



ORGANIZATIONAL READINESS ASSESSMENT

READINESS AREA: LEARNING CULTURE

READINESS COMPONENT	NOT YET PREPARED	MODERATELY PREPARED	HIGHLY PREPARED
Learning is valued, no matter how it is delivered.	<input type="checkbox"/> The organization is not fully committed to supporting and facilitating learning.	<input type="checkbox"/> The organization is committed to supporting and facilitating learning through existing delivery channels and approaches.	<input type="checkbox"/> The organization is fully committed to supporting and facilitating learning delivered through any delivery channel or approach that promotes information exchange, skill acquisition, and knowledge mastery.
Individuals have protected time to learn.	<input type="checkbox"/> Individuals are not guided to set aside protected time for learning events and activities.	<input type="checkbox"/> Individuals are guided to set aside protected time for formal learning events and activities.	<input type="checkbox"/> Individuals are guided to set aside protected time for learning events and activities, including formal and informal components.
Individuals feel comfortable learning at their desk without being interrupted.	<input type="checkbox"/> Individuals do not feel comfortable learning at their desk.	<input type="checkbox"/> Individuals have support for learning at their desk, but would benefit from coaching in strategies for avoiding distraction and managing interruptions.	<input type="checkbox"/> Individuals have support for learning at their desk, and have been coached in strategies for avoiding distraction and managing interruptions.
Individual learning paths are defined.	<input type="checkbox"/> Individual learning paths are not discussed or considered.	<input type="checkbox"/> Learning paths have been discussed with individuals, along with preferred modes of delivery and interaction.	<input type="checkbox"/> Learning paths have been defined for individuals, based on their unique training needs and preferred modes of delivery and interaction.
Individuals are empowered to manage their own learning.	<input type="checkbox"/> Individuals do not have support or guidance on the design and implementation of self-directed learning plans.	<input type="checkbox"/> Individuals have support and guidance on the design and implementation of self-directed learning plans.	<input type="checkbox"/> Individuals have support and guidance on the design and implementation of self-directed learning plans that include development of, and engagement with, personal learning networks.
Community-based knowledge sharing is allowed.	<input type="checkbox"/> Community-based knowledge sharing is not allowed.	<input type="checkbox"/> Community-based knowledge sharing is allowed.	<input type="checkbox"/> Community-based knowledge sharing is considered an integral part of the organization's learning ecosystem, with easy access to shared knowledge resources and avenues for learner feedback and comments.
Reward systems are in place for learner initiative.	<input type="checkbox"/> Learners do not receive any incentives for participating in learning initiatives.	<input type="checkbox"/> Learners are aware of, and receive incentives for participating in formal learning initiatives.	<input type="checkbox"/> Learners are aware of, and receive incentives for participating in both formal and informal learning initiatives that promote information exchange, skill acquisition, and knowledge mastery.



ORGANIZATIONAL READINESS ASSESSMENT

READINESS AREA: ORGANIZATIONAL SUPPORT

READINESS COMPONENT	NOT YET PREPARED	MODERATELY PREPARED	HIGHLY PREPARED
<p>The organization is actively engaged in moving through the change curve for blended learning adoption.</p>	<p><input type="checkbox"/> The organization is not aware of the change curve for blended learning adoption.</p>	<p><input type="checkbox"/> The organization is committed to evaluating where they are on the change curve for blended learning adoption.</p>	<p><input type="checkbox"/> The organization is committed to evaluating where they are on the change curve for blended learning adoption, and continuously providing guidance and support for moving individuals and groups through any phase (denial, resistance, exploration) towards commitment.</p>
<p>There is knowledgeable help desk support available to assist learners and training team members when they need it.</p>	<p><input type="checkbox"/> There are no help desk support services available.</p>	<p><input type="checkbox"/> The organization provides help desk support services for individual learners and training team members, including individual consultations, limited call center hours, and reference materials (job aids, videos, eLearning, guides, etc.).</p>	<p><input type="checkbox"/> The organization provides robust help desk support services for individual learners and training team members, including individual consultations, call center hours that fit the schedule of all learners, a searchable community knowledge-base, and easy to access reference materials (job aids, videos, eLearning, guides).</p>
<p>Managers are engaged in the learning.</p>	<p><input type="checkbox"/> Managers are not engaged or involved in the design, development, or delivery of blended learning.</p>	<p><input type="checkbox"/> Managers are partially engaged in the design, development, and delivery of blended learning, providing input as needed.</p>	<p><input type="checkbox"/> Managers are fully engaged and involved in the design, development, and delivery of blended learning, driving and facilitating these processes towards successful achievement of organizational goals.</p>
<p>The organization understands, values, and implements content strategy.</p>	<p><input type="checkbox"/> Content strategy is not considered a part of the blended learning design process.</p>	<p><input type="checkbox"/> Content strategy is considered a part of the blended learning design process. Resources are provided to support the implementation of a content strategy.</p>	<p><input type="checkbox"/> Content strategy is considered an integral part of the blended learning design process. Resources are provided to support the implementation of a content strategy, and this strategy is fully integrated into the blended learning design process.</p>
<p>The budgeting process for learning projects is easy to understand and implement.</p>	<p><input type="checkbox"/> The budgeting process for learning projects has not been detailed out.</p>	<p><input type="checkbox"/> The budgeting process for learning projects has been detailed out for each project phase.</p>	<p><input type="checkbox"/> The budgeting process for learning projects has been detailed out along with examples and accompanying guidelines for each project phase.</p>



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READINESS AREA: ORGANIZATIONAL SUPPORT

READINESS COMPONENT	NOT YET PREPARED	MODERATELY PREPARED	HIGHLY PREPARED
There are dedicated resources to supporting the administration of blended learning.	<input type="checkbox"/> The administration of blended learning is not considered to be an important function of the organization.	<input type="checkbox"/> The administration of blended learning is considered to be an important function of the organization, although additional support is necessary to fully staff and finance.	<input type="checkbox"/> The administration of blended learning is considered to be an essential function of the organization and is fully supported with both financial and human resources.
The organization is ensuring that learning is applied on the job.	<input type="checkbox"/> There is no plan in place to follow through with individuals and learner groups to see where, when, and how learning is applied on the job.	<input type="checkbox"/> The organization has a plan in place to follow through with individuals and learner groups to see where, when, and how learning is applied on the job.	<input type="checkbox"/> The organization regularly implements a plan that follows through with individuals and learner groups to see where, when, and how learning is applied on the job.

ORGANIZATIONAL READINESS ASSESSMENT

READINESS AREA: TECHNOLOGY TOOLS & INFRASTRUCTURE

READINESS COMPONENT	NOT YET PREPARED	MODERATELY PREPARED	HIGHLY PREPARED
The LMS is set up to support blended learning.	<input type="checkbox"/> The LMS is not configured to support all delivery methods and approaches included in the blended learning initiative.	<input type="checkbox"/> The LMS is configured to support all delivery methods and approaches included in the blended learning initiative.	<input type="checkbox"/> The LMS is configured to support all delivery methods and approaches included in the blended learning initiative. Any additional utilities have been fully integrated into the LMS so that learners have easy access to all blended learning components, including single sign-on access.
Authoring tools, and associated licenses to create learning materials have been procured.	<input type="checkbox"/> A limited selection authoring tools needed for the design, development, and delivery of blended learning materials are available and licensed for use.	<input type="checkbox"/> All authoring tools needed for the design, development, and delivery of blended learning materials are available and licensed for individual use.	<input type="checkbox"/> All authoring tools needed for the design, development, and delivery of blended learning materials are available and licensed for involved teams to use. A reporting mechanism is in place to keep track of available tools, costs, and license expiration dates.
Robust virtual classroom tools are available for use within blended learning initiatives.	<input type="checkbox"/> No virtual classroom tool is available for use, or a very limited application is available that does not fully support engagement in the virtual classroom.	<input type="checkbox"/> A virtual classroom tool is available for use within blended learning initiatives, including whiteboard, chat, video, screen sharing, application sharing, polls, and breakout session capabilities.	<input type="checkbox"/> A stable, supported set of virtual classroom tools are available for use within blended learning initiatives, including whiteboard, chat, video, screen sharing, application sharing, polls, and breakout session capabilities.
There is a methodology in place for piloting new instructional technologies.	<input type="checkbox"/> There is no process or methodology in place for piloting new instructional technologies	<input type="checkbox"/> There is a flexible process in place for piloting new technologies by teams involved in the design, development, and delivery of blended learning. Guidance is available to work through the process.	<input type="checkbox"/> There is an established protocol for piloting new and emerging technologies by teams involved in the design, development, and delivery of blended learning. Pilot success criteria are established and communicated, scope and duration are well defined, and administrative infrastructure is in place to guide the pilot initiative and minimize associated risks.



ORGANIZATIONAL READINESS ASSESSMENT

READINESS AREA: TRAINING TEAM READINESS

READINESS COMPONENT	NOT YET PREPARED	MODERATELY PREPARED	HIGHLY PREPARED
<p>The training team has the skills they need to be successful.</p>	<p><input type="checkbox"/> Individuals involved in the design, development, delivery, and management of blended learning do not have the skills needed to be productive and successful.</p>	<p><input type="checkbox"/> Individuals involved in the design, development, delivery, and management of blended learning have the skills needed to be productive.</p>	<p><input type="checkbox"/> Individuals involved in the design, development, delivery, and management of blended learning have the skills needed to be productive and successful.</p>
<p>The organization is willing to invest in continuing education for the training team.</p>	<p><input type="checkbox"/> The organization has no plan for evaluating or supporting continuing education needs for the training team.</p>	<p><input type="checkbox"/> The organization evaluates continuing education needs on an annual basis, and invests in upskilling training team members when requested.</p>	<p><input type="checkbox"/> The organization is committed to continuously evaluating and upskilling training team members, and communicating the value of how individual skills fit into the overall picture.</p>
<p>The training team has established communication channels and protocols.</p>	<p><input type="checkbox"/> There are no internal or external communication channels and protocols in place for training team members.</p>	<p><input type="checkbox"/> Internal and external communication channels and protocols are in place and usually followed by training team members.</p>	<p><input type="checkbox"/> Internal and external communication channels and protocols are in place and consistently followed by training team members, including reporting channels for key stakeholders.</p>
<p>There are enough redundancies in place if a resource is not available.</p>	<p><input type="checkbox"/> There are no training team member resource redundancies in place.</p>	<p><input type="checkbox"/> A coverage plan is in place for training team member resource outages or vacancies.</p>	<p><input type="checkbox"/> Training team members have been cross-trained so as to add functional redundancy to the team. A detailed coverage plan is in place for training team member resource unavailability or vacancies, including funding for outsourcing as needed.</p>



ORGANIZATIONAL READINESS ASSESSMENT

READINESS AREA: LEARNER READINESS

READINESS COMPONENT	NOT YET PREPARED	MODERATELY PREPARED	HIGHLY PREPARED
<p>Learners have access to the appropriate devices and equipment to fully participate.</p>	<p><input type="checkbox"/> Learners do not have access to devices that support modes of delivery and participation within blended learning initiatives.</p>	<p><input type="checkbox"/> Learners have access to devices that support some modes of delivery and participation within blended learning initiatives.</p>	<p><input type="checkbox"/> Learners have access to devices that support all modes of delivery and participation within blended learning initiatives. Any operating system versions or application updates that need to be in place are addressed in advance of deployment or use.</p>
<p>Training is available for learners new to the blended learning environment.</p>	<p><input type="checkbox"/> No introductory training is in place to support learners new to the blended learning environment.</p>	<p><input type="checkbox"/> Learners who are new to blended learning have access to introductory training.</p>	<p><input type="checkbox"/> Learners who are new to blended learning have access to introductory training that models the blended learning experience, offering formal, informal, and social learning elements to support the transition.</p>
<p>Learners are made to know what and why they need to learn.</p>	<p><input type="checkbox"/> Information related to what learners will be learning, and why they are being asked to participate in the blended learning initiative is not communicated out.</p>	<p><input type="checkbox"/> Clear and timely information is communicated to learners related to what they will be learning, and why they are being asked to participate in the blended learning initiative.</p>	<p><input type="checkbox"/> Clear and timely information is communicated to learners related to what they will be learning, and why they are being asked to participate in the blended learning initiative. This communication includes language that demonstrates the alignment of specific blended learning components with set learning goals and objectives.</p>
<p>Communication channels and protocols are in place to prepare and engage learners.</p>	<p><input type="checkbox"/> No Communication channels or protocols are established to prepare learners for blended learning initiatives.</p>	<p><input type="checkbox"/> Communication channels and protocols are established to prepare learners for blended learning initiatives, including scheduled events, activities, interactions, and content release cycles.</p>	<p><input type="checkbox"/> Communication channels and protocols are established and implemented to prepare learners for blended learning initiatives, including scheduled events, activities, interactions, and content release cycles. Reminders and new content alerts are sent on a regular basis to engage learners with blended learning offerings, and to connect learners with instructors, peers, mentors, and key influencers.</p>