

FORCES SHAPING OUR FUTURE

RICHNESS AND REACH

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Summary

The **richness and reach** model is intended to help you visually map learning solutions according to how engaging they are and how many participants each program is capable of teaching at any one time. Analyzing your company's learning solutions using this model can help you leverage their assets and find opportunities to teach key competencies in richer, more comprehensive ways. The benefits of your expanding learning solutions into action-based programs outweigh the costs and potential risks involved in the transition.

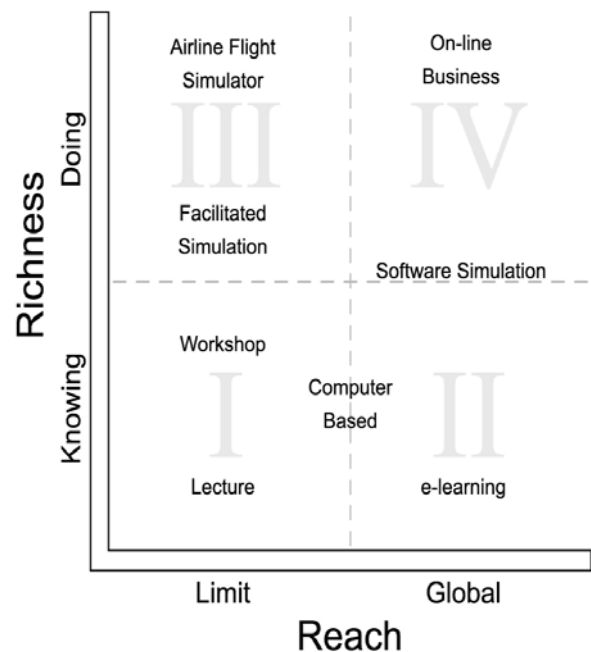
CONSIDER this model in light of your own current learning solutions. Are most of your training programs in Quadrant I? Do you have a large e-learning catalog? Are most employees gaining knowledge and skills without opportunities to practice doing?

What Four Quadrants Can do for You

Richness refers to how interactive, engaging, and realistic you want your learning solution to be. Richness directly correlates to how thoroughly you need participants to *know* the information or demonstrate skill at *doing* the tasks that execute your strategy.

Of course, training and development is only cost-effective when it is experienced by the entire audience that needs to be reached. Thus, the **reach** portion of the model addresses how many participants the training program or course is designed to train, from a *limited* scale of one person in a coaching or mentoring situation to a *global* reach in an on-line simulation.

In the richness and reach diagram, you can see the interaction of different types of learning solutions in relation to one another. The solutions are divided into four quadrants based on the four possibilities in the richness and reach model.



Quadrant I, in the lower left, depicts learning solutions with relatively low levels of richness (focused on knowing) and limited reach.

Flight simulators used to train military or commercial pilots offer one of the most engaging, challenging, and realistic simulation environments available. In many ways it's better than the real world, because participants can be put into more problematic situations in one simulator session than they might encounter in a lifetime of flying real aircraft. As shown in Quadrant III, a flight simulator has a great deal of richness (focuses on doing) but since only one or two people at one time can experience the training, it has a very limited reach.

In Quadrant II, a typical e-learning course has a global reach but often lacks the richness of a well-designed, computer-based course or a classroom workshop in which the facilitator

engages participants in various team activities and skill practice sessions. Most e-learning is designed for teaching principles, concepts, processes, and procedural information—in other words, material that is based on knowing. Software simulations, on the other hand, offer more interactions; the training would have a global reach and would fall between Quadrant II (lower right) and Quadrant IV (upper right).

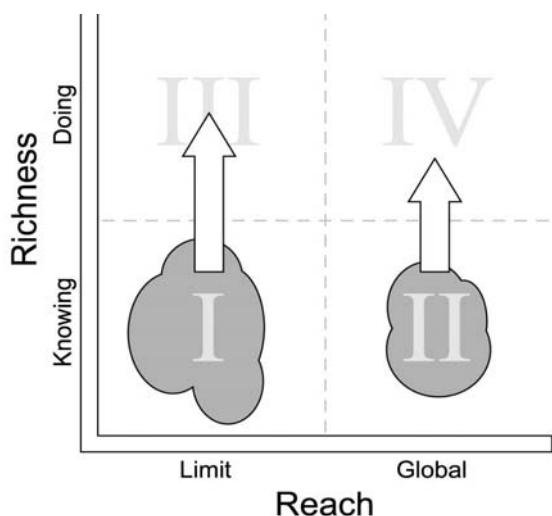
Traditional classroom training has a limited reach and varies in richness from lecture to hands-on, facilitated simulations. On the other hand, well-designed on-line business simulations achieve both a high level of richness and a potentially extensive reach.

The Hard Truth

Most organizational training programs fall into Quadrants I and II, teaching people what they need to know. For many business purposes this is fine. However, when employees must demonstrate a competency to demonstrate their understanding of the business as a whole, more of your learning solutions must fall into Quadrants III and IV.

Ultimately, to save money and become more competitive, organizations will need to identify key Quadrant I and II courses and move them to Quadrant III and IV.

Most corporate training falls into Quadrant I. To reduce costs, many skills are transferred or supplemented by Quadrant II courses.



Often, these doing-based experiences happen only during on-the-job training. Though this is one of the best experiential methods, it can be a costly undertaking, both in time and money.

To gain the most information from this analysis, diagram both your current programs and any future learning solutions you will implement. Be sure to prioritize your goals and list various strategies that your employees will need to execute in order to achieve these goals. This will

help you be more selective when deciding which learning solutions to evolve from Quadrants I and II (knowing) into Quadrants III and IV (doing). Remember, the goal is not necessarily to replace your current learning solutions. Rather, you should leverage what is in place and find opportunities to extend key skills into the “Doing Quadrants.”¹

Typically, training departments are apprehensive about moving into these two new quadrants, believing that the expansion is 1) too costly, and 2) too unpredictable and potentially risky. Both are valid concerns. However, it is too costly *not* to move *some* training into the Doing Quadrants.

Consider the estimated costs of repeating the same (or similar) courses year after year, plus the lost opportunities because of under-performing employees and missed goals. Invite your executives and stakeholders to do the same. You’ll find that the costs are far greater than the cost to extend an existing program.

Unlike generic or traditional training courses, courses in the Doing Quadrant are unpredictable by design. Developing critical and problem-solving skills, systemic thinking, and confidence requires

By plotting your organization’s learning programs in the richness and reach model, your team can begin to identify ways to optimize the learning solutions budget to include some training areas that address quadrants III and IV.

employees to explore and try various actions. Ultimately you want your employees approach their work with a mindset that reality is unpredictable, so like the US Marine Corps, we will “adapt, overcome, and improvise.”

There are many great, cost effective, and yet powerful solutions for extending existing training courses and other learning solutions, such as Documentary Learning™, Embedded Simulations, and Action Learning. For the skills that are critical to your organization’s strategic execution, a business simulation is ultimately the most cost-effective and predictable solution.

THERE are additional resources and tools available at the RLS website (www.regislearning.com) to help you develop and apply the richness and reach model to your organization, as well as cases for how to select and extend your existing training programs from the Knowing Quadrant to the Doing Quadrant.

