On becoming a true Learning Business Partner

Report on the EFMD Learning Business Partner Special Interest Group

Jan Ginneberge & Andrew Rutsch, May 2012

- This report reflects a collaborative journey of 10 companies and academia exploring how to operate beyond a tactical training provider role and to increase impact of learning & development investments.
- As a summary it intends to share the questions, models, checklists, templates and examples the group shared and created.
- The next pages are meant to be a mind-jogger rather than a coherent theory.
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Background

The quest for true Learning Business Partnership

Corporate L&D organisations are increasingly urged to demonstrate and improve the business case for total learning investment by the firm in an environment where resources are limited. This becomes an even bigger challenge in multinational firms where business lines interfere with geographies and in which a corporate L&D organisation frequently acts alongside local L&D providers. Silo thinking and duplications are often the result and internal clients have no single partner for learning.

Which business model is needed to successfully respond to this challenge? How to align the different departments and initiatives to channel investments into key capabilities needed to drive top and bottom line impact? How to form a functionally integrated team of learning professionals collaboratively acting as single, strategic partner to the business?

Learning Business Partner, Performance Consultants, Learning Advisor … are only a few of the roles created in these emerging models to ensure optimal learning solutions are contracted, designed and deployed based on a sound understanding of the client's business challenges and priorities while optimising learning spend across the firm.

L&D professionals and organisations capable of establishing and maintaining a trustful relationship with business executives, with the ability and courage to challenge assumptions are instrumental to the strategic alignment and impact of learning. Developing learning professionals and teams to act as true sparring partners to the business is a challenge many L&D organisations are facing these days.

The EFMD Learning Business Partner (LBP) Special Interest Group (SIG)

The LBP SIG was launched in response to the above identified needs. It brought together a small community of organizations and academia to work on key issues in deploying a Learning Business Partner organization and to develop solutions that participants could implement in their own context. The SIG identified some key levers, tools and solutions that can help to build or improve Learning Business Partner capability in the field of management, talent, workforce and/or organisation development.

The participating companies exchanged regarding their intentions and practices in transforming towards a Learning Business Partner model. Some of the challenges addressed: How are corporate L&D organisations transforming from central functions to global organizations aligning local L&D departments and initiatives? What are the consequences for the L&D
solutions, structure, main processes and systems? What is common in the deployed Business Partnerships and how do they align with HR, knowledge management, corporate development, and the like?

Based on these Learning Business Partner models, a clearer understanding of the development of L&D professionals required was a smaller, second focus for the SIG: Which are the main Learning Business Partner roles and required skills and capabilities? Which are the tools and development resources available to incumbent and potential business partners? Which experiences and expertise can be shared across firms in a peer-to-peer mode in order to strengthen this capability?

The word cloud below summarises the specific expectations of the individual professionals participating in the community:

![Word Cloud of SIG Participant Expectations](image)

*Figure 1: SIG participant expectations*
The LBP Community

This report summarises the work of a facilitated community of practitioners combining their own practices with external input. Capgemini University as an initial participant provided its internal Learning Business Partner transformation program as showcase to start off the SIG.

Participating companies

Figure 2: Companies contributing to the LBP SIG
Network of L&D Professionals

A group of professionals of the participating companies met physically, virtually or exchanged on a social platform between September 2010 and June 2011:

<table>
<thead>
<tr>
<th>Staffan</th>
<th>Akerblom</th>
<th>SEB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane</td>
<td>Bentley</td>
<td>ST</td>
</tr>
<tr>
<td>Andrew</td>
<td>Clayton</td>
<td>Allianz</td>
</tr>
<tr>
<td>Carla</td>
<td>Costa</td>
<td>Lilly</td>
</tr>
<tr>
<td>Marijke</td>
<td>Dekker</td>
<td>Capgemini</td>
</tr>
<tr>
<td>Robert</td>
<td>Doerzbach</td>
<td>EnBW</td>
</tr>
<tr>
<td>Angela</td>
<td>Fratila</td>
<td>DuPont</td>
</tr>
<tr>
<td>Guy</td>
<td>Kempfert</td>
<td>Syngenta</td>
</tr>
<tr>
<td>Olivier</td>
<td>Leenhardt</td>
<td>ST</td>
</tr>
<tr>
<td>Niels</td>
<td>Munting</td>
<td>Pon</td>
</tr>
<tr>
<td>Angelika</td>
<td>Peters</td>
<td>Siemens</td>
</tr>
<tr>
<td>Casey</td>
<td>Sedgman</td>
<td>Allianz</td>
</tr>
<tr>
<td>Marcella</td>
<td>Slechtenhorst</td>
<td>Pon</td>
</tr>
<tr>
<td>Steven</td>
<td>Smith</td>
<td>Capgemini</td>
</tr>
<tr>
<td>Ulrika</td>
<td>Tilberg</td>
<td>SEB</td>
</tr>
<tr>
<td>Rosaria</td>
<td>Torriani</td>
<td>DuPont</td>
</tr>
<tr>
<td>Julia</td>
<td>Unterbrink</td>
<td>Syngenta</td>
</tr>
<tr>
<td>Myriam</td>
<td>Vanwijk</td>
<td>Pon</td>
</tr>
<tr>
<td>Christine</td>
<td>Verheye</td>
<td>DuPont</td>
</tr>
<tr>
<td>Achim</td>
<td>Wolter</td>
<td>Siemens</td>
</tr>
<tr>
<td>Dagmar</td>
<td>Woyde-Koehler</td>
<td>EnBW</td>
</tr>
</tbody>
</table>

Figure 3: Network of participating professionals

External input

Discussion input was also provided by:

Dr. Uwe Dumslaff, Vice President and Chief Technology Officer, Capgemini Germany, Switzerland and Austria:
“Positioning IT as Business Partner”, February 2011

Andrew Rutsch, PhD candidate, University of St. Gallen, & Shlomo Ben-Hur, Professor of Leadership & Corporate Learning, IMD:

Facilitation and Coordination

• Jan Ginneberge, independent Executive Advisor Learning and Development; Associate Director Corporate Services, EFMD; and former VP Learning, Alcatel-Lucent.
• Andrew Rutsch, PhD candidate, University of St. Gallen, and consultant to Capgemini University; Andrew’s contribution was made possible by Capgemini.

• Shanshan Ge, Senior Manager Corporate Services, EFMD.

Approach

A practical approach and methodology was used:

• Outcomes were developed based on the contributions of all group members and research.
• Subject matter experts from practice and academia in the learning, HR and strategy field were involved.
• All participating companies received constructive input through the facilitated process, interactions and outcomes benefiting their own continuous improvement and justifying their investment.
• The outcomes will be captured in a publication to promote and to enhance the positioning of EFMD as a reference in the field of corporate L&D.

The following figure visualizes the development journey of the SIG:

<table>
<thead>
<tr>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmarking, August</td>
<td>2nd SIG Workshop, February</td>
<td>SIG Report and Learning Business Partner Framework</td>
</tr>
<tr>
<td>1st SIG Workshop, September</td>
<td>Corporate Advisory Seminar &amp; 3rd SIG Workshop, June</td>
<td>Publication</td>
</tr>
<tr>
<td>Virtual Session, December</td>
<td>Writing up SIG outcomes</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4: SIG journey

Outcomes

The combined output of the SIG was a set of tangible deliverables for each of the participating companies including defined strategies and approaches, roadmaps, tools, case studies and input from expert research and advice:

• Best practice sharing and exploration of the different options towards learning business partnership in the context of each participant – each organisation built a standardised profile sheet which allowed for sharing and benchmarking.
• Exchange of experiences and roadmaps in rolling out a Learning
Business Partner model – on top of documenting best practices, peer consulting allowed for an outside-in view on the internal change process.

- Exploring and articulating the roles, tasks and capabilities required for L&D organisations and professionals to act as strategic business partners – the SIG proved to be a platform for sharpening the understanding of the Learning Business Partner theme.

This report will only cover this last section of outcomes, and is such can only reflect a part of the SIG members’ experiences and return.

In the collaborative and aspirational spirit of the SIG to bring practice and academia together to make an impact on the learning profession, a Supplement of EFMD’s Global Focus Magazine is being edited, consolidating and evolving the outcomes of the SIG, combining it with external research contributions, and testimonials by a number of SIG members. Further publication opportunities are being investigated.

**Definition**

Throughout the SIG journey, an on-line exchange led to multiple inputs on the definition of a Learning Business Partner organisation which can be best summarised as follows:

> An effective Learning Business Partnering organisation drives highly contextualized learning interventions that produce measurable business impact thus ensuring sustainable competitive advantage in the business.

**Figure 5: Learning Business Partner Definition**
The following slide on the role of learning in Siemens is a perfect example of the above definition:

"To live up to our vision of ‘Siemens as a Pioneer’ we are committed to learning."

“Our corporate competence derives from the know-how, the experiences, attitudes and approaches of our employees in more than 190 countries.”

**Marion Horstmann**
Chief Learning Officer,
Head of CHR SLD

**Figure 6 : Learning as a driver of change – Siemens**
Learning Business Partner Framework

The transformation into a true Learning Business Partner organisation is a systems change by which key elements and their relationships need to be reviewed. For the SIG, we structured a benchmarking exercise, exchanges and discussion around a 1st iteration of a Learning Business Partner Framework developed by Andrew Rutsch as part of his PhD research and injected into the first SIG workshop in September 2010:

![Diagram](image)

*Figure 7: Translating Learning into Competitive Advantage (Rutsch 2010)*

The Framework version at the time suggested considering three key constructs towards increasing the corporate learning function’s contribution to competitive advantage as business outcome:

- **Strategic Context**: Business environment, strategy and structure of the enterprise of the corporate learning function
- **Positioning**: Value proposition of the corporate learning function in the company and what role Corporate Learning can play: Training vs. contributing to competitive advantage
- **Business Model**: Enhanced learning eco-system to collaborate with key players that impact learning and change such as L&D, HR, Key Functions (e.g., Strategy, KM, Innovation, R&D), Business Leaders, Communities, SMEs and Customers

When clustering the expected outcomes of the SIG using the key elements of the Framework, one gets a rather exhaustive inventory of questions to answer and challenges to face when transforming into a Learning Business Partnering organisation:
Based on the 1st Framework iteration and the inventory of expectations, the following agenda for the remaining course of the SIG was developed, shared and validated in a virtual session in December 2010:

<table>
<thead>
<tr>
<th>Business Impact</th>
<th>What is the actual contribution to business of learning &amp; development?</th>
<th>WHAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positioning</td>
<td>Value proposition and role of the corporate learning &amp; development organisation?</td>
<td>WHY</td>
</tr>
</tbody>
</table>
| Business Model  | Configuration of the learning eco-system  
- Services & Markets  
- Structure  
- Governance  
- Resources | HOW  |
| Strategic Context | Competitive environment, firm strategy, organisation | WHERE |

These topics were further explored during two workshops:

- 2nd SIG workshop in February 2011, focusing on Business Impact and Positioning
- Corporate Advisory Seminar and 3rd SIG workshop in June 2011, focusing on Business Model and Strategic Context
**Business Impact**

**Aiming for measurable business impact**

The first challenge for an L&D organisation and its professionals when aiming for sustainable competitive advantage is to know how learning interventions can influence and even shape such business impact.

This requires the capability to define the expected impact of each L&D intervention, typically beyond the individual level i.e. towards the organisation (business processes for instance), its customers (in terms of markets, products, etc.) and company results (e.g., growth, bottom line).

- Impact assessment is all about setting and managing expectations upfront.
- Needs analysis is getting to the question behind the question.
- Requires understanding of essential cause-effect chains.

**Figure 10: Impact basics**

**Discovering the intended business impact**

First of all, one of the basic challenges is to get a good understanding of what lies behind the question for an intervention. This requires good organisational and business understanding of the learning business partner, the capacity to build a multi-layered analysis, understanding of cause-effect chains and building impact models. Ensuring impact is all about explicitising expectations upfront down to the business impact – for each L&D intervention.

First of all, the limitations of the Kirkpatrick four levels model for use in both the analysis and measurement stage were discussed. The challenge indeed is to get to the assumed impact beyond the individual, and as learning in organisations is multi-level (individuals, teams, organisations and businesses) the level IV (result) would already require a number of sub-levels to evaluate the intermediate impact steps in between individual and business impact. Hence, the limitations of post-hoc measurements based on the first 3 levels of
the Kirkpatrick model become clear, and also the credibility risk for organisations building their quality and impact indicators on this approach.

**The Kirkpatrick Four Levels™ Evaluation Model**

- **Level 1: Reaction**
  To what degree participants react favorably to the training

- **Level 2: Learning**
  To what degree participants acquire the intended knowledge, skills, attitudes, confidence, and commitment based on their participation in a training event

- **Level 3: Behavior**
  To what degree participants apply what they learned during training when they are back on the job

- **Level 4: Results**
  To what degree targeted outcomes occur as a result of the training event and subsequent reinforcement

One of the models that build a multi-layered perspective on business organisations is the Balanced Scorecard Model (Norton and Kaplan) in looking not only at financial aspects or indicators but also into customer related indicators, internal/business process indicators, and individual/team aspects and indicators (learning and growth perspective). Trying to document a given challenge in these 4 perspectives already brings a broader perspective on the need being analysed. Becker, Huselid & Ulrich (2001) applied this model to the HR environment and included systems modeling techniques to build what they call linkage maps:

![Figure 11: Kirkpatrick and beyond](image)

![Figure 12: Linkage map (Becker, Huselid & Ulrich 2001)](image)
The following two examples from SIG participants demonstrate multi-layered impact models for the Learning & Development organization:

**Learning assessment: Different objectives depending on level of analysis**

1. **Program Level**
   - Did the learning intervention have a positive impact?
   - Did the program fulfill the learning objectives?
   - Was the intervention good value for money?
   - Indicators:
     - Program quality, relevance to business, NPS
     - Return on expectations (requires expectations to be set a priori)
   - Etc.

2. **Learning Function Level**
   - Is the learning function operating efficiently?
   - On aggregate, is the learning function delivering cost-effective learning interventions?
   - Is the learning function seen as a credible partner to business?
   - Is the program portfolio aligned with the strategy of the company?
   - Indicators:
     - Aggregate quality scores
     - Efficiency measures (volume, penetration, utilization, cost/FTE, etc.)
     - External accreditation (EFMD)
   - Etc.

3. **Entity Level**
   - Is learning contributing positively to:
     - Employer branding?
     - Employee engagement?
     - Talent management (right people in the right place at the right time)?
     - Capability and business development?
   - Indicators:
     - Employee engagement survey results
     - Retention rates
     - Certification rates
   - Etc.

**Figure 13: Multi-layered impact map – Allianz**

**New Offering**

**Figure 14: Multi-layered impact map - Capgemini**
Managing the L&D commitment

Probably the key practice in focusing on business impact and managing the L&D commitment already from the initial contracting stage is building learning business cases. Carefully built business cases also reveal the dependencies for the intervention’s success, thus contributing to properly scoping L&D’s commitment.

One of the examples shared was the impact map of an award winning case in EFMD’s Excellence in Practice Award (see below). And also templates for business case development were shared (again see one of them below).

The success of the program was evident in the meeting of Pon’s business challenge and the realization of the desired impact:

1. To fill 75% of management vacancies with internal candidates within 5 years
2. To create better career opportunities and more chances to switch between different business divisions
3. To create a shared culture and level of ambition where everyone contributes to the overall goal in their own way
4. To increase mutual understanding and collaboration between departments
5. To develop the desired attitude and behavior to support the culture and management approach

Figure 15: Programme impact scorecard - Pon
Figure 16: Learning Business Case template - Capgemini
Positioning

Based on a correct understanding of the (potential) business impact of L&D in the given business context, the learning organisation can be shaped. As indicated, the framework differentiates between the positioning (value proposition) and the business model (the learning eco-system).

In this chapter some of the thinking on positioning is summarised: How to position the L&D function (corporate and company-wide), what role to claim (with respect to added-value of investing in people) and how to communicate this role in a company L&D philosophy and policy (how will this added value become real).

The opening brainstorm led to the following inventory of questions/challenges ahead:

**Challenges and Opportunities for LBP Positioning**

- **Challenges**
  - Reach entire organisation
  - To know the business
  - Set Priorities
  - Package solutions in an appealing way
  - Balancing Standard and Customised offering
  - Market segmentation

- **Opportunities**
  - Being a pioneer and an entrepreneur
  - Able to share your future
  - Be a consultant on strategic priorities
  - Being customer-centric
  - Enabling transformation within the organisation

- **Defining a positioning**
  - How are you and do you want to be perceived?
  - Setting clear priorities
  - Managing expectations
  - What are the features of what you can do - and what are the benefits that those features could bring
  - Globalisation and Emerging Markets
Key dimensions of LBP positioning

A clear and explicit positioning should at least address the following four themes (each presented here with a number of potential options)

- **Target**:
  - Individuals, Departments, Business Units, Management Board, CEO

- **Role**:
  - Specialist, Support

- **Segment**:
  - Leadership Development, Professional Development, Talent Development, Organisation Development

- **Ambition**:
  - Tactical training provider, Strategically aligned, Driven by and shaping strategy

**Figure 19: Key dimensions of LBP positioning**

Business Partnering: Lessons learned from IT

The following notes and reflections result from an exchange with Uwe Dumslaff on Capgemini’s Business Technology consulting services. In this discussion the SIG tried to learn and look for parallels in the evolution of IT services and functions and the evolution of learning services and functions.

**Target**

Uwe Dumslaff remarked that the ultimate target of a consulting firm like Capgemini or the IT function is to create relationships at the CxO level, which is similar to many L&D organizations. As a result and not surprisingly but very openly discussed during the exchange, Capgemini has elaborate client entry strategies (CxO, CIO, middle management, business or IT professionals) in view of getting to that target. One of the key learnings here was not only to look at the challenge at hand but to also look into the course of action required to penetrate the account – replacing a reactive approach with a proactive one.

**Role and ambition**

One of the noted evolutions in IT is the one of moving from a strictly functional approach and positioning (focused on processes and the profession) to a service model proactively shaping client content and context as a strategic partner to the business, which is a stretch for many L&D organizations as demonstrated through the very rationale of this SIG. This evolving role and ambition of IT is also visible in the below historical evolution chart:
An interesting parallel is to be found in Dave Ulrich’s slide on HR transformation which he showed during a conference in Zurich in November 2010.

**Fundamental Message: Why HR adds value**

HR transformation redefines how we think and do HR.

![HR transformation diagram](image)

*Figure 21: HR transformation (Ulrich 2010)*

**Segmentation**

Also interesting in the exchange was the specific example on the portfolio of services offered by Capgemini (as an external service provider). The parallel of design and implementation services is easily made, the advice and architecture services are rather work-in-progress in the L&D services space. The advice role is clearly growing in the Learning Business Partner...
perspective, while service and support in the design of an enterprise learning architecture are not very commonly spread:

**We boost the innovation capabilities and the competitiveness of our clients through Business Technology**

*Business Technology Service Portfolio*

![Business Technology Service Portfolio](image)

- Design of sustainable business solutions with the right combination of innovation and industrialization
- Advice on the innovation and industrialization potential of the technologies in our industries
- Holistic analysis and design of enterprise architectures (functional and technological)
- Planning and implementation of projects and programs based on standardized and innovative Capgemini methods

*Figure 22 : Business Technology service portfolio (Dumslaff 2011)*
**L&D positioning example**

3. **b.) Our role as a trusted advisor (outlined in a reorganization project)**

<table>
<thead>
<tr>
<th>Analyse</th>
<th>Strategy</th>
<th>Implementation/Establishment</th>
<th>Additional Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treiberanalyse* Markt- und Trendanalyse (Benchmark) Ist-Analyse (Organisation)</td>
<td>Szenariobewertung Neueausrichtung/ Innovation Umsetzungs-konzeption (Blueprint)</td>
<td>Projektmanagement (P-Architektur) ...</td>
<td>Gezielter Modellierung von Tools und Maßnahmen Schnittstellen-management Projektmanagement (Reporting, etc.) ...</td>
</tr>
</tbody>
</table>

**Marketable and sustainable Organizational**

**People**
- Barrieranalyse
- Interviewtechnik „Vision“ erarbeiten und transportieren

**System**
- Integration von Schlüsselpersonen
- Veränderungs-konzept
- Kommunikation (Handlungsdruck vermitteln)

**Potential**
- Selbst-verpflichtung (Identifikation)
- Generative Dialog

**Objective**
- Veranlagungsmanagement
- Kommunikation (emotionaler Transmissionsriemen)

**Service Provider**
- Qualität
- Veranstaltungsmanagement
- Schnittstellenmanagement

**Support**
- Führung
- Mitarbeiter-befragung

**Monitoring**
- Führung
- Mitarbeiter-befragung

---

**Figure 23**: L&D positioning example - EnBW
Business Model

In alignment with the aspired contribution to the business (measurable impact) and the expressed learning philosophy and policy (added value), learning business partnering also includes a review of the L&D service organisation. We deliberately talked about a learning eco-system that captures not only the corporate L&D organization but also the key stakeholders it is engaging with and catering to, looking into this from a ‘client’ perspective. After an inventory of building blocks and elements some examples are added.

Configuration elements of the learning eco-system

- **Services & Markets**
  - Portfolio of clients (% and groups of employees addressed, categories and levels of staff served, categories and levels of staff partnered with to identify their learning needs)
  - Portfolio of services (programme/services catalogue and structure of the catalogue) for Corporate L&D organisation itself and other stakeholders

- **Structure**
  - Task split in the L&D organisation (specialisation, building blocks of the org chart, local and global)
  - Coordination (interface with HR processes, connections with other L&D org, decision making processes, centralisation and decentralisation)

- **Governance**
  - By client community
  - By content/programme area (includes an external governing body)
  - Assuring multi-layer alignment across geographies, businesses and key roles/groups (includes executive committee level)

- **Resources**
  - Funding Model of the Corporate L&D organisation (Cost/Profit Centre; Charges to Business Units/Central HR/Central HQ, etc)
  - Financial and administrative processes (funding and financing of L&D, programme subscription processes)
  - Learning environments and L&D people (physical and virtual support to learners, locations and capabilities)
  - Own resources, suppliers and outsourcing/subcontracting

*Figure 24: Configuration elements of the learning eco-system*
Services and Markets

L&D in SEB 2011...

Figure 25: Services x clients portfolio - SEB

Structure

3. c.) The Academy account management approach an its integration with the HR Business partner model

Figure 26: Task split & coordination - EnBW
Learning Business Partner Special Interest Group Report

Governance

Figure 27: Learning Governance - Capgemini

A Global Learning Organization guarantees effective learning for Siemens in an efficient way

The Learning Board defines company’s learning strategy worldwide. It guarantees that the learning portfolio is relevant and of impact for the business.

Learning Managers represent the demands of their units and ensure the implementation of the learning portfolio at high quality. Topic managers steer the development of learning measures involving Sector, Region, Corporate experts.

A network of delivery units and selected external vendors cares about execution of the learning solutions on a high quality level.

Employees in all parts of the world are able to acquire the very best know-how available.
SEB Management Team Development
Basic setup and example of content

- The process starts with GDQ assessment of present state and the future needs for development that the team has.
- An integrated part of the concept is a follow-up session within 3-6 months where progress is reviewed (GDQ), lessons learned are formulated as well as an updated action plan.

Extra Focus: Learning Business Partner Professionals

The development of L&D professionals is one of the main concerns for Learning Business Partnering. So a secondary focus for the Special Interest Group was centered around this challenge: Which are the main Learning Business Partner roles and required skills and capabilities? Which are the tools and development resources available to incumbent and potential business partners?
The Learning Manager profiles consider the different tasks in Sectors and Clusters

<table>
<thead>
<tr>
<th>Sector Business Learning Manager</th>
<th>Cluster Business Learning Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Derive Learning Strategy from Sector and Siemens (people) strategy</strong></td>
<td><strong>Portfolio Management</strong></td>
</tr>
<tr>
<td><strong>Portfolio Management</strong></td>
<td>- Contribute to global portfolio management</td>
</tr>
<tr>
<td>- ensure targeted learning investment and budgets (GLL and projects) for Sector</td>
<td>- Ensure global portfolio implementation</td>
</tr>
<tr>
<td>- Contribute to global portfolio management</td>
<td>- Define regional portfolio management</td>
</tr>
<tr>
<td>- Ensure global portfolio implementation</td>
<td>- Ensure Business Learning governance across all legal entities</td>
</tr>
<tr>
<td><strong>Demand analysis and bundling</strong></td>
<td><strong>Demand analysis and bundling</strong></td>
</tr>
<tr>
<td>- Drive Sector wide optimization of all Business Learning activities in the Sector</td>
<td>- Drive cluster wide optimization of all Business Learning activities</td>
</tr>
<tr>
<td>- Propose training needs bottom up</td>
<td>- Propose training needs bottom up, sum up and roll out global programs and initiatives</td>
</tr>
<tr>
<td><strong>Reporting/Controlling</strong></td>
<td><strong>Delivery</strong></td>
</tr>
<tr>
<td></td>
<td>- Regional vendor management (according to global vendor management)</td>
</tr>
<tr>
<td></td>
<td>- Coordination of Delivery units incl. setup of organization and logistics</td>
</tr>
<tr>
<td></td>
<td>- Implementation of global infrastructure</td>
</tr>
<tr>
<td></td>
<td><strong>Reporting/Controlling</strong></td>
</tr>
<tr>
<td></td>
<td>- Derive Learning Strategy from Sector and Siemens (people) strategy</td>
</tr>
<tr>
<td></td>
<td>- Ensure targeted learning investment and budgets (GLL and projects) for Sector</td>
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<tr>
<td></td>
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<td></td>
<td>- Drive Sector wide optimization of all Business Learning activities in the Sector</td>
</tr>
<tr>
<td></td>
<td>- Propose training needs bottom up</td>
</tr>
<tr>
<td></td>
<td><strong>Reporting/Controlling</strong></td>
</tr>
<tr>
<td></td>
<td>- Enhanced communication and coordination with AKA stakeholders.</td>
</tr>
<tr>
<td></td>
<td>- Enhance close and constructive partnership with business partners as point of contact and sale for executives.</td>
</tr>
<tr>
<td></td>
<td>- Continuous contact with customers and executives.</td>
</tr>
<tr>
<td></td>
<td>- Active creation of transparency for AKA service portfolio &amp; AKA business model.</td>
</tr>
<tr>
<td></td>
<td>- Acquisition of orders from upper &amp; top management.</td>
</tr>
<tr>
<td></td>
<td>- Continuous analysis of business relations with corresponding recommendations for action.</td>
</tr>
<tr>
<td></td>
<td>- Introduce customer feedback &amp; market observations.</td>
</tr>
<tr>
<td></td>
<td>- Initiator for product, process and competence development</td>
</tr>
<tr>
<td></td>
<td>- Sparring partner for responsible managers.</td>
</tr>
<tr>
<td></td>
<td>- Contribute to a continuous order income.</td>
</tr>
</tbody>
</table>

---

Figure 30: Learning Manager profiles - Siemens

3. c.) Main tasks of a Academy Key Account Manager

- Guarantee successful cooperation with relevant stakeholders
- Identifications of needs for group companies and active positioning of AKA
- Unfold positive effects into the AKA.

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Figure 31: L&D Key Account Manager tasks - EnBW
Learning Business Partner development

Transforming L&D

Figure 32: LBP development programme - Capgemini

Figure 33: LBP assessment at DuPont - Ashridge
<table>
<thead>
<tr>
<th>EXPERT</th>
<th>FACILITATOR</th>
<th>DEVELOPER</th>
<th>COACH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Focus</td>
<td>Content</td>
<td>Change</td>
<td>Education</td>
</tr>
<tr>
<td>Relation to Client</td>
<td>Expert central</td>
<td>Co-making</td>
<td>Close and supportive</td>
</tr>
<tr>
<td>Division of work with Client</td>
<td>Consultant does work.</td>
<td>Consultant makes roles explicit and may take charge.</td>
<td>Consultant challenges and gives feedback</td>
</tr>
<tr>
<td>Characteristic of approach</td>
<td>Research, analysis, benchmarking, surveys, presentations</td>
<td>Structuring processes, clarifying roles, suggesting ways forward, influencing conditions for change, planning and phasing, developing procedures.</td>
<td>Suggesting behavioral patterns and ways to extend action radius, stimulating experiments, developing skills, interactive teaching.</td>
</tr>
<tr>
<td>Instruments and interventions</td>
<td>Research methodology</td>
<td>Conference and away days</td>
<td>Observation/audio/video feedback</td>
</tr>
<tr>
<td></td>
<td>Standards and norms</td>
<td>Project management techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key indicators</td>
<td>Communication tools</td>
<td>Confronting and challenging</td>
</tr>
<tr>
<td></td>
<td>Database organizations, markets etc</td>
<td>Making knowledge explicit/productive</td>
<td>Providing alternatives</td>
</tr>
<tr>
<td></td>
<td>Reports, presentations, lectures</td>
<td>Agenda/planning tools</td>
<td>Simulations</td>
</tr>
<tr>
<td></td>
<td>Background literature</td>
<td>Moderation techniques</td>
<td>Training practicing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Action research</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 34: LBP focus, client relation & approach at DuPont - Ashridge*
Strategic Context

The influence of the strategic context

Probably one of the key learnings of the SIG, driven through the observation of the SIG members operating in different environments, is that for a given corporate L&D organisation there is a variety of business models which are appropriate in the given context while others might come too soon. Put differently, the strategic context in terms of business environment, strategy and structure determines the appropriate positioning and business model. For instance, in a heavily decentralized organisation with limited functional integration, the model of a highly horizontally integrated L&D organisation is too far a stretch given the context. L&D organisations prove to be forerunners with respect to integration, but they cannot be too far ahead of the rest of the organization.

Transforming L&D organizations

One other key learning was that industries and markets are evolving thus typically creating a phased evolution of the corporate L&D organization’s role and thus business model. Capgemini University’s transformation over time, for instance, has been driven by increasing market and business challenges with the University responding by enhancing its value proposition and business model. This was discussed based on the IMD case study on its role in Capgemini’s business transformation.

Capgemini University: Three Phases of Evolution

Figure 35: Transformation timeline at Capgemini (Rutsch & Ben-Hur 2012)
From ‘AMI Group’ to ‘Group Learning’

Figure 36: Transformation timeline - Allianz

Figure 37: Transformation timeline - SEB
Evolutionary models of Business Partnering transformations

Based on the company profile sheets and the exchange in the 1st SIG workshop in September 2010, a first generalization was developed by Jan Ginneberge of the LBP transformation timeline as observed together with the participating companies. The embryonic classification can help organisations to select those L&D organisations which are operating in a similar context so with whom benchmarking and exchange of best practices might bring the best return. It also gives a first indication on how the context can influence the positioning and business model of corporate learning:

<table>
<thead>
<tr>
<th>Positioning</th>
<th>Corporate Campus</th>
<th>Global Integration</th>
<th>Functional Integration</th>
<th>Business Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance</td>
<td>CEO &lt;-&gt; Head of Leadership Development</td>
<td>Learning Board &lt;-&gt; Learning Management</td>
<td>Multi-level alignment (Business &amp; HR boards)</td>
<td>Business Leaders &lt;-&gt; Learning Business Partners</td>
</tr>
<tr>
<td>Structure</td>
<td>Central corporate organisation</td>
<td>Multi-location / multi-business organisation</td>
<td>L&amp;D matrix</td>
<td>Integrated internal service organisation</td>
</tr>
<tr>
<td>Resources</td>
<td>Campus</td>
<td>LMS</td>
<td>HCM</td>
<td>Learning Business Partners</td>
</tr>
<tr>
<td>Context</td>
<td>Large conglomerates</td>
<td>Globally integrating companies</td>
<td>Knowledge intensive companies</td>
<td>Continuously transforming organisations</td>
</tr>
</tbody>
</table>

Figure 38: Corporate L&D growth matrix (Ginneberge 2010)

Moving Forward

In the collaborative and aspirational spirit of the SIG to bring practice and academia together to tackle the quest towards learning business partnership and make an impact on the learning profession, the outcomes will be captured in a publication.