Annual
Learning
Report

2021 - 2022

# ENGINEERING
# GROWTH
## THROUGH IMMERSIVE LEARNING

Corporate
Learning Campus

# What's Inside

# Vision

**NATIONAL COMMERCIAL BANK JAMAICA LIMITED**

To create a world class financial ecosystem that serves to power the advancement of individuals, businesses and communities, wherever we operate.

# Mission

**GROUP HUMAN RESOURCES & FACILITIES DIVISION**

To facilitate a culture that embodies and enables people empowerment, diversity, innovation and a world class employee experience.

# Mission

**CORPORATE LEARNING CAMPUS**

Delivering Next-in-Class Learning for Sustainability.

# Senior Vice President's Message

The 4th industrial revolution has been characterized by the insurgence of all things digital and companies have to address the growing skills gap created by technology adoption and disruption. Some experts believe that developing employee skills must be a top priority for companies if they want to outlast their competitors, claim market dominance and ensure sustainability. Learning programmes that provide opportunities to upskill, reskill and even right skill will be integral therefore to employees closing the gaps and adapting quickly to new tasks and jobs. As the industry evolves, we have sought to more closely align our learning and development initiatives and outcomes with the objectives of the business in order to:  firstly, demonstrate the value add of our courses and programmes and secondly, to help equip our people to execute our strategic objectives.

The pace at which our business and the operating environment around us is changing makes the reliance on learning opportunities derived solely from internally built courses a significant risk. Therefore, we made strides in building out our learning ecosystem by deepening our partnerships with external providers to widen the range of learning opportunities and stimulate engagement and development. Similarly, as part of the build out process, leveraging technology by using intelligent learning platforms capable of interpreting data and converting it to actionable recommendations e.g. personalized recommendations for courses and materials will receive more emphasis in the year ahead.  Data-driven learning is learner-centric and focuses on delivering the most suitable interventions through real-time feedback and a wide variety of learning content.  Using analytics, it will become easier to assess the effectiveness of learning interventions and identify areas for improvement. In addition, as our Company looks to mobilize the Disabilities Act (2014), adopting technology that makes learning more inclusive by increasing accessibility (e.g., text-to-speech programs), will afford persons with disabilities more opportunities to learn.

In positioning ourselves for the future, the CLC will seek to further provide support and resources to enable employees to learn and develop throughout their careers and encourage our teams to continuously update their competencies and knowledge to stay abreast in their fields and emerging areas of opportunity. We will continue to utilize mentoring and coaching to support employee learning and development and further the shift

away from traditional instructor-led learning events to more experiential and interactive interventions. With the increasing importance of diversity, equity and inclusion in learning, our efforts to create inclusive learning environment will become even more of a priority.

In closing, an effective learning and development strategy is particularly vital during a tight labor market where there is intense competition for top talent. The Corporate Learning Campus remains committed to developing the workforce of the future and helping our employees to win. I want to thank the members of the Governing Council, the Learning Council, the members of the Schools of Learning, the faculty of the Campus and our other partners for their support and dedication to building and executing a learning function par excellence.

▶ **Euton Cummings**
Senior Vice President, Group Human Resources and Facilities Division

# Team Lead's Message

In an article entitled: "The ever-growing importance of L&D in the future of work", writers at Ernst & Young stated that automation may displace 85 million jobs by 2025. This stark bit of information emphasizes the importance of the learning & development function in transforming the workforce of the future and building readiness for the new competencies and roles that will emerge. The disruptive and fast pace of work brought on by technological advances means that companies have to rapidly reorganize the way they work in order to survive. The disruption caused by the pandemic is no longer a novelty as businesses have begun to take on whole different shapes and outlooks for the future.  Indeed, learning can no longer be regarded solely as a retention strategy, it is now integral to realizing the strategic intent of a company.

What does this mean for the Corporate Learning Campus? Today's workforce is competitive, goal-oriented and self-motivated. With the intense competition for talent, it is necessary to provide the resources and support employees will need to succeed in order to attract and retain top talent. The workforce is now a combination of flexible and hybrid workers who want to simultaneously develop their skills, work with greater flexibility, and advance their careers. The Campus has worked to provide the opportunities and technologies (AI, AR/VR) that can capably merge these three desires in order to position our Company to quickly leverage the newly acquired skills and competencies.  We have bid adieu to the days of a one-size-fits-all approach to learning and instead implemented more personalized and experiential learning programmes that can be structured to meet each employee's specific learning needs and competence gaps.

As we go forward, some experts predict that about 50% of all jobs will require upskilling, re-skilling, or cross-skilling to meet the needs of the market (or to fill the skills gap) in the next 2 years. For the Campus that presents a realm of possibilities: new tools, working styles, mindsets, processes and capabilities, new qualifications and certifications. We recognize that education is not a guarantee of knowledge or success in the workplace but have sought to create a culture of continuous learning and self-improvement leveraging our learning ecosystem to increase the opportunities to acquire skills and competencies and increasing avenues for collaborative learning in order to provide the institutional education that is sometimes underrepresented. We will also continue to invest

transferable soft skills. Commitment, effort and enthusiasm remain, being a digital native with technological skills will be expected however, striking a balance with leadership skills, creativity, compassion, emotional intelligence and resilience will continue to help in shaping our operating environment as we move forward. We acknowledge the involvement and unwavering support of the Governing Council, Learning Council, Schools of Learning and the members of the internal and external faculty who have contributed tirelessly towards our goals.

▶ **Sandra Grey**
Assistant Vice President - Group Human Resources and Facilities Division

# Learning & Development

**Post pandemic companies have continued to make wide ranging changes to their business operations.**

Consistently and critically reexamining what they do and how it is done. This is necessary in order to gain/maintain advantage in a highly competitive environment. Positioning for sustainability requires deep organizational learning capabilities. The employees who will thrive in the 21st century are those who embrace new learning and are motivated to acquire new skills and competencies. Important to note also is that as much as it is the responsibility of the individual, companies have a crucial role to play in upskilling their

people and nurturing new leaders. The war for talent dictates that learning and development contribute to the attraction and retention of people by providing an employee value proposition (EVP) of being a company that promotes growth and development through learning.

Amid this era of massive transformation, the learning function (the Corporate Learning Campus - CLC) has been delivering on its mandate of linking skill building to career paths, internal mobility and retention while also bringing the employee experience into keen focus.

Our task in learning and development is not solely about delivering training but also sustaining behaviour change and supporting improved performance. Over time, capability is built by a combination of formal training, practice and experimentation and learning with and through others.

With the ongoing competition for talent, technology acceleration, and a need for agility, our charge has been to prepare our teams to transition into different jobs by providing opportunities to quickly build new skills and competencies.

During the financial year, we were focused on re-tooling and re-invention as we built a framework around the digital upskilling and reskilling of our workforce. As we shifted further into digital formats of learning, we had to contend with the realities of learners' job demands, behaviours, habits and preferences which reminded us that employees in the new hybrid workplace learn best in the moment and at the point of need.

They require flexibility, some degree of control over the pace at which they learn and they need to learn from their peers as well as from experts.

# Learning & Development

## What are the Key Focus Areas for 2022/2023?
## Our key focus areas include:

▶ Using agile learning strategies. Learning by experimenting.
Quick pivots - fail early-incremental successes. These are key features of agile L&D strategies that will allow us to continuously evolve and provide a fit for purpose learning function.

▶ Broadening our scope to better deliver end-to-end employee experiences; from designing engaging courses to building job aids/performance support tools (PSTs), to offering personalized learning journeys.

▶ Continuing to build stronger correlations between learning and performance.

▶ Supporting incremental performance improvements through "routine" L&D initiatives so as to build a culture of continuous growth through learning.
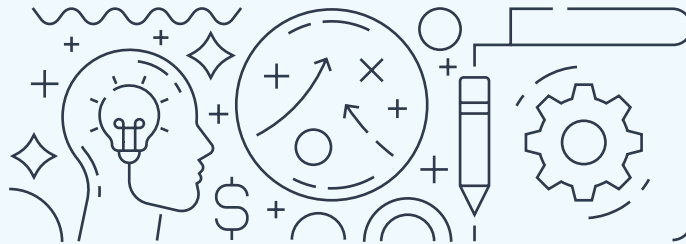
# The Governance Structure



**GOVERNING**

Learning Council

Central Learning Unit

Schools of Learning
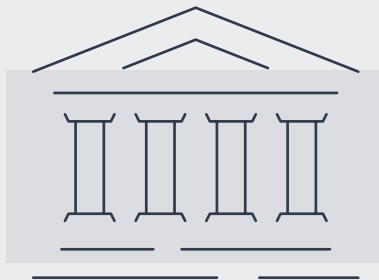
**Brand Mission/Vision**

# COUNCIL

**Strategic Prioritisation Of Resources**

**Operations/Execution Of Vision**

# The Governing Council

**Mr. Patrick Hylton**
President & Group Chief
Executive Officer

**Mr. Dennis Cohen**
Group Chief Financial Officer &
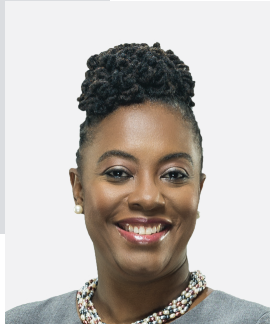Deputy CEO

**Euton Cummings**
SVP, GHRFD

**Ambassador Ralph Thomas**
External Academic Advisor

**OUR GOVERNING COUNCIL PROVIDES:**

▶  Strategic insight and direction
▶  Sound governance
▶  Leadership and direction
▶  Prioritization of learning programmes to support business growth and mitigate risk

# The Learning Council

**Tanya Watson Francis**
Institute of Leadership and
Organizational Development

**Steven Gooden**
School of Wealth Management

**Anne McMorris Cover**
School of Banking Applications,
Technology and Risk
Management

**Sheree Martin**
School of Client Relationship
Management

**Peter Higgins**
School of Digital Transformation
and Analytics

**THE ROLE OF OUR LEARNING COUNCIL IS TO:**

▶ Articulate line of business goals and implications for the business strategy
▶ Analyze existing learning applications and/or interventions in the respective Divisions to ascertain whether learning outcomes meet the needs for NCB sustainability
▶ Influence the vendor selection process to determine suitable Learning Partners for course delivery
▶ Partner with the Campus to ensure learning deliverables are achieved

# The Schools of Learning
Overview

The learning strategy is delivered through five (5) Schools of Learning that are aligned with and representative of the key drivers of our business. These are:



## ILOD
Institute of Leadership and Organizational Development

## WM
Wealth Management

## BATRM
Banking Applications, Technology and Risk Management

## CRM
Client Relationship Management

## DTA
Digital Transformation and Analytics

Each School offers a suite of courses and/or programmes designed to develop the competencies of our employees and build organizational capability. Our Schools of Learning provide:

▶ A perspective on industry trends and the potential impact on employee competence development

▶ An analysis of the impact of learning interventions in relation to the demands of the business

▶ A collaborative approach to the formulation of the learning and development strategy

▶ Ongoing assessment of learning interventions for currency and relevance

# The Schools of Learning

Institute of Leadership and Organizational Development  //  **ILOD**

**STRATEGIC FOCUS:**
Employee development with emphasis on leadership and people management.

| 1 | Tanya Watson Francis /<br>Head of School | 2 | Misheca<br>Seymour-Senior | 3 | Angus Young | 4 | Kevin Ingram | 5 | Jodi Ann Archer |
|---|---|---|---|---|---|---|---|---|---|
| 6 | Samuel McKenzie | 7 | Cheryl McIntyre Hall | 8 | Keisha Batchelor | | | | |

# The Schools of Learning

School of Wealth Management  //  **WM**
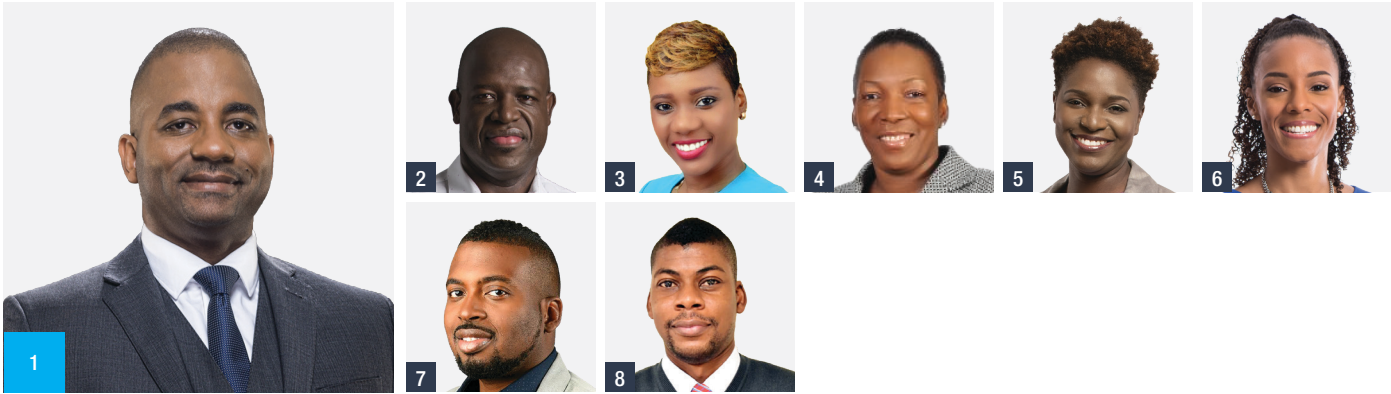
**STRATEGIC FOCUS:**
Support business growth through wealth management, sales effectiveness & efficiency.

| 1 | Steven Gooden (Head) | 2 | Antonio Spence | 3 | Sharon Williams | 4 | Kerry-Ann McCourty-Simmonds | 5 | Anntonette Cowan-Palmer |
|---|---|---|---|---|---|---|---|---|---|
| 6 | Tracy-Ann Spence | 7 | Gregory Peart | 8 | Rory Evans | | | | | | |

# The Schools of Learning

School of Banking Applications, Technology and Risk Management   //  **BATRM**

CONTINUED ▼



**STRATEGIC FOCUS:**
Ensuring the acquisition of the technical, operational and risk competencies required to perform optimally in this competitive business landscape.

| 1 | Anne McMorris Cover (Head) | 2 | Dr. Karlene Bailey | 3 | Sophia McCook Henry | 4 | Michelle Thomas | 5 | Nikki Chen |
|---|---|---|---|---|---|---|---|---|---|
| 6 | Simone Wint | 7 | Allison Wynter | 8 | Kevin McDonald | 9 | Omar McKoy | 10 | Monique Purrier |

# The Schools of Learning

School of Client Relationship Management   //  **CRM**
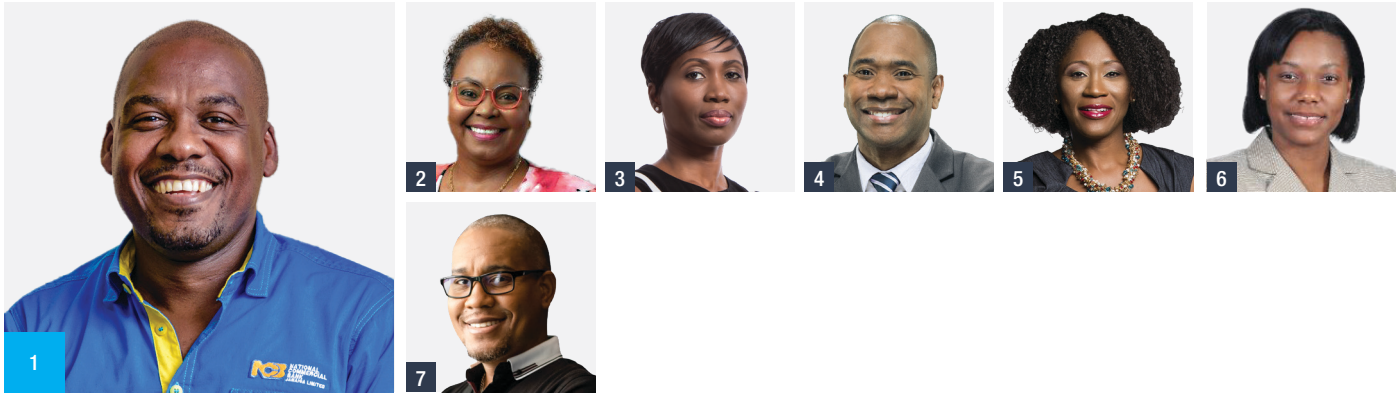
**STRATEGIC FOCUS:**
Building employee competence to positively impact customer relations through the delivery of excellent service across the enterprise.

| 1 | Sheree Martin (Head) | 2 | Ky-Ann Taylor | 3 | Mukisa Ricketts | 4 | Najah Peterkin | 5 | Audrey McIntosh |
|---|---|---|---|---|---|---|---|---|---|
| 6 | Gabrielle Banbury-Kelly | 7 | Marsha Clarke-Bruce | 8 | Mona-Lisa Stewart | 9 | Audie Rodgers | | |

# The Schools of Learning

School of Digital Transformation and Analytics   //   DTA

CONTINUED ▼



**STRATEGIC FOCUS:**
Build a strong workforce and a sustainable ecosystem of stakeholders with the digital and analytical mind-sets, skills, capabilities and behaviours that will enable NCB's transformation to a fully digital and agile enterprise while supporting the broader Jamaican transition to a digital economy.

| 1 | Peter Higgins (Head) | 2 | Nicole Brown | 3 | Annya Walker | 4 | Ramon Lewis | 5 | Nadeen Matthews Blair |
|---|---|---|---|---|---|---|---|---|---|
| 6 | Nicole Downie | 7 | Tesfa Rhodes | | | | | | |

# eCampus



**In recent years digital learning has emerged as one of the most exciting trends in the field. Post pandemic, there have been numerous predictions about technology and its future in education as an enabler to enhance the overall experience.**

The learning environment of the future will be characterized by an increase in the use of mobile (m-learning) learning, gamification, AR/VR (Augmented Reality/Virtual Reality), simulations, AI (Artificial Intelligence) and video-based learning. The CLC has been future-proofing the learning space by integrating video-based learning and gamification in the eCampus online learning portal which hosts a suite of internal and external resources: eCourse, eMentor, eLibrary, eBook, eTest, eOrientation and m-Learning. It has also been actively engaged in the research required to incorporate/expand the use of additional technologies.

During the year eCampus supported key projects and initiatives designed to enhance the overall learning experience. The team created and launched the updated LMS, (Learner Management System) a web-based platform in an effort to create an environment where participants could enrol in internal and external webinars and training, check their grades and get training approval all in one place.  In addition, a Learning Needs Portal was developed to electronically capture the learning needs of each Division.  This Portal facilitated the automation of the needs collection process, better end to end tracking and fulfilment of learning needs and the secure storage of learning needs for ongoing analytical purposes.
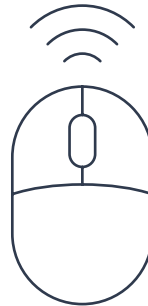
# eCampus

# 34,234

## Hits recorded during 2021-2022

During 2021-22, there were 34,234 hits on the ecampus platform when compared to the previous financial year which recorded a little above 31,000 hits.
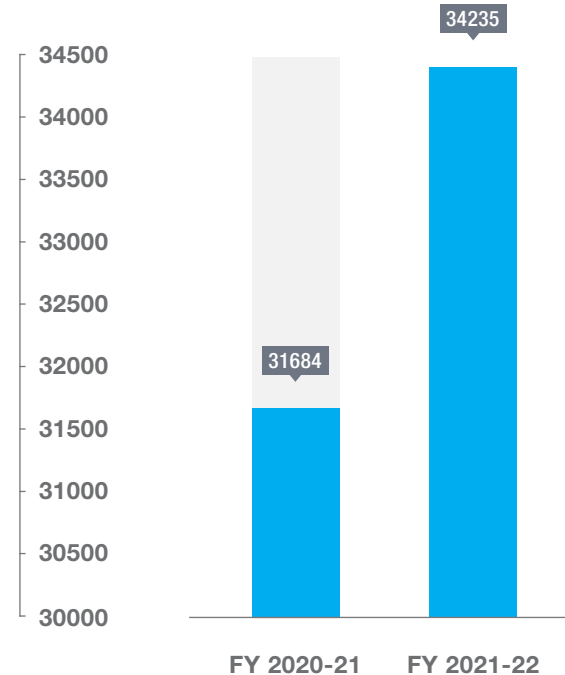
# 8% increase

This represented an overall 8% increase in visits.

## eCampus Hits 2021-2022

| | FY 2020-21 | FY 2021-22 |
|---|---|---|
| | 31684 | 34235 |

# eCampus

Our m-Learning site serves as the host for bite-sized, learn-on-the-go content, as well as links to relevant external content from massive open online course providers (MOOCS).

## During the period, there were a total of 315 users of mLearning, which represents usage by over 10% of employees.

The advent of the new LMS System meant that a number of the external courses which used to be accessed from the mobile site became accessible via the LMS. This contributed to a reduction in the overall activity on the site. However, in response we encouraged more user engagement by introducing new course formats on the site to include quizzes and other specific programmes which resulted in a noticeable increase in usage quarter over quarter.

Empowerment through learning and development is transformative. Competence development, job satisfaction, retention and engagement impact how we serve, and ultimately our bottom line. eCampus will continue to be innovative with our learning and development interventions to support the digital imperative of our business.

## m-Learning Site Users 2021- 2022
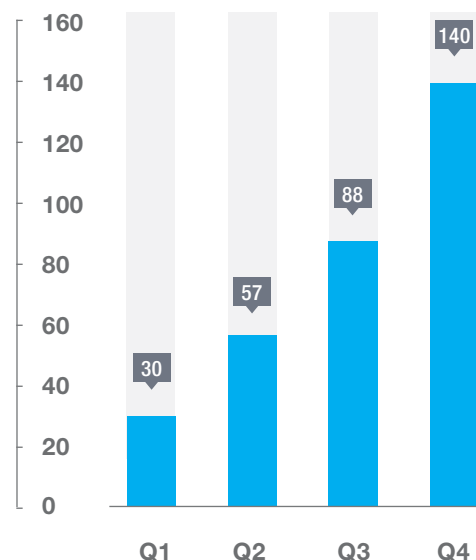
# Quality Assurance

The Quality Assurance function of the CLC provides both a framework and mechanism for the systematic review of educational programmes and processes in order to maintain and improve their quality and efficiency.

While the quality assurance mechanisms (tools, processes and assessments) may vary widely, the common objective is to improve teaching and learning with the ultimate goal of providing world class outcomes for our employees.



SERVICE

IMPROVEMENT

SATISFACTION

## QUALITY ASSURANCE

GUARANTEE

STANDARD

CUSTOMER

BUSINESS

# Quality Assurance

CONTINUED ▼

**THE AREAS OF FOCUS ARE:**

▶ Consistent Course Content -  Ensuring the learning course content is concise, relevant, consistent and well presented.

▶ Interactivity – Ensuring the learning material is engaging and maintains the learners' attention.

▶ Visual Design - Visual designs have a great impact on learning especially in the digital environment. This creates ease in the learning process and minimizes cognitive overload. The "Look and Feel" aspect of a course enhances learning and allows learners to access knowledge and information.

▶ User Support – In the age of agility and higher customer expectations, users now demand a seamless customer experience at speed. The QA function has outlined a service level agreement for our clients and a monitoring process for meeting these requirements.

During this financial year, the quality assurance function emphasized enhancing elearning and digital courses using the above framework.
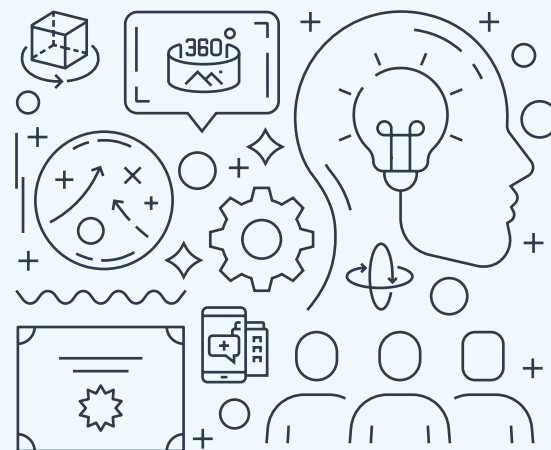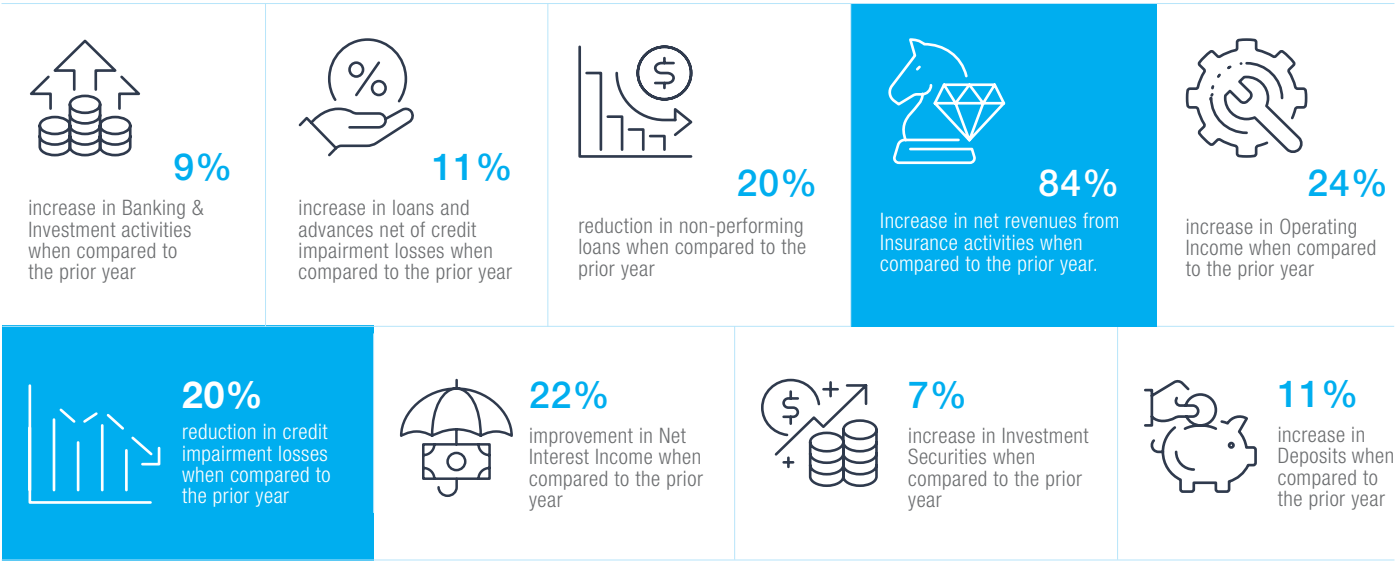
# 2021 - 2022 Major Achievements

School of Wealth Management  //  **WM**

The School delivered interventions that were aligned to the Strategic Pillar of Strong Financial Performance." The participants were sales personnel from the Retail Banking, Investments, Insurance and Payments Business Units.

The impact of these initiatives positively correlates with the financial results as reported (below) in the audited financial statements for NCB Financial Group as at September 30, 2022.

**9%**
increase in Banking & Investment activities when compared to the prior year

**11%**
increase in loans and advances net of credit impairment losses when compared to the prior year

**20%**
reduction in non-performing loans when compared to the prior year

**84%**
Increase in net revenues from Insurance activities when compared to the prior year.

**24%**
increase in Operating Income when compared to the prior year

**20%**
reduction in credit impairment losses when compared to the prior year

**22%**
improvement in Net Interest Income when compared to the prior year

**7%**
increase in Investment Securities when compared to the prior year

**11%**
increase in Deposits when compared to the prior year

# 2021 - 2022 Major Achievements

School of Client Relationship Management   //  **CRM**

CONTINUED ▼

The activities of the School of Client Relationship Management were aligned to the Strategic Pillar of "Delighted Customers".  The School achieved the following during the year:

The Development of a Client Relationship Management (CRM) Tier Programme. The Programme was launched in March 2022 with a pilot group of fifteen participants. They have successfully completed  the Foundational Tier and will move to the next Tiers in the upcoming financial year.

In collaboration with the School of Banking Applications, Technology and Risk Management, the Queue Management Scheduling System was launched across the branch network.  The system was developed out of a need to reduce customer wait times. It allows customers to schedule their appointments and to be able to check in and get updates when it is their turn to be assisted.

## Over 400 Sales and Service staff members were trained.

Catalogue Expansion. The School embarked on an initiative to increase the variety and depth of its course offerings. Ten short but impactful eCourses were created, digitized and made available throughout the period. Course uptake ranged from 100 to over 700 participants.

# 2021 - 2022 Major Achievements

School of Banking Applications, Technology and Risk Management   //   **BATRM**

CONTINUED ▼

The School of Banking, Application, Technology and Risk Management supports the Strategic Pillar of "Strong Financial Performance". The School delivered the following initiatives during the year:

## Tier 1 was launched with 75 persons and is currently underway.
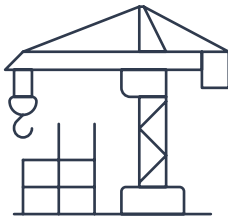
Design and launch of The Risk Management Development Programme.

## 38 staff members benefited from this webinar.

Hosted a Climate Risk & Investing Webinar in support of Environment, Social and Governance (ESG) compliance measures. 38 staff members benefited from this webinar where industry experts discussed the extent to which climate changes are impacting financing and investing decisions globally.

## 513 staff members successfully completed the course.
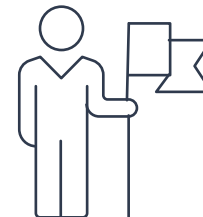
Partnered with the Group Risk Management Division (GRMD) to help build awareness and mitigate risks in the Group's operating environment through the development and execution of an online course in Operational Risk Management. During the period of review.

# 2021 - 2022 Major Achievements

Institute of Leadership and Organizational Development  //  **ILOD**

The School of ILOD provides learning interventions that support the Strategic Pillar of People Development and Culture. The School successfully completed the Management Development Programme (MDP) and the Leadership Development Programme  (LDP) during the year.

## 100% of the participants were successful in graduating from the Leadership Development Programme while the Management Development Programme cohort had an

## 84% Success Rate

In addition to its signature programmes, the School expanded its reach to include leadership training through the delivery of a webinar series entitled: **"Building Resilience"**. This intervention targeted the Service Quality Managers across the enterprise to assist in building internal change resilience.

## 35 Thirty five (35) Service Quality Managers (SQMs) participated and rated the learning experience as

## "Excellent".

# 2021 - 2022 Major Achievements

School of Digital Transformation and Analytics   //  **DTA**

The school of Digital Transformation & Analytics (DTA) continued to meet its mandate to develop the digital and analytical mindsets, skills, capabilities and behaviours that will enable NCB's transformation to a fully digital and agile enterprise. The activities of this School are aligned to the Strategic Pillar "Digital to the Core". For the financial year, the School delivered 88 learning interventions sessions to 1092 employees.

## Achievements and areas of focus:

The School of DTA continued to utilize partnerships to broaden the access and quality of learning interventions in analytics and digital skills. The most recent collaboration was with Oracle university to enable a greater focus on building expert level analytical skills

Creation of a competence framework for the development of digital and analytical competences ranging from novice to expert to readily assess the cognitive surplus or deficit in relation to digital and analytical skills within the NCB Group.

Managed the following programme bundles to deepen analytical and digital competencies and expertise:

Work continued with the following existing partners to further the development of digital skills:

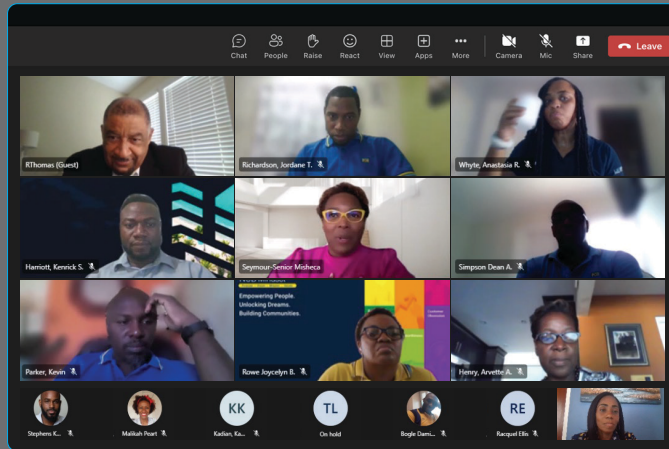| Digital and Analytics Expert | Micro Masters - Digital and Data Science | Data Science Foundations | Path to Agile Coaching | Digital Wings | Visa University | iCreate |
|---|---|---|---|---|---|---|
| 5 Certified Candidates | 15 Certified Candidates | 5 Certified Candidates | 4 Certified Candidates | | | |

# Pictorial Highlights



Group Chief Compliance Officer and a member of the School of ILOD, Mrs. Misheca Seymour Senior presenting on Money Laundering during the current Issues in Banking & Financial Services II
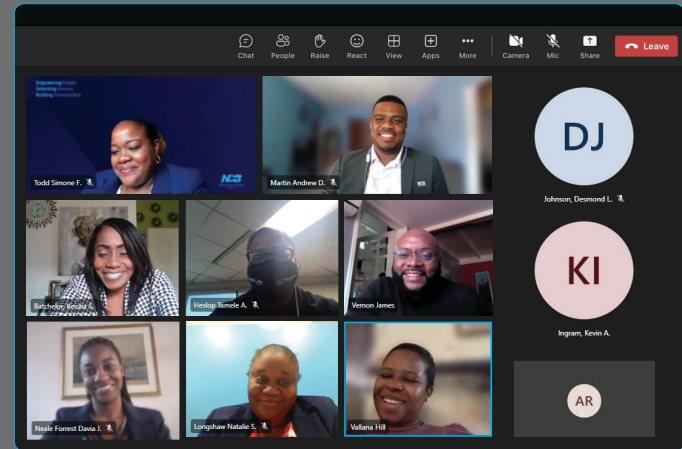


Miss Vallana Hill, Assistant Vice President for the Payments and Digital Channels Division giving her feedback on a Capstone presentation to the participants in the Management Development Programme.
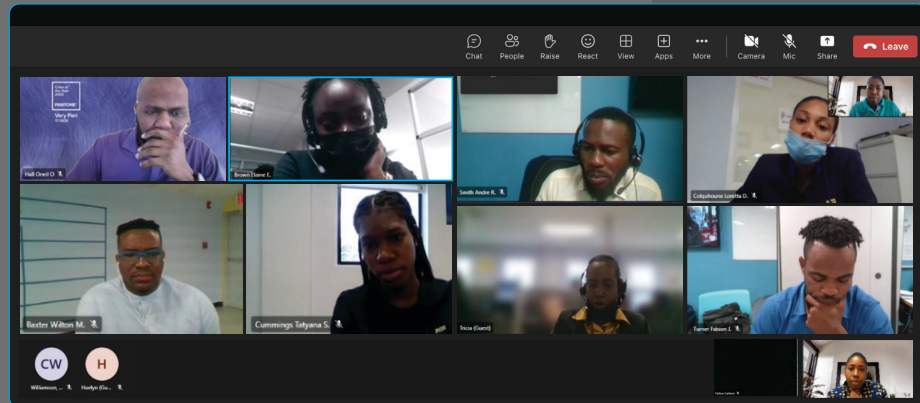
# Pictorial Highlights

CONTINUED ▼

Mrs. Keisha Batchelor, Learning Officer for the School of ILOD presents the Certificate of Completion for the Management Development Programme to Mr. Dane Nicholson.



## CLIENT RELATIONSHIP MANAGEMENT TIER PROGRAMME



Hosting of the Customer Service Mindset discussion with participants of the Client Relationship Management Tier Programme led by Mrs. Audie Rodgers.
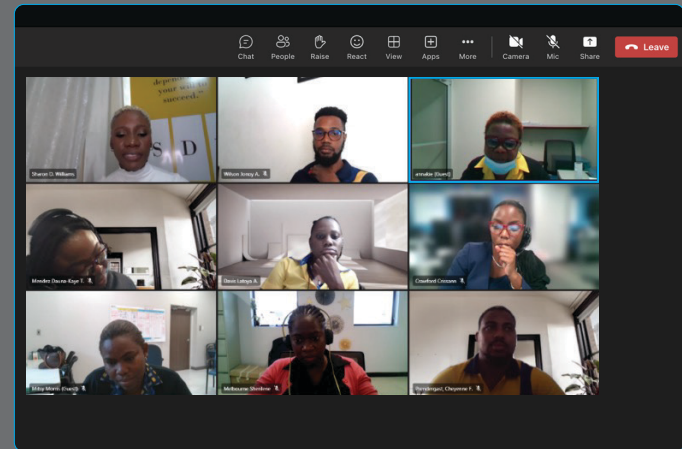
# Pictorial Highlights

**VIRTUAL SALES ROUNDTABLE – WEALTH MANAGEMENT**



Current and prospective sales team members interact with other sales professionals who have "been there and done that." Sales Gurus (subject matter experts) share proven strategies, tips and pitfalls to avoid.

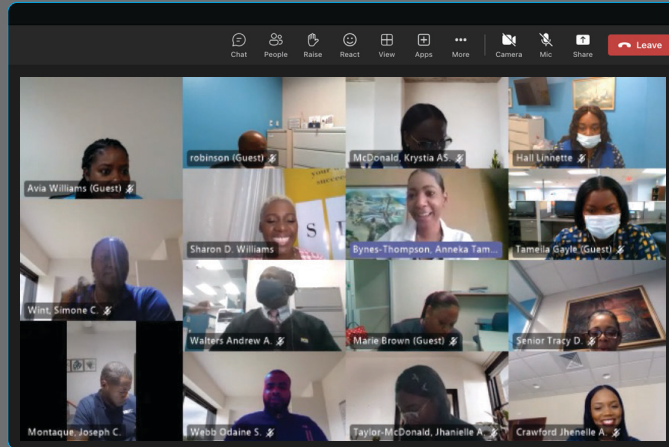**CUSTOMER EXPERIENCE MANAGEMENT FOR NON-MANAGERS**



Head - Group Client Experience, Sharon Williams facilitated a Customer Experience Management training session for Non-Managers.
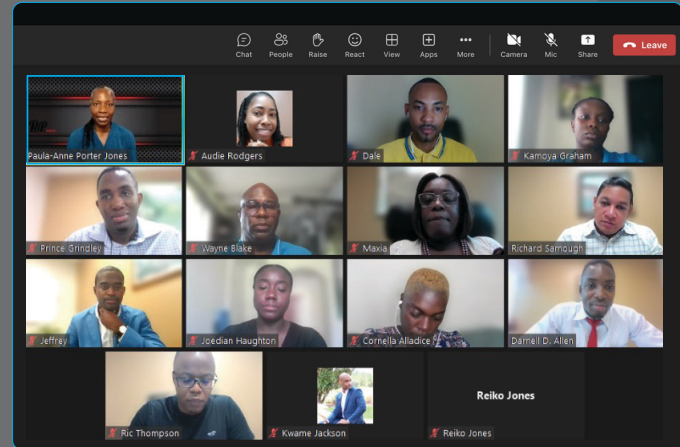
# Pictorial Highlights

## CUSTOMER EXPERIENCE MANAGEMENT FOR MANAGERS



Head - Group Client Experience, Sharon Williams facilitating a Customer Experience Management session geared towards our Supervisors/Managers.

## PUBLIC SPEAKING AND PRESENTATION SKILLS WORKSHOP FOR CORPORATE & COMMERCIAL TEAMS



Members of the Corporate and Commercial team tuned into the information being shared by Mrs. Paula-Anne Porter Jones who facilitated a Public Speaking and Presentation Skills workshop in August & September 2022.

# ON A F

Each quarter we recognize learners who have achieved academic excellence over the period.

**THE CRITERIA FOR THE TWO (2) CATEGORIES ARE:**

1 eCampus Learner of the Quarter – This is awarded to the employee who completes the highest number of non-mandatory courses with a minimum of 6 non-mandatory courses completed.

2 The Corporate Learning Campus (CLC) Learner of the Quarter – This is awarded to the employee who received the highest graded score of an Instructor Led Course with a minimum score of 90%.

# ROLL

# On a Roll

**ECAMPUS LEARNERS OF THE QUARTER**

### Lindesia Harding

Courses through the learning campus have played a major role in both my educational and professional development. The accumulation of new knowledge, ideas and concepts has given me the opportunity to further develop on my job functions at NCBIA. This I believe, in many ways will help me to achieve a higher level of personal effectiveness and growth overtime.

### Andrew Martin

The courses have assisted with cementing my working knowledge in my professional capacity and have helped me to grow personally as a well-rounded member of society now able to contribute in many facets of my life. The learning platform has also allowed me to challenge myself to think outside the box, especially during the Global Pandemic while keeping my mind fit and alert.

Q1 Q2

# On a Roll

**Natasha Brown**

I always enjoy learning new things, I am a curious person, I will forever be fascinated to know and understand how and why things work the way they do, I love the feel of mind expansion.  eCampus gave me the opportunity for continuous learning, to amplify my mental growth and personal development. I want to know information, it gives me great joy to pass it along, it's a continuous process for me.

**Jhevonne Ellis**

I opted to do the courses as the platform was rather convenient and offered flexibility. In completing the courses, I have gained knowledge, skills and experience to help both in my career and life in general. I have garnered additional skills as to how to improve on my communication and problem solving which has further increased my confidence level. I have also learned effective time management techniques which resulted in me becoming better at daily tasks that would have otherwise been time-consuming.

# Instructor Led
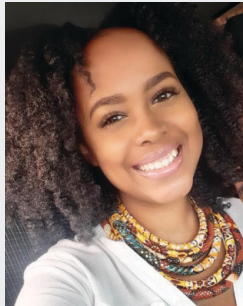
**Q1**

**Tiana Sterling**
**Business Process Management**

I was recommended for this course at a time when the Digital Sales Unit began restructuring its agent operations. This course assisted me in quickly grasping the concept of loan processing through BPM and I have been exercising the knowledge like a pro ever since!

**Q2**

**Ava-Gay Darby**
**Finacle eBanking Training**

The course enabled me to become more efficient in navigating Finacle and as a result of me being more efficient, I was also able resolve customer queries in a shorter time.
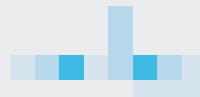
**Q3**

**Ann Marie Johnson**
Enterprise Scheduling & Queue Management Solution

The courses were excellent. I was impressed by how easy the material was to follow. I now have tools in my toolkit that will help me navigate the workspace.
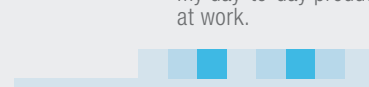
**Q4**

**Roxanna Coleman**
**Business Process Management**

I'm overjoyed because the course strengthens my abilities and enables me to perform better on a personal and professional level.  It also increases the usability of my work and my day-to-day productivity at work.

# Instructor Led

**As we look ahead, we have established some broad objectives for the financial year 2022/2023 :**

▶ Customer Orientation

We will continue to seek ways to consistently and proactively deliver a positive customer experience by designing and delivering our learning solutions with the customer in mind. A successful learning program starts with understanding customer needs and culminates with a delighted customer. Our aim is to further develop a holistic understanding of our customers' needs by using our learning needs analysis, data from our e-campus platform and other customer touchpoints to successfully develop learner centered interventions.

▶ Reorienting Learning

The disruptive business landscape has largely forced the restructure of work and impacted the capabilities that businesses require to succeed. In this vein, learning can no longer be regarded solely as a retention strategy. To position the business for future success, there must be a deeper collaboration between business strategy, talent management and learning so as to avoid a segmented approach that may prove counterproductive in today's reality. We will continue to diversify the skills associated with learning so that the team can have the levers needed to quickly respond to the changing environment and needs. We will also intensify the push to make learning more accessible and prioritize our interventions in order to better integrate learning into the course of work and accelerate the pace of learning and growth.

▶ Engaging and Empowering Learning Through Technology

Post pandemic there has been an increase in the usage of online and hybrid learning. We will leverage our technological platform to engage our learners so as to increase their, knowledge, skills and competences and build organizational readiness and capabilities and aid in employee retention.

# Learning Metrics

**Figure 1:** During the 2021/22 financial year, our delivery of learning interventions used more of a hybrid methodology with renewed focus on eCourses. The activities listed above therefore include webinars, instructor led courses, eCourses (internal & external).

ACTIVITY OF THE SCHOOLS
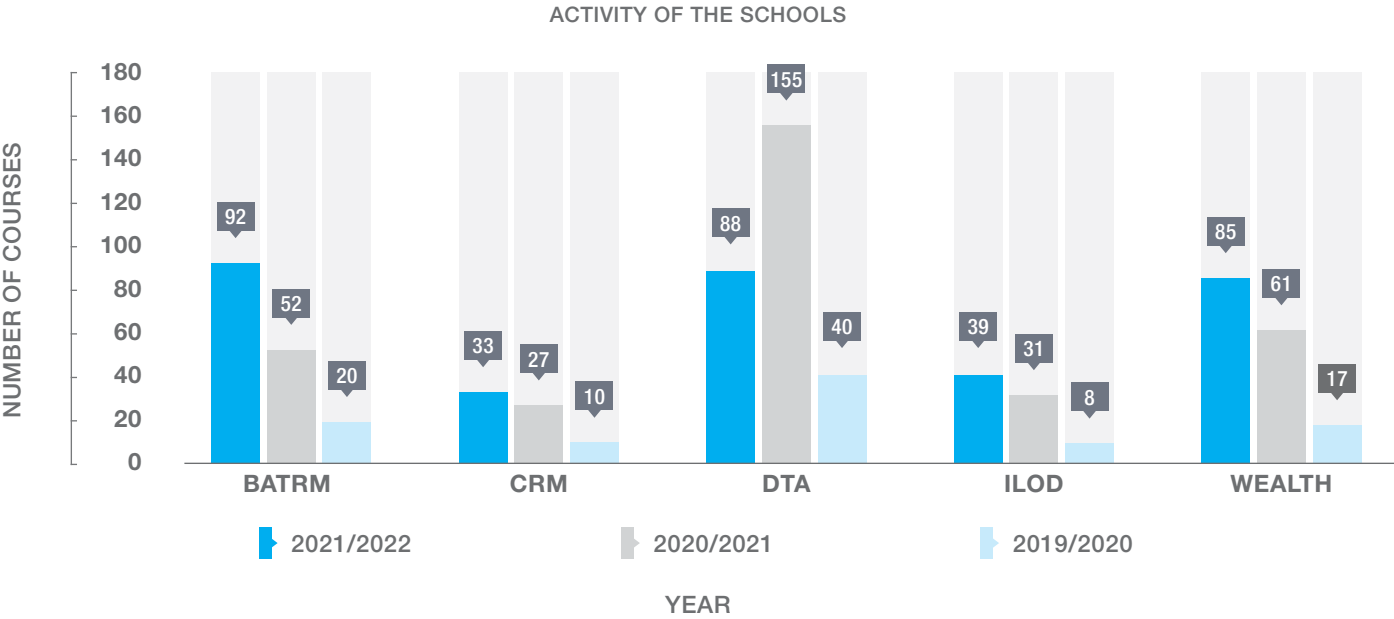
# Learning Hours per Employee

**Figure 2:** The financial year 2021/2022 showed an average decrease of two (2) learning hours per employee.
Source: Benchmark of 40 hours per employee – Association for Talent Development



AVERAGE ANNUAL LEARNING HOURS
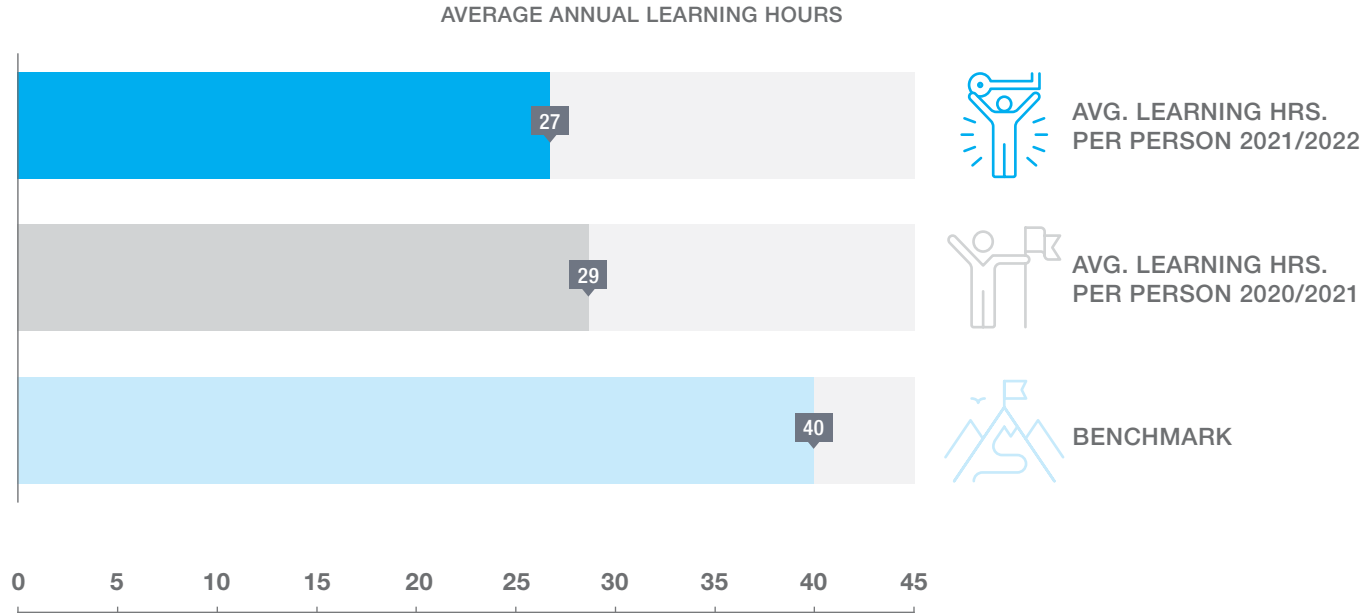
# Course Satisfaction Rating

**Figure 3:** Participants' feedback following a learning intervention is essential in determining the extent of the employees' engagement with content and delivery (i.e. Level 1 of Donald Kirkpatrick's Four Levels of Training Evaluation). The CLC obtained an average satisfaction rating of 89% for the 2021/22 year. This was above the internal benchmark of 75%.



AVERAGE COURSE SATIFICATION RATING
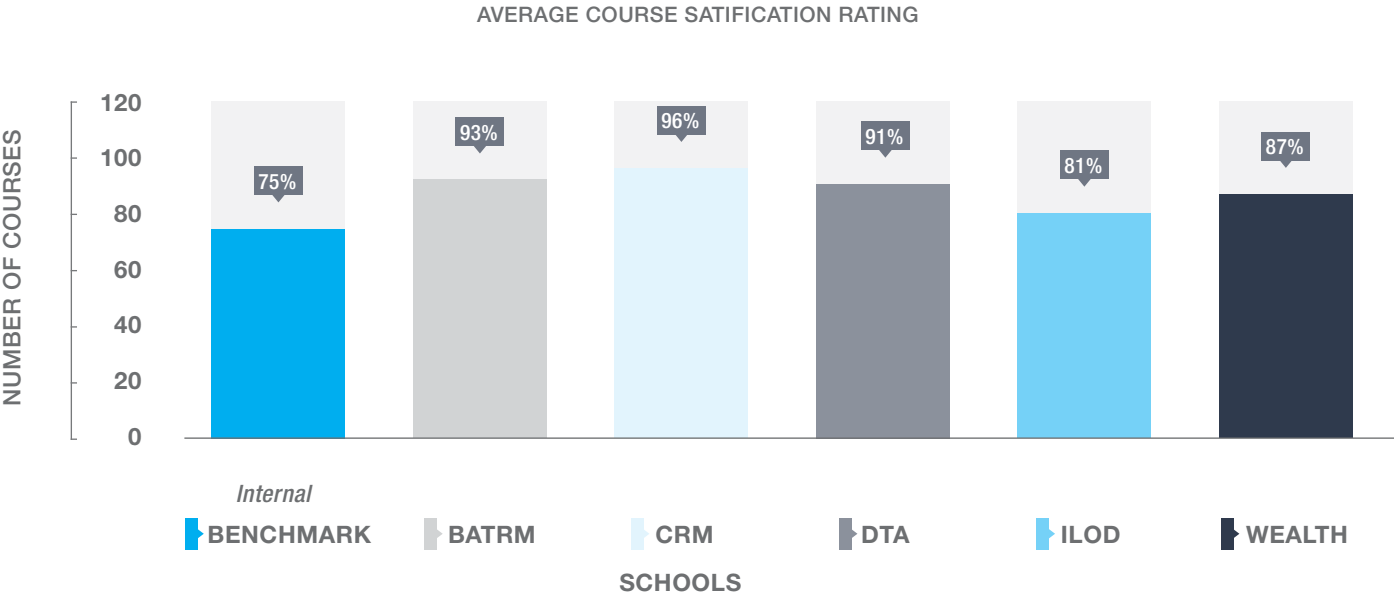
Level 3 of Kirkpatrick's Four Levels of Training Evaluation (dubbed the Post Course Review), measures the application of learning on-the-job up to 6 months after the participant engaged in the learning event.

Participants and their supervisors gave their evaluation on a sample of courses (shown on the right) based on the strategic impact of these interventions on our business operations:

▶ Advanced Strategic Management

▶ Analytical Thinking & Problem Solving

▶ Analyzing Financial Statements for Opportunities

▶ Basic Computer Skills

▶ Business Process Management

▶ Certified Agile Training (CAL-Essentials & CAL- Teams)

▶ Corporate Internet Banking

▶ Customer Experience Management

▶ Emotional Intelligence in Leadership: What's Needed During Unstable Times

▶ Enterprise Scheduling & Queue Management Solution

▶ Estate Planning

▶ Finacle eBanking Training - Functional

▶ Fraud Prevention & Deterrence

▶ Fundamentals of Selling

▶ Managerial Decision Making

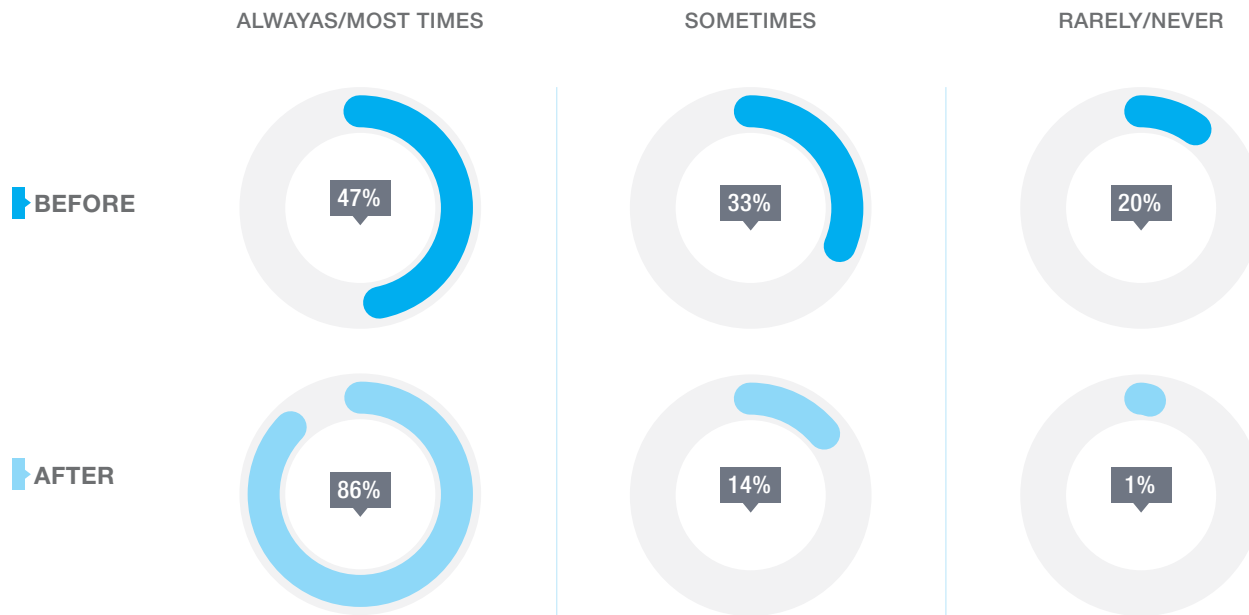▶ NCB Residential Mortgage Product

▶ Sales Management System

▶ Strategic Thinking and Critical Analysis

▶ Teller Operations - Transaction Processing

▶ Virtual Sales Roundtable

# Application of Learning Before and After attending the Course

**Figure 4:** The chart reflects the behavioral change before and after training. The chart indicates 99% of participants' applying the knowledge and skills always or sometimes following the learning event.

| | ALWAYAS/MOST TIMES | SOMETIMES | RARELY/NEVER |
|---|---|---|---|
| **BEFORE** | 47% | 33% | 20% |
| **AFTER** | 86% | 14% | 1% |

# Overall Learning Application

**Figure 5:** The chart reflects the opportunity to use the knowledge and skills learned in the course on the job. 93% of supervisors surveyed indicated that the skills learnt were being applied on the job.
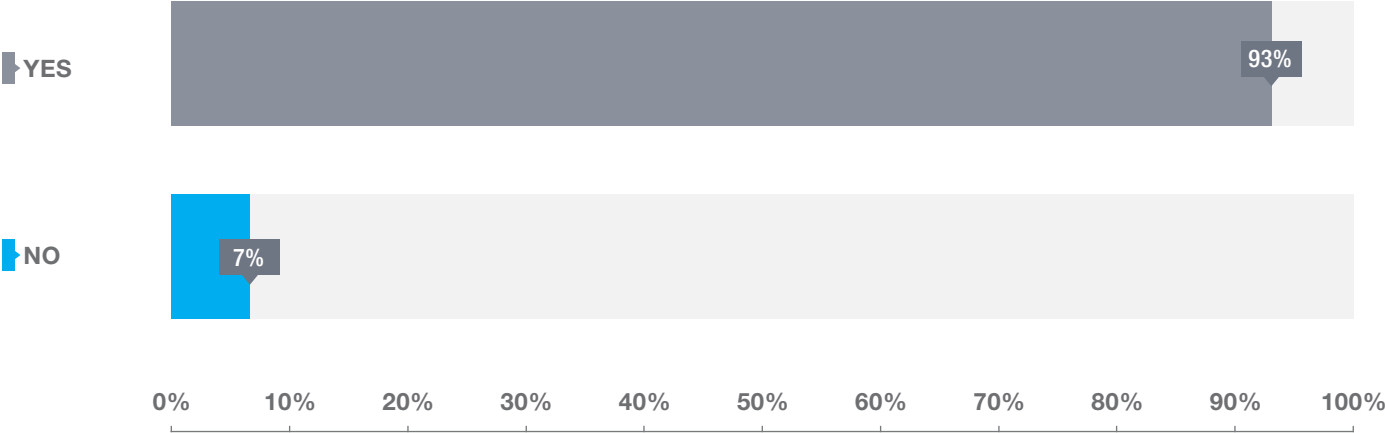
# Increase in Job Performance as a result of Training

**Figure 6:** Learning effectiveness is a key indicator of performance improvement of the learner. Figure 6 indicates that supervisors saw an improvement in 90% of the participants' (whether greatly or moderately) performance level.

DID NOT IMPROVE
10%

MODERATELY IMPROVED
28%

GREATLY IMPROVED
62%

0%   10%   20%   30%   40%   50%   60%   70%
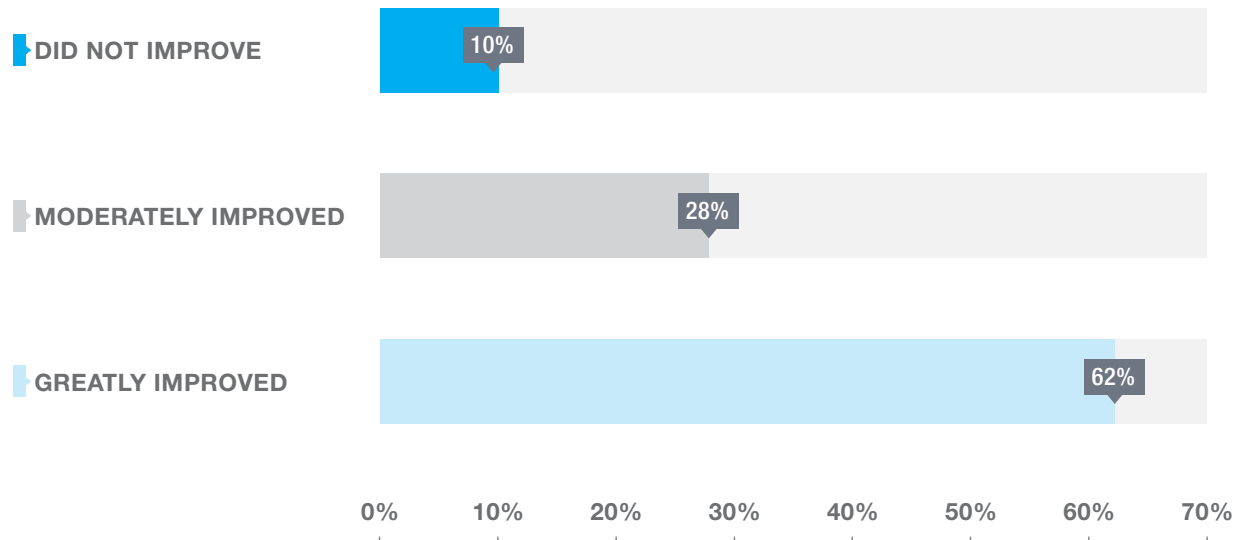
# Percentage of Employees Receiving Training

**Figure 7:** Outlines the percentage of employees receiving training, which was 99.9% over the period. This continues to be a significant achievement for the CLC in comparison to our internal benchmark of 70%.
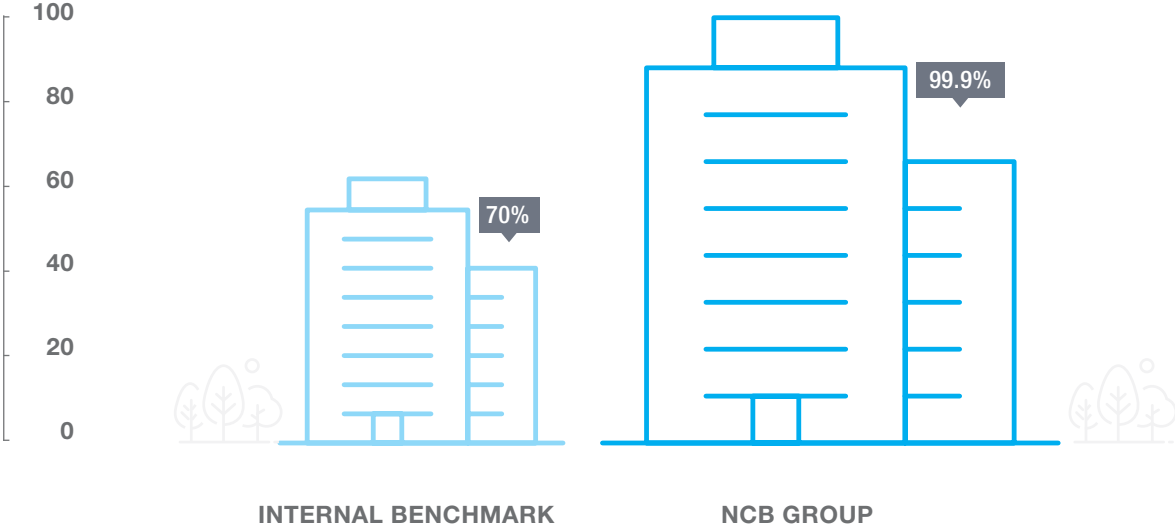
Annual Learning Report

2021 - 2022

HEAD OFFICE: "The Atrium", 32 Trafalgar Road, Kingston 10