Briargrove Centralized Learning Network

Name

Course

Tutor

Date

Executive Summary

Briargrove’s move to roll out a Centralized Learning Network first in the corporate office in Dallas, TX and then across the organizational footprint is aimed at gaining in addition to the advantages of a Centralized Learning Network, facilitate an open, learning and progressive environment that best serves the organization and customers they serve. This report will evaluate and present the overall project and how to establish the foundational areas for growth potential in data and user capability. The report in its evaluation will consider the concerns regarding a Macro project and the multiple Micro projects considering that Briargrove has set a six month window to implement and be fully functional in the Dallas office.

Introduction

A centralized learning network is based on a central learning environment. In a central learning environment, all facets of learning are regulated through the use of a single centralized learning system. The approaches to learning are an amalgamation of the efforts from independent groups that each have their systems and programs that contribute expertise for the greater picture. The strategy is focused on availing a core learning strategy that is built on principles such as operational excellence and learning effectiveness. The purpose of this network is to boost the efforts of the organization to support performance through learning. Also, the organization also focuses its attention on attainment of maximum efficiency and obtains maximum benefits from the learning investment. The primary objective of the project is to even up the learning strategy with the business' goals. The project has also been initiated to aid in the standardization of the systems and process inherent in learning and develops a unified learning system which will allow for easier administration.

Overview of the Project

The project will be run by the guidance of the senior leadership of the company or an appointed leader dedicated to the task. Several functions of the project will be centralized among them the management and leadership programs. Besides, there will also be a need to centralize executive education programs and continuous training programs because not only are they are related, but also they for a critical part of the entire central learning network (Easterby‐Smith, Crossan & Nicolini, 2000). Besides the training and education programs for existing employees, the project will also centralize another key aspect of the program that is the training of new workers which is an integral element. Lastly, the program will direct its efforts to centralize the training of project managers and various compliance programs. In essence, the centralized programs form the core of the company’s learning needs and require standardization.

A variety of services will be availed for the learning functions. The education services to be provided will include the development of the material or content to be taught and also vendor management. To further supplement these services, the project will also offer support for the company’s learning management system. The services will also include measurement to gauge the deliverables of the project. Additional services will provide the integration of content and management of competencies and skills among other services. In keeping up with technology trends that will enable smooth facilitation of the centralized learning network platforms such as learning management systems will be included. The learning management systems will oversee the virtual classrooms that will be used to teach deliverables. The system will be regulated by assessment tools and those in charge of teaching will have authoring tools available. Lastly, there will be simulation instruments to assist in delivering of lessons and test learning outcomes. The completion of the project will lead to centralization of functions that will facilitate the suitable education of employees and provide competent workers for the business in addition to efficient technology platforms for running the programs.

To develop a structure for centralized learning, there is need to create suitable routines and attractive incentives. The methods and incentives are necessary because the needs and limitations of the implementing networks affect the adaptation of the structure (Poell et al., 2000). The entire process is an elaborate affair, and the complexity affects the approach. Due to the complexity of the matter, it is not possible to create a procedure that will pre-establish the steps to do it and therefore adaptive management approaches are called upon in this situation. The methods will include conducting visits to the locations of the projects and talking directly to all the stakeholders involved in the project. The management of the project will also facilitate constant interaction of the partners from a different project aimed at effecting cooperation. Also, the project leaders will ensure that the institutional development of each project is accurately documented. Lastly, the project managers will ensure that indicators for checking project implementation are established before it begins.

Evaluation of CLN

The team will give specialist learning and assessment in the structuring and implementation of education and sourcing of learning programs and evaluation. Also, the team will guarantee successful coordination of learning using the centralized learning center.

The consultancy used the available resources to establish the needs of the directive training and requirements for competency. The consultancy also created the materials that would be required for training and carry out an analysis of training needs. The budgetary requirements were defined and criteria for approval established. The learning and assessment curriculum was developed. Customized learning and assessment modules were designed and created. Suitable third party vendors were identified and selected. A common learning center and learning management system was created. Modules were administered after the learners were registered. A data management plan was designed for tracking and reporting.

Advantages of Centralized Learning Network

The CLN is advantageous to the organization in that it will minimize the number of systems that will be needed to manage to learn for the organization. Secondly, the CLN will also limit to an affordable level by consolidating the IT resources the need for of infrastructure requirements. The results of training and learning will be immediately available in the database of the company after completion of courses. The CLN will also eliminate duplicate course and programs by standardizing the entire process. As a result, the organization will reduce costs and earn savings. The CLN will require fewer administrators to run as opposed to the earlier system and thus eliminate redundancy while reducing costs (Lusch, Vargo & Tanniru, 2010). Content will also be standardized to cut repetition. Certifications and competencies will be standardized to avoid discrepancies. The program will allow corporate and employee objectives to be easily aligned to ensure efficiency in working towards common goals. Reporting will be made easier by the project since one system will be in use as opposed to many that led to reduced speed and confusion. In addition to being simple, reporting will also be made accurate since one system will be in use and less loss or distortion of data. The CLN has also been identified to get rid of redundant programs. The CLN creates an opportunity for the particular of appropriate approaches to the needs of the organization and incorporates the diversity that is experienced within the organization (Downes, 2007). As a result, the organization can build its brand and create a standardized workforce that will further reinforce its identity.

Moreover, according to experts, there is only one way that an organization can gain a sustainable advantage for the future; having the ability to learn faster than its rivals. To harness the benefits of the competitive advantage, the organization has to be turned into a learning organization. A manufacturing organization does not change into learning organization through acts of kindness or altruism but rather using the bottom line outcomes. According to research, manufacturing organizations that carry out training programs boost their productivity by at least an average of 17% (Sakellaris & Wilson, 2004). The Brookings Institution in Washington, D.C in a study to determine the origin of an organization's competitive advantage established that 60% of the competitive advantage a firm enjoys is driven by internal advancements in knowledge, innovation, and learning (Sakellaris & Wilson, 2004). Subsequently, for a company to be successful in the present day operating environment, the organization has to be a learning organization.

**Conclusion**

For Briargrove, the desire to implement a Centralized Learning Network stems from the realization that it is necessary to have a learning organization to prosper business wise in the present day environment. The organization seeking to exploit the versatility of the business environment has decided to roll out a Centralized Learning Network the corporate office in Dallas, Texas before being rolled out in other regions the organization is located. It is the initial step in a process that is anticipated to offer benefits to the company. Expected benefits include savings on cost in learning while at the same time creating an efficient learning environment that churns out competent professionals who will align their professional goals and the goals of the organization. CLN is also anticipated to clean up clutter in training programs. It has been established that there is redundancy due to repeated programs. However, a centralized system will eliminate the need for duplicate programs and save resources while increasing efficiency. The CLN will also consolidate IT resources with infrastructure needs. Reporting will also be simplified by the availability of a single system as opposed to a myriad of paths. As a result, Briargrove‘s decision to implement the CLN will strategically place it in a position to exploit the available resources in pursuit of the firm’s goals.

**References**

Downes, S. (2007). Learning networks in practice. *Emerging technologies for learning*, *2*(4), 20.

Easterby‐Smith, M., Crossan, M., & Nicolini, D. (2000). Organizational learning: debates past,

present, and future. *Journal of management studies*, *37*(6), 783-796.

Keegan, A., & Turner, J. R. (2001). Quantity versus quality in project-based learning

practices. *Management Learning*, *32*(1), 77-98.

Lusch, R. F., Vargo, S. L., & Tanniru, M. (2010). Service, value networks, and learning. *Journal*

*of the academy of marketing science*, *38*(1), 19-31.

Poell, R. F., Chivers, G. E., Van der Krogt, F. J., & Wildemeersch, D. A. (2000). Learning-

Network theory: organizing the dynamic relationships between learning and work. *Management Learning*, *31*(1), 25-49.

Sakellaris, P., & Wilson, D. J. (2004). Quantifying embodied technological change. *Review of*

*Economic Dynamics*, *7*(1), 1-26.