

Creating a Feedback Culture

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BP

Welcome

Stephanie Johnson

Learning Measurement Lead

6 years at BP



Agenda

- Learning at BP
- Creating a Culture of Feedback

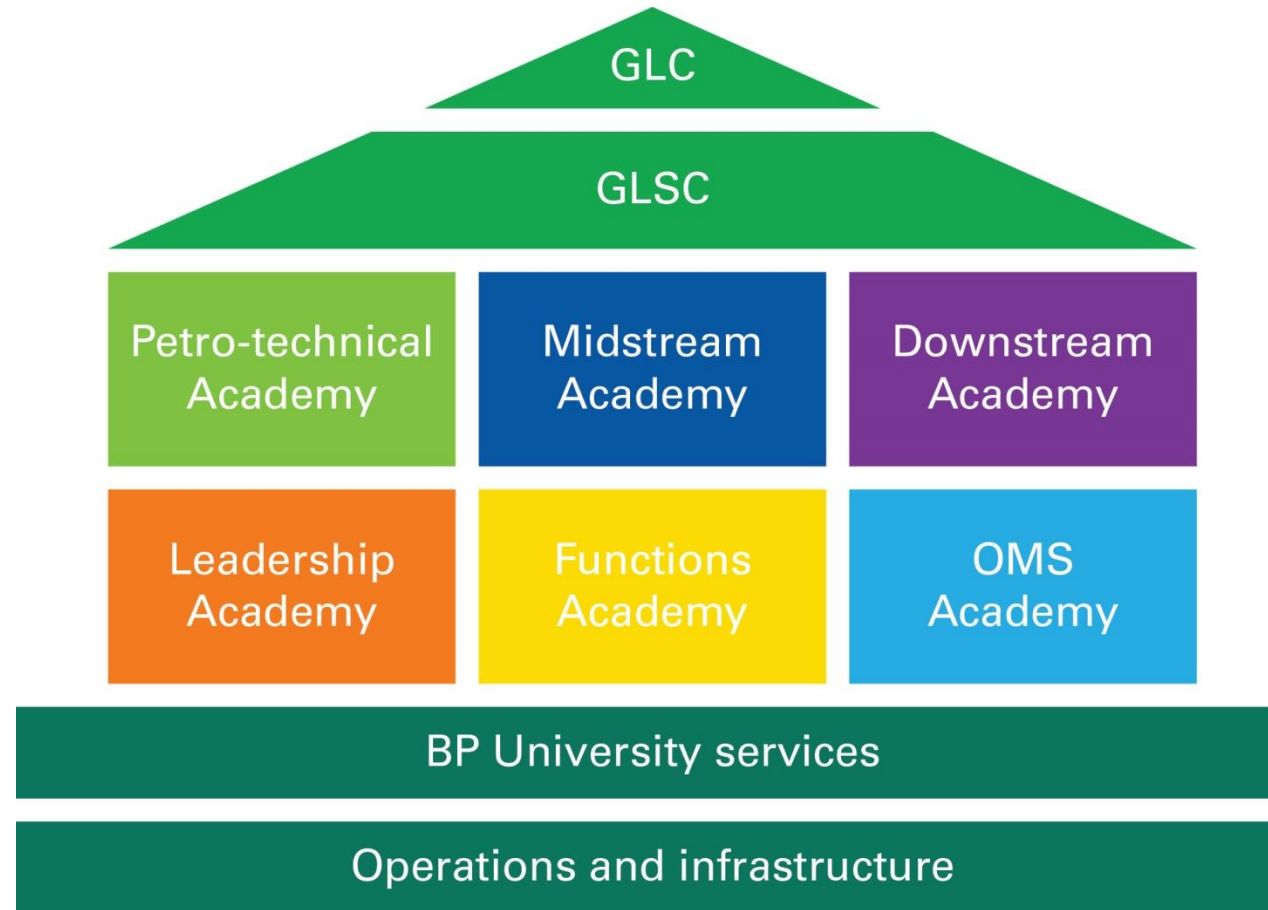


Learning at BP “never stop growing”

The Story of BP University



- In 2014, learning was decentralized and the creation of BPU had begun. We had:
 - 28 different learning teams
 - 1,500 vendors
 - 119K learning objects
- In 2018, BPU has:
 - 6 Academies with unique capabilities
 - 400 strategic vendors
 - <20K learning objects
 - A simplified and modernized learner experience



- MTM was chosen as BPU learning measurement tool in 2014 for centrally managed offers
- Measurement strategy governed by a cross-Academy team
- Academies individually transitioned to measurement strategy during 2015-2016.
- In 2018, we evaluated appx 2,400 courses.

Our priority remains building distinctive and enduring capabilities that are critical for BP's business strategy and enabling safe, compliant, and reliable operations.

Our Major Decisions for Measurement



LMS Integration,
centrally managed



Cross-Academy
working team for
governance, projects,
discussions



Process, surveys,
reporting managed at
BPU level



Consistent
reporting / metrics
for comparison



MTM access provided
to each Academy

How we created a culture of feedback

5 Elements of a Successful Feedback Culture



Leadership Support



- **Successes**

- Semi-annual data review with VP of Group Talent and Learning, along with quarterly check-ins
- Group Learning Steering Committee (GLSC) involvement
- Impact measurement considered one of “Top 5 BPU priorities” last two years
- Heads of Academy putting measurement goals in Development Plans

- **Challenges**

- Not all Heads of Academy report into same reporting line
- Academies have their own individual priorities, importance of measurement varies

Measurement Strategy

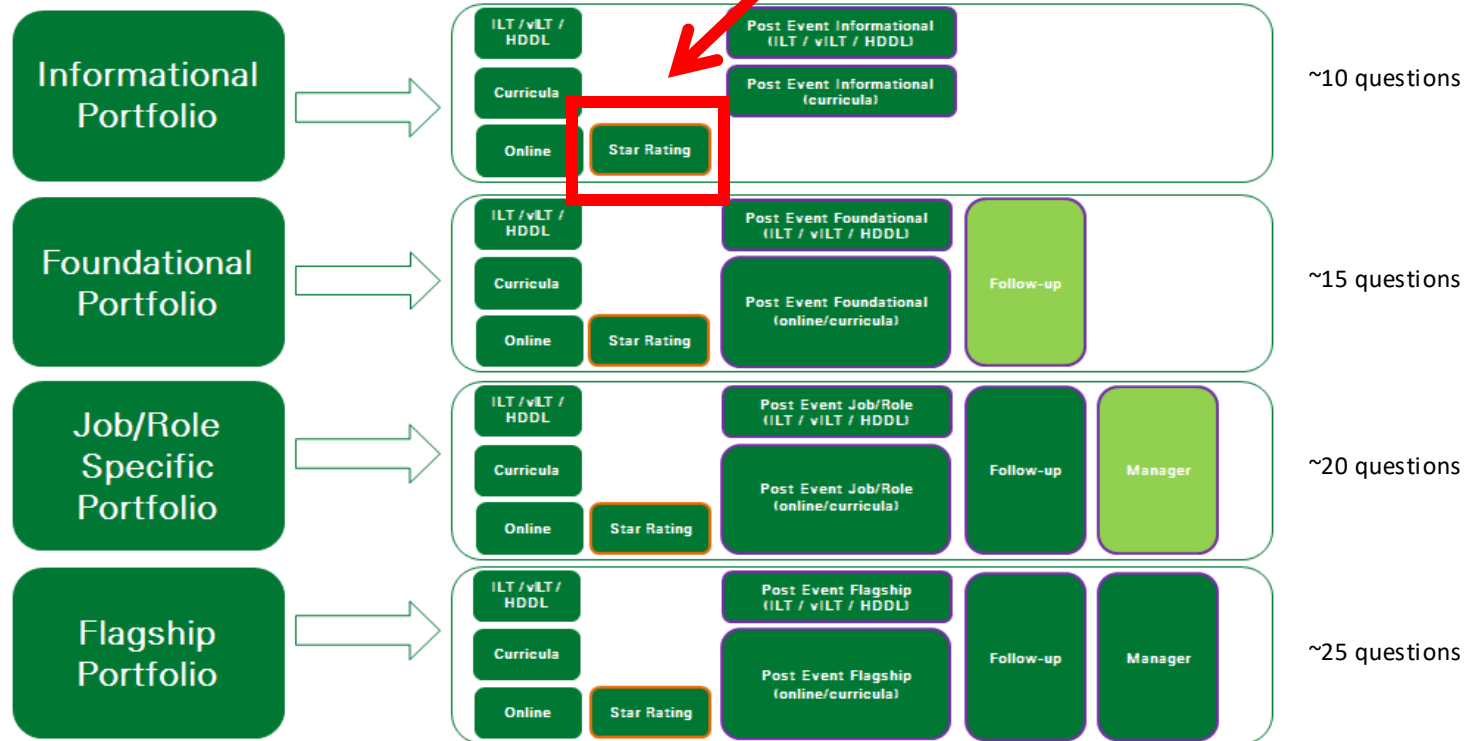


• Successes

– Moved to Portfolio model in Q1 2018

Moved 550 elearning courses out of MTM, only use star rating in LMS now

- Intended to provide basic / required information
- Large audience
- May not directly impact job role / tasks
- Intended to increase knowledge or skills
- Large audience
- Job impact varies based on one's experience / job role
- Intended to improve performance in core area
- Select audience
- High job impact expected
- Intended to progress BP's current business objectives
- Highly strategic, visible, costly
- Select audience
- High job impact expected



Key: MTM MyT&L Required Optional

BPUniversity
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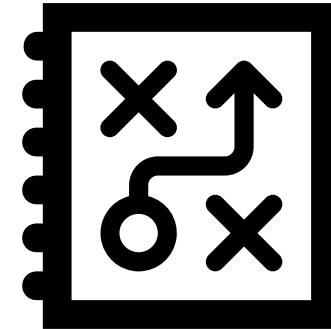


Measurement Strategy



- **Successes, continued**

- Consistency across Academies
- Ability to provide BPU-level reporting
 - Global Scorecard
 - Executive Reporting to Senior Leaders
- Administration is simplified



- **Challenges**

- Ensuring courses are categorized correctly
 - One Academy is in the process of recategorizing
- Thinking about portfolio monitoring more strategically

Reporting Plan

• Successes

- Consistent, familiar reports across Academies
- Many reports managed centrally
- Use of “course report recipients” for automated emailing
- Creation of KPI guides per “role”

• Challenges

- Ongoing refinement of plan and balancing reports with user needs
- Recipients now want more live access to data (user management, process)

	Class Trigger	Monthly	Quarterly	Ongoing Monitoring / Data Exploration
Faculty	• Instructor class summary			
Faculty Manager			• Course Comparison Worksheet (exclude course tab) ¹	
Course Owner / Capability Manager / Learning Advisor	• Class Quick Question (PE – ILT/vILT/HDDL) • Class Analysis (FU & MGR – ILT/vILT/HDDL)	• Course Summary • Course Comparison Worksheet (elearn & curricula) ¹	• Key Metrics by Course - Scrap • Key Metrics by Course – NPS • Star Rating ² • Manager support ¹ • Response Rate ¹	• MTM Data Explorer ³
Capability Owner / Head of Capability / Learning Manager		• Course Effectiveness Summary ¹	• Key Metrics by Course – Scrap • Key Metrics by Course – NPS • Executive Summary	• Capability Dashboard ³
Academy Measurement SPA		• Report Card	• Key Metrics by Course – Scrap • Key Metrics by Course – NPS • Response Rates • Executive Summary • Star Rating ²	• MTM Data Explorer ³
Head of Academy			• Executive Summary ¹ • Data Analysis Report ²	• Academy Dashboard ⁴
GLSC				• GLSC Dashboard ⁴
GPC				• GPC Dashboard ⁵

Content & Delivery			
Content and delivery metrics help you understand the specific opportunities for improvement, as well as areas where something is working well or providing value. The focus is on areas related to the delivery – instructors, content, technology, and knowledge gained. <i>Hover over the metrics areas and question categories for more specific information.</i>			
Metrics Area	Question Category	Key Tips for Faculty	Considerations for Analysis and Action
Instructor Performance	Instructor ¹	Dialing your energy up or down based on your audience is as important as thinking about your mindset when you enter the room. Think positively about the impact you can make, think about enjoying your time with your participants, and recognize your importance as a guide to help get you in the right frame of mind to create an energetic and positive experience for you and the participants.	Both of these metric areas will help you understand, along with the comments, where improvement or success may lie. Issues with delivery or content can negatively impact learners' potential to learn, application, and ultimately, the extent training will impact their individual or business performance.
Content Quality	Courseware ²	Clearly communicate at the beginning of class the course objectives, how this course impacts BP business objectives, and remind learners of any expectations around prerequisites. Tune in to participant challenges and objectives so you can deliver targeted examples, overweight or underweight topics, and customize your interactions so that participants feel that their needs have been met.	
Technology Effectiveness	Online Delivery	Sometimes technology doesn't cooperate and you don't have a lot of control. If you find that a particular element of your session always experiences technology issues (e.g., breakout rooms, videos, etc.), be sure to report your observations to the course owner in case design changes for technology purposes need to be considered.	
Knowledge Gain	Learning Effectiveness	Sometimes all you need to do is ask: what is one new thing that you learned in this course? Why is it important to you? Remind learners it is better to make mistakes during training than on the job. Failure and corrective feedback lead to more learning than near-perfect performance in class. Challenge learners so they are likely to fail and require feedback to be successful. Push learners out of their comfort zones in class.	

Recommendations for Action	<ol style="list-style-type: none"> Look at your instructor scores and find related comments (<i>Instructor Class Summary</i>) <ol style="list-style-type: none"> Monitor your scores to determine what is working well (or not working well) to improve your scores in this area. If seeing success, share best practices with other faculty to help them improve as well. Look for comments which offer advice on how delivery could be improved to provide more impact for future learners. Determine if any comments should be recorded as documentation of exceptional performance for an upcoming performance review, or shared in an upcoming team meeting to recognize excellent performance. Look at your courseware scores and find related comments (<i>Instructor Class Summary</i>) <ol style="list-style-type: none"> Do revisions to the courseware need to be made? Are these changes that you can make, or should they be passed along to the course owners? Look for comments which offer advice on how the course content could be improved to provide more impact for future learners. Are there any comments that should be recorded as documentation of planned on the job application?
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Data Utilization



- **Successes**

- Quarterly data review with Explorance, for each Academy Leadership Team
- GLSC and Academy dashboards, monitoring key metrics
- Alignment of metrics with reporting plan
- Conversations between colleagues in different roles using the data to help drive continuous improvement

- **Challenges**

- Some individuals feeling overwhelmed with the volume of data
- Not enough time to focus on analysis/action with competing priorities
- More “pull” vs “push”

Focus area	Key Performance Indicator (KPI)	2018 target
1. Impact and Effectiveness	No. of Responses	/
	1.1 Learning aligns with business outcomes	4.40
	1.2 Learning improves performance	4.20
	1.3 Manager support	4.04
	1.4 Net promoter score (NPS)	39%
	1.5 Scrap Learning	27%
2. Content & Usage	1.6 Percent improvement due to training	16%
	2.1 Size of catalogue	
	2.2 % catalogue by purpose: • Compliance • Conformance • Recommended • Elective • Unassigned	
	2.3 Catalogue overall usage	
	2.4 Total learning completions	
	2.5 % completions Online	
	2.6 # of sessions delivered • Total in MyT&L (incl. local ops) • Total LSC operated sessions	
	2.7 Sessions by delivery type: • HDDL • ILT • VILT • Multimodality • Unassigned	
2.8 Portal or app hit rates		

BPU Q4	BPU YTD	BPU 2017	Q4 by Academy							
			LA	FA	OMSA	PTA	DSA	MSA	Other	

Learner Outreach and Engagement



- **Successes**

- Marketing plan to learners (posters, plasmas, website carousels, newsletters)
- Updated MTM emails: shorter, more engaging
- Brainstorming ongoing (yammer, articles on main intranet page, etc.)

- **Challenges**

- Expectations for action from “group” level vs individual courses/instructors
- # of Academies / course owners/ faculty involved
- Amount of work involved in customizing for target audiences

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Did the learning experience not quite **hit the target** for you?

Complete your **Metrics that Matter** training evaluation survey!



BP takes learning and investing in you seriously. Your feedback is valuable; it not only supports your development, but helps shape future content and provides learning that is relevant and impactful for you.

To learn more click on 'Evaluation' at



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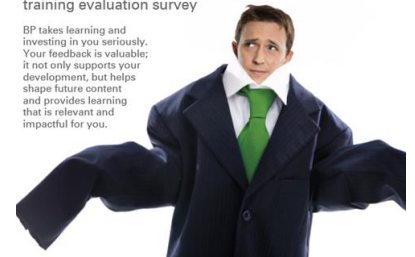


Without your measurements we can't design learning to suit you!

Please take just a few minutes to feedback

Please complete your **Metrics that Matter** training evaluation survey

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Lessons Learned

- **Go where the energy is**
- **Adapt to changes**
- **Leverage your MTM team to help you**

Thank You

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