Architecture; including a deep linking capability essential to LLNL's Competency Knowledge Center model. He advances the U-Learn vision through continuous improvement to U-Learn, consulting with U-Learn's partners, educating Help Desk staff, and representing U-Learn in technical meetings. Brian provides targeted advising and marketing, presents at conferences, and develops and analyzes program metrics.

Beyond U-Learn, Brian provides technical leadership for e-Learning initiatives; recently leading integration of SCORM into LLNL's custom LMS and improving LLNL's ADDIE processes through new technology solutions and systems.

Brian chairs the CIO Training Working Group; a group focused on IT certifications and community of practice development among LLNL IT professionals. In this role, Brian has been described as “*one of the most influential people in helping to get technicians in Computations trained...*” Brian lead the development of LLNL’s Hybrid Study Group program for IT certifications and mentors the HSG mentor team; a mentor recently commented “*He is able to guide individuals toward success, he celebrates their achievements, and encourages and facilitates continued progress toward their goals.*”

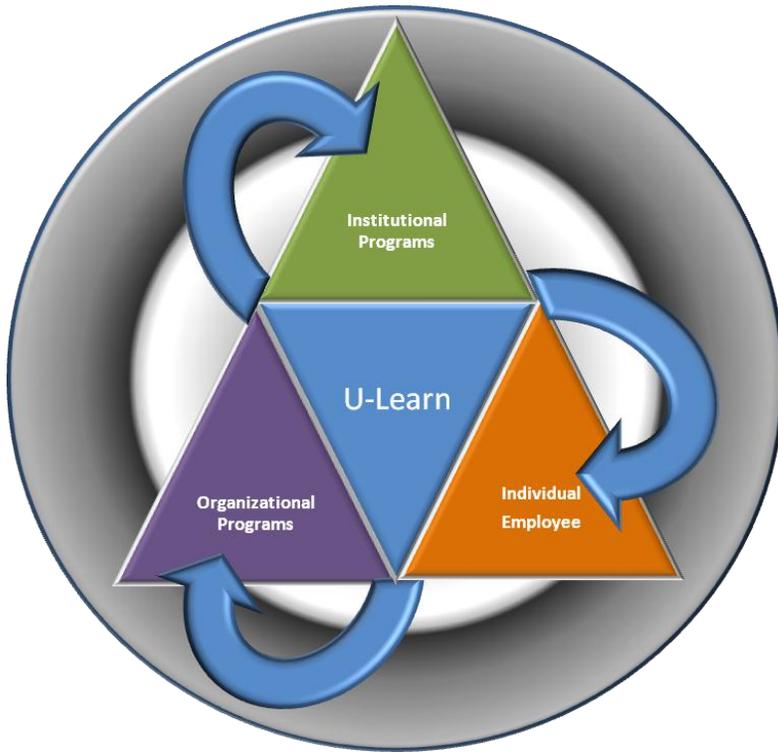
Today, U-Learn is a benchmark learning program and has been awarded and recognized internally (Director’s Award: Operational Excellence, LLNL Annual Reports) and nationally (e.g. Skillsoft, *Learning!* 100, CLO Magazine) for innovation and creativity. In 2011 it was deemed a “best practice” by the Department of Energy’s Facility Contractors Group.

BONUS MATERIAL (optional): We’d like to showcase our nominees at the 2014 Global Skillsoft Perspectives conference and on our social channels. Submit a short statement (less than 120 characters) that Skillsoft can tweet out or display during the 2014 Global Skillsoft Perspectives conference.

**All entries are final upon submission. Information provided here will be held confidential with the judges unless otherwise specified.**

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

## Imagery for Showcase



LLNL's learning program features U-Learn at its hub and is integrated into institutional and organizational programs, while offering a multi-modal experience for the individual.



LLNL's Leadership Ladder model enforces senior management's commitment to growing leaders at all levels.



# LEADERSHIP DEVELOPMENT COMPONENTS



- Home
  - Succession Management
  - Systems & Organization Competence
  - Management & Leadership Competence
  - Interpersonal Competence
  - Technical Competence
- Home

- Think strategically
- Use political and cultural insight
- Use business and financial acumen



- Focus on mission
- Inspire vision
- Set direction
- Manage team
- Create solutions

- Develop technical, scientific, functional expertise continually

- Demonstrate emotional intelligence
- Facilitate information exchange
- Optimize teams and resources

Institutional and organizational leadership programs are connected by the core institutional leadership competencies

## Featured Articles

### SHRM Competencies - The Research

The SHRM Specific Competencies are derived from the book *HR Competencies: Mastery at the Intersection of People and Business* by Dave Ulrich et al....

[Read More...](#)

### How do I put together a development plan and use the Knowledge Center?

There's deep satisfaction to be found in developing your talents, skills, and strengths so on more responsibility, establish and achieve goals, adopt more constructive behaviors ready to embrace new opportunities. Meaningful self-growth and development in areas passionate about will help you move forward effectively toward your goals....

[Read More...](#)

### SHRM vision and values

Purpose SHRM designs and implements comprehensive and integrated strategies, systems to attract, train, qualify, retain, and advance a workforce that meets mission objectives....

[Read More...](#)

## Popular Words

strategy solving processes persuasion focus meetings organization **building** research techn  
**leading** feedback explorative adaptability practices perseverance business thi  
 priorities resources relationship negotiating managers oriented acumen values influence setti  
 upward political planning relationships **managing** teams finance innovation vision it  
 results flexibility professional principles execution industry problem **knowledge** mar

## Our Latest News

[Taking Risk](#)

## Popular Art

[Core C](#)

## SHRM Upcoming Events

- ED8350 Managing for Results 04-22-2013 (9:00 AM - 4:30 PM)
- ED8350 Managing for Results 05-14-2013 (9:00 AM - 4:30 PM)



# LEADERSHIP DEVELOPMENT COMPONENTS



- Home
  - Succession Management
  - Systems & Organization Competence
  - Management & Leadership Competence
  - Interpersonal Competence
  - Technical Competence
- Home > Systems & Organization Competence

## Systems and Organizational Development



Shaping the organization direction and influencing the environment are key leadership components in Systems and Organization Development. Effective leaders are always striving to improve the systems and organization through a deliberately planned effort to increase the organization's relevance and viability. Leaders do this through political and cultural insight and by having a working knowledge of the business and financial acumen or the organization.

The Institutional Leadership Programs that builds Systems and Organizational Development are:

- > Emerging Leader Programs
- > Managing for Results
- > Value Creation (Innovation)
- > Leadership Institute
- > Management Institute
- > Executive Presence

### Political and Cultural Insight



Leading teams requires skills that go beyond those of group, project, or people management. Many leaders say that building and leading teams is their most challenging - and the most rewarding - accomplishment.

[Building & Leading Teams](#)

### Business and Financial Acumen



Leading teams requires skills that go beyond those of group, project, or people management. Many leaders say that building and leading teams is their most challenging - and the most rewarding - accomplishment.

[Managing Conflict](#)

# Managing FOR Results

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DISC Information

Self-Directed Learning

Featured Video

Learning Opportunities

## Learning Opportunity

*Check back often to see different learning opportunities available to continue your quest to be a great leader.*

*We will highlight on-site instructor-led courses, external venues, as well as no-cost options.*



**Give and Take: A Revolutionary Approach to Success**

Featuring Adam Grant  
Live! December 10, 2013  
9:00 - 10:30 AM  
[>>Learn more](#)

Next MFR Workshop

**Leading At All Levels**



People can lead at all levels. You don't have to be a supervisor or manager to have a leadership role. The following model shows the institutional programs as well as courses and services available for employees.  
[Find out more...](#)

**Managing for Results**



Managing for Results is designed to enhance the operations at LLNL by developing supervisors who can relate the work of their group to the organization mission.  
[Read more...](#)

**Personal Toolkit**



Personal Toolkit By taking the initiative to keep your skills sharp, it can help pave the way for new opportunities and professional growth. Learn more about the opportunities available through internal and external resources.  
[Learn more...](#)

**Consult with a Mentor**

**Mentor Requests**

OD Consultants can advise program participants on a variety of issues including conflict resolution, team building, communication and more. This benefit is only available to participants for 3 months after their workshop date.

To request mentoring, enter your OUNPAC and click Login.

OUN

Current Topic: Teams

LLNL's learning program supports key business initiatives and is woven into the fabric of our everyday work model.

## Lawrence Livermore National Laboratory

Home Find Answers Top Answers

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Enter your question below...

For best results, please use more than one word.

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**Results** [Help](#)

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**"Word long documents"**

Showing 1-10 of 1202 Results

**Some documents take a long time to open in Microsoft Word 2007.**

Some Documents Long Time Open Microsoft Word 2007...Some documents take a long time to open... a long time and Microsoft Word appears Attach a template to your document.

**[Ulearn Video] Google Apps: Counting Words in a Document**

Words in a Document 121210082362335 Google Apps Counting Words in a Document... to see the video. The Word count feature in Google Ulearn Video

**[Ulearn Video] Google Apps: Creating and Sharing Word Documents and Sharing Word Documents**

121210083414072 Google Apps Creating and Sharing Word... you to create word-processing documents Ulearn Video

**[Ulearn Video] Microsoft Word 2010: Save a Word Document**

[Ulearn Video] Microsoft Word 2010: Save a Word Document 121210083708345 Microsoft Word 2010 Save a Word Document

**Program Overview**

Home Knowledge Center Calendar Online Resources Group Projects Support



**Live Event**

Adam Grant

**Give and Take: A Revolutionary Approach to Success**

Live in U-Learn December 10, 2013 9:00-10:30 AM

[Launch video >>](#)

**Monthly Topic**

Building and Managing High Performance Teams

Leading teams requires skills that go beyond those of group, project, or people management. As a team leader, you help build a foundation for team performance that is based on shared purpose, trust, and practical guidelines for accomplishing work as a team. You must keep performance on track while dealing with the realities of team dynamics, accountability challenges, and inevitable conflicts. Team leaders build cultures where results are accomplished through trust, commitment, communication, and accountability.

**Course Outline and Logistics**

Get a course overview, logistics, instructor bio, and pre-work information on Building and Managing High Performance Teams- this month's topic. Course materials available here.

**Monthly Topic Additional Online Resources**

In this area you will find additional information such as book summaries, white papers, external links, videos, online books, etc. on the monthly topic. Use these resources to delve deeper into topics or to get better insight to concepts presented in class.

**Group Projects Information**

Group projects are a vital part of the Leadership

**Program Timeline**

[view program timeline >>](#)

**Calendar**

[view calendar >>](#)

**Instructor Bio**

**Laura Kay**  
Associate Professor  
Building and Managing High Performance Teams

[view instructor bio >>](#)

**Participant Bios**



**Engineering Careers**

- The Project Engineer
- The Program Developer
- The Technical Expert
- The Capability Leader

**Engineering Competencies**

- Coaching
- Collaborative
- Communication
- Conflict Management

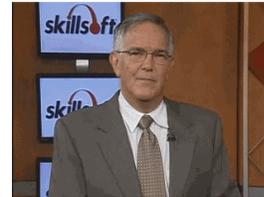
**Engineering Competencies: Coaching**

Most people recognize coaching as a viable and valuable discipline for boosting individual and organizational performance. Coaching helps people use their talents most effectively to perform the requirements of their job, develop their personal potential, grow in their careers, and deal with the inevitability of change.

Effective coaches follow a logical process and develop specific skills to forge a dynamic and purposeful relationship with their coaches. They know how to challenge as well as empathize. They are goal-oriented as well as supportive.

As a leader you may not play the role of coach all the time, but you must continually build a culture conducive to coaching and be capable of stepping into the role at any time.

Dick Heller, a speaker and consultant, has developed his expertise over many years working in a wide variety of situations in both public and private sectors. He is a firm believer that "Leadership That Matters" is leadership that is dedicated to achieving results. Watch this short, 2-minute, video that describes how leaders need to transition from managers to teachers, from themselves to the team, from being in charge to caring for others.



Watch  
Leader as Coach  
Featuring Dick Heller, 2 minutes

To Learn more about **Coaching** and gain additional skills, check out the "Coaching" Knowledge Center.

Strategic Human Resources Management



Competencies Knowledge Center

- Home
- SHRM Vision and Values
- Core Competencies
- Specific Competencies
- Calendar

Home > Specific Competencies > Business Ally > Business Acumen/Thinking

Search...

**Business Acumen & Thinking**

Specific Competency: Business Ally



Effective performers see the organization as a series of integrated and interlocking business processes. They understand general business concepts that govern these systems and their interfaces. They create and/or realign these systems in response to changing business needs. They understand that a change in one process can have a dramatic and unintended impact across the entire organization.

The development area of Business Acumen & Thinking consists of six (6) skills areas. Click on the tabs below to gain knowledge in each of the skills area.

<b>Competitive Awareness &amp; Strategy</b>	Customer Focus	Finance for Non-Financial Managers	Influence & Persuasion	Project Management	Strategic Thinking
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**Competitive Awareness & Strategy**

Specific Competency: Business Ally, Strategy Architect

Development Areas: Business Acumen/Thinking, Political Awareness & Strategy, Technical Knowledge of Industry

Download Self-Assessment

Technology has made information and business opportunities more accessible than ever before. What is true about your company, your customers, and your competitors can change in the blink of an eye. You must remain aware of any new competitors that disrupt the market and threaten to draw your customers away. While today's dynamic landscape makes the road to staying competitive more difficult than ever, you must take the journey if you want to survive.



Michael Raynor is unique among business thinkers for having broken significant new ground on both of the fundamental problems of strategy: driving the competitive success of your business without taking on the risk of failure. He's written two breakthrough books *The Innovator's Solution* (with Clayton Christensen) and *The Strategy Paradox* which together, provide a complete guide to business strategy. He is the Deloitte Research Distinguished Fellow, and a key figure in Deloitte's global Strategy & Operations practice. He is also an adjunct professor at the Richard Ivey School of Business at the University of Western Ontario in

Watch: Length 2 min

London, Canada where he teaches innovation, advanced strategy and executive education. Michael is a prize-winning essayist, including a McKinsey award-winning article in the *Harvard Business Review*. His client work, research, writing, as well as his speaking engagements focus on generating returns - competitive strategy - and reducing risk - corporate strategy.

To learn more about Competitive Awareness and Strategy and gain additional skills, check out the **Competitive Awareness and Strategy Knowledge Center** in U-Learn.

Competitive Awareness & Strategy KC

**Competitive Awareness and Strategy Resources from U-Learn**

*The Expert Advisor for September 2012: SAP Details Its "Five-Pillar" Analytics Strategy*  
SAP is planning to organize its analytics and BI (business intelligence) product strategy around five...

*LTE Strategy 2012-2017*  
Including market analysis of the cellular market and mobile handsets to 2015, key service developments,...

*The Expert Advisor for October 2009: SAP Trends, Strategy and ERP Market Share*

This monthly report provides readers with PWR's Positioning and Analysis on a given topic, trend,...

*HP's Strategy For Enterprise Mobility*

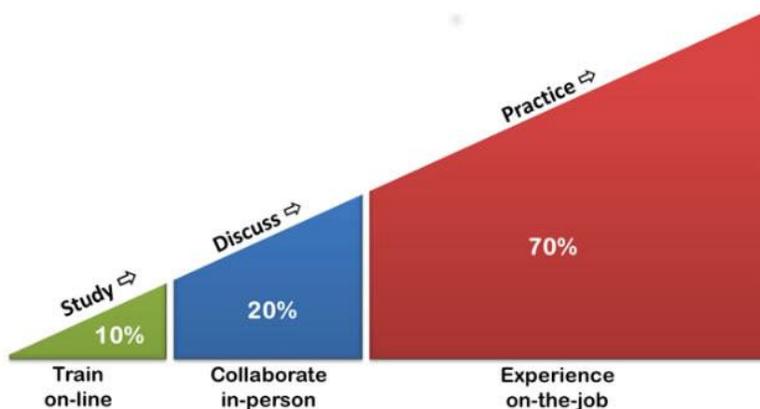
HP plays across much of the enterprise mobility field, from core network software, through enterprise...

Creating competency knowledge centers (CKCs) has provided a cost-effective way to deploy career development and succession programs. Shown here are examples of the Strategic Human Resources Management and Engineering CKC's.

<b>Site Links</b>
<a href="#">HSG - Home Page</a>
<a href="#">FAQ</a>
<a href="#">Microsoft Courses</a>
<a href="#">CompTIA Courses</a>
<a href="#">Forums - Microsoft Courses</a>
<a href="#">Forums - CompTIA Programs</a>
<b>Resources</b>
<a href="#">HSG Documents</a>
<a href="#">U-Learn</a>
<a href="#">Safari Books Online</a>
<a href="#">Lynda</a>
<a href="#">Microsoft Certification Home Page</a>
<a href="#">CompTIA Certification Home Page</a>
<b>Contacts</b>
<a href="#">HSG Mentors</a>
<a href="#">HSG Administrators</a>
<a href="#">HSG Participants - CompTIA Programs</a>
<a href="#">HSG Participants - Linux Programs</a>
<a href="#">HSG Participants - Win7 Program</a>

## CIO Training Working Group Hybrid Study Group

The Hybrid Study Group program is sponsored by the CIO Training Working Group and utilizes the principles of Study/Discuss/Practice. The HSG is a structured self-study program which enables participants to achieve certification and gain technical knowledge and skills that are directly applicable to their day-to-day jobs at LLNL. The HSG encourages the development of a **community-of-practice** and offers technical leadership opportunities to successful participants.



### Hybrid Study Group CompTIA Courses

The Hybrid Study Group offers multiple courses designed to provide the LLNL IT Support Community the opportunity to achieve one of several CompTIA certifications. The technical depth and breadth of knowledge gained by active participation in an HSG CompTIA certification course has a direct impact on the ability of our IT professionals to support the LLNL customer base.



The Hybrid Study Group program was created to leverage Skillsoft resources in a collaborative self-study model.

<a href="#">Course Resources</a>	<a href="#">CompTIA A+</a>	<a href="#">CompTIA Linux+</a>	<a href="#">Mentors</a>
----------------------------------	----------------------------	--------------------------------	-------------------------

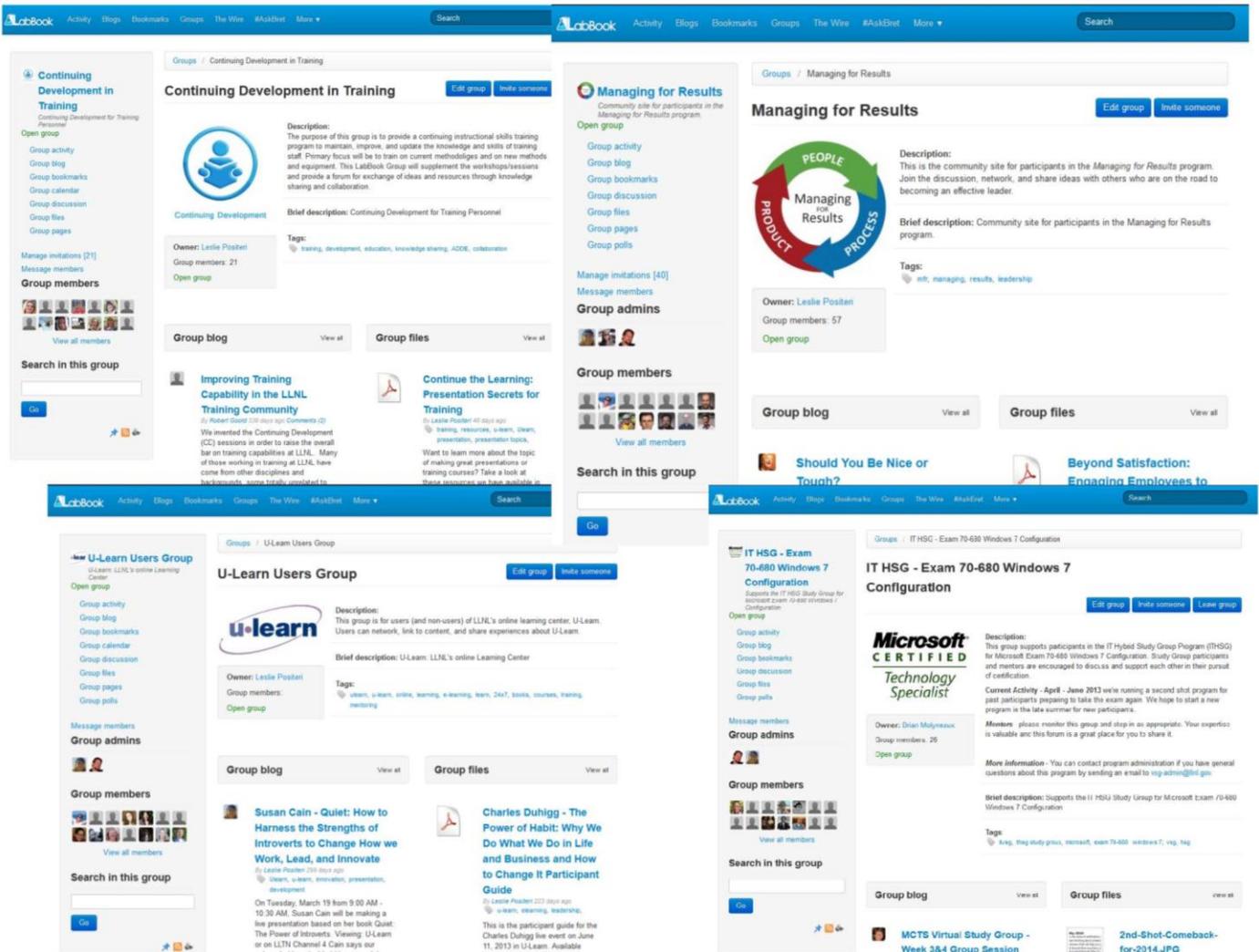
#### CompTIA A+

The HSG will host the CompTIA A+ course, which is comprised of two exams: 220-801 and 220-802. A+ certification is an entry point into the IT support industry and IT certification. We recommend the A+ course for participants seeking to enhance their understanding of IT fundamentals as well as to help prepare for more advanced certification courses. Examples of job roles that employ skills gained with the A+ certification are IT support technician, IT support administrator, field support technician, and IT support specialist.

#### Recommended Pre-requisites

Candidates should have at least 1 year of hands-on IT field experience.

Skills Measured:



Groups, in LLNL's social media application, LabBook, is one way that LLNL's learning program is infusing social learning into structured programs.

## How LLNL Maps to the Skillsoft Learning Growth Model®

Indicators	Stage 1 Supplement	Stage 2 Targeted	Stage 3 Strategic	Stage 4 Integrated	Stage 5 Optimized
Stage Goal	Initiate Learning	Manage Learning	Align Learning	Integrate Learning	Enterprise-Wide Learning
Business Case for elearning	Reduce Expenses & Increase Scale	Enhance Savings & Remove Redundancy	Align to Business Goals & Increase Business Impact	Increase Talent & Organizational Agility	Broaden & Deepen Talent to Extended Enterprise
Learning Culture	Learning is Operationally Focused	Executive Support & New Learning Strategies Emerge	Governance & Talent Management Begins	Recognized as a 'Learning Organization'	Learning Becomes Globally Ubiquitous
Learning's Role	Contractor	Consultant	Key Player	Architect	C-level Role
Blended Design	Very Little Blending, Mostly Formal	Simple Blends Social & Mobile Begins	Blending Scales to Balance Multiple Modalities	Balanced Blends Become Routine	Sophisticated Blends Across All Portfolios
Elearning Promotion	Traditional Awareness Marketing	Highlights & Success Stories	Portal Deep Linking Begins	Active Manager-Level Evangelism Begins	Strong Learning Brand Equity Attained
Learner Adoption	20%+ Mostly 'Push'	30%+ 'Pull' Increases	50%+ 'Pull' = 'Push'	80%+ Increased 'Pull'	90%+ Mostly 'Pull'
Learning Evaluation	Efficiency of elearning	Effectiveness of elearning	Business Impact of elearning	Targeted ROI Studies	Talent Management Analytics

Goal Attained  Future Goal

Skillsoft's Value Impact Analysis (VIA) placed LLNL at a strong Stage 3 (strategic) transitioning to Stage 4 (integrated). Institutional web analytics provide real-time monitoring of learning activity.

## Institutional Web Analytics Real-Time Monitoring of Learning Activity

Mon 13 Jan 15:18:08  
IP: 10.20.20.20

Website: [kc.llnl.gov](http://kc.llnl.gov)

User: [redacted]

54 Actions - 33 min 28s

- Ecommerce order** (1389655096292)  
Revenue: \$ 1, Quantity: 1
  - spa\_hr039\_a23\_kcc\_enus: TITLE: SHRM Competencies: Self-development for Professionals | user: [redacted] | src: shrmcomp | assetid: spa\_hr039\_a23\_kcc\_enus | (shrmcomp), Quantity: 1, Price: \$ 0
- Ecommerce order** (1389655314493)  
Revenue: \$ 1, Quantity: 1
  - spa\_hr025\_a02\_kcc\_enus: TITLE: SHRM Competencies: Listening for Professionals | user: [redacted] | src: shrmcomp | assetid: spa\_hr025\_a02\_kcc\_enus | assettype: \_ss\_sla | (shrmcomp), Quantity: 1, Price: \$ 0

- Deep-linking activity is monitored allowing administrators to see users and learning asset titles, ids, and marketing source codes in real-time.

## NEWSLINE: LOOKING BACK AT 2013

# AWARDS & RECOGNITION



Ken Moody

LLNL Radiochemist **Ken Moody** is named a 2013 American Association for the Advancement of Science (AAAS) fellow.  
[Read more](#)

**Charles Cerjen, Marilyn Schneider, Ian Thompson and Eric Schwegler** are named 2013 American Physical Society fellows.  
[Read more](#)

LLNL wins five R&D 100 awards, including one award for a project supported by the Defense Threat Reduction Agency (DTRA)/U.S. Strategic Command Center for Combating Weapons of Mass Destruction, the outcome of which could provide groundbreaking assistance in fighting bioterrorism.  
[Read more](#)

Former Lawrence Fellow **David Lobell**, who has done groundbreaking work on the agricultural impacts of climate change, receives a MacArthur fellowship.  
[Read more](#)

**Jim Hammer**, a physicist in the Weapons and Complex Integration Directorate at Livermore, receives the 2013 Edward Teller Medal.  
[Read more](#)

**U-Learn**, the Lab's online learning center, receives two national awards for 2013; awards recognizing U-Learn for its integration efforts in support of succession planning initiatives, leadership and management development and employee development.  
[Read more](#)

Livermore researchers join their colleagues around the world in celebrating the award of the Nobel Prize for Physics to Peter Higgs and Francois Englert in recognition of their work developing the theory of what is now known as the Higgs field, which gives elementary particles mass.  
[Read more](#)

**Phil Pagoria**, deputy scientific capabilities leader at LLNL's Energetic Materials Center, is

the recipient of the 2013 NATO Munitions Safety Award for Technical Achievement.  
[Read more](#)

Lawrence Postdoctoral Fellow **Frederico Fiuza**, who models the fast ignition approach to inertial-confinement fusion in LLNL's Fusion Energy Sciences Program, is awarded a 2013 ASCR Leadership Computing Challenge award for his proposal "Predictive Full-Scale Simulations of Fast Ignition of Fusion Targets."  
[Read more](#)

The Laboratory team behind the discovery of element 116, **Livermorium**, on the periodic table is honored as one of the Livermore Chamber of Commerce's top Dream-makers and Risk-takers for 2013.  
[Read more](#)

**Yuan Ping** is a recipient of a DOE Office of Science Early Career Research Program award, which



U-Learn recognition comes both internally and externally to the organization.