

Organizational Readiness Assessment Instrument

This tool gives supervisors or others involved in an eLearning initiative that will impact their organization a way to ensure its success. It provides insights into areas which may need extra attention and reveals areas which can be leveraged to the organization's and individual's advantage. This is not a test, there are no right or wrong answers.

When you have completed this survey, you will be provided with immediate feedback. Additionally, your responses will be submitted to the architecture team. Your specific answers will be completely anonymous, but your views in combination with those of others are extremely important.

In order to get maximum benefit from this tool, it is critical you carefully consider each response and select the one that genuinely reflects reality while it might be tempting to select a response that conveys a more favorable image of your organization, this will only hinder the assessment's ability to provide you with tangible assistance, and may prevent you from catching issues while they are easy to remedy.

The assessment can be completed either before or after reading [Organizational Readiness](#).

Part One

The first two sections of this assessment, Identification Architecture and Arrangement Architecture, focus on the first priorities to be considered when designing an eLearning initiative within the A4C4 framework. Upon completion, you will have the option of printing the results or emailing them to an appropriate person. The feedback you receive will be from members of your organization as these questions are very specific to your individual situation.

All other sections of the assessment provide immediate feedback and guidance on the best way to move your organization closer to successfully implementing an eLearning program.

Identification Architecture

1. List the groups who will be impacted by the eLearning initiative. Be sure to include the specific sub-groups within the larger populations of customers, employees, the public, and the larger enterprise.
2. For each of these subgroups, describe one or two ways you anticipate they will be affected by your eLearning program.
3. What is the desired start date for your eLearning initiative?
4. What are your top three reasons to pursue this eLearning initiative. Be as specific as you can.

Button: [Print my responses to these questions] or [Email the responses to these questions to XXX.]

Arrangement Architecture

1. Which of the following people or groups are stakeholders in your eLearning initiative? (Select all that apply):

- | | | |
|--|--|---|
| <input type="checkbox"/> Board of Directors | <input type="checkbox"/> Chief Information Officer | <input type="checkbox"/> Chief Learning Officer |
| <input type="checkbox"/> Chief Knowledge Officer | <input type="checkbox"/> IT Department | <input type="checkbox"/> Training Department |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Place the stakeholders you selected in the previous section in order from the most impacted to the least impacted.

Level of Impact	Stakeholder Name
Most Impacted	
Least Impacted	

Part Two

The following sections of the assessment are made up exclusively of questions to be answered by selecting a response. Upon completion of the entire 5 sections, the computer will automatically and instantly provide you with feedback. You will also have the option of printing your responses with the feedback, or emailing it, anonymously, to the architecture team.

Access

B1. Access to the internet in my division...

- is ubiquitous. Almost everyone has regular access to a computer with an internet connection.
- is common. Most people have regular access to a computer with internet access.
- is selective. Some people have access to a computer with an internet connection, some do not.
- is uncommon. Most people do not have access to computers with internet connections.

B2. The speed of most connections in the division is...

- Fastest available today (i.e. T3 line)
- Fast enough to access rich media formats (i.e. Cable Modem, DSL)
- Adequate for accessing text based web materials
- Slow (56K or less)
- In the process of being upgraded to a fast or fastest connection

B3. How often do you upgrade the computers (especially the RAM and hard disk space) that will be used by eLearning participants?

- More frequently than once per year
- Once per year to once per year and a half
- Once per two years
- Less frequently than once per two years

B4. Are there people in your division who require special equipment due to physical impairments?

- Yes, there are several people with several different challenges that make using unmodified equipment difficult.
- Yes, there are one or two people with similar physical challenges requiring modified equipment.
- No.

B5. Which of the following ergonomic measures have you taken? (Select all that apply)

- Computer stations are ergonomically designed and equipped with furniture ensuring proper body placement
- Users have participated in training to learn exercises, body positions, and other techniques to prevent damage from computer usage.
- Posters and other materials promoting ergonomically smart behavior are prominently displayed and readily available.
- The organization has a policy encouraging computer users to frequently alternate repetitive strain tasks with other tasks.

B6. What percentage of participants have mobile devices such as PDAs, Blackberrys, or laptops?

- None.
- 0-25%
- Approximately half.
- More than half.
- Almost all.

B7. How long have participants been using personal computers?

- Less than 1 year.
- 1-2 years
- 2-5 years
- 5 or more years

B8. What are the typing skills of most eLearning participants?

- Are uncomfortable using a keyboard.
- Hunt and peck using one or two fingers.
- 10-24 words per minute.
- 25 to 40 words per minute.
- Very fast. More than 50 words per minute.

B9. Will portals be developed for specific groups?

- Yes, the eLearning will be added to portals the groups are already comfortable using.
- Yes, appropriate portals will be developed
- No. People will all use one specific site to access the eLearning.

- B10. The ratio of PCs with good internet connectivity to staff in my division is...
- 1: 15 or more
 - 1:10-14
 - 1: 5-9
 - 1:3-4
 - 1:2
 - 1:1

Capacity

- B1. Has a leader of the organization made eLearning one of the highest priorities in the current or coming year?
- Yes.
 - No.

- B2. How would you rate your IT department in regards to prior large scale technology implementations (i.e. SAP, PeopleSoft, VTC)?

- | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Extremely Successful | Successful | Too soon to know | Problematic | Extremely Problematic |

- B3. Has the vendor who is providing the eLearning technology recently completed a project of this scope (i.e. number of users, extent of functionality, timeline)?
- No
 - Yes

- B4. Do you have champions to support the initiative?
- No. We have several people who have expressed interest but no champions.
 - Yes, there are champions but none of them have significant power or authority.
 - Yes, there is a champion within each stakeholder group.
 - Yes, there are only one or two champions but they have significant informal and formal authority and power.

- B5. Which member of the IT department will be/has been involved in the design and development of the eLearning program?
- CIO
 - VP Information Technologies or VP Information Systems
 - Director, Information Technology or Information Systems
 - Manager, Information Technology or Information Systems
 - Analyst or Administrator

- B6. Which of the following statements best characterizes your IT department?
- We have recently downsized, laying off many.
 - We have selectively let go of a few people but it has not affected our ability to service our clients.
 - We are replacing people who leave.
 - We are growing rapidly and hiring as fast as we can.

- B7. Which of the following statements best characterizes your evaluation plans?
- We have already created a plan to evaluate the eLearning initiative.
 - We do not have any plans to evaluate the eLearning initiative as of now.
 - Our project plan will contain an evaluation plan.

- B8. How many participants will regularly use the eLearning program?
- Less than 50
 - 51-200
 - 201-under 1,000
 - A few thousand (i.e. 1,000-9,000)
 - Several Thousand (i.e. 10,000-70,000)
 - Over 100,000

- B9. Can your current IT infrastructure support an eLearning initiative serving the number of users you indicated in question 6?
- Yes, without a problem.
 - Yes, but the department will need to shift priorities.
 - No, but we have the budget, resources, and senior management support to quickly add the necessary capacity.

No and we do not have the resources and/or support to grow to meet this increased capacity.

B10. How is eLearning viewed in relation to the other organizational priorities and initiatives?

- The eLearning initiative is not considered important.
- The eLearning initiative is less important than the top 3 or 4 most important initiatives
- The eLearning initiative is a priority that takes precedence over most others
- The eLearning initiative is a priority on a par with the other 3 or 4 most important initiatives

B11. Considering all the stakeholders you listed in Part I of this assessment together, how would you rate their capacity to support this eLearning initiative in addition to their current responsibilities?

- Very low. They are already beyond capacity.
- Low. They are at their capacity.
- Fair. If the initiative was made a priority, they could find time to dedicate to it.
- Good. They have time to add this initiative to the others they are currently engaged in.
- Excellent. They have ample time and resources to absorb a new initiative.

B12. What do you anticipate will be the turnover rate amongst the eLearning initiative team (don't forget to include people who will be involved in only one phase or another).

- Very low. 0-2.9%
- Low. 3-4.9%
- Noticeable. 5-7.9%
- High. 8-10%
- Very high. 11% and above.

Alliances & Alignment

CD1. How often do people from departments that perform training functions transfer to other departments that also perform training functions, or to the central training department?

- Very often. It is common for an employee to move between these types of departments.
- Often. There are several employees who came from those other areas currently working in the new areas,
- Sometimes. There are a few employees who moved from one department to another where both had training functions.
- Rarely. Career paths generally don't involve moving between these types of departments.

CD2. The following talent is available to work on the eLearning initiative (Select all that apply):

- Trainers to instruct users on how to get the most from the new eLearning system
- Project manager/s to create necessary deliverables and foster collaboration
- System Integrators to ensure seamless data feeds/communication between different systems (i.e. an LMS with PeopleSoft).
- System Administrators—in each relevant group a person or people who ensure the system remains functional and adaptive.
- Technical Support/Help Desk—people who are available to answer questions and assist users when something goes wrong.
- Instructional Designers or others (SMEs) who will create and update the content periodically.
- Marketing/PR—people to raise awareness of the new system and encourage its productive use
- Human Resource/Organizational Development Professionals—To assess needs, create any necessary change management initiatives, and evaluate the eLearning program.
- Champions—People with significant authority and resources to keep the momentum going through all phases.

CD3. How would you rate the members of the eLearning initiative team (taken as an aggregate) on their understanding of and respect for the goals and culture of most of the individual divisions within the organization as well as the organization as a whole?

- | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|--|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| In depth understanding | Basic understanding | Don't know | Superficial Understanding | Understanding of just one or two divisions |

CD4. What is relationship between the Training and IT department?

- Historically there has been animosity, but that is changing.
- Historically there has been animosity and it does not seem to be changing.
- They are not closely connected—there is neither a positive nor a negative relationship.
- It has been as cooperative as the relationship between IT and most other departments.
- It is less cooperative than desired.
- The Training department has not been well supported by the IT department.
- There is a strong cooperative relationship between the two departments.

CD5. How would you rate the alliance between the Training Department and all the other departments (aggregated) that will be involved in the eLearning initiative?

- | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Very Weak | Weak | Average | Strong | Very Strong |

CD6. When Training makes a request to the IT department...

- The request is filled almost immediately.
- The request is filled in a reasonable time frame.
- The request is filled after considerable time has lapsed.
- The request is filled after the requestor follows up numerous times.
- The request will not be filled unless it is followed up by a person in authority.

CD7. Within the past two years, how many projects have different departments responsible for training worked together to design and implement?

- None.
- One or two.
- Three to 5
- Six or more.

CD8. How do different departments that perform training functions communicate, coordinate and collaborate with each other?

- Representatives from different departments that do training come together regularly by being a member of a cross organizational training task force
- There is an informal network that is proficient at sharing information and collaborating.
- Traditionally there has been little informal or formal contact between members of the different departments.
- There is resistance to any form of sharing.

CD9. What does the IT department contribute to the Training Department?

- Just technical implementation skills such as fixing computers and installing systems.
- Technical and planning skills—they contribute to implementation plans.
- Technical, planning and strategy skills—they are frequently involved in any new training initiatives from the very start.

CD10. Has eLearning been integrated into the strategic plan?

- Yes
- No

CD11. Are people in the training department aware of the structure, objectives, policies, and programs of the IT department?

- Yes, most are aware.
- Yes, some are aware.
- Yes, the senior members of the training department are aware.
- No, most people in the training department are not aware.
- No.

CD12. How would you rate the relationship between the Training Department and the head of the entire organization?

- | | | | | |
|---|------------------------------------|---------------------------------------|--------------------------------------|---|
| <input type="checkbox"/> 1
Very Weak | <input type="checkbox"/> 2
Weak | <input type="checkbox"/> 3
Average | <input type="checkbox"/> 4
Strong | <input type="checkbox"/> 5
Very Strong |
|---|------------------------------------|---------------------------------------|--------------------------------------|---|

CD13. Will eLearning directly support the core business?

- Yes
- No

CD14. What level of awareness do members of other departments have of training's contribution to the larger organization (i.e. reducing turn-over, improving employability, reducing grievances such as sexual harassment and decreasing the number of workplace accidents or injuries)?

- | | | | | |
|---|---------------------------------------|--|-------------------------------------|---|
| <input type="checkbox"/> 1
Extremely Unaware | <input type="checkbox"/> 2
Unaware | <input type="checkbox"/> 3
Don't know | <input type="checkbox"/> 4
Aware | <input type="checkbox"/> 5
Extremely Aware |
|---|---------------------------------------|--|-------------------------------------|---|

Capability

F1. What is the nature of the content? (Check all that apply)

- Interpersonal skills (i.e. management skills)
- Psychomotor skills (i.e. a physical skill such as typing or docking a ship)
- Information to be memorized
- Knowledge Worker skills (i.e. information literacy, research)
- Attitude or Perspective Change (i.e. Sexual Harassment training)
- Legally mandated topics that require proof of participation or mastery (i.e. OSHA)
- Computer skills
- Internal organization-specific information (i.e. new product introductions, changes in programs, procedures or policies)

How would you rate the members of the eLearning initiative team (taken as an aggregate) on each of the following dimensions...

F2. ...ability to create a robust, comprehensive, and realistic requirements spec document?

- 1 2 3 4 5
- Very experienced Experienced Don't know Inexperienced Very Inexperienced

F3. ...history of selecting the optimal technology for a given organizational goal?

- 1 2 3 4 5
- Extremely Proficient Proficient Don't know Ineffectual Extremely ineffectual

F4. balancing strategy and research with action and willingness to proceed with partial information

- 1 2 3 4 5
- Extremely Proficient Proficient Don't know In need of improvement Greatly in need of improvement

F5. How often does the organization seek feedback from external sources such as customers, members of other organizations, vendors or recognized leaders?

- Never.
- Rarely, maybe once per two or three years.
- Annually, once per year.
- Frequently. More than one time per year.

F6. What are the time constraints on the content?

- Becomes obsolete almost immediately
- Frequently changes (more than once per week)
- Changes Regularly (more than once per month)
- Changes infrequently (more than once per six months)
- Rarely Changes (more than once per one or two years)

F7. When the organization does get feedback, be it unsolicited or solicited, what is the typical response?

- Appreciation and Action. People quickly convert the feedback into action items to improve the organization.
- Appreciation but no action. People express gratitude and discuss the feedback, but it rarely gets converted into concrete actions.
- Ambivalence. People are sometimes receptive to feedback, other times less so.
- Defensiveness and Denial. People ignore or dismiss most negative feedback.

F8. Which of the following activities take place on a frequent basis (i.e. more than once per month)?

- Brown bag lunches or colloquia are held to expose employees to information or people they might not typically encounter.
- Seminars or classes conducted by members of other organizations for the purpose of learning about those divisions or people.
- A newsletter is published (and read) that contains tangible significant information necessary for enhancing job skills.
- A knowledge management database or other system is accessed by most people on a regular basis.
- An intranet or portal containing job skill-enhancing information is accessed frequently by many employees.
- High level members of the organization regularly send out emails or other communications keeping employees informed of developments and changes.

F9. In comparison to similar organizations (competitors or otherwise), what is the pace with which this organization changes its processes and procedures in response to external environmental changes?

- Very Quickly.
- Fast.
- Speed depends upon the change that needs to be made.
- Slowly.
- Very Slowly.

F10. Which best characterizes the organization's knowledge communication environment?

- Most information is provided on a need-to-know basis only.
- Siloed. People seem to keep information within their close circle of people they regularly interact with.
- Overload. So much information is communicated and available without being carefully cataloged and disseminated, it feels very overwhelming.
- Free flowing. Just the right amount of information is shared and disseminated.
- Uninhibited. There are few rules or hierarchies dictating the information sharing policies, so it seems to spread naturally in the right pace and amount.

Culture

F1. All other factors being equal, which of the following candidates is most likely to be hired into the organization? (Select only one)

- Person 1: Has more experience than the other candidates.
- Person 2: Fits better into the organization
- Person 3: Obeys rules and respects authority more than the other candidates.
- Person 4: Is more creative and innovative than the other candidates.
- Person 5: Has a better track record of pursuing lifelong learning than the other candidates.

F2. If a mistake is made in your organization, which of the following typically occurs?

- Reprimanding or criticism either covertly to others or in public
- Praise for being willing to take a risk
- Being given less desirable or less demanding work tasks.
- A positive, sincere discussion focusing on lessons learned
- Supervisor helps correct the problem without judgment or negative repercussions

F3. Has the target learner population been assessed for learning styles using a reliable instrument (i.e. Kolb inventory)?

- Yes.
- No.
- No, but it is scheduled within the next few weeks or months.

F4. Feedback is...

- informal, given on an as-needed basis
- available whenever an employee wants it in the form of self-assessment instruments, 360 appraisals, and/or meetings with mentors, coaches or career development professionals
- regularly given through recurring, frequently held, meetings with supervisors and others
- highly structured, occurring primarily during the annual performance appraisal

F5. How has the organization responded to prior significant changes (i.e. management changes, conversations to new computer systems)?

- Most people embraced the change almost immediately.
- After reasonable time passed, people appreciated the value of switching to the new way.
- There was considerable resistance that hindered the adoption process.
- Many give lip service to the new way but in reality it is business as usual.

F6. Evaluating a program or initiative is...

- done often but not a formal part of the process
- built into every single project plan at the start
- a goal but not a reality yet
- rarely done
- unrealistic. It is self-evident when a program is successful and when it is not.

F7. Think back to the last meeting you attended where your supervisor and coworkers were present. How did the supervisor respond when questions were asked that presented alternate ideas or methods?

- Don't Know. Generally only the supervisor asks questions.
- Don't know. People other than the supervisor only ask questions about logistics and facts.
- The question was ignored.
- The question was dismissed in a superficial, politically correct way.
- The asker was praised and a lively discussion involving all attendees ensued.
- The supervisor pursued the perspective and a productive discussion between the two ensued.

F8. Which of the following statements is most descriptive of your organization?

- "Everyone loves to say we are a progressive "learning organization" but in reality there is a rigid hierarchical structure, resistance to change, and little support for innovation."
- "We are slowly transforming into a genuine learning organization but there are several barriers still to overcome."
- "We are close to being a learning organization with most of the barriers behind us."
- "We are a true learning organization with a collaborative flat structure, people who are not afraid to take risks, and a long history of providing tangible rewards to those who question methods and challenge assumptions."

F9. What is the typical response when someone in the organization does a task that is outside the scope of his or her job responsibilities?

- "As long as it doesn't interfere with his or her ability to get her job done right."
- He or she was praised and given tangible rewards (i.e. increased salary, bonus, promotion).
- He or she was reprimanded.

Most likely it would go unnoticed.

F10. Learning new technologies on a regular basis is...

- part of everyone's job description
- rewarded with tangible benefits or public praise
- a competency that is new for most people
- not yet expected of most people

F11. All other factors being equal, which of the following employees is most likely to be fired or reprimanded?

- An employee who is unwilling to do things the new way.
- An employee who questions authority and challenges assumptions in public.
- An employee who is frequently making mistakes because s/he is constantly trying new things.
- An employee who focuses on doing his or her job well but does not take on additional assignments or responsibilities.

Communication

G1. How would you characterize the attitude of the majority of Subject Matter Experts to this eLearning initiative?

- They have been involved in the planning and design of the program and are eager to see it adopted.
- They were involved in the planning and design and are not yet comfortable with the initiative.
- They were a driving force lobbying for it and are now actively involved in moving the initiative forward
- They do not have any involvement as of yet.
- They are not comfortable with the initiative.
- There has been resistance from the Subject Matter Experts.

G2. Which of the following styles is the most accurate way to characterize senior leaders in the organization?

- Authoritative. Expect their orders and requests to be filled without any question or discussion.
- Directive. Will listen to some people, but in general makes decisions with only minimal input.
- Participative. Expects employees to take an equal hand in making decisions and deciding direction.
- Facilitative. Seeks input from many but is the ultimate decision maker.

G3. Which of the following best characterizes senior management's attitude towards eLearning?

- Very enthusiastic
 Enthusiastic
 Ambivalent
 Uninterested
 Very uninterested.

G4. How would you characterize the attitude of the majority of Information Technology employees to this eLearning initiative?

- They have been involved in the planning and design of the program and are eager to see it adopted.
- They were involved in the planning and design and are not yet comfortable with the initiative.
- They were a driving force lobbying for it and are now actively involved in moving the initiative forward
- They do not have any involvement as of yet.
- They are not comfortable with the initiative.
- There has been resistance from the IT employees.

G5. Has senior management articulated their vision for the eLearning initiative?

- Yes, but they have not shared it with anyone.
- Yes, and it has been shared with other senior level officials.
- Yes, it has been disseminated throughout the organization.
- No, a vision has not yet been created or articulated.

G6. For each of the following activities, indicate if they have taken place, are planned to take place, or are not planned:

	Occurred	Planned to occur	Not Planned
a. Stakeholders have commissioned creation of white papers or other materials to increase awareness of and understanding of eLearning initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Stakeholders conduct a Business Process analysis to better understand where eLearning can facilitate and improve processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Employees invited to use trial products or services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Employee training to use any eLearning products that have already been purchased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Focus groups involving all levels of employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Goals, objectives, and strategy created and disseminated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Problem solving sessions held with stakeholders to discover/forecast any possible roadblocks or barriers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Internal publicity campaign to encourage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

adoption of new learning processes and technology

i. Stakeholders encouraging buy-in and ownership of change amongst employees

G7. Has senior management done any of the following?

- Selected and/or implemented a Learning Management System.
- Hired a consultant or assigned an internal person to spearhead the eLearning initiative on an operational level.
- Attended conferences or workshops to learn more about eLearning and its potential impact on the organization.
- Invited eLearning experts and gurus to their location to share best practices, brainstorm or case studies?
- Educated employees on the benefits and advantages of eLearning?
- Officially developed a department (with funding and resources) responsible for eLearning within the organization?

You have now completed the Organizational Assessment—Supervisor edition. Thank you for taking the time to fill out the assessment. Please click the submit button below to receive feedback and send the results to your organization.

Final Instructions:

Print a copy of your responses and the feedback

Save a copy of your responses and the feedback to your hard disk

Email a copy of your responses and the feedback to an email address you designate.