

How to ensure  
cultural and workplace readiness  
for digital learning

CIPD L&D Show 2018

Cathy Wellings & Andy Johnson



## Making digital learning global

1 Approaches

2 Considerations

3 Tips



## Mythinformation

"The almost religious conviction that a widespread adoption of computers and communications systems, along with broad access to electronic information, will automatically produce a better world for humanity."

*Langdon Winner, 1984*



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# Approaches

to digital learning in the global workplace

Global

Local

Blend





# Internationalisation

- Neutralisation of content
- Removal of cultural markers



- Cost-effective
- Consistency of delivery



- Vanilla - by trying to speak to everyone you end up speaking to nobody



# Localisation

- Specific versions of content adapted for local training needs



- Targeted and effective
- Greater relevance and engagement



- Expensive and time-consuming
- Paradox of simplicity vs. expertise



# Blended

- Live with self-paced: virtual classroom, face-to-face, forums



- Flexible delivery
- Greater personalisation and engagement



- Greater cost
- Potential inconsistencies



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# Considerations

for digital learning in  
the global workplace

Context

Culture

Language

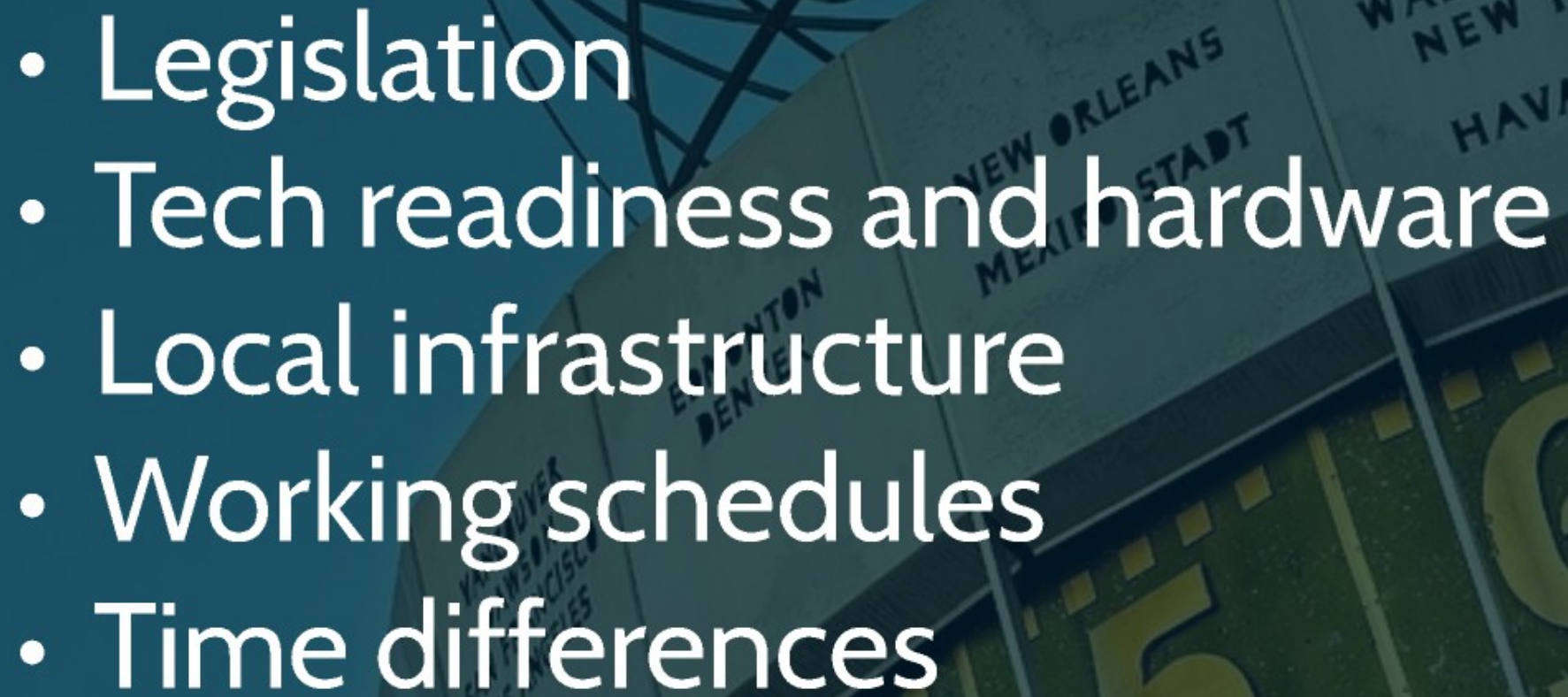




# Context

- Legislation
- Tech readiness and hardware
- Local infrastructure
- Working schedules
- Time differences

THE LONDON  
SCHOOL  
GROUP

- 
- The background of the slide features a stylized, low-angle view of a globe. The globe is tilted, and several city names are visible in a bold, sans-serif font, including "WASHINGTON", "NEW YORK", "HAVANA", "NEW ORLEANS", "MEXICO CITY", "DENVER", "SAN FRANCISCO", and "LOS ANGELES". A large, yellow, three-dimensional number "5" is prominently displayed in the lower right quadrant of the globe. The entire scene is set against a light blue sky with a few wispy clouds. A semi-transparent dark blue rectangular box is overlaid on the left side of the image, containing a list of five bullet points in white text.
- Legislation
  - Tech readiness and hardware
  - Local infrastructure
  - Working schedules
  - Time differences



# Culture



# Culture

- Geopolitical tensions
- Whose time?
- Individualism vs collectivism
- Hierarchy & autonomy

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SCHOOL  
GROUP



- 
- Geopolitical tensions
  - Whose time?
  - Individualism vs collectivism
  - Hierarchy & autonomy




# Language

- Translation
- Whose English?
- Levels of formality

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- The background of the slide is a dark, textured surface covered in light-colored, chaotic scribbles and faint, illegible text. The text appears to be a mix of English and non-English characters, possibly from a chalkboard or a piece of paper. The overall aesthetic is abstract and artistic.
- Translation
  - Whose English?
  - Levels of formality

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# Development

- What blend?
- What languages?
- Learner context?
- Stakeholder and cultural research







# Launch

- Communication strategy: timelines, locations, expectations and benefits
- Internal positioning
  - top-down buy-in
  - bottom-up champions





# Embedding

- Cultural dynamics of feedback
- Be flexible in your approach





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