



Huge x Porsche Canada, Training & Development

Learning Program Recommendations

Strategy Brief | December 2021

Project overview

Hello.

The Huge team is working toward creation of training and development materials for the Digital Expert and Host roles.

Recently the team shared actionable insights from a research study with employees at Canadian dealerships. Through this, valuable understanding was gained about the people who will be best suited for these training materials.

Today we have some insights based on testing with employees about the solutions defined, along with recommendations for a rollout of the Digital Expert and Host training.

This will inform the program and content plan.



Service design process

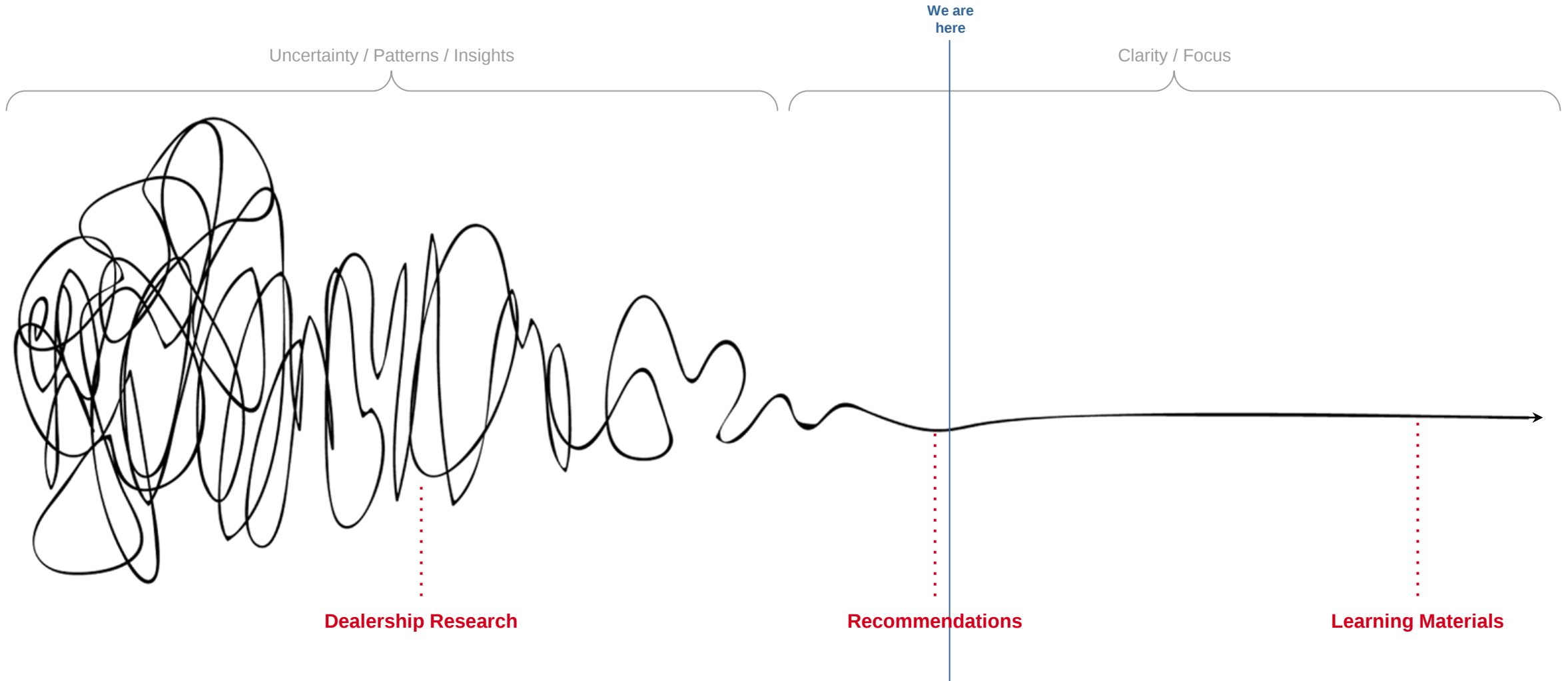


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Our ideation processes.

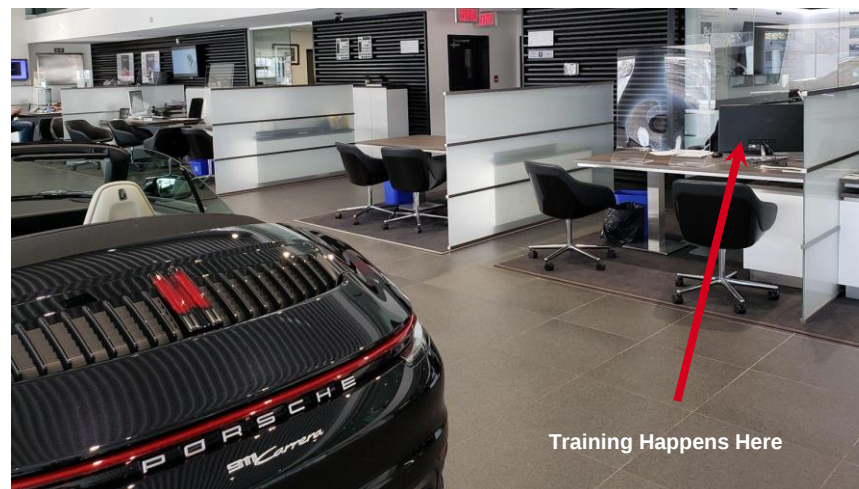
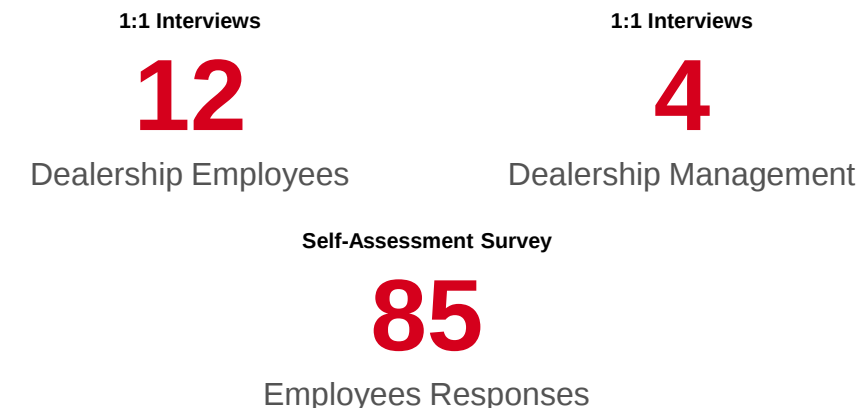
Actionable Insights | Research informed our solution strategy

Experiential Learning Insight #1

New employees benefited most from experiential training, trial and error, and insitu peer coaching or mentorship. Employees saw the most impact when they were in charge of their learning journey and support or resources were made available when needed.

Virtual Training Challenge #1

Employees struggled to finish online training and absorb content because of environmental distractions and content volume. Employees at Porsche dealerships are "doers," and expressed difficulty with sitting through virtual training, and had an affinity for experiential learning



Employee Empathy Map

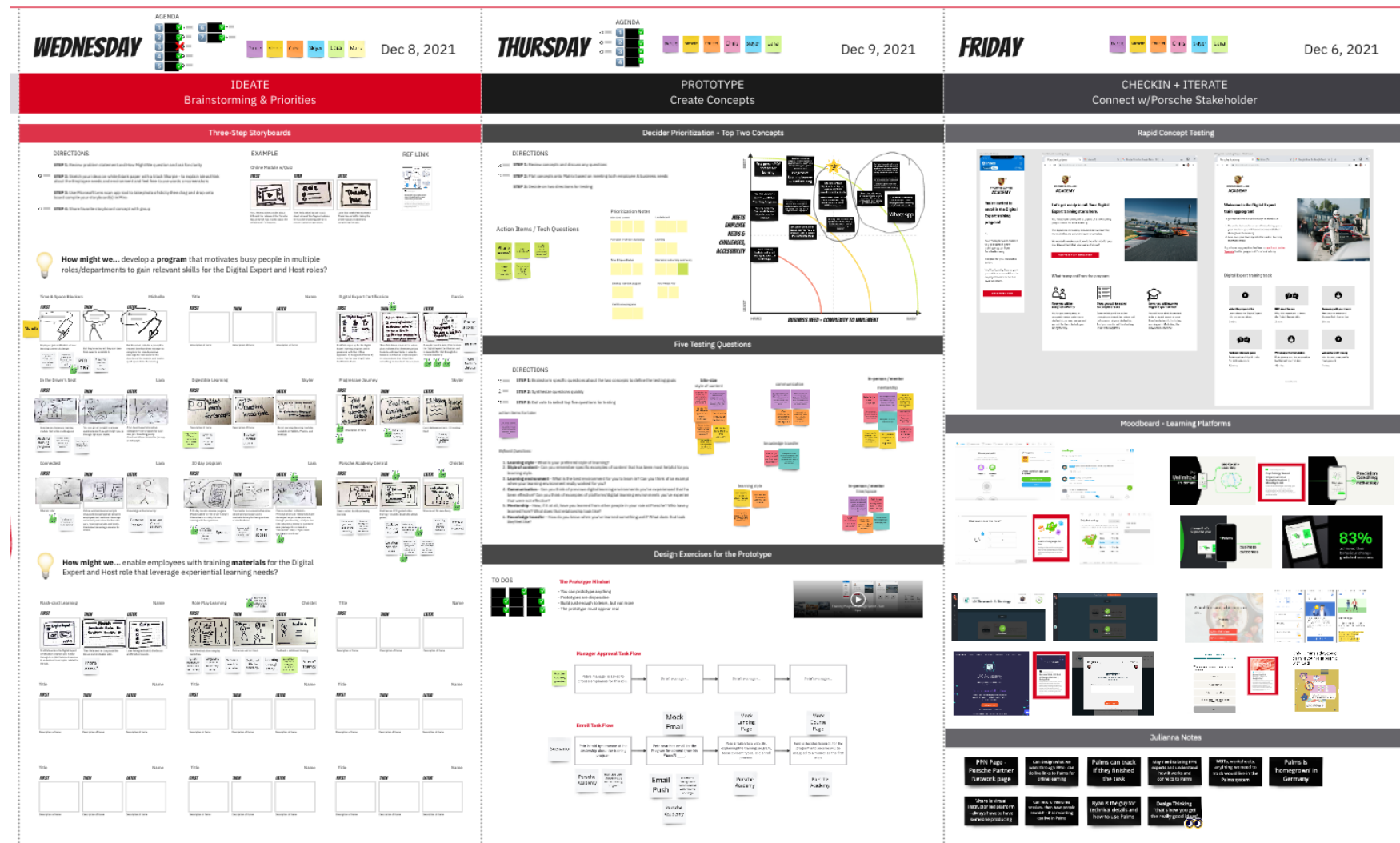
Design Sprint | Designing thinking approach to ideation

Rapid Processes

The goal was to rapidly define a set of solutions in a design sprint and test those with employees to ensure the direction aligns with needs of Canadian dealerships.

For a sketching brainstorming on Day 1, we use two main questions based on research opportunities:

- *How might we... develop a program that motivates busy people in multiple roles/departments to gain relevant skills for the Digital Expert and Host roles?*
- *How might we... enable employees with training materials for the Digital Expert and Host role that leverage experiential learning needs?*



Design Sprint | Defined top training program solutions

Solution Prioritization

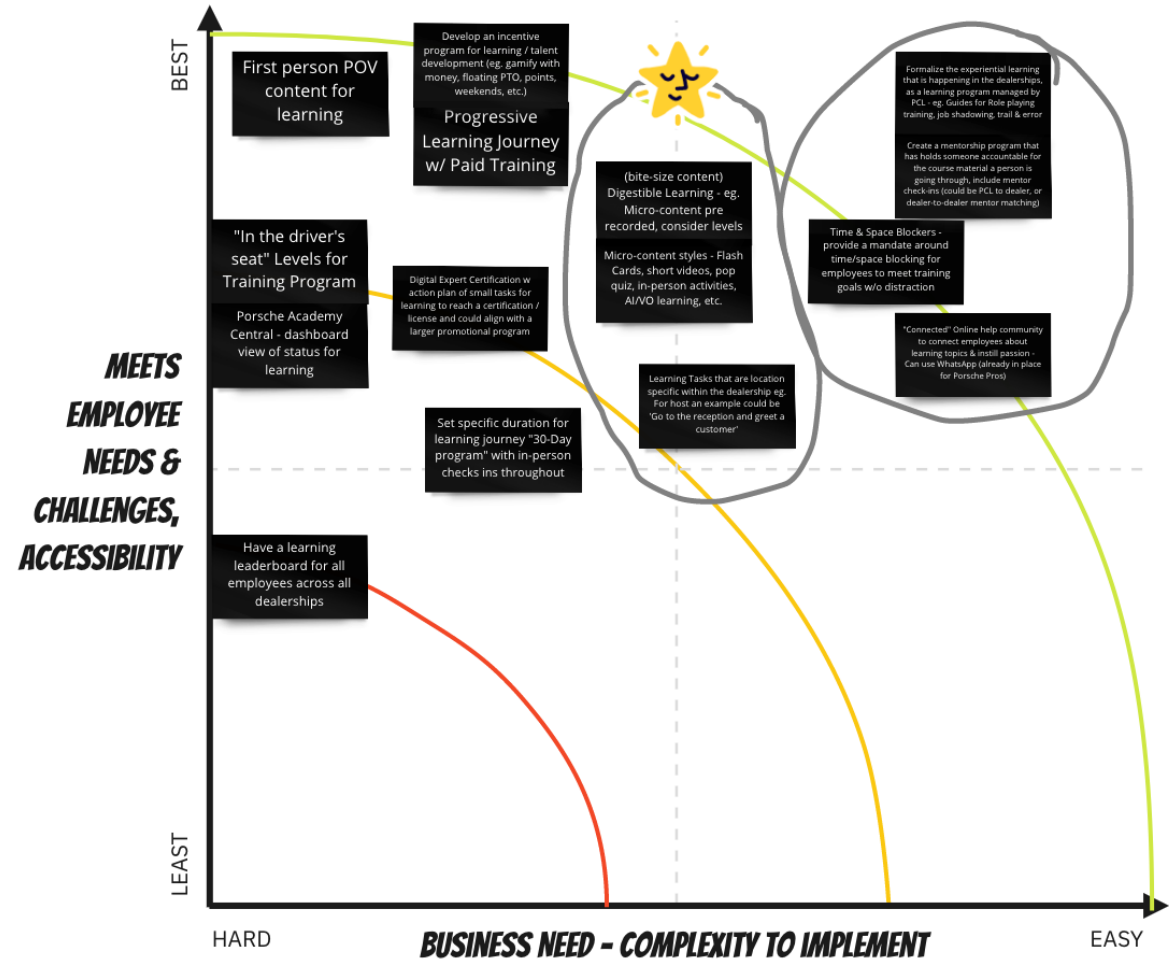
The team translated concepts from sketching into write-ups and plotted on a prioritization matrix. The top two defined are:

1. Digestible Learning

- Define all training materials in a quick & easy format
- eg. Micro-content styles may include; short videos, pop quiz, flashcards, AI/VO learning, in-person activities, specific tasks w/in the dealership, job shadowing, workshops, etc.

2. Formalize Experiential Learning

- Formalize the 'informal' in-person processes dealerships currently use to train new employees
- Create a mentorship program for Hosts & Digital Experts to hold employees accountable for course material, including mentor check-ins
- Provide an online help community through WhatsApp to connect employees about learning topics & instill passion
- Provide a mandate around time/space blocking for employees to meet training goals w/o distraction



Design Sprint | Prototyped top concepts for testing

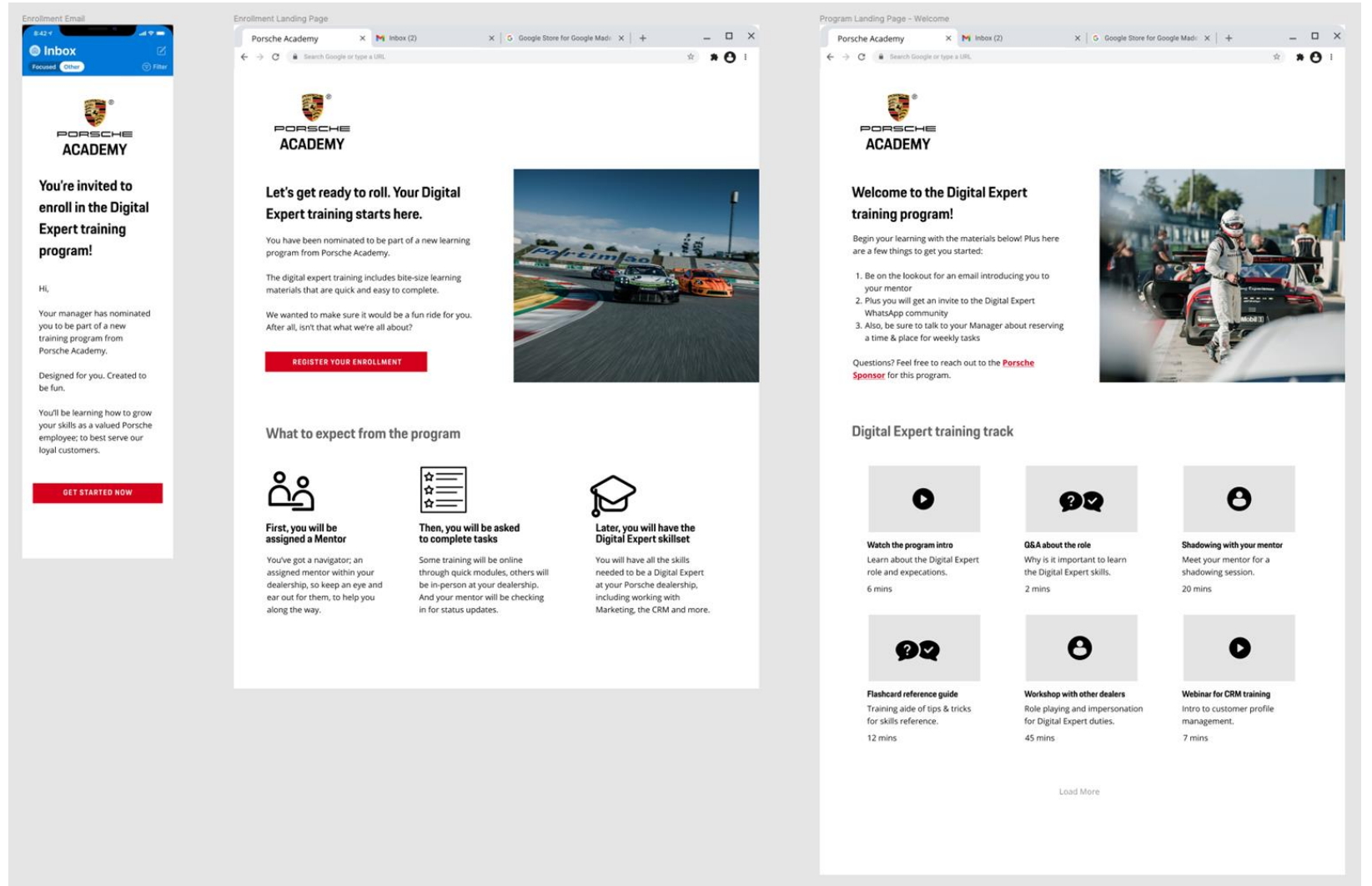
Wireframe Design

To rapidly test ideas we developed a prototype design to put in front of employees and gain initial feedback on the concepts.

The wireframe design included high level descriptions of a training program which included bite-sized content and a Mentor assignment.

The test included:

- an email inviting participants to the program
- a landing page describing some details for enrollment
- a welcome page with some details to start the program



Design Sprint | Testing with employees to validate solutions

Research Testing

We used a method of usability to test the concepts with five employees eligible for the Digital Expert training, and discussed 1:1 their thoughts and reactions to the training concepts.

The team was able to validate our top concepts and gain actionable feedback to inform recommendations. A couple highlights include:

Micro Content

The approach to digestible learning is highly desired by employees and was thought to be something which could fit into the day-to-day of the dealership.

Workshop Participation

This task was mentioned most often when reviewing micro-content types. Employees were excited about the idea of connecting with other dealers and discuss the training with others participating in the program.

Concept Testing - Employee Feedback - Synthesis

	FEEDBACK				
	Neutral	Positive	Negative		
	Neutral	Positive	Negative		
Employee 1	Sales Manager + CFP Specialist	Marketing Strategist (or sales group)	Marketing Specialist (or Accounting)	Business Development Manager	CFP Specialist
When you think about learning, either on the job or on your personal time.					
What type of content do you prefer learning with, if any? Why?					
And in regards to that content type, DTD which platform or app does it best?					
I am going to share my screen and walk you through some concepts for this training. The first thing is an email introducing you to the program.					
[Screen 1] When you're done reviewing please provide your first thoughts/impressions.					
[Screen 2] From what you have seen so far, what do you expect the program will be about?					
(probe - mobile use for email?)					
Now I will take you to the enrollment page for this program. Let me know when you want me to scroll to show you more details.					
[Screen 3] When you're done reviewing please provide your first thoughts/impressions.					
[Screen 4] What do you think are the benefits of what you've seen? What are the setbacks?					
(probe - outcomes of program?)					
Lastly I will take you to the Welcome page for this program. Again let me know if you want to scroll down.					
[Screen 5] When you're done reviewing please provide your first thoughts/impressions.					
[Screen 6] What do you think are the benefits of what you've seen? What are the setbacks?					
(probe - length of content/program?)					
Additional thoughts or new insights...					

CONCEPT / INSIGHT	VALIDATED	INVALIDATED	INDISCUSSIBLE	SUPPORTING QUOTES	ACTION ITEMS
Training Eligibility There is confusion about who would be able to take the Digital Expert training and whether it would be one person's responsibility or multiple.					Digital Expert is a badge of achievement not a role at the time - best suited for Marketing, Biz Dev, CFP Specialist. At Peer Group C, this may not be the best time for rollout.
Peer Group Strategy The direction to consider rollout across peer groups is helpful - some dealers may not be able to adapt these roles.					Roll training with Peer Group A, consider rollout to Group C last.
Role Title There is confusion about the Digital Expert title, which is commonly associated with marketing duties and is thought to include software tools.					There may be some "loss in translation" for the Digital Expert title. In North America it is commonly synonymous with Digital Marketing and may not be the best description for Canadian dealers.
Role Expectations More clarity on what is expected of the role is needed before employees decide to enroll in the training.					Need to have a summary of the role and more specifics to what a person would learn with the program.
Program Overview A summary of what the program entails is desired before reviewing enrollment.					
Program Timeline Knowing how long the program will take is needed by employees before enrollment, in order to plan for the time.					It is recommended to test length of program with employees once that is defined.
Training Outcomes While there was enthusiasm for Porsche led professional development, it was unknown to employees what happens after the training.					It is recommended to test the outcomes of the program with employees once that is defined.
Mentor Assignment Employees are encouraged by connecting with a mentor for this training program.					Establish 1:1 connections for a personalized learning experience. Set algorithms to make sure every trainee gets assigned a mentor.
Mentor Relationship Employees were unsure of who could be their mentor in the dealership and wondered about a PCL mentor. They generally thought of a business manager report relationship as a mentor.					Best practices for mentorship relationships is that a mentor should NOT be person's manager. Suggest mentors to be selected from people outside of the dealership, ie. Porsche Canada PCL. This should align with a set clear definition/expectation of a mentor and communicate that on the platform.
Micro Content The approach to quick learning is highly desired by employees and was thought to be something which could fit into the day-to-day of the dealership.					
Content Times Transparency on the time requirement was important to employees, who considered how they might fit training in between other priorities or schedule time as needed.					
WhatsApp Community This tactic is appealing to employees. There seems to be a preference by most to join in and connect with others in the training, although some may be less inclined.					One participant who was not as tech savvy, thought this was a bad idea but they didn't want to learn how to use WhatsApp. Another person thought it was a good idea but that it may be hard to build a community like this but of dealer distractions.
Time & Space It was not necessary for employees to reserve time or a space through this program, rather they manage their own schedules and could adapt based on quick training sessions.					While people did mention scheduling time for the 45 minute Workshop, it was thought that reserving time & space would be in their own control.
Workshop Participation This task was mentioned most often when reviewing training track information. Employees were excited about the idea of connecting with other dealers and discuss the training with others.					Some people referenced in-person workshops done with PCL and were excited to do another one.
Shadowing Tasks Employees showed continued enthusiasm for meeting with their mentor to shadow some of their responsibilities.					
Content Relevancy There is a curiosity for how the training materials would be relevant to the role an employee current has, or could be aligned with their existing experience and goals for professional growth.					Curious about the possibility of a pre-screener that would determine if people would need to complete a task for the training. OK is the entire program required?
Copy Feedback Specific comments about content words.					Test goal was not to learn about copy tone & voice though some comments may be helpful to show direction.

Solution testing feedback.

Validation | Concepts tested very well with employees

Positive feedback about primary solution concepts.

Micro Content The approach to quick learning is highly desired by employees and was thought to be something which could fit into the day-to-day of the dealership.			
Content Times Transparency on the time requirement was important to employees, who considered how they might fit training in between other priorities or schedule time as needed.			
WhatsApp Community This tactic is appealing to employees. There seems to be a preference by most to join in and connect with others in the training, although some may be less inclined.			
Workshop Participation This task was mentioned most often when reviewing training track information. Employees were excited about the idea of connecting with other dealers and discuss the training with others participating in the program.			
Shadowing Tasks Employees showed continued enthusiasm for meeting with their mentor to shadow some of their responsibilities.			

Recommendations

Consider a pilot program and staged rollout of the training as a way to ensure these efforts are providing value to the employee. Look to conduct a follow-up research study before rolling the program out nationwide. Look for constant feedback to employees are progressing in their learning and professional growth goals.

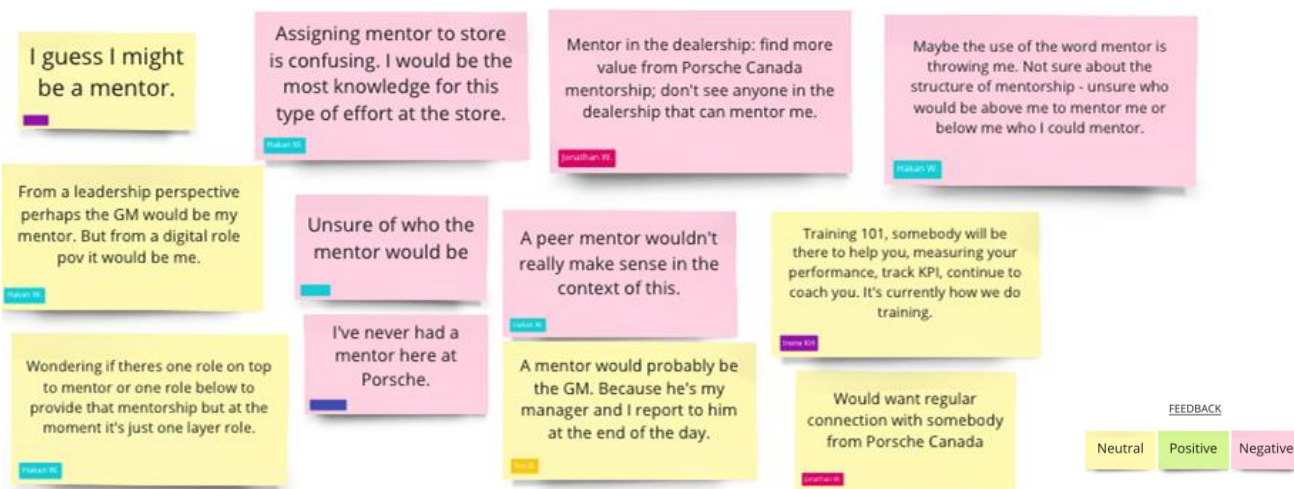
ACTION ITEMS:

- ☐ These concepts will be prioritized when developing a content plan for the Digital Expert and Host roles

Iterations | Mentorship is good but 'who is my mentor'?

Mentorship **appealed to employees**, yet confusion around the relationship exists:

Mentor Assignment Employees are encouraged by connecting with a mentor for this training program.			
Mentor Relationship Employees were unsure of who could be their mentor in the dealership and wondered about a PCL mentor. They generally thought of a typical manager/report relationship as a mentor.			



Recommendations

Best practices for mentorship relationships is that a mentor should NOT be person's manager. This generally should be someone that is an expert in the content the person is learning.

Recommend a coaching relationship, and mentors to be selected from people outside of the dealership, ie. Porsche Canada/ PCL or peer group dealer. This should align with a set clear definition/expectation of a mentor and communicate that on the platform.

ACTION ITEMS:

- ☐ Porsche Canada to discuss logistics of this type of program and inform decision making around how best to implement
- ☐ Please consider what communication be like around assignments of a mentor
- ☐ Look to a Pilot program as a way to understand the best approach
- ☐ Consider using 'coach' instead of mentor

Iterations | Need more info about expectations of role + program

From testing, learned that the **information missing** aligned with a need to plan for the training:

Role Title There is confusion about the Digital Expert title and it generally does not resonate with employees. In North America 'digital' is commonly associated with marketing duties and tasks. People are interested in professional development on these topics.			
Role Expectations More clarity on what is expected of the role is needed before employees decide to enroll in the training.			
Program Overview A summary of what the program entails is desired before reviewing enrollment.			
Program Timeline Knowing how long the program will take is needed by employees before enrollment, in order to plan for the time.			
Training Outcomes While there was enthusiasm for Porsche led professional development, it was unknown to employees what happens after the training.			

Recommendations

This information was not available to test with employees thus the invalidation and inconclusive results. As the role expectations and program outline come together, it will be helpful to have continued conversation and testing with dealership employees.

ACTION ITEMS:

- ☐ Need a clearer definition of what is expected from employees and what they will receive in return after training
- ☐ The time commitment will be important to people and should be clear upon enrollment
- ☐ Considering setting up a survey for future employee testing
- ☐ See [Slide 18](#) for Title recommendations

Iterations | Content is what it is, mentor creates individualization

Employees were curious about **catering the program** to their growth goals and skills gap:

Content Relevancy There is a curiosity for how the training materials would be relevant to the role an employee current has, or could be aligned with their existing experience and goals for professional growth.			
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Recommendations

Employees generally have personal growth goals that align with a desire for professional development, and sought personal relevance for training content. While this could be a useful insight for the future, this program will have set content.

The way we can create individualization is through the coaching relationship with employees and their assigned mentor.

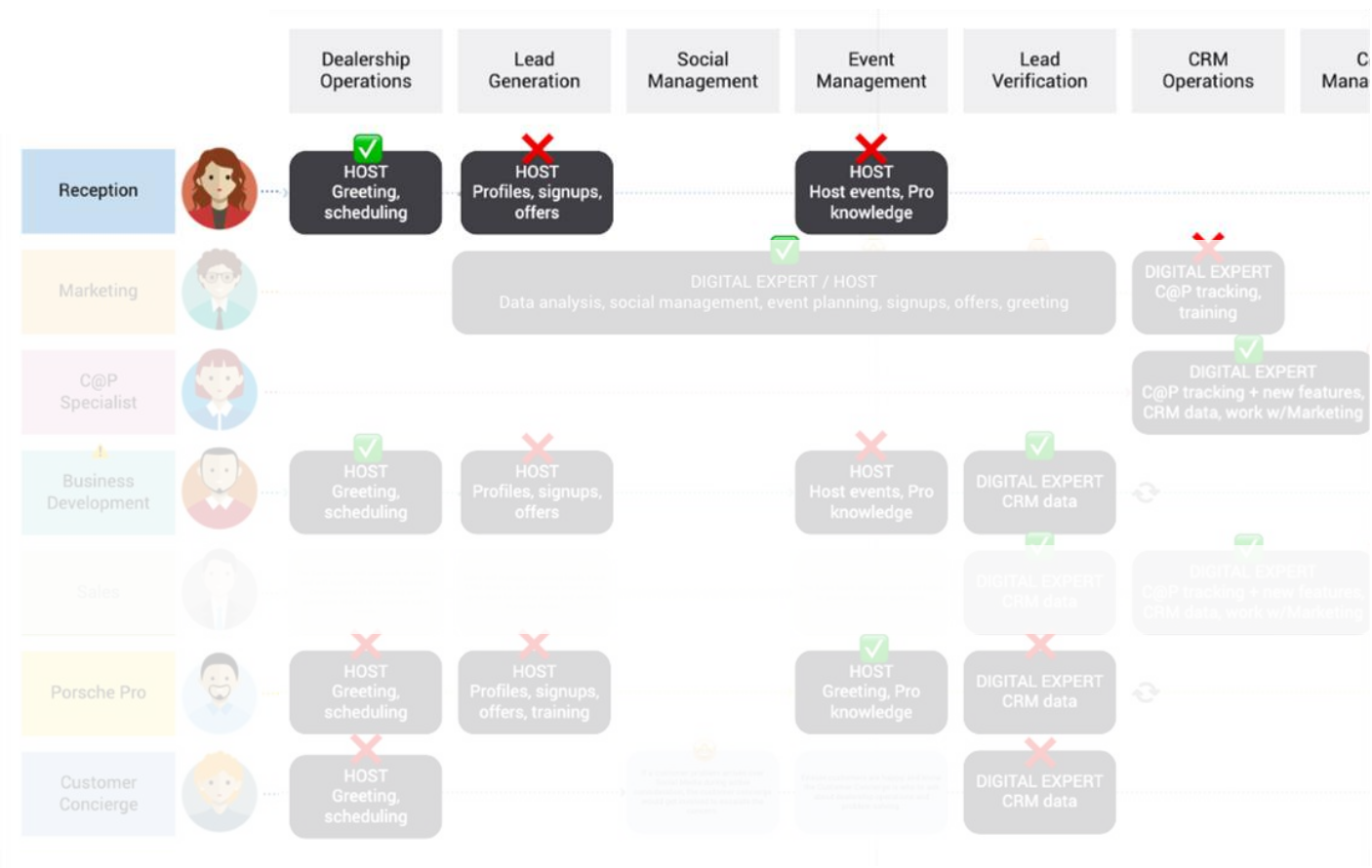
ACTION ITEMS:

- ❑ Look to the Porsche team for advice and guidance while outlining these details for the training program
- ❑ Consider individualized training, catered to employee needs as a future opportunity

Program recommendations.

Host | This role is an optimization for Receptionists

The Receptionist will **need to upskill** on a few tasks and does some of the Host duties now:



Recommendations

Reception employees are best-suited for the Host training and would benefit from professional development. Some dealers may be interested in changing their Reception title to help optimize the role. Other employee roles, have a different growth path and would be less suited for the Host title.

Eligible for training now:



Reception

Consider for future training, not role:



Porsche Pro



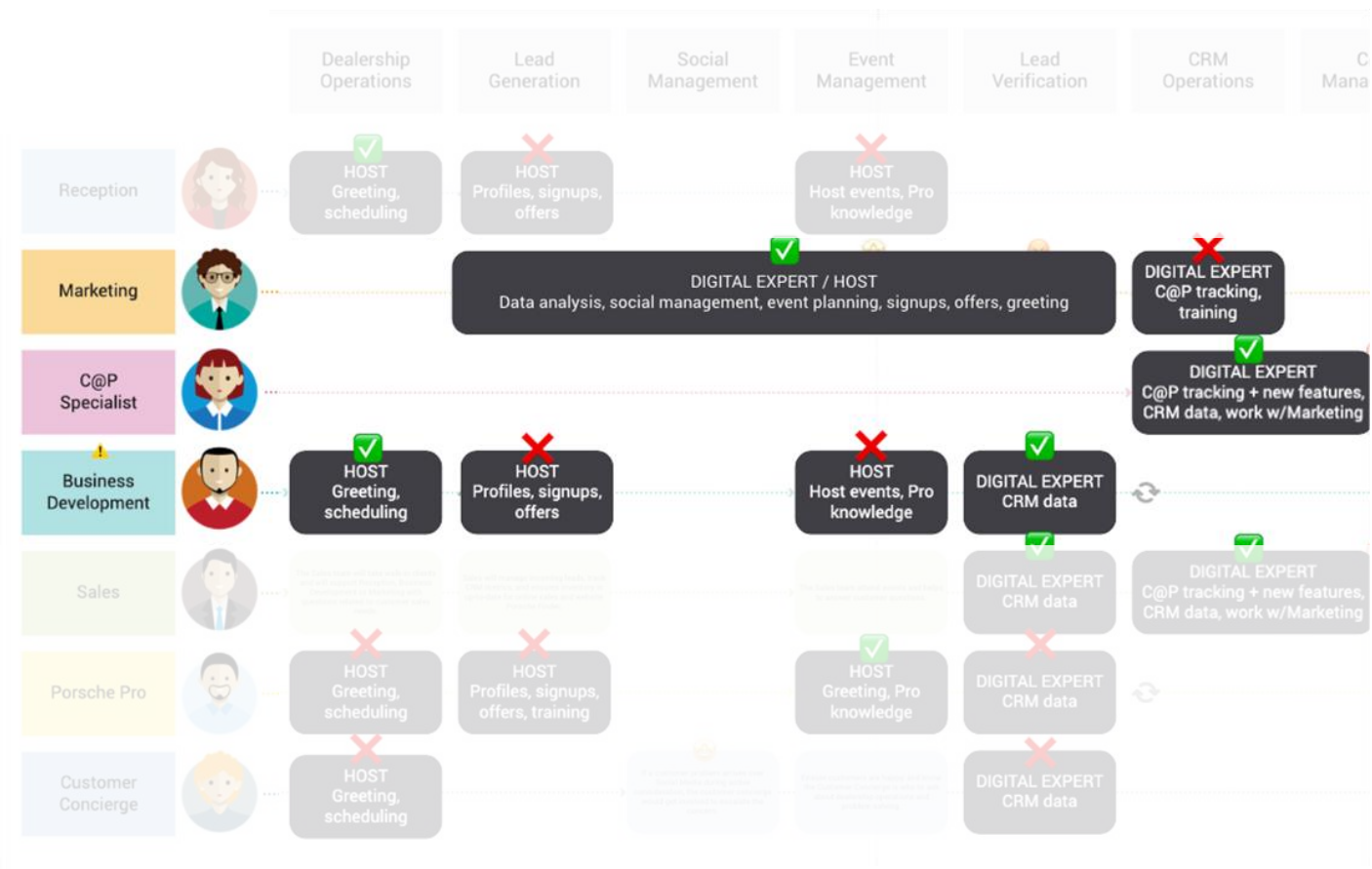
Biz Dev



Customer Concierge

Digital Expert | Not a title rather a training achievement

Digital Expert **duties are split** across departments & the title ‘digital expert’ is confusing:



Recommendations

Multiple teams and roles will benefit from the digital expert training, and and it should be up-to the dealers to implement the responsibilities into their workflows.

Eligible for training now:



Marketing



C@P Specialist



Biz Dev

Consider for future training eligibility:



Sales Manager



Customer Concierge

Rollout | What does this look like across peer groups

Dealer Size	Pilot Phase		Rollout Phase		Release
 PEER GROUP A	Pilot Digital Expert Pilot Host	Learn from Pilot	Rollout Host Rollout Digital Expert	Learn from Rollout	Release Host Release Digital Expert
 PEER GROUP B	Pilot Host	Learn from Pilot	Rollout Digital Expert Rollout Host	Learn from Rollout	Release Host Release Digital Expert
 PEER GROUP C	Not included		Rollout Host	Learn from Rollout	Release Host Release Digital Expert

Recommendations

Based on research findings and understanding of responsibilities in the employee experience across peer groups, it is recommended that the program primarily Pilot at Peer Group A dealers.

A phased rollout will provide ways to learn from the Pilot, and provide smaller dealers a longer amount of time to plan for new responsibilities and availability to complete the Digital Expert and Host training.

Peer Group A dealers have more resources in their staffing plan and suitable employees for the training. Whereas at Peer Group C employee count is lower and people tend to take on more tasks than they have time to complete in the day, plus have higher priorities than training.

Thank you. Next up...

Next | Develop content plan & priorities

Good day.

Next steps for the team is to outline the training program and define a content plan with priorities based upon the research learnings.

Our steps include:

→ Tbd



Resources | Helpful links and things

Strategy

[Sprint Calendar w/ Activities >](#)

[Wireframe Concept Design >](#)

Research

[Employee Study Report >](#)

[Empathy Map & Blueprint >](#)

Other

[Project Kickoff >](#)

[Digital Expert & Host Descriptions >](#)

[Customer Journey >](#)





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Appendix | Research goals and approach

Goal

#1

Understand current state of job-related tasks and training needs for potential candidates for the Host and Digital Expert roles.

Goal

#2

Assess skills gaps and confidence with digital tools.

Goal

#3

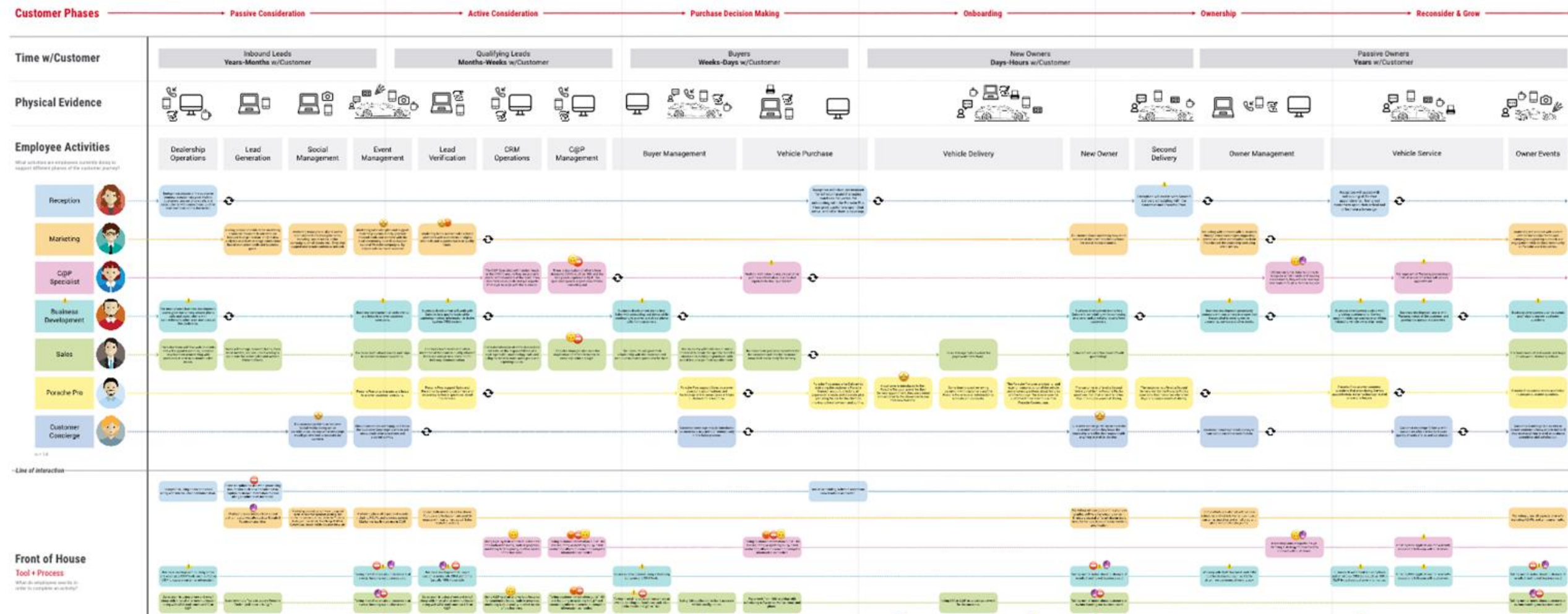
Understand Dealer and employee perception training, including challenges and areas for improvement.

Approach

We practice human-centered approaches to align our outcomes for Training and Development with the needs of employees. Our research study utilizes Service Design methods which led us to validating employee activities across the customer journey, for Digital Expert and Host relevant people and tasks.



Appendix | Service blueprint of employee experience in Canada



This [Service Blueprint](#) represents current employee experience for Porsche Canada from select employees, based on the Host & Digital Expert role eligibility - Study Results Nov 2021

n = 16

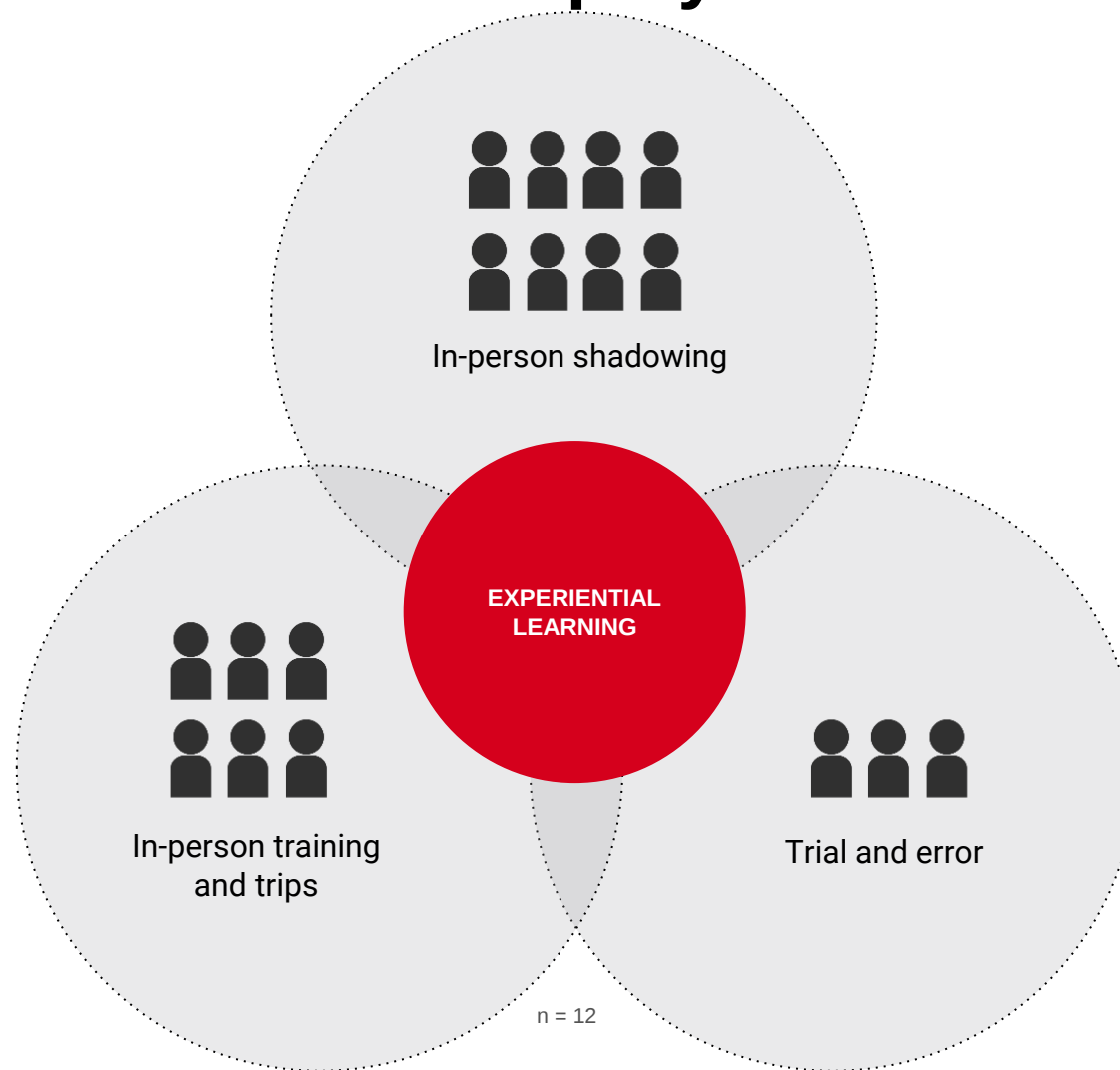
Appendix | What worked for employees

Experiential Learning Insight #1

New employees benefited most from experiential training, trial and error, and insitu peer coaching or mentorship. Employees saw the most impact when they were in charge of their learning journey and support or resources were made available when needed.

Experiential Learning
4.4
Training Satisfaction Score
n = 54

No Experiential Learning
3.3
Training Satisfaction Score
n = 33



Evidence from research:

"Taking cars for drives or overnight trips is where you really learn the assistance features - if I don't get the experience of driving the car day-to-day, I won't be able to answer questions for clients"

"Personally I like live, in-person training. Its effective because its interactive, and there were other people in my role to talk to, plus I am more of a hands-on person."

"Every time I do a training trip with Porsche you are so blown away with the experience - operation is first class."

"I have learned the most through interacting with people, and answering questions from clients."

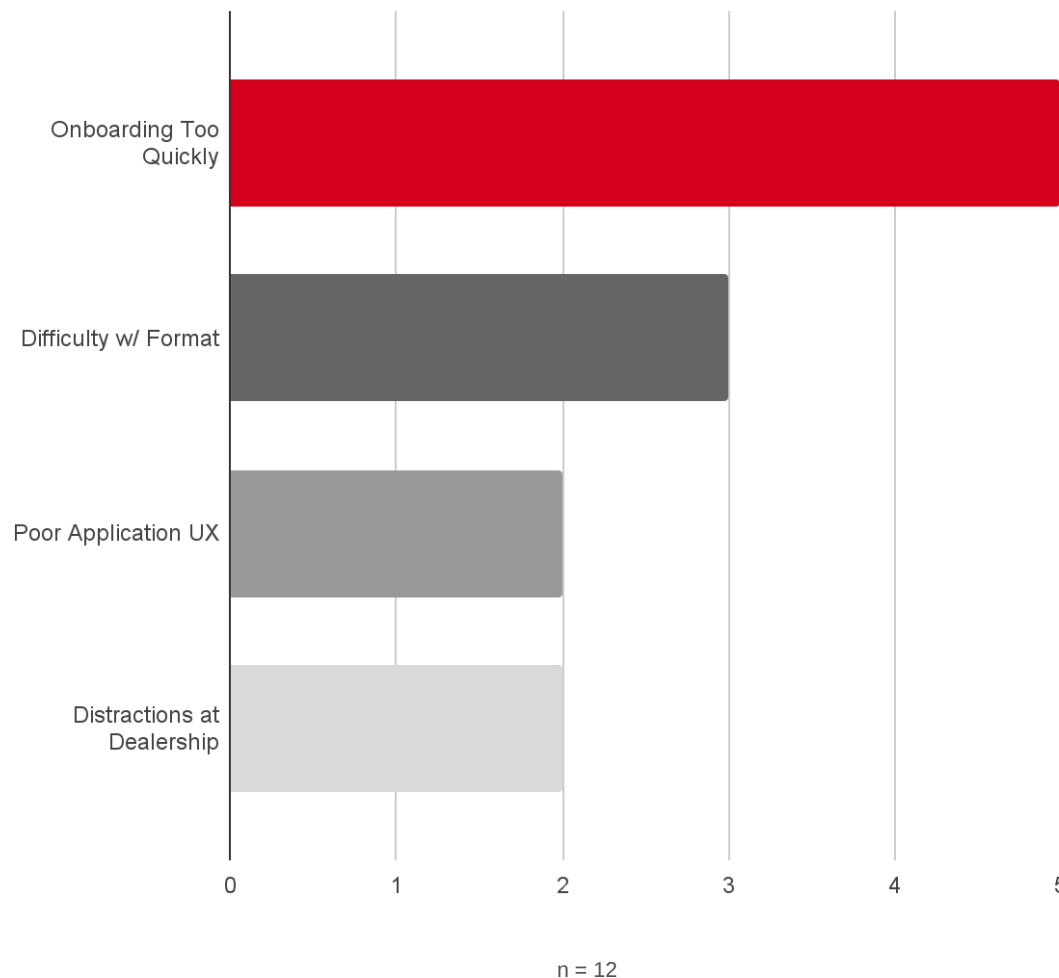
Opportunities

Varying the approach to content for learning styles, offer on-demand resources, consider 70/20/10 model

Appendix | Challenges for employees

Virtual Training Challenge #1

Employees struggled to finish online training and absorb content because of environmental distractions and content volume. Employees at Porsche dealerships are "doers," and expressed difficulty with sitting through virtual training, and had an affinity for experiential learning



Evidence from research:

"A lot of the time I am learning how to take the tests instead of absorbing the content."

"I have a bad memory, so I forgot what my [Porsche Academy] training entailed."

"Online training was a little bit overwhelming because there were too many of them. It was good but a lot over 2-3 days."

"The other reason I hate online learning is because you always deal with technical difficulties and any interruption to the flow just kills it."

Opportunities

Offer competency-based training, manage length of content, provide training incentives / dedicated time & space

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For questions about this study contact Maria Kundacina, mkundacina@hugeinc.com