

Building a Business Case for Elearning



Presenter: Ajay M. Pangarkar, CTDP, CPA, CMA

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- workforce innovation & engagement
- employee performance management
- real time learning/eLearning
- assessment/examination solutions

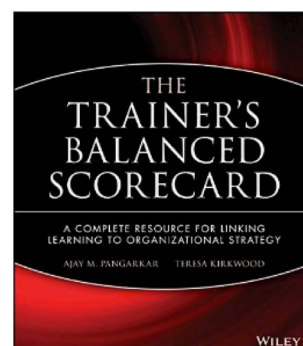
BIOGRAPHY

Ajay M. Pangarkar, CTD, CPA, CMA

Award Winning Performance Strategist, Speaker, and Author

Ajay Pangarkar is President of CentralKnowledge Inc., leaders in strategic employee performance and innovative assessment systems. He combines his finance, accounting, strategy, and professional learning background to assist Fortune 500 organizations such as Apple, Pfizer, Scotia Bank, RBC, and IATA to create innovative learning environments. Under his leadership, CentralKnowledge was recognized for Learning Content Management Project of the year 2008 for Training Magazine's Technology in Action award for their work with Apple Inc.

Ajay is a Certified Professional Accountant (CPA, CMA) and a Certified Training and Development Professional (CTDP). His focus is to ensure organizations are able to leverage their employee's performance in delivering tangible performance results. Ajay is a world renowned workplace performance strategist and foremost authority on integrating employee performance strategies into the Balanced Scorecard. He is also passionate about building an irrefutable business case for employee skills investments. He is a sought after industry-recognized speaker on strategic employee development and employee assessments.



Ajay, with partner Teresa Kirkwood, published their recent book titled, ***"The Trainers Balanced Scorecard: A Complete Resource for Linking Learning and Growth to Organizational Strategy"*** (Wiley). Other books include "The Trainers Portable Mentor" and "Building Business Acumen for Trainers: Skills to Empower the Learning Function" (Wiley). He is an award-winning writer receiving the 2014 and 2015 prestigious TrainingIndustry.com Readership and Editors' Award. Ajay is a favorite of the media and appears on the #1 Montreal Talk Radio morning show discussing workforce performance. He is a regular contributor to many leading publications around the world.

Ajay is actively involved in the workplace learning community recently serving as the Vice Chair for the Canadian Society for Training and Development's National Board of Directors. Contact Ajay at ajayp@centralknowledge.com.

Please Follow/Forward my new BLOG at blog.centralknowledge.com
twitter: [@ajaypangarkar](https://twitter.com/ajaypangarkar) LinkedIn: [in/ajaypangarkar](https://in.linkedin.com/in/ajaypangarkar)

Building a Business Case for Elearning

Thank you for selecting this interactive session. It is with great pleasure that I present to you an educational session why and how your business leaders evaluate elearning initiatives and demonstrate how to build credibility within your organization.

Your role as learning and performance professionals within your organization and industry is evolving at a rapid pace. No longer is L&D confined to one role but it is increasingly viewed as a partner in achieving a strategic goal. Your role is now to understand how Learning fits into this equation and how will you be able to credibly support and communicate the results. Please contact me anytime with your questions at 866-489-7378 or by email: ajayp@centralknowledge.com.

Ajay M. Pangarkar CTD, CPA, CMA

Award-winning Performance Strategist and Author, CentralKnowledge

Application on the Job:

- How leaders see “training/elearning”
- Focus on “performance” expectations
- Assess “financial” impact to business
- Evaluate “qualitative” impact to business

Description:

Learning practitioners are under tremendous pressure to account for the performance of elearning investments. These business activities are not held to the same scrutiny as with operational business functions. Leaders typically view supporting activities as budgetary “black holes” unable to prove direct contribution to business results. This is no longer the case. Leaders expect supporting functions to demonstrate contribution to organizational objectives.

Learning practitioners fail to grasp their leader’s expectations because they don’t view workplace learning as a business activity and are unable to tangibly connect learning to organizational objectives. In either case, this is a unique opportunity to make your learning initiatives relevant to the organization and avoid being perceived as unnecessary expense.

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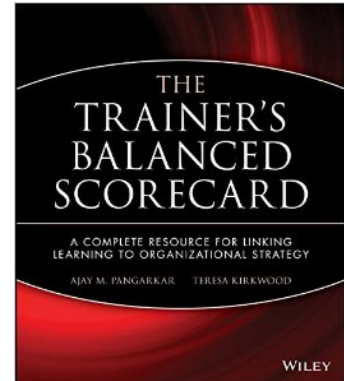
Resources...

“Workforce Revolution!” blog.centralknowledge.com



- *‘Gaining Buy-in for E-Learning’* course
- *‘Train-the-Trainer’* course

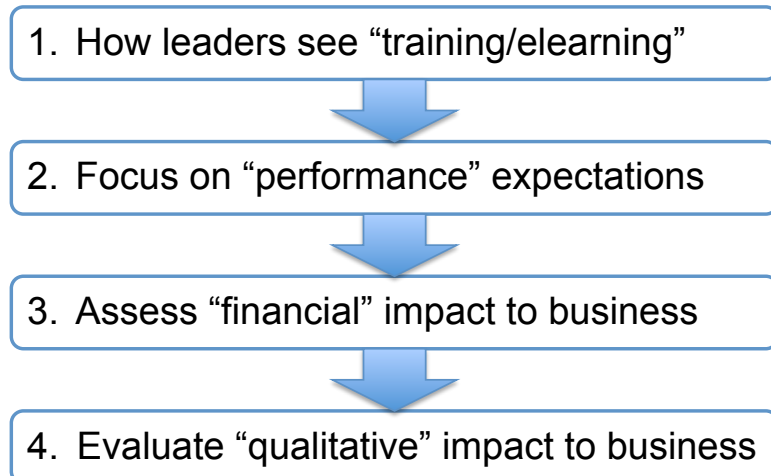
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Leader's Expectations

Address the 4 Steps:





How do your
leaders categorize...

'training'?
'elearning'?

Please share your answers...

Answers:

1. _____

2. _____

3. _____

positioning to **prove** value

Leaders look at “training” 3 ways:

	Performance	Financial
1. Necessary, expected training (e.g. job training and development)	✓	✗
2. Measure impact of major investments (e.g. “training” as a component)	✗*	✓
3. Invest in major elements of training (e.g. e-learning infrastructure)	✓	✓

leaders **expectation**

The “**e**” implies gaining efficiencies and effectiveness:

- redefine what ‘learning’ means to the organization
- re-conceptualize eLearning technology environments
- seek efficiencies for business through the learning process



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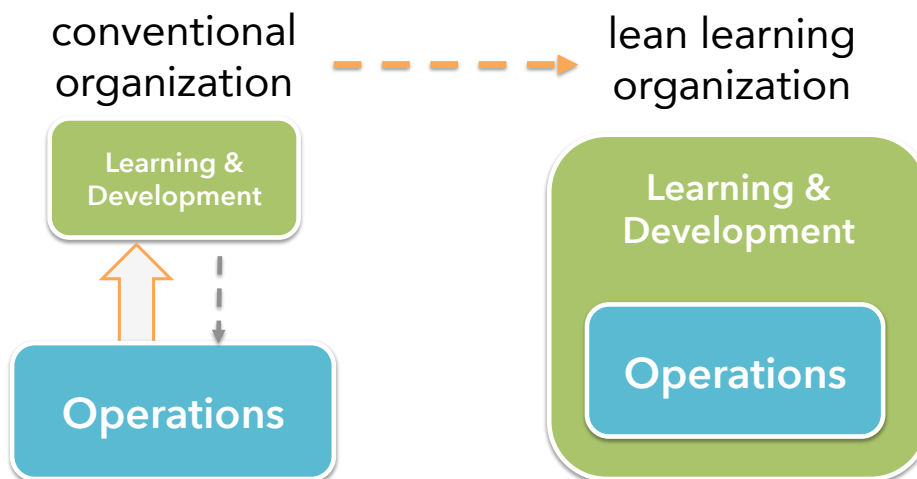
elearning expectations

- 1 It's about being part of the **business process**;
not part of the **business challenge**
- 2 It's about **how learning** occurs;
not **what learning** (technology) applies

- Timely
- Relevant
- Adaptive
- Integrative
- Efficient
- Resourceful
- Seamless

T.R.A.In.E.R.S

change in perspective



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your **starting** point



NOTES:

Question...



what's your mission?

- Reflect on your mission
- What are the focus areas?
- What's your LD opportunity?

What's your organization's mission?

What's are the focus areas of the mission?

What's your L&D opportunity?

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operational performance

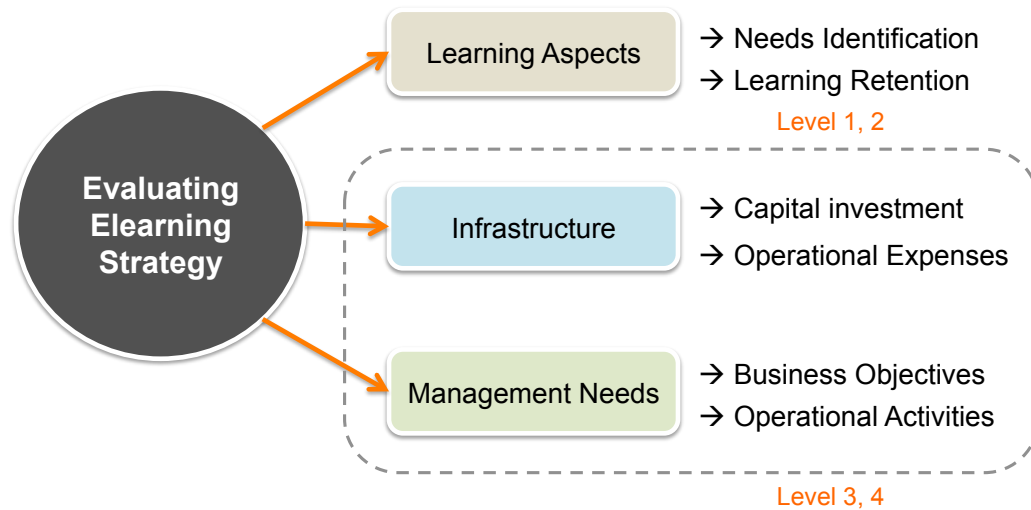


cost center: definition



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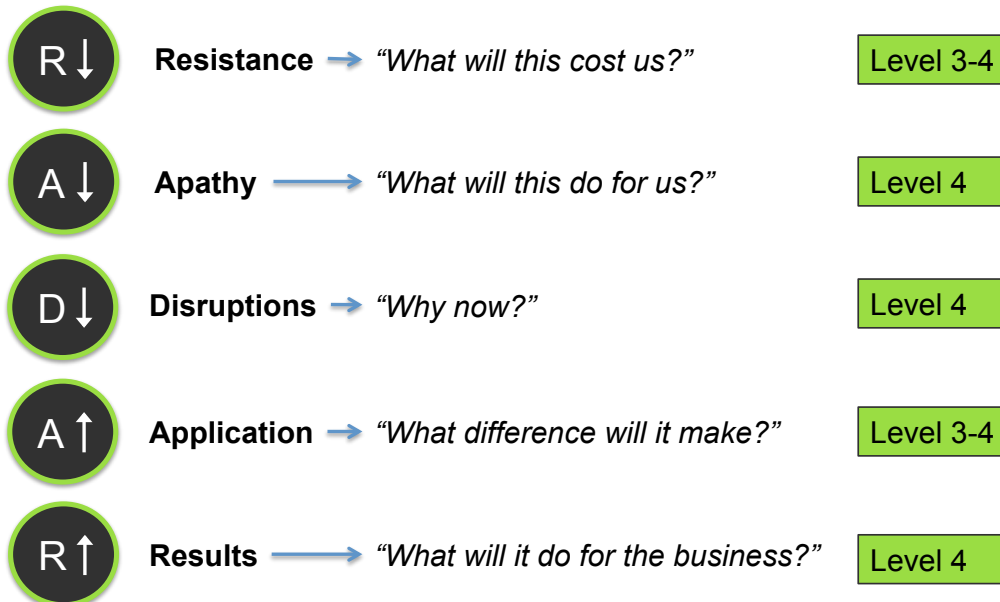
elearning acceptance



elearning example

	4000 units NO e-learning (1)	4700 units w/ e-learning (2)	Difference (2) – (1) = (3)
Revenues	\$800,000 (\$200 x 4000)	\$940,000 (\$200 x 4700)	\$140,000 (\$200 x 700)
– Variable Costs	\$480,000 (\$120 x 4000)	\$564,000 (\$120 x 4700)	\$84,000 (\$120 x 700)
Contribution Margin	\$320,000 (\$80 x 4000)	\$376,000 (\$80 x 4700)	\$56,000 (\$80 x 1000)
– Fixed Costs	\$200,000	\$260,000	\$60,000
Operating Income	\$120,000	\$116,000	(\$4,000)

Building Learning Acceptance



What questions are you asked?

1. _____

2. _____

3. _____

4. _____

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1. _____

2. _____

3. _____

4. _____

Identify an internal customer

1. Identify Value

What is the business issue?

How can you partner?

What skills/needs gap is evident/assumed?

2. Map Learning Value Stream

Identify the mission's core business focus

Map the skills need to the business/performance objective

Identify available resources

3. Create a Learning Flow

Identify opportunities to limit disruption in workflow

Assess current workflow to integrate learning

Determine how participant will access and acquire content

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4. Establish Pull

How will you gain participant support/buy-in

How will ensure participants apply the skills

Define the performance/business outcome/result

5. Seek Learning Perfection

Ensure business alignment

Verify the learning solution addressed/resolved the issue

Gather feedback from users

What needs to improve/change

What will you do make it happen

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Take inventory: What technology do you currently have or use?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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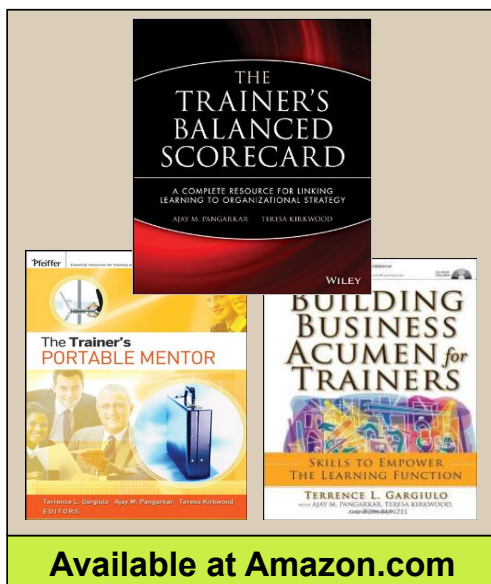
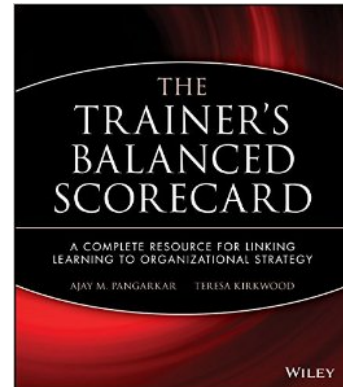
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Ajay's Courses:

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- **Training Magazine** (Last Word)
- **ATD Links** (field editor)
- **ElearningIndustry.com** (columnist)
- **TrainingIndustry.com** (columnist)