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Training as an Integral Part of the Customer Experience

ADP Uses Education to Enhance Client Relations and Drive Long-Term Growth

– **Chris Howard**, *Principal Analyst* | March 2006

▶ **IN THIS CASE STUDY**

As strategic and complex products are launched and upgraded with greater and greater frequency, customer training plays an increasingly important role for many companies. Customers who are well trained are likely to require less technical support and call center time; and customer training can be a powerful tool to promote the corporate brand and customer loyalty.

ADP™, a company that provides automated business solutions, recognizes the benefits of a strong client training program. Until recently, learning in the company's Major Accounts Services group was entirely classroom based; but when its first internet-based payroll application was introduced in 2001, the company wanted the ability to offer back-end internet support for the product. This was the beginning of the virtual learning initiative in Major Accounts Services.

Also around this time, Major Accounts Services implemented a Learning Management System (LMS). This created a more streamlined process for enrollment, scheduling, delivery and assessment of courses; improved the speed, ease and versatility of data collection; and created more consistency and standardization in both course delivery and reporting.

This case study describes how the Major Accounts Services group has plumbed a wealth of experience in client training to develop a model for course delivery that matches the needs of the student and course content. These best practices not only support the company's client focus but also help the organization meet its goals of greater standardization, integration and competitiveness. ❧

TABLE OF CONTENTS

TABLE OF FIGURES

APPENDICES

ADP Overview

ADP provides a broad range of transaction processing and information-based business solutions to organizations of all sizes. It is one of the largest payroll and tax filing processors in the world. The New Jersey-based company serves more than 590,000 clients and employs approximately 40,000 people (referred to as "associates").

ADP is organized into three business units: Employer Services, Brokerage Services and Dealer Services. In FY 2005, the company had sales of $8.5 billion, up 10% over 2004.

More than 60% of ADP's sales come from Employer Services, which has more than 50 years of experience with business solutions, such as payroll, HR, and benefit administration. The goal is to help clients achieve lower costs and greater efficiency by using business processes and systems that automate and streamline highly clerical and administrative work. ADP's payroll services reach one out of six private-sector workers in the United States, and it is the single source for employee administration in 26 countries.

Major Accounts Services is one of seven Employer Services business units (the others are National Account Services, Small Business Services, Benefit Services, Tax & Financial Services, ADP Total Source, and Global Services).

Major Accounts Services primarily represents clients with at least 50 but fewer than 1,000 employees. This group currently serves 100,000 companies with a range of products and services for HR management, payroll management, benefits administration, tax and compliance, time and labor management, and expense management.

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Business Environment

Client service plays a critical role in an environment of sophisticated and technically complex products, frequent upgrades, and faster development cycles. Such training is important to ensure that clients understand the product and all its benefits and use the product in a way that makes it easier for them to do their jobs, getting the most out of their product experience.

Furthermore, clients who are well trained are likely to require less technical support and call center time. Clients like to know they are valued and listened to, and training can be used as a glue to cement this relationship. In addition to contributing to higher levels of client satisfaction, a good client training program can be a powerful strategic tool to promote brand recognition and customer loyalty.

ADP believes that the quality of its service to clients is a key competitive advantage and an important element in client retention. It has been well documented in the business literature that the cost of acquiring a new client is six to seven times greater than the cost of retaining a client. In ADP's Major Accounts Services division, retaining clients can equate to millions of dollars of annual revenue. Such compelling business reasons support the client training initiative.

ADP has also been working to standardize and centralize processes across the enterprise. For example, Major Accounts Services previously comprised three separate divisions, each with its own regional vice president. It is now a single entity. Recent changes in training, which have created a more standardized and centralized system of course delivery and reporting, directly support the corporate drive toward a more integrated and streamlined structure.

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The ADP Learning Organization

The learning organization in ADP's Major Accounts Services group is called Training and Performance Systems (TPS). It is led by the vice president, training and performance systems, who reports to a divisional vice president. The company has a corporate training organization for internal (associate) training, management training, and executive development.

Training for both associates and clients is developed at the corporate level and is typically delivered at the local level. ADP has a chief learning officer, who is responsible for enterprise-wide learning.

Client training for Major Accounts Services is a collaborative effort among three teams. A Director of Client Training is responsible for the development and implementation of all product training and has a staff of 38 people. A Project Manager, Employer Services-Major Accounts, oversees the company's Learning Management System and manages a staff of four.

An Area Training Manager is responsible for corporate level training, with a focus on virtual learning, as well as trainer development and certification. All three people are involved in associate training as well as client training. The group works closely with IT on implementation and maintenance of e-learning systems.

The client training program for Major Accounts Services is conducted through the 17 regions in the United States, each with multiple training locations. Though client training remains largely decentralized, it is moving toward greater integration through the implementation of a common Learning Management System.

The Major Accounts Services group has 130 instructors, who train on multiple products. Approximately 80% of trainers are hired from within the ADP organization. These individuals typically come out of the field (often in service or implementation roles). Most of them have HR backgrounds and have either CPP (Certified Payroll Professional) or PHR (Professional in Human Resources) certification.

Trainers usually specialize in live classroom or virtual classroom instruction, though some train in both modalities. Some of them train associates as well as clients.

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Client Training at ADP

Training is a vital part of ADP's culture and strategy, and the company has an extensive learning program for both associates and clients. The company's website states that "Associate training and learning are critical components to our being an employer of choice and for realizing consistent revenue and earnings growth. We are committed to providing each associate with 40 hours a year of consistently high-quality training through classroom and e-training courses… We are committed to continuous associate development, succession planning, career-pathing, and recognition of superior performance."

Client training is closely linked with the company's strong product and service focus. Whenever a new product is rolled out, training on the product is rolled out as well. The company has built a network of approximately 100 well-equipped and staffed training facilities throughout the United States and Puerto Rico. Today, it also has a Learning Management System, a program of virtual and e-learning and an internet learning portal, Learn@ADP.

Unlike companies where client training is organized as a separate business and profit center, at ADP training is built into the customer experience and reaches every client organization. When an organization purchases an application from Major Accounts Services, the cost of training is built into the implementation fee. As one member of the TPS team said: "Clients are not coming to us for learning, they are coming to us for products. So we need to integrate learning into the whole client experience."

Originally, client training in Major Accounts Services was exclusively classroom-based; but when the group introduced its first internet-based product, a payroll application, it wanted to tie training to the overall client experience and to offer back-end internet support. In 1999, the group selected Centra as the platform for online learning and launched the program with associate training. Centra integrates Web and voice interfaces, enabling application sharing, and voice and data exchange over the Internet. This technology creates a virtual classroom that allows hands-on work by participants, interactivity between the student and instructor, in addition to trainer-led instruction.

> ★ BEST PRACTICE
>
> The training strategy must be considered in the overall context of the customer experience. Training can enhance or detract from the overall brand strategy.

In 2000, Major Accounts Services selected the Saba Learning Suite as its Learning Management System. The system was fully deployed into production in April 2002. During the course of the implementation, Saba released a new version that better fit into the business model for how field organizations support clients through the training process. In order to more effectively fit the support model for clients, Major Account Services deployed the more recent version of Saba. This has created a more streamlined process for enrollment, scheduling, delivery and assessment of courses; has made data collection faster, easier and more robust for both the training organization and the field; and has created greater consistency and standardization in course delivery and reporting.

Today, instructor-led training in the live classroom represents approximately 85% of all training in the Major Accounts Services group, with the remainder of courses delivered via a virtual classroom or self-paced format. The learning team believes this is an optimal mix at the present time, and that each modality has definite benefits that address different client situations and learning requirements.

Major Accounts Services has approximately 100,000 training registrations annually; this includes virtual classroom, live classroom and web-based courses. Most learners take multiple classes during a given year (2.5 classes each on average).

Whenever a new product is rolled out, training on the product is rolled out as well.

At ADP **training is built into the client experience** and reaches every client organization.

Developing Content

The content development process at ADP is largely the same for live and virtual classroom curricula. The process begins when the marketing department alerts Training and Performance Systems about a new product or product upgrade.

At that point, a project manager, training developer and instructional designer are assigned. This team conducts a needs analysis to identify content and audience, and to determine what features and functionality need to be included. A design document is created, and course content is fleshed out.

A series of evaluations are conducted, during which the course is fine-tuned. After publishing, a pilot test is run with a group of 10 to 20 clients. Final changes are made, and the course is then put into production. A single template can be used for courses that are offered for live and virtual training.

Content developers and designers have specific areas of expertise that align with the business units. Approximately 60% of content developers come from outside TPS, usually with field expertise in various products (such as payroll, HR, and time and labor management); other content developers have backgrounds as trainers or implementation staff.

At ADP Major Accounts Services, all client course content is developed internally. Consultants are occasionally brought in, especially when specialized instructional design expertise is needed to create standardized templates. These designers, typically from outside agencies or former employees, work on-site at ADP.

★ BEST PRACTICE

Whenever possible, the content development staff should encompass a mix of subject matter and instructional experts.

The content development process at ADP is largely the same for live and virtual classroom curricula.

Approximately **60% of content developers have field expertise in various products**; others have backgrounds as trainers or implementation staff.

Getting Clients Up to Speed

Major Accounts Services offers eight different products for which training is required. These include two payroll applications, several HR applications, a time and labor management application and a benefits administration application.

Timing of client training is critical. Optimally, training is scheduled only a few days before the software application is implemented at the client company. If delivered too early or too late, the training is not nearly as effective. The core learning audience is primarily new clients. In most cases, two individuals are trained from the client company: the person whose job is most closely linked to use of the product and a back-up person.

The client-facing part of the system is the Learn@ADP web site. Here, clients can register for courses (live classroom, virtual classroom or self-paced), launch a virtual course or online tutorial, and track their individual training history.

Training in the Classroom

ADP believes that classroom training offers an opportunity to personalize the client experience and strengthen the relationship. A typical class has six to eight attendees, though it can accommodate as many as 12. Classroom training usually involves one- or two-day sessions of six to seven hours each.

The classroom model has worked well for Major Accounts Services, not only because of the personal dynamic, but also because it brings a high level of control to the training experience. Clients are away from their work environment and free of any associated distractions. They are using computers that belong to ADP and have been programmed specifically to meet training needs.

The live classroom offers the greatest opportunity for hands-on work. Face-to-face contact and small group settings make it possible for the instructor to easily gauge the degree to which each student is gaining mastery of the material and to respond to questions as they come up.

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> The classroom model has worked well because of the **personal dynamic** and because it brings a **high level of control** to the training experience.

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For most of the same reasons, clients say they find the classroom experience to be a positive one. Additionally, there is a convenience factor. The majority of clients say it is easier to schedule one or two days away from the office to attend training than it is to carve out smaller chunks of time over several days, as is required for virtual learning.

Training in the Virtual Classroom

Virtual learning at ADP began in 1999. The company launched a web-based version of its payroll application in 2001. As part of its strategy to make training a part of the overall client experience, the company wanted to align training methodology with the product's internet platform.

In addition to supporting the web-based payroll application, virtual learning has turned out to be a better option for some ADP clients. For a certain segment of companies, including those in rural areas, or with smaller staffs and limited budgets, traveling to training facilities is difficult or unfeasible. These clients can attend four virtual sessions of approximately two hours each over two successive days, in place of one all-day live session. Virtual courses generally have six to eight participants with a maximum capacity of 12.

Additionally, self-paced learning has turned out to be a more appropriate option for ongoing learning requirements, which commonly involve smaller chunks of information—for example, when products are modified, electronic tutorials and "what's new" updates are required. New product releases typically occur one to three times per year.

In creating a virtual classroom experience, the TPS team had a single over arching goal: to mimic the live classroom experience as closely as possible, including the interactive component. This posed a greater challenge than most web-based learning situations, which require more straightforward delivery of information.

★ BEST PRACTICE

Organizations employing virtual classroom technology for clients must develop a rigorous methodology for conducting and managing online sessions in order to maintain the quality of the instruction.

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Virtual PCs allow the instructor to monitor each person's session from one machine.

The Virtual Classroom Train-the-Leader Program was designed to certify that **competency levels are consistent** throughout the organization.

Early feedback from clients indicated that they wanted more opportunities for hands-on activity in which they are able to key in different business scenarios. (Initially, individual students had only a few minutes of hands-on experience because they would have to work one at a time.)

To remedy this, an additional feature of virtual learning software —breakout rooms—was added in 2003, along with another product, Virtual PC. Breakout room technology allows participants to interact with the material simultaneously rather than sequentially.

Virtual PCs allow the instructor to monitor each person's session from one machine. Students can use the chat feature to submit questions to the instructor during the workshop. Another benefit of these features is that students can interact with the application more or less at their own pace, providing a more individualized learning experience.

The TPS team came to realize that training in a virtual classroom requires a different skill set than live training. Among these are: an ability to multi-task, excellent speaking and communication skills, a high-energy delivery style, technological aptitude, good time management and people management, adaptability, listening skills, and being able to remain calm under pressure. Individuals who prefer a more structured training experience are also likely to make better virtual trainers. Figure 1 provides a comprehensive list of virtual training competencies.

> The TPS team came to realize that training in a virtual classroom requires a **different skill set** than live training.

In addition to identifying the skills needed for virtual instruction, the TPS group created the Virtual Classroom Train-the-Leader Program to certify that competency levels were consistent throughout the organization. The program runs over a period of four to six weeks. It is designed to ensure the individual is comfortable with the technology and has the appropriate skills for delivering training in this format. Trainers must be certified to conduct virtual training.

Currently, 38 out of 130 trainers (approximately 30%) have virtual training certification. Figure 2 depicts the process for the Train-the-Leader program. Appendix A contains a more detailed description of program objectives and prerequisites.

VIRTUAL CLASSROOM LEADER SKILLS / COMPETENCIES

Physical coordination *(to perform physical multi-tasking when necessary)*

Excellent vocal tone and quality

Excellent speaking skills *(chooses words wisely and efficiently)*

High energy delivery style

Excellent platform skills

Prefers structured training experience

Interest in and aptitude for working with technology

Good problem-solving skills

Good organizational skills

Assertive *(being able to manage classroom experience)*

Good time management skills

Adaptability *(ability to 'wing-it' when necessary to move ahead)*

Excellent listening skills

Ability to remain calm under pressure situations

Figure 1: *Virtual Classroom Leader Skills/Competencies*

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VIRTUAL CLASSROOM TRAIN-THE-LEADER PROGRAM
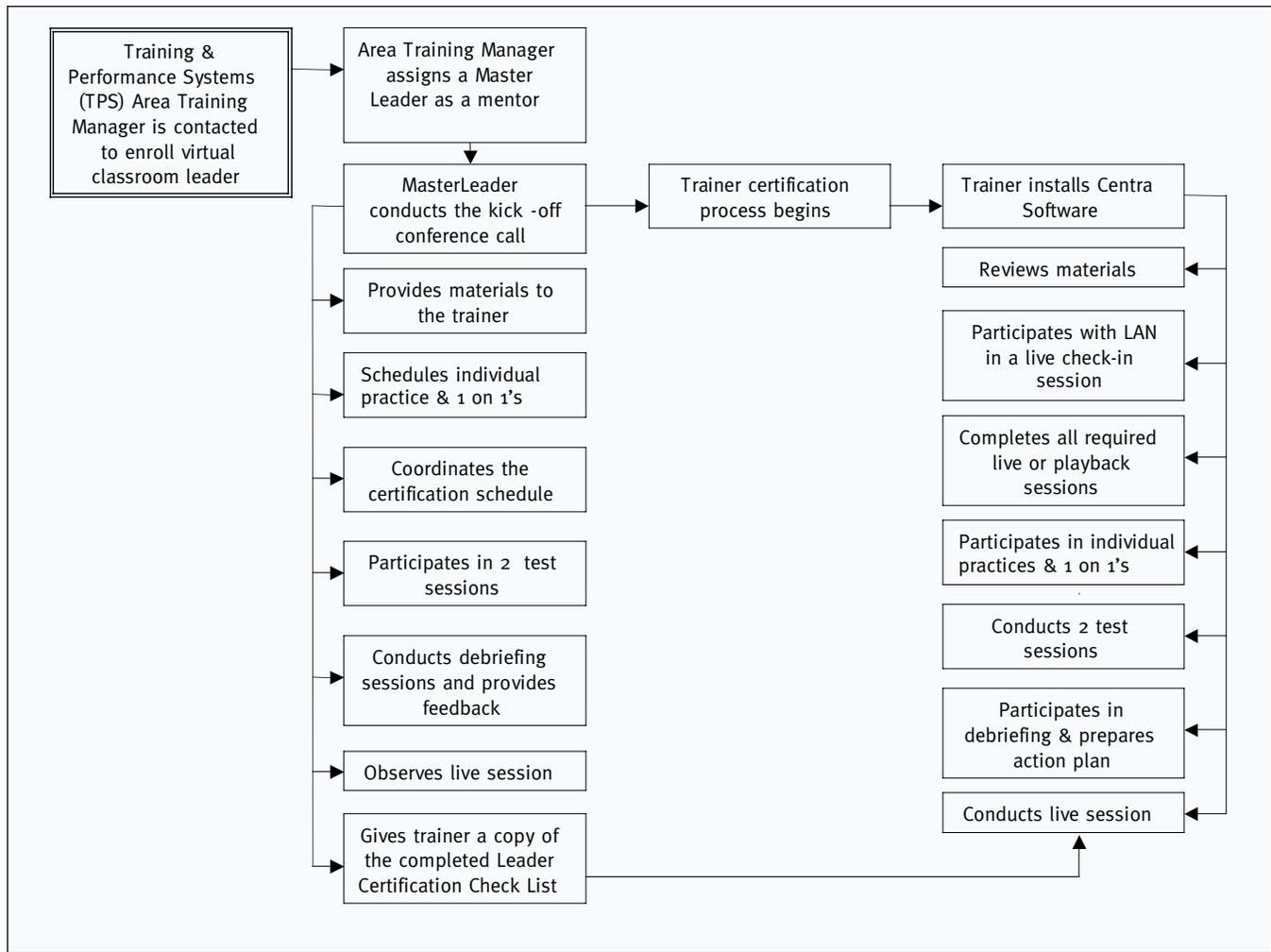
Figure 2: *Train-the-Leader Flowchart*

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Standardizing and Speeding the Reporting Process

Major Accounts Services is leveraging the reporting capabilities of the Learning Management System as a tool to help in client retention, facilities management and other areas. The system helps to measure and analyze the effectiveness of learning, provides greater visibility into training operations, and helps validate the contribution of learning to business results.

Before the LMS was implemented, it could take a month or more to gather information on the training program; now, data collection takes just a matter of minutes. Having a central repository and more advanced reporting capabilities not only allows better access to information, but provides the ability to view data in entirely new ways.

For example, it is now faster and easier to identify which clients have completed which courses, the percentage of clients that have been trained, and the degree to which clients are satisfied with the training experience. The company uses this data to reach out to clients that have not completed training and to encourage them to do so.

Furthermore, data from the system is easily retrieved for use in trainer assessment. Client scores are used to gauge trainer effectiveness in the classroom, both live and virtual. Trainer productivity can be measured by looking at how much time is spent in actual training delivery versus other activities.

Reports can also help determine the level of activity at individual training centers, to ensure that the cost of operating and maintaining a facility is justified.

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Technology

ADP licensed Centra software for virtual training in 1999. Centra integrates web and voice interfaces, enabling application sharing and voice and data exchange over the internet. This technology creates a virtual classroom that allows hands-on work by the participants and interactivity between the student and instructor, in addition to trainer-led instruction.

Major Accounts Services began using Centra for training related to its payroll application (the leading ADP product) in 2001, to support an internet-based version of the product. Centra was selected for a variety of factors, including its use of Voice-over Internet Protocol (VoIP) and its ability to enable interactivity, which more closely simulates the traditional classroom experience.

In 2000, the Major Accounts Services group acquired Saba's Learning Management System. Saba went live in April 2002 and the following year, it was rolled out for application training to all 17 regional offices. Saba is now used for registration and tracking of all training (both live and virtual). In conjunction with QuestionMark Perception, the system is also used for student assessments and feedback.

The TPS team indicates that using an LMS has standarized training registration and notification (previously, each field organization had its own system). It has also enabled the creation of standardized course templates and consistent course names. Consistency in nomenclature, content and delivery is particularly important because ADP offers clients a professional certification program based on successful completion of some courses.

Additionally, the system has allowed the learning team to centralize the reporting of training data. Reports are now available almost immediately, whereas, in the past, it typically took a month to obtain and compile data from field offices.

Saba also provides greater insight into training operations such as the amount of time being spent on various training activities, enrollment levels among different classes, facility usage, course completion rates and instructor assessments. The TPS team can

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Saba provides **greater insight** into training operations such as time spent on various training activities, enrollment levels, facility usage, course completion rates and instructor assessments.

The team can now provide **monthly reports** to the field on training results and trends. Additionally, the system allows the field offices to **run their own individual reports**.

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ADP is committed to adding new features, functionality and customization options to be able to offer a better client experience and support the needs of the business. The team is looking into using the automatic Waitlist feature in Saba, as well as implementing a single sign-on approach being used with other ADP products.

The company currently uses Centra 7.0 and Saba 5.1 and will soon begin the upgrade process to versions 7.5 and 5.3, respectively. Saba 5.3 provides more configuration options that will shorten future upgrade cycles and enable more configurations rather than customizations. LMS providers are moving toward technology that allows their systems to adapt for different training processes without programming changes.

Saba and Centra are integrated by means of a link today. When ADP clients visit Learn@ADP, the experience is seamless; they don't realize that they are moving back and forth between applications.

ADP is planning to implement the VLE (Virtual Learning Environment) Connector in order to simplify processes from an administrative viewpoint. (VLE Connector enables automatic, two-way communication between a virtual learning environment , such as Centra Live, and Saba). Today, the instructor sets up a class in Centra, then copies the link ID and hands it off to the administrator, who adds a link to the session in Saba. When the VLE Connector is implemented, the link will be assigned to the virtual class in Saba automatically.

Saba and Centra share a common database server. For reasons of confidentiality, the system is hosted at ADP, since databases contain proprietary client information.

In addition to Centra and Saba, ADP also uses a variety of other tools, primarily for content development. These include Saba Publisher, Viewlet Builder, Toolbook, Adobe Macromedia Captivate®, Flash® and Dreamweaver®.

Saba is now used for registration and tracking of all training (both live and virtual).

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Conclusion

ADP's Major Accounts Services group uses training as an important part of its effort to provide the best possible client experience to its client organizations. But there are also hard business reasons to support the training effort, including the fact that better trained clients are likely to require fewer of the company's service and support resources. Additionally, the company has found that better trained clients are more likely to be long-term clients.

Major Accounts Services works continually to find ways of improving the virtual learning experience. Still, the group believes that live classroom training provides the best learning environment in many cases, particularly when bringing new clients up to speed on ADP applications.

A combination of live classroom, virtual classroom and online tutorials appears to be the optimal solution for meeting a variety of client and training needs at this time. Furthermore, special care is taken to align client needs and course content with the most appropriate delivery model.

Ensuring that instructors have the proper skills to deliver training in each modality is a key thrust, as is and achieving consistency and standardization in the learning experience. Finally, better reporting capabilities have given Major Accounts Services a powerful tool to track client training and trainer performance, supporting the corporate goals of unparalleled client service and operational excellence.

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Lessons Learned

ADP's experience in delivering a combination of instructor-led and web-based learning may be helpful to other organizations that wish to strengthen their client training programs.

Live and Virtual Trainers Require Different Skill Sets

When Major Accounts Services launched e-learning courses, it was assumed that instructors who were proficient in a live classroom would also be good in a virtual classroom. But in fact, the delivery of virtual courses proved more challenging and required a number of different or additional skills. As a result, a special Train-the-Leader Program was designed for virtual training certification, and efforts were made to match individual teaching styles and preferences with course format.

Use Feedback to Create A Better Learning Experience

When virtual courses were launched, student feedback was solicited —and acted upon—to continually improve the virtual classroom experience. Early in the process, clients indicated that they wanted more hands-on experience. (Initially, students had only a few minutes to "touch" the material because they would have to work one at a time.) To remedy this, breakout room technology and a Virtual PC were added, which more closely approximated the live classroom experience (Breakout rooms and Virtual PC are capabilities of Centra Live).

Provide Support Materials for Students

When the LMS was first implemented, clients indicated they were having difficulty navigating through the enrollment system. As a result, the TPS group created a Quick Start Guide which is sent to every client with a welcome e-mail. The guide helps clients understand the registration process (At ADP, some courses are offered as part of a larger curriculum, others are "a la carte"). It also describes how the system is laid out and where to find things by depicting the different screens and explaining what each is used for. An excerpt from the guide is shown below (Figure 3).

Figure 3: *Excerpt from the Quick Start Guide*   Reproduced by permission from ADP, ©2006 ADP, Inc.

Manage Change Through Effective Communication

Change can be painful, even for those who are involved in making it happen, because it forces people to relinquish control over the way they work. When a person is outside the decision-making loop, the pain can be even greater. Do not underestimate the amount of change management required.

For example, implementing an LMS helped Major Accounts Services to standardize the training delivery and enrollment process. Each regional office had been performing this process slightly differently, and each was attached to its own way of doing things. The greatest challenge was the resistance to this standard- ization.

The learning team believes it is impossible to over-communicate an implementation of this size. In retrospect, they say, they should have communicated to their field contacts more frequently, and the field contacts should have communicated the impact within their organizations more effectively.

It is also important to remember that people in the field have different goals: they are the ones responsible for meeting the immediate needs of the client and ensuring that the client is up and running on the product. Any process change that tempo- rarily disrupts this can make life more difficult. Training de- partments, which look at things from a more global viewpoint, can easily lose sight of this.

The main lesson is to never underestimate the amount of change management that needs to be done. "Tell people what's going to happen, tell them again while it's happening and then tell them what you've already told them," one manager advised. "It's important to have lots of communication around every change you implement."

The team recommends, whenever possible, including people from the field as well as other people who will be impacted into the planning process. When this is not possible, make sure to clearly explain the reasons for the changes being made. And make sure to communicate the benefits that change will deliver from a perspective that is important to them, as well as from a global perspective.

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>
> The main lesson is to **never underestimate the amount of change management** that needs to be done.

Next Steps

The Major Accounts Services team continues to focus on making the virtual learning experience easier for clients. The business is launching more new products than ever before; and, for many clients, this will require enrolling in three or more learning events. So the learning team is devising ways to make it easier for clients to use the system and to manage their increased coursework.

As part of its effort to integrate learning into the overall client experience, the TPS group is trying to find ways to make course enrollment more seamless and transparent. Plans are under way to create portals on the home page of each product group in Major Accounts Services, enabling clients to access Learn@ADP without having to navigate through the website.

Full implementation of the VLE connector is in the works, as well as an evaluation of additional features, functions and customization for the learning system that support changes in ADP's business and product offerings.

The learning team is devising ways to make it **easier for clients** to use the system and to manage their increased coursework.

To make learning **more integral to the client experience,** the group is trying to find ways to make course enrollment more **seamless and transparent**.

Virtual Classroom Train-the-Leader Program

The Train-the-Leader Program requires approximately 8-10 hours a week over the course of four to six weeks to complete and obtain certification. Your commitment to this program is to dedicate 8-10 hours a week during 4 to 6 weeks. Your master leader has been scheduled to see you through certification in this allotted time frame.

Prerequisites

Completion of Platform Skills Train-the-Trainer class offered through TPS.

Master Leader

The Master Leader implements the following steps:

Step	Action	
1	Conducts kick-off conference call with appropriate service center staff (i.e. leader candidate, implementation management, LAN Administrator)	
2	Provides materials to the leader candidate	• Centra Leader Guide Documentation • Leader Certification Checklist • Audio Troubleshooting Guide • Leader, Participant and Recorded Session Quick Reference Cards • Virtual Classroom "Session in Progress" sign
3	Facilitates the Train-the-Leader training sessions	
4	Coordinates the certification schedule	
5	Schedules & participates in 1 on 1's	
6	Observes two test sessions in "Step Out Mode"	
7	Conducts debriefing sessions and provides feedback	
8	Observes live certification session in "Step Out Mode"	
9	Completes Leader Certification Check List and conducts debriefing session	
10	Gives the trainer a copy of the completed Leader Certification Check List after the live session and a certificate of completion	

ADP Virtual Classroom
Train-the-Leader Program

Leader

The leader candidate implements the following steps:

Step	Action	
1	Participates in kick-off conference call	
2	Works with LAN Administrator to install the Centra Software and install sound drivers and headset	
3	Reviews materials sent by TPS	• Leader Guide Documentation • Leader Certification Checklist • Leader, Participant and Recorded Session Quick Reference Cards
4	Participates in a live "Check-In" session with LAN Administrator to check audio and connectivity capabilities	
5	Completes PowerPoint WBT from TPS Web site	
6	Completes pre-recorded session - "Introduction to ADP's Virtual Classroom"	
7	Attends required Train-the-Leader sessions	• Train-the-Leader: Basic • Train-the Leader: Intermediate • Train-the-Leader: Advanced
8	Participates in individual practice sessions	
9	Selects training topic & develops content using PowerPoint	
10	Conducts two test sessions with master leader and live participants	
11	Reviews recordings of test sessions and completes checklist	
12	Participates in debriefing sessions and receives feedback from master leader	
13	Prepares an action plan for live session	
14	Conducts live certification session with associates from your region	
15	Receives a copy of the completed Leader Certification Checklist and reviews with manager	

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