MANAGEMENT AND BUDGET
MANAGEMENT ANALYSIS AND DEVELOPMENT

LinkedIn Learning Pilot Program Evaluation

Enterprise Talent Development
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Executive summary

Background

In April 2020, Enterprise Talent Development (ETD) acquired 10,000 licenses for LinkedIn Learning, an online learning platform. Participating state agencies decided which employees received licenses. Licensed users can access unlimited online training courses on a variety of topics, including technical skills, interpersonal skills, and diversity, equity, and inclusion.

ETD asked Management Analysis and Development (MAD) to evaluate LinkedIn Learning as a training solution for the state. Specifically, MAD explored three research questions:

- How did LinkedIn Learning affect employees who received a license?
- How did LinkedIn Learning affect supervisors'/managers' ability to support their employees' professional development?
- How can LinkedIn Learning help the state achieve its training goals?

Methodology

To answer the research questions, MAD conducted three surveys throughout the project: two of users and one of users' supervisors. MAD also interviewed agency human resources staff and analyzed usage data available from LinkedIn Learning. In general, MAD collected data at the beginning and end of the pilot period, which was April 2020 through March 2021.

Findings

How did LinkedIn Learning affect employees who received a license?

Users are satisfied with the opportunities available through LinkedIn Learning and want to use it more

The evaluation data shows that users were largely satisfied with LinkedIn Learning and want to continue to have access to it. Most users who took the final survey said the trainings available through LinkedIn Learning have been useful or helpful for them. Users also indicated they would like more time to dedicate to using LinkedIn Learning for their professional and personal development and plan to use it more in the future. Survey results demonstrated that LinkedIn Learning helped many users manage professional and personal development in the 2020–2021 period, particularly in the wake of the COVID-19 pandemic and the murder of George Floyd.

Users gained new knowledge and skills and were able to use them in performing their jobs

The final survey results showed that users gained new knowledge and skills from LinkedIn Learning. Eighty-five percent of respondents said they learned at least one new thing from a LinkedIn Learning video, and 76 percent said they used at least one thing they learned from LinkedIn Learning in their current position.

Nearly 500 respondents described technical skills they gained, including learning Teams, Excel, Word, PowerPoint, SharePoint, Adobe Acrobat, Zoom, and WebEx. Three hundred respondents highlighted the interpersonal and emotional intelligence skills they learned. They often mentioned improving their skills in communication, customer service, leadership, and managing conflict.

LinkedIn Learning made some people more satisfied with their professional development and their job

When asked what kind of impact LinkedIn Learning has had on their professional development, more than 800 respondents to the final user survey wrote that having LinkedIn Learning positively affected their ability to do their job or gain professional development. Several respondents expressed gratitude for the opportunity to use LinkedIn Learning, with respondents describing how being given a license made them feel valued as a state employee.

LinkedIn Learning did not affect most employees' relationships with their supervisor/manager when it came to professional development

Based on responses to the final user survey, having access to LinkedIn Learning did not affect most users' relationship with their supervisor when it comes to professional development. The majority of final survey respondents (55 percent) neither agreed nor disagreed that LinkedIn Learning has positively improved their relationship with their supervisor concerning professional development. Written comments showed that some users would like to have more support from their supervisor or management, especially on how much time they can spend during working hours using LinkedIn Learning.

How did LinkedIn Learning affect supervisors'/managers' ability to support their employees' professional development?

LinkedIn Learning has had a limited, positive effect on supervisors supporting their employees' professional development

Participant input showed the LinkedIn Learning pilot program has somewhat helped supervisors' ability to support their employees' professional development. If nothing else, LinkedIn Learning presented an opportunity for supervisors to discuss their direct reports' professional development, and many supervisors did so. In their written survey comments, supervisors described how the platform had helped them. A few explained how they had their direct reports watch a training together and then discuss, while others shared that LinkedIn Learning helped their direct reports meet training goals. However, pandemic-related workloads and a lack of knowledge and agency support about LinkedIn Learning limited how much many supervisors were able to support their employees' professional development.

Supervisors largely appreciate LinkedIn Learning as a training option

Supervisors were mostly positive about LinkedIn Learning as a way for their staff to develop professionally. More than three-quarters of supervisor survey respondents agreed or strongly agreed that LinkedIn Learning is a good way for their direct reports to get professional development training, and that the state should keep LinkedIn Learning. More than 100 supervisors explained how they have already seen positive effects on their employees from LinkedIn Learning, including higher job satisfaction, improved job performance, and increased knowledge.

Supervisors would like more guidance and support

Although the effect on supervisors' ability to help their staff has been limited so far, supervisors asked in their survey comments for more guidance and support. They also asked for more time for their direct reports to use LinkedIn Learning, and/or clearer guidelines about how much time staff could spend on it. Although ETD created an IDP template for users' supervisors, most supervisors reported they never received a copy.

How can LinkedIn Learning help the state achieve its training goals?

LinkedIn Learning could be a good resource to reach some enterprise and agency training goals

The state and most agencies do not have organization-wide training plans or goals. However, MMB has an "Employee Learning and Development" policy, and most agencies do have practical training objectives. LinkedIn Learning can help different parties fulfill their roles under MMB's Administrative Policy 21. In addition, LinkedIn Learning can help agencies meet their practical objectives in a variety of ways.

Many agencies are already using LinkedIn Learning to meet their practical training objectives, and this evaluation suggests it could help them even more. Some are integrating the platform into employee IDPs, while a handful of others mapped learning pathways using LinkedIn Learning or found LinkedIn Learning courses to match existing learning pathways.

LinkedIn Learning could also help the state meet emerging training needs. For instance, many agencies are focusing more on DEI trainings and cultural competency, particularly because of the equity change plans that each agency's Equity Change Team is implementing with guidance from the Office of Inclusion. Interviewees emphasized the benefit of having access to LinkedIn Learning trainings specific to current events, such as DEI and learning how to effectively telework and manage remote or hybrid teams.

Additionally, if agencies do adopt overarching training plans, LinkedIn Learning could help meet strategic training goals. LinkedIn Learning's expansive library can also help agencies meet some general training needs, leaving agencies to focus their limited training resources on providing agency-specific, technical courses.

LinkedIn Learning cannot fulfill all the state's training needs

While LinkedIn Learning can help the state and agencies reach some training goals, it is not a complete training solution. One of the most significant limitations is that online learning videos, where users mostly passively absorb content, may not suit everyone's learning styles. MAD's research suggests that the state should also

invest in active trainings and multi-model offerings for professional development, such as live in-person or online courses, as well as on-the-job training.

Findings demonstrate promising individual-level results, but only limited evidence of organization-level impact

Although MAD's evaluation yielded only limited evidence on how LinkedIn Learning has affected users' teams or agencies, data collected in this evaluation points to individual positive behaviors and morale as a result of using the platform. These effects could be leading indicators of organizational impact. For example, nearly two-thirds of final user survey respondents (65 percent) agreed or strongly agreed that the videos they watched have already helped them have a positive effect on their team/unit in the past few months. Beyond some potential leading indicators, though, the evaluation findings pointed to limited evidence of results at the organization level.

Recommendations

MAD offers the following recommendations on how the state can better implement LinkedIn Learning as a training option. The full text of the recommendations can be found on page 33.

Make it easier to access and fully use LinkedIn Learning

- **Improve onboarding:** Some users would benefit from additional support after receiving a license. ETD could develop a standard package of information that can be shared with agencies or directly provided to users before the license activation email from LinkedIn Learning is sent to the employee. ETD should also consider updating its website regularly with relevant information.
- **Continue to promote and encourage LinkedIn Learning:** Participants often said that with the wide variety of content available, it can be difficult for users to determine which courses to take or which ones are the most helpful. Communication from ETD or agencies could highlight recommended courses, pathways, and videos. In addition, participants suggested establishing ways for users in an agency or enterprise-wide to review and vet courses. ETD or agencies could find ways for users to communicate with each other, such as a Teams channel.

Establish LinkedIn Learning within the broader vision of professional development for state employees

- **Commit to LinkedIn Learning and expand the opportunity:** ETD should make a commitment to continuing the use of LinkedIn Learning for a set period of years, which would give users and agency HR staff a sense of how invested they should become in the platform. If agencies are not sure whether LinkedIn Learning will be available into the future, they will be less likely to meaningfully incorporate its use within a broader professional development strategy. Participants throughout the evaluation also asked for LinkedIn Learning licenses to be available to more employees.

- **Clarify the role of LinkedIn Learning within other professional development options for state employees:** Moving forward, ETD should help agencies clarify how LinkedIn Learning fits into a broader vision for state employee professional development, such as how LinkedIn Learning fits with ELM courses, job-embedded professional development, or required certification courses for certain positions. ETD could also provide guidance to agencies and users for how LinkedIn Learning can build onto other types of professional development.
- **Clarify how much time users can spend on LinkedIn Learning:** Many users would like to watch more LinkedIn Learning videos but do not feel they have time at work to do so. While ETD may not wish to designate set learning times for all agencies or require users to watch a certain amount of training per month, it is in a position to suggest enterprise-wide guidelines about how much time staff can spend on LinkedIn Learning. It can also support agencies in setting their own expectations. Because the pandemic is not yet over, it is understandable that some agencies have not focused on increasing how much time their staff can spend on professional development. In the future, though, agencies could try to adjust workloads and fill vacancies to ensure that users have time to spend on professional development, including LinkedIn Learning.
- **Build deeper learning opportunities around LinkedIn Learning:** Many users said they would like additional or deeper learning opportunities built around LinkedIn Learning. Ideas from users included book clubs, flipped classroom opportunities, and webinars focusing on LinkedIn Learning videos. ETD could support employees with engaging in deeper learning opportunities built around LinkedIn Learning by generating ideas and providing guidance to agencies on how to implement them. ETD could also provide these ideas or resources directly to users, or host some of these opportunities itself.

Continue to support a culture of learning across the enterprise

- **Expand the use of IDPs or other professional development tools and templates:** As part of promoting a culture of learning across the enterprise, ETD should consider how to better support agencies to expand the use of IDPs or other professional development tools and templates, and to include LinkedIn Learning in these plans. For example, ETD could attach its IDP template to the initial onboarding emails for new users and their supervisors, along with an explanation of what the IDP template is and how to use it.
- **Help supervisors better support the professional development of their direct reports:** Supervisors need to understand LinkedIn Learning and support it for users to take full advantage. ETD could create resources aimed at supervisors of users to explain how the platform works, what topics are available, and how often they should be discussing LinkedIn Learning with employees. In addition, ETD could play a role in broadly helping supervisors understand why professional development, even outside of a person's current job duties, is valuable.
- **Connect LinkedIn Learning to enterprise-wide and agency goals:** ETD could leverage Administrative Procedure 21 to make the case for continuing the LinkedIn Learning program for enterprise employees, since the platform aligns well with the policy's objectives. ETD could also highlight for agency sub-administrators courses and learning paths that meet emerging needs on diversity, equity, and inclusion topics, as well as help them explore how LinkedIn Learning courses could align with the competencies or learning paths agencies expect their staff to complete.

Introduction

Background

Minnesota Management and Budget's Enterprise Talent Development (ETD) section provides services and education to state agencies. Its mission is to help build skills, cultivate careers, and develop leaders with Minnesota's government employees.

In April 2020, ETD acquired 10,000 licenses for LinkedIn Learning, an online learning platform. Participating state agencies decided which employees received licenses. Licensed users can access unlimited online training courses on a variety of topics, including technical skills and interpersonal skills.

ETD has already committed to offer LinkedIn Learning licenses for a second year. Leaders are interested in knowing what effects the program has had and how MMB can better implement the program in the future. ETD asked Management Analysis and Development (MAD) to evaluate LinkedIn Learning as a training solution for the state. Specifically, MAD explored three research questions:

- How did LinkedIn Learning affect employees who received a license?
- How did LinkedIn Learning affect supervisors'/managers' ability to support their employees' professional development?
- How can LinkedIn Learning help the state achieve its training goals?

Methodology

MAD used different methods to answer the research questions, including surveys, interviews, and data analysis. MAD staff aggregated the information provided through all methods and summarized their findings and recommendations.

This report uses the term *participants* to encompass all individuals who provided feedback through any participation method. Throughout this report, select statements from participants are included in ***bold italics***. The statements reflect the participants' sentiment and content, but MAD may have edited them for spelling, clarity, and length.

Surveys

MAD conducted three surveys for this evaluation. The first was a baseline survey of users. MAD administered this survey in July 2020, three months after licenses first became available. MAD surveyed both users who had activated their licenses and those who had not. Questions focused on users' expectations around LinkedIn Learning, their previous satisfaction with professional development, and whether they had individual training plans. Appendix A (page 41) contains the full survey tool and a summary of the results.

MAD administered both the second and third surveys in March 2021: a survey of activated users and a survey of activated users' supervisors. The March user survey (referred to as "the final user survey" in this report) asked more questions than the July survey, and focused more on what users have gotten out of LinkedIn Learning and how satisfied they are with the program. The supervisor survey had questions about how often they discuss LinkedIn Learning with their direct reports and whether it is a good professional development option for employees. Appendix B (page 66) contains the full user survey tool and a summary of the results, and Appendix C (page 102) contains the same for the supervisor survey.

Interviews

MAD conducted 17 interviews in spring 2021 with representatives from participating agencies about the LinkedIn Learning program, typically human resources (HR) staff. Appendix D (page 118) contains a summary of interview findings and a list of interviewees. In addition, MAD emailed agencies in 2020 asking for their agency-level training plans and goals.

Data analysis

LinkedIn Learning provides detailed usage data for each user. MAD analyzed the data by itself and also connected user data to final user survey responses. Appendix E (page 128) contains the detailed results of the data analysis.

Key terminology

This report uses some terminology specific to the LinkedIn Learning program.

- **License:** If an employee has been assigned a LinkedIn Learning license, they are able to create a LinkedIn Learning account under the state program.
- **User:** Someone who has been assigned a LinkedIn Learning license.
- **Invitation email:** Once a LinkedIn Learning administrator assigns a license to an employee, the employee receives an invitation email with a link to create and activate their account.
- **Activated user:** Once a user has selected the link in the invitation email and created a LinkedIn Learning account, they are considered activated.
- **Unactivated user:** If a user has received the invitation email but has not created a LinkedIn Learning account, they are considered unactivated.
- **Course:** LinkedIn Learning courses are made up of a set of videos that focus on a common topic, such as body language or a software program. Courses vary in total length: some may take hours to complete, while others take less than 30 minutes.
- **Video:** LinkedIn Learning courses are made up of individual videos on different aspects of a topic, each of which tend to be less than 10 minutes long. In the context of this report, *video* and *course* are not interchangeable words.
- **Sub-administrator:** Most agencies have a sub-administrator, which is someone whose LinkedIn Learning license has some administrative privileges. Only ETD staff are full LinkedIn Learning administrators.

Findings

This section of the report first provides situational context for the evaluation, and then explores the findings for each research question.

COVID-19 and other context

The events of 2020 undoubtedly affected how employees used LinkedIn Learning, and the evaluation results must be viewed through the lens of what else was happening that year.

The largest change began shortly before the pilot launched. ETD began assigning LinkedIn Learning licenses in April 2020, not long after the COVID-19 pandemic began. The pandemic created many new disruptions and challenges for state agencies and employees, including:

- About half of employees began working from home in the beginning of April.
- The state implemented a hiring freeze.
- The state began offering employees Paid COVID-19 Leave. This leave was used if the employee was sick or quarantined due to COVID-19, providing care for a family member who was sick or quarantined due to COVID-19, or providing care for children who were distance learning or whose childcare or school were otherwise closed due to COVID-19.
- More than 1,000 employees, mostly in the Department of Health, were reassigned to other duties within their agency.
- More than 400 employees were redeployed to work in a different agency.

From a training perspective, the pandemic meant that almost all in-person trainings were canceled or moved to an online format. For some, the state's LinkedIn Learning licenses came at the perfect time: employees could only rely on online training, and they needed to quickly learn how to use new platforms like Microsoft Teams and how to manage remote employees. Others, though, did not benefit from the timing of the LinkedIn Learning pilot: they had no time to dedicate to professional development because they were too busy with work responsibilities. With colleagues on leave, redeployed, or reassigned, and with vacant positions unfilled, some employees' workloads increased significantly.

On top of the pandemic, George Floyd was murdered within the first few months of the LinkedIn Learning pilot. Minnesota entered a time of civil unrest and reckoning with racial injustice. ETD had already developed a curated list of courses on diversity, equity, and inclusion (DEI), and asked all LinkedIn Learning users to take at least one of those nine courses. However, DEI topics took on a new relevance and level of importance after George Floyd's death. For those who had time and interest, LinkedIn Learning was available to help them learn more about DEI.

How did LinkedIn Learning affect employees who received a license?

Who received a license?

Before evaluating how LinkedIn Learning affected employees, it is important to understand which types of employees received licenses. State LinkedIn Learning users are not a representative sample of all state employees. Some agencies received many more licenses than others, based on both agency size and interest. Employees in different agencies also activated at different rates, and agencies assigned licenses to employees using different criteria.

Invitation and activation rates by agency

During the period from April 14, 2020, through March 4, 2021, 9,713 state employees were granted a LinkedIn Learning license and invited via email to activate it. Not all employees who were invited activated their license. As shown in the table below, of agencies with at least 25 employees who were granted a license, the Department of Human Services, Department of Revenue, and Department of Transportation granted licenses to the most employees. The Department of Revenue and MNsure had the highest activation rate (97 percent), and eight agencies had an activation rate above 80 percent.

Activation rate of LinkedIn Learning licenses during the pilot period by agency, of agencies with at least 25 licenses

Agency	Employees invited	Employees activated	Percent activated
Department of Revenue	1,498	1,456	97%
MNsure	61	59	97%
Minnesota Housing Finance Agency	99	85	86%
Department of Employment and Economic Development	149	127	85%
Department of Agriculture	158	131	83%
Department of Natural Resources	716	591	83%
Minnesota Management and Budget	104	85	82%
Minnesota Pollution Control Agency	157	128	82%
Minnesota Board of Cosmetology	25	20	80%
Department of Education	399	319	80%
Department of Human Services	2,383	1,867	78%
Department of Administration	141	107	76%
Department of Transportation	1,275	959	75%

Agency	Employees invited	Employees activated	Percent activated
Department of Labor and Industry	170	127	75%
Department of Health	645	481	75%
Minnesota IT Services	493	355	72%
Department of Commerce	62	44	71%
Office of Higher Education	63	41	65%
Department of Veterans Affairs	162	98	60%
Department of Public Safety	290	106	37%
Office of the Ombudsman for Long-Term Care	25	7	28%
Department of Corrections	490	94	19%

Demographics of activated users

The demographics of survey respondents were somewhat similar to the demographics of the overall workforce.[1] The table below compares the demographics of respondents with the final LinkedIn Learning user survey to the demographics of the overall state workforce. The largest difference was in gender: while half of the overall workforce identifies as male, only 30 percent of LinkedIn Learning survey respondents did the same. The survey had a response rate of 39 percent, meaning the results are not necessarily representative of all activated users. However, the results still give some picture of which types of employees received licenses.

Employee demographic category	User survey respondents	Overall workforce
Female	60%	50%
Male	30%	50%
Did not specify gender identity	6%	0.1%
White	79%	81%
Black/African American	3%	6%
Asian	4%	4%
Hispanic/Latino	2%	3%
Did not specify racial/ethnic group	9%	5%
Have a disability	9%	8%

The statewide HR systems do not have reliable data for all employees' job position type or work location. The MAD survey did ask about those factors on the activated user survey, though, and 71 percent of respondents

[1] MMB Human Resources provided workforce demographics from October to December 2020. The data is based on employee-provided information in SEMA4, the state's human resources system.

identified as individual contributors and as working in the Twin Cities metropolitan area. (See Appendix B on page 94 for full survey respondent demographics.)

In terms of age, respondents identified somewhat evenly among four of the age brackets. The table below shows more than three-quarters of respondents identified as being between 36 and 65.

Age category	Respondent count	Respondent proportion
Under 21 years	<10	-
21–35 years	442	16%
36–45 years	745	27%
46–55 years	751	27%
56–65 years	620	22%
66 years or older	36	1%
Prefer not to answer	120	4%

How much did state employees use LinkedIn Learning?

In addition to knowing **how many** employees used LinkedIn Learning during the pilot period, it is also valuable to understand **how much** they used it.

As noted above, during the period from April 14, 2020, through March 4, 2021, 9,713 state employees were granted a LinkedIn Learning license and were invited via email to activate it. Of that group, 7,313 (75 percent) activated their license. However, just because a state user activated their license does not mean they actually viewed any LinkedIn Learning content. Of all state employees granted a license during the pilot period, 5,900 (61 percent) activated their license and viewed more than zero hours of LinkedIn Learning content. The table below shows activation and use rates for agencies that had at least 25 licenses. MNsure and the Department of Revenue had the highest rates of users activating and viewing at least some content.

Rate of activation and use of LinkedIn Learning licenses during the pilot period by agency, of agencies with at least 25 licenses

Agency	Number of employees invited	Number activated and viewed more than zero hours	Percent activated and viewed more than zero hours
MNsure	61	57	93%
Department of Revenue	1,498	1,358	91%
Minnesota Board of Cosmetology	25	19	76%
Department of Employment and Economic Development	149	105	70%

Agency	Number of employees invited	Number activated and viewed more than zero hours	Percent activated and viewed more than zero hours
Department of Natural Resources	716	502	70%
Minnesota Housing Finance Agency	99	67	68%
Department of Education	399	263	66%
Department of Administration	141	91	65%
Department of Agriculture	158	101	64%
Department of Human Services	2,383	1,479	62%
Minnesota Pollution Control Agency	157	97	62%
Department of Transportation	1,275	755	59%
Minnesota Management and Budget	104	60	58%
Minnesota IT Services	493	273	55%
Department of Labor and Industry	170	89	52%
Department of Health	645	309	48%
Department of Veterans Affairs	162	68	42%
Office of Higher Education	63	25	40%
Department of Commerce	62	23	37%
Department of Public Safety	290	73	25%
Office of the Ombudsman for Long-Term Care	25	4	16%
Department of Corrections	490	65	13%

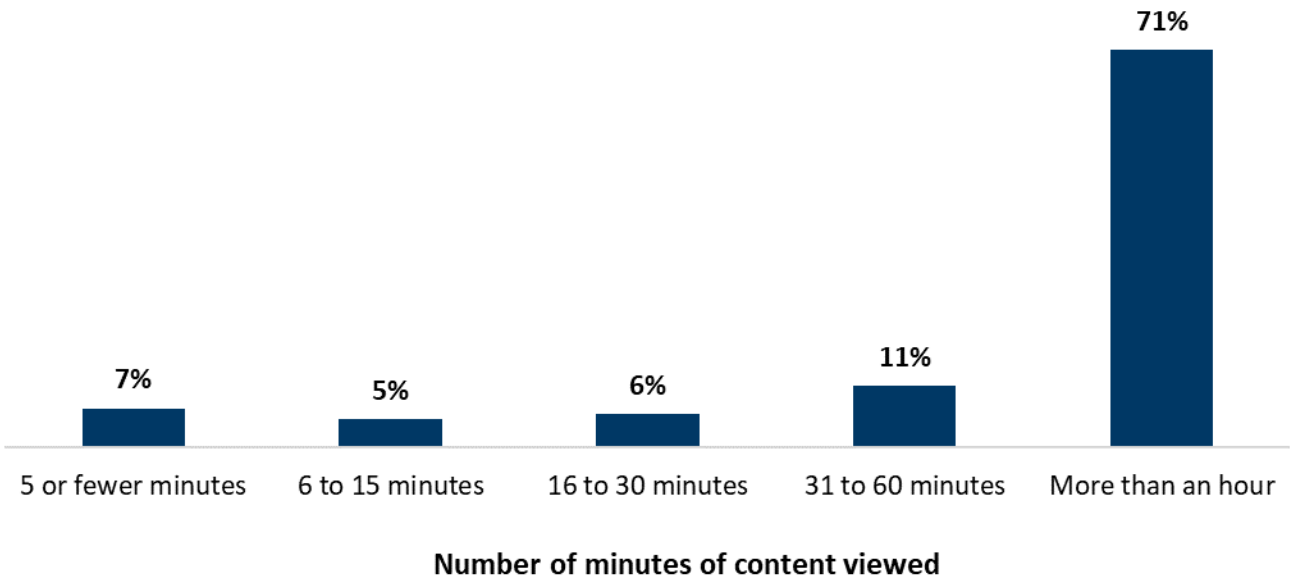
On average, state LinkedIn Learning users who activated their license and viewed more than zero hours of content viewed an average of eight hours of content during the pilot period. However, the average alone does not show how most of these users either did not use their LinkedIn Learning license much during the pilot period or they used it a lot. Seventy-seven percent of users who viewed any amount of content watched less than the average eight hours of content, while 23 percent viewed more than eight hours.

The skewed nature of the usage data is also clear in the range of number of videos viewed. Twenty-six percent of users who watched content viewed 20 videos or fewer, while 36 percent viewed more than 100 videos.

Over 70 percent of users who watched content viewed more than one hour of LinkedIn Learning videos. The figure below shows the breakdown of the other 30 percent. Eighteen percent of users who viewed any amount

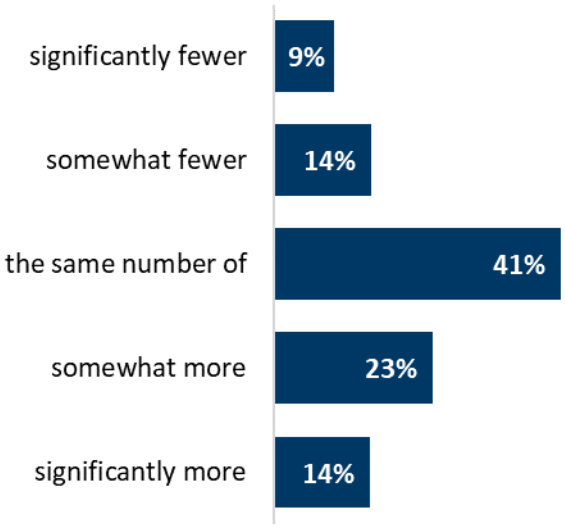
of content watched less than 30 minutes of LinkedIn Learning content, with 7 percent watching just five minutes or fewer.

Rates of minutes of content viewed during the pilot period, among the 5,900 users who activated their license and viewed more than zero hours of videos



As noted earlier, the COVID-19 pandemic had a substantial impact on the state workforce, resulting in redeployments, reassignments, and a general increased workload for many employees. MAD is not able to determine what LinkedIn Learning usage would have looked like if these unprecedented circumstances had not occurred. However, 37 percent of final user survey respondents said that if the COVID-19 pandemic had not happened, they would have watched somewhat or significantly more videos on LinkedIn Learning.

Please fill in the blank: If the COVID-19 pandemic had not happened, I would have watched _____videos on LinkedIn Learning. (n = 2,760)



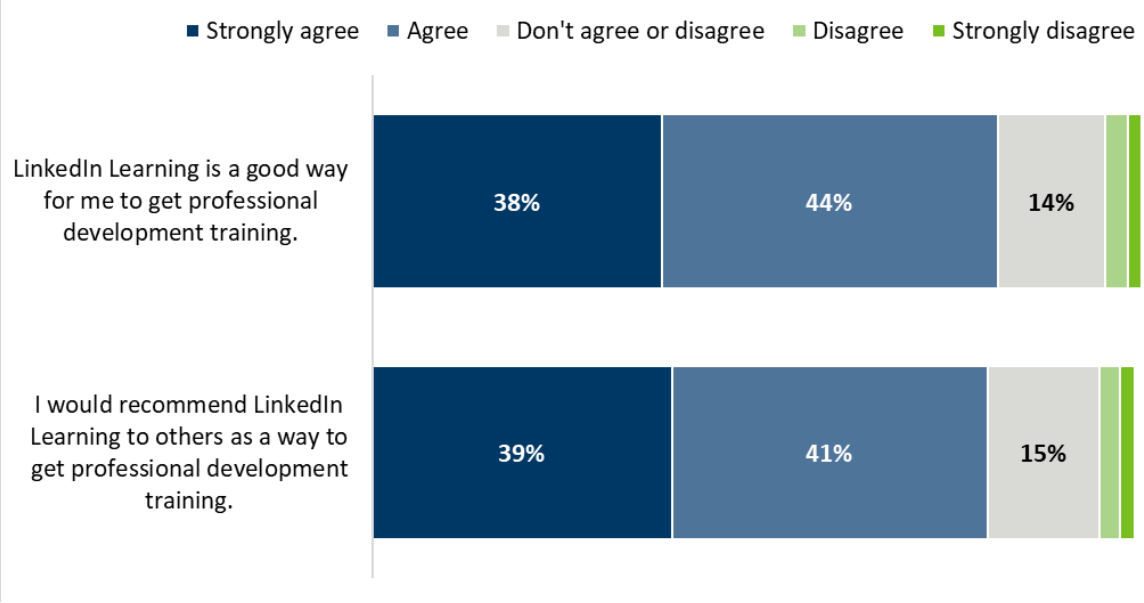
Users are satisfied with the opportunities available through LinkedIn Learning and want to use it more

The evaluation data shows that users were largely satisfied with LinkedIn Learning and want to continue to have access to it. Most users who took the final survey said the trainings available through LinkedIn Learning have been useful or helpful for them. Users also indicated they would like more time to dedicate to using LinkedIn Learning for their professional and personal development and plan to use it more in the future. Survey results demonstrated that LinkedIn Learning helped many users manage professional and personal development in the 2020–2021 period, particularly in the wake of the COVID-19 pandemic and the murder of George Floyd.

Users are satisfied with the professional development opportunities available through LinkedIn Learning

In the final survey, most LinkedIn Learning users shared that they liked or were satisfied with the platform and found it useful. Over 80 percent of survey respondents agreed or strongly agreed that LinkedIn Learning is a good way for them to get professional development training. The same percentage of survey respondents said they would recommend the platform to others as a means to get professional development training.

Please rate your level of agreement or disagreement with the following statements. (n = 2,756–2,765)



In their written comments, more than 300 user respondents said they were satisfied with having LinkedIn Learning as a professional development or learning platform. Most often they wrote about how they liked having access to convenient and flexible professional development, particularly when they could not access other trainings because of the COVID-19 pandemic or because the trainings would have been too expensive or time-intensive.

> ***I have been able to search for relevant trainings and complete them at times convenient for me during the work week. It is a far more accessible resource than attending classroom or conference trainings, though those also are beneficial in other ways. The variety of topics on LinkedIn Learning also allows me to take more specific trainings I need to improve skills I need to do my job effectively and to develop professionally.***

Users also described how they appreciated on-demand learning options, the variety of content available on LinkedIn Learning for both professional and personal development, and access to topics that are not always available through conventional training opportunities. Other users benefited from the ability to self-pace and manage their own professional development pathways, and highlighted the platform's content quality and user-friendliness.

Users want to continue to have access to LinkedIn Learning and want more time to use it

When participants discussed whether or not the state should keep LinkedIn Learning as an option, the vast majority of them supported keeping the platform. Many of these participants also wanted ETD to offer LinkedIn Learning to more employees because they believed others would also benefit from it.

In addition to keeping access to LinkedIn Learning, users want to use it more than they did during the pilot. Participants made it clear that the most common reason they did not watch more videos was because they did not have time. While 80 percent of final survey respondents said they did not directly experience a redeployment or reassignment due to COVID-19, 66 percent said they do not have as much time at work as they would like to complete more videos. Only 16 percent said they were using LinkedIn Learning as much as they would like.

> ***Because we are so short staffed, I haven't been able to utilize it hardly at all. But the videos I did watch were well done and will help me be more efficient with some of my tasks. There are many topics I would like to get to still, though!***

In addition, over 400 respondents wrote about how they want more work time to use LinkedIn Learning. The majority of these respondents said their workload is too high or staffing gaps need to be filled so they can have more time for professional development. In agencies that did specify how much time users could spend completing courses, some of those users asked for leaders to increase that amount.

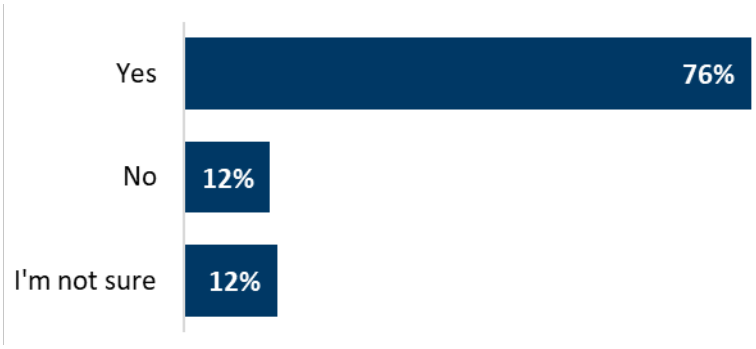
Users gained new knowledge and skills and were able to use them in performing their jobs

The final survey results showed that users gained new knowledge and skills from LinkedIn Learning. Eighty-five percent of respondents said they learned at least one new thing from a LinkedIn Learning video, and 76 percent said they used at least one thing they learned from LinkedIn Learning in their current position.

Have you learned at least one new thing from a LinkedIn Learning video? (n = 2,750)



In your current position, have you used at least one thing you learned from a LinkedIn Learning video? (n = 2,751)



Users' learning was usually not limited to just one thing. More than two-thirds of final survey respondents said all or nearly all of the videos they watched were worth their time. In addition, more than 900 respondents wrote about how LinkedIn Learning had helped them develop professionally, including about 300 who specifically mentioned how it positively affected their job performance.

Nearly 500 respondents described technical skills they gained, including learning Teams, Excel, Word, PowerPoint, SharePoint, Adobe Acrobat, Zoom, and WebEx. Respondents often said that LinkedIn Learning helped them at a critical point when they were switching to telework and needed to learn remote meeting and collaborative platforms. Access to DEI content also became particularly relevant after the murder of George Floyd, and respondents said LinkedIn Learning courses helped them become more aware of themselves, their own biases, and cultural differences.

> ***The account has helped me obtain both technical training and knowledge. By participating in coursework dealing with various Microsoft offerings, I have become more confident and quicker in my use of those programs, especially Teams and PowerPoint. This in turn has allowed me to communicate more effectively and efficiently with various internal and external stakeholders. Additionally, the soft skills training has allowed me to reflect upon my own leadership style and others within the agency. The coursework has allowed me to be a better mentor as well as an informal leader to both my core team and my division.***

More than 300 respondents also highlighted the interpersonal and emotional intelligence skills they learned. They often mentioned improving their skills in communication, customer service, leadership, and managing conflict. Among other positive impacts, they described learning how to better coach and mentor people, build and motivate teams, manage remote teams, and supervise staff. Others said courses helped them better manage stress, work-life balance, and their emotions, particularly during the events of 2020.

> ***It has helped me better my customer service skills especially in relation to de-escalating calls. I used to have somewhat of an issue with that, but I can confidently say since taking courses through LinkedIn Learning related to enhancing especially phone-based customer service skills, I have improved significantly in ensuring that calls do not even reach the point of escalation and if they do, I've been able to manage them more effectively, and I have not since had to escalate a call to leadership.***

LinkedIn Learning made some people more satisfied with their professional development and their job

Nearly three-quarters of final user survey respondents said they are satisfied or somewhat satisfied with their professional development opportunities. Although not directly comparable, these results appear to be somewhat more positive than the results for the overall state workforce, as measured by the 2020 statewide employee engagement and inclusion survey. Sixty-seven percent of statewide survey respondents agreed or somewhat agreed that they were satisfied with their professional development opportunities, compared with 74 percent of LinkedIn Learning respondents who said they were satisfied or somewhat satisfied with their opportunities. Those respondents on the final LinkedIn Learning user survey who watched more LinkedIn Learning videos had higher rates of satisfaction with their professional development opportunities than those who watched fewer videos.

When asked what kind of impact LinkedIn Learning has had on their professional development, more than 800 respondents to the final user survey wrote that having LinkedIn Learning positively affected their ability to do their job or gain professional development.

> ***I have increased skills and tools to be more effective and productive in my daily tasks and take on different new roles with confidence.***

Several respondents said they appreciated that LinkedIn Learning allowed them to gain certifications or complete continuing education units (CEUs) related to their job, or to get mandatory training during a time when in-person trainings had been canceled due to COVID-19. Other comments expressed gratitude for the opportunity to use LinkedIn Learning, with respondents describing how being given a license made them feel valued as a state employee.

> ***LinkedIn Learning has allowed me to expand my knowledge and self-confidence in a way that is difficult for me to put into words. I feel like I'm valued with the State and my position as I have access to thousands of audio/video/resources I did not have before [my***

license]… I'm over-the-moon excited that I have the opportunity to learn and my employer and supervisors find value in me while learning.

LinkedIn Learning did not affect most employees' relationships with their supervisor/manager when it came to professional development

Based on responses to the final user survey, having access to LinkedIn Learning did not affect most users' relationship with their supervisor when it comes to professional development. The majority of final survey respondents (55 percent) neither agreed nor disagreed that LinkedIn Learning has positively improved their relationship with their supervisor concerning professional development, while 35 percent agreed or strongly agreed, leaving just 10 percent who disagreed or strongly disagreed.

This may be because most respondents indicated that they do not regularly talk about LinkedIn Learning with their supervisor. Thirty-three percent of final user survey respondents said they do not talk about LinkedIn Learning with their supervisor, and 34 percent said they only discuss it in specific situations when it is relevant. Those in a supervisory position were even less likely to say they talk with their manager about LinkedIn Learning. One respondent said they are not able to discuss it with their supervisor because their supervisor does not have access.

While most final survey respondents indicated that LinkedIn Learning did not have an impact on their relationship with their supervisor, written comments did show that some users would like to have more support from their supervisor or management, especially on how much time they can spend using LinkedIn Learning during working hours.

My supervisor is not keen on the whole LinkedIn Learning and thus looks down on us if we utilize it for downtime and to improve our professional development. I think making it known to supervisors to allow us to use it and that it is okay for us to do this on our downtime, and also maybe encouraging us to utilize this tool.

How did LinkedIn Learning affect supervisors'/managers' ability to support their employees' professional development?

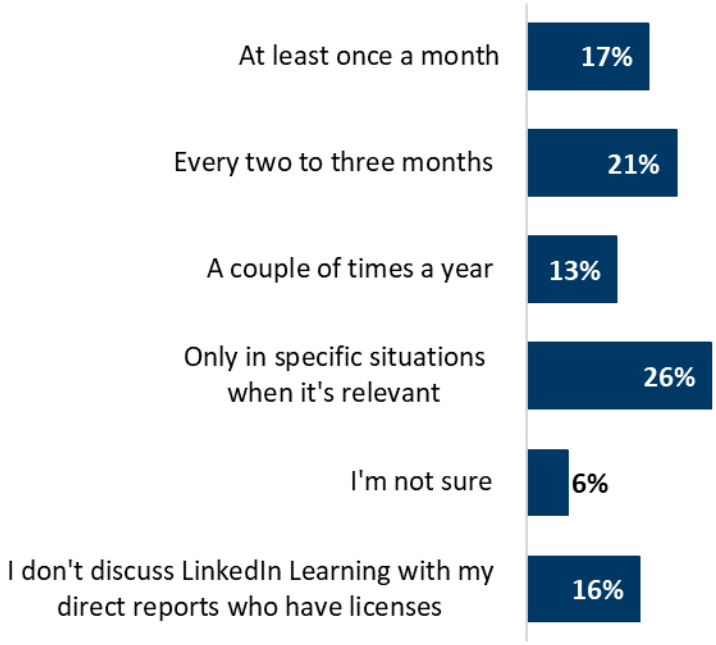
LinkedIn Learning has had a limited, positive effect on supervisors supporting their employees' professional development

Participant input showed the LinkedIn Learning pilot program has somewhat helped supervisors' ability to support their employees' professional development. If nothing else, LinkedIn Learning presented an opportunity for supervisors to discuss their direct reports' professional development, and many supervisors did so. Of those who responded to the supervisor survey, more than three-quarters reported that they discuss LinkedIn Learning

with their direct reports, even if it is only in specific situations. Only 16 percent said they did not discuss it with their direct reports at all, and 6 percent were not sure.

Interestingly, *users* more often reported not discussing LinkedIn Learning with their supervisors: as described above, most users reported they did not talk regularly with their supervisors. This difference of perception could be an example of different perceptions among employees and supervisors worth exploring further. It is also possible that generally more engaged supervisors took the supervisor survey.

How often do you discuss LinkedIn Learning with your direct reports who have licenses? (n = 632)



Besides talking to their staff about LinkedIn Learning, supervisors reported some positive effects on their ability to support their direct reports regarding professional development. In their written comments, a few supervisor survey respondents said they appreciated being able to use LinkedIn Learning to assign or recommend trainings to their reports. A few others explained that they had their direct reports watch a training together and then discuss, and that LinkedIn Learning helped their direct reports meet training goals.

> ***LinkedIn Learning has helped my direct reports work towards completing their yearly performance goals. Our team meets weekly to share courses and discuss how each course is beneficial in the work that we do. This increases our job performance. During the pandemic I feel like this has been extremely helpful in enhancing our skills and sharing our knowledge.***

However, other supervisors have not been able to support their direct reports' professional development through LinkedIn Learning. Several wrote about how their staff have not been able to use LinkedIn Learning because of the pandemic. With workloads higher than normal, some supervisors were not able to support employees' use of LinkedIn Learning.

Additionally, some supervisors did not know which of their direct reports, if any, had a LinkedIn Learning license. A dozen supervisor survey respondents wrote that their staff did not have licenses, even though MAD only invited the supervisors of users with activated licenses. Several interviewees also mentioned that because not all employees have a license, it can be difficult for supervisors to know which of their direct reports have access to LinkedIn Learning. Supervisors cannot support professional development through LinkedIn Learning if they are unaware staff have licenses.

Interviewees and supervisor survey respondents described other challenges that have limited supervisors' ability to support employees' professional development. Among other things, supervisors may not have a license themselves or be familiar with the platform, which can make it hard for them to recommend courses or to explore how LinkedIn Learning can help their direct reports develop professionally. Based on written comments, some supervisors did not know that ETD uploads a user's completed LinkedIn Learning courses to Enterprise Learning Management (ELM), the state's online learning platform. Supervisors can see their employees' course completions in ELM, but if supervisors are unaware of this feature, it is harder for them to support their staff.

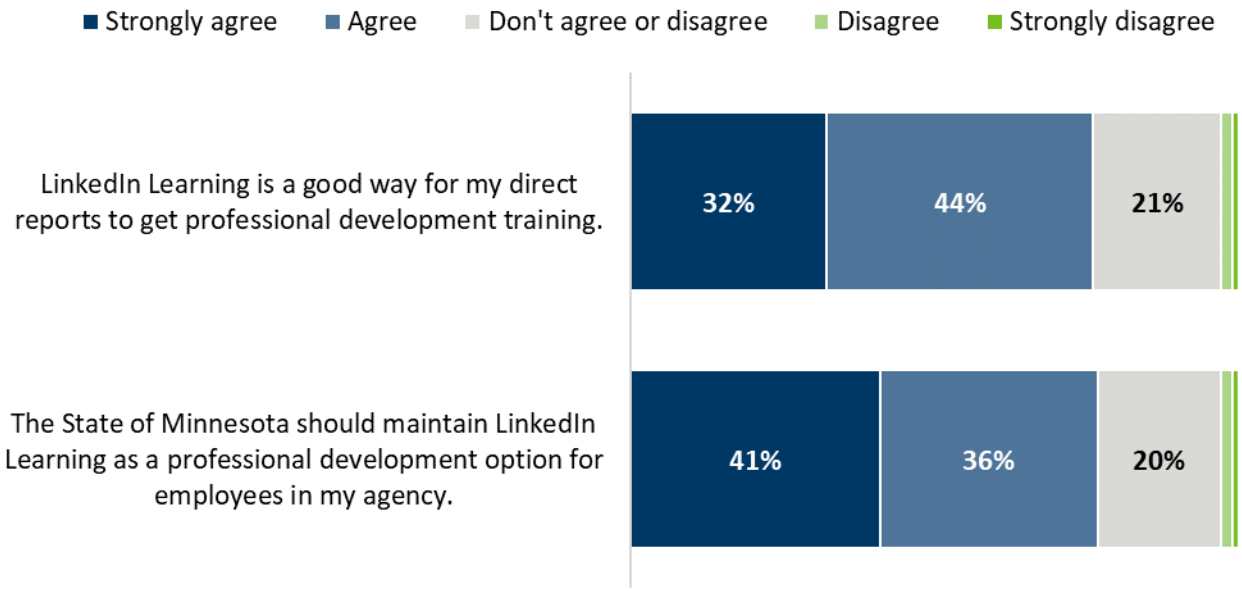
In some agencies, supervisors have not received agency guidance that would help them better support their employees. Interviewees from a few agencies explained that they have left it up to supervisors and users to determine when and how much a user should be allowed to use LinkedIn Learning. In survey comments, supervisors wrote that they were unclear about how much time they could allow their staff to spend completing courses, and that they did not receive guidance about how to incorporate courses into learning plans. Some of this lack of support and clarity, though, may be temporary: one-third of the agencies interviewed said they have not had time to better support users and managerial staff on LinkedIn Learning because of COVID-19. As the hiring freeze lifts and reassignments and redeployments end, agencies may be in a better position to help supervisors support their employees.

> ***The HR team also just hasn't had the time to dedicate to reaching out to supervisors with guidance on how they can most effectively use LinkedIn Learning as a development tool for employees or encouraging them to make the time.***

Supervisors largely appreciate LinkedIn Learning as a training option

Supervisors were mostly positive about LinkedIn Learning as a way for their staff to develop professionally. More than three-quarters of supervisor survey respondents agreed or strongly agreed that LinkedIn Learning is a good way for their direct reports to get professional development training, and that the state should keep LinkedIn Learning. Only 3 percent of respondents disagreed or strongly disagreed with each statement.

Please rate your level of agreement or disagreement with the following statements. (n = 629-632)



In their written comments, more than 100 supervisors indicated that they or their direct reports were satisfied with LinkedIn Learning. Respondents described LinkedIn Learning as convenient and easy to use. They also liked that users can learn at their own pace, watch courses anywhere, and access a variety of topics whenever they want. Other supervisor survey respondents highlighted that LinkedIn Learning has been particularly helpful when training budgets have been tight or nonexistent.

> ***In the past it was much more difficult for them to travel to St. Paul for this type of training and required much more travel time and cost. Many of our remote staff were reluctant to take training that required that kind of time commitment and travel. This made it extremely difficult to persuade them to take additional training unless it was "required" training. Now they can take training that is more relevant to their needs and not just "required" trainings.***

In addition to describing why they liked the platform, more than 100 supervisors explained how they have already seen positive effects on their employees from LinkedIn Learning, including higher job satisfaction, improved job performance, and increased knowledge. They described how having a license and access to many training opportunities made employees feel appreciated and valued. Several also wrote about improvements in staff attitudes and morale, including being willing to take on new projects and responsibilities. Others said employees had improved both their technical skill performance and their soft skills, and that their staff had gained new knowledge and skills as a result of the platform.

> ***We have never had money for professional development. Having access to professional development has given my direct reports access to specific, needed content as well as increased job satisfaction.***

Supervisors would like more guidance and support

Although the effect on supervisors' ability to help their staff has been limited so far, nearly 50 supervisors asked in their survey comments for more guidance and support. About half asked for more information about the platform in general, about what courses their employees are taking, and about what training topics are available. The other half wanted to be able to assign or suggest LinkedIn Learning courses to staff, or to at least have more authority or input over the process. They said they could better help their employees if they knew more themselves.

> ***As I do not have access to the resource, I am not particularly familiar with the structure of the resource. If I knew what was in there, or how to search the content, I could be more prescriptive in assigning training.***

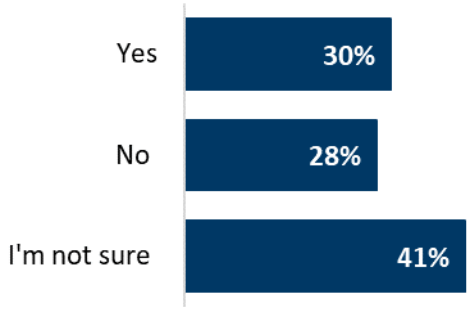
More than 40 supervisors asked for more time for their direct reports to use LinkedIn Learning, and/or clearer guidelines about how much time staff could spend on it. They said clearer guidance about, or even requiring, a number of hours per week, month, or year employees could spend on LinkedIn Learning would encourage staff to watch courses.

> ***Require x amount of hours of training so supervisors/managers can help individuals make it a priority and shift or delay other work as necessary.***

Supervisors have largely not received ETD's learning plan template

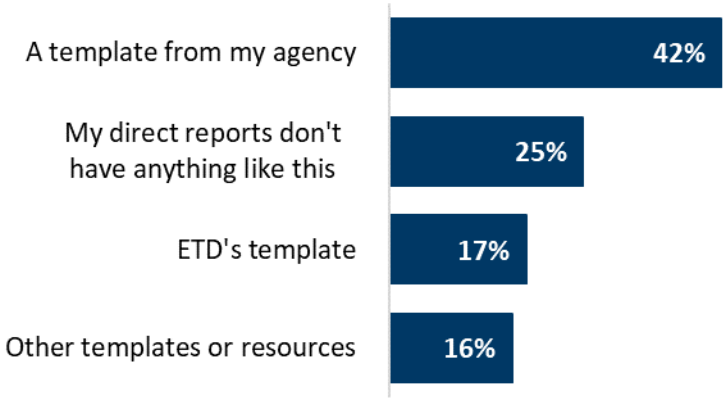
As a part of the LinkedIn Learning pilot, ETD created an Individual Development Plan (IDP) template they hoped the supervisors of users would receive. However, agency staff, not ETD, often assigned licenses to users, and they did not always distribute ETD's template to those users' supervisors. In the supervisor survey, only 30 percent of respondents said they had received the template, and 41 percent were not sure.

I received a copy of an Individual Development Plan (IDP) template from ETD (this may have come through your agency's training director). (n = 649)



Most often respondents said they use a template from their agency to create learning plans for their employees. Only 17 percent use ETD's template, just more than half the amount who received it. However, of the 30 percent who did receive the template, 88 percent said it was helpful. This may indicate that supervisors found something useful in the template, even if they did not use the template exactly.

What do you use to help your direct reports create professional development or learning plans like an IDP? (Select all that apply.) (n = 673)



How can LinkedIn Learning help the state achieve its training goals?

What are enterprise and agency training goals?

The state does not have enterprise-wide training plans or goals, but has an "Employee Learning and Development" policy

To answer how LinkedIn Learning can help the state achieve its training goals, it is first helpful to understand what training plans or goals the state has in place, either at the enterprise or agency level. According to interviews with ETD and MMB leaders, the state does not have enterprise-wide training plans or goals at this time. However, the state is moving toward enterprise-wide training goals via a three-phase approach:

- **Phase 1:** MMB advises agencies on required trainings that staff must complete.
- **Phase 2:** MMB directs agencies that all staff must have an IDP and advises agencies on how to access low-cost training (such as via LinkedIn Learning).
- **Phase 3:** MMB advises agencies on how much they should be spending on training per employee.

At present, the enterprise is in Phase 1. In Phase 2, MMB intends to update Administrative Procedure 21 on "Employee Learning and Development" to require IDPs. This policy applies to employees from all executive branch agencies, as well as classified employees in the Office of the Legislative Auditor, the Minnesota State Retirement System, the Public Employees Retirement Association, and the Teachers Retirement Association.[2] While not yet updated to require IDPs at the time of this report's publication, Administrative Procedure 21 is the closest thing the enterprise currently has to a statewide training plan or goals.

[2] "Administrative Procedure 21: Employee Learning and Development," MMB, accessed May 2021, https://mn.gov/mmb-stat/hr-toolbox/21-eelearningdevelopment.pdf.

Most agencies do not have organization-wide training plans or goals, but do have practical training objectives

Although most agencies participating in the LinkedIn Learning pilot do not have organization-wide training plans or goals at the strategic level, MAD learned from communicating with agencies that most do have practical objectives related to training. When asked about organization-level training plans or goals, HR and training directors most commonly referred to their agency's required DEI trainings, number of DEI training hours required, or development of cultural competencies by supervisors, managers, and/or staff. The other two responses that HR and training directors gave most frequently were the competencies or learning paths their agency expects supervisors, managers, or specialized staff to complete, or their agency's required trainings for all employees. A few HR and training directors referred to the number of training hours their agency requires, and a few also mentioned an agency goal of identifying or increasing employee development opportunities. Lastly, many HR and training directors described how their agencies are using LinkedIn Learning to meet these practical objectives.

The following list outlines the current policies or practices of each participating agency relative to any agency-wide training plans or goals, as well as how—if at all—they are incorporating LinkedIn Learning to meet their practical objectives.[3]

- **Department of Administration:** Without a training director, the HR team has not had the capacity to work much with LinkedIn Learning across the agency. Within the HR team, some staff have included LinkedIn Learning courses or videos in their IDPs.
- **Department of Commerce**: Managers and supervisors must complete six hours of DEI training. Commerce is exploring requiring something similar of all employees. During the LinkedIn Learning pilot, the department assigned a learning path ETD had created on LinkedIn Learning on "managing a remote work group." The agency is hoping to use LinkedIn Learning or something similar to create learning paths associated with IDPs.
- **Department of Corrections (DOC):** The DOC requires some trainings for all staff, while other coursework is required based on staff role or position level.
- **Department of Employment and Economic Development (DEED)**: Managers and supervisors must complete 12 hours of professional development annually via training or participating in conferences. This is a weighted factor in performance reviews. Starting in 2021, supervisors will also be evaluated on whether their employees were able to access learning opportunities. The agency is hoping to use LinkedIn Learning to supplement in-house training.
- **Department of Human Services (DHS)**: DHS has a learning plan policy, which outlines expectations around IDPs as well as training hours requirements for managers, supervisors, and staff. LinkedIn Learning is supplementing existing platforms and tools for DHS employees. Additionally, DHS's 2020–2022 Strategic Plan requires managers to complete the Intercultural Development Inventory, among other trainings. One of the strategic plan goals is to provide training to all staff to help DHS become an anti-racist institution.
- **Department of Labor and Industry (DLI)**: The agency is updating its training and employee development policy, which documents agency-wide required trainings, job-related trainings, and career-development trainings. The policy also specifies the responsibilities of managers, supervisors, and employees in

[3] Most agencies provided this information in 2020, and only a few in 2021. The information listed here may have changed since collection.

developing and identifying employee development opportunities, and encourages work units or divisions to develop their own training plans.

- **Department of Natural Resources (DNR):** DNR assigns all new supervisors a LinkedIn Learning license. The agency has overall goals and plans related to DEI and notes that LinkedIn Learning users had to take DEI-related courses, thereby increasing the amount and variety of relevant courses available. Furthermore, DNR has identified supervisory competencies, then indexed and mapped these competencies to LinkedIn Learning courses. DNR has a supervisor competency guide, which recommends LinkedIn Learning courses among those trainings identified to support supervisors.
- **Department of Public Safety (DPS):** In addition to completing the LinkedIn Learning pilot course goals, DPS's LinkedIn Learning goal is for each learner to complete "a minimum of three self-selected courses by pilot end (April 21, 2021)." DPS also sets goals around their percentage of activated users.
- **Minnesota Department of Agriculture (MDA):** MDA's 2020 training plan covered priorities for managers and supervisors, priorities for all staff, and a plan of internal and external trainings for the calendar year. The agency is currently working on DEI trainings as e-learning. Smaller units at MDA are already setting their own DEI training goals and are looking at LinkedIn Learning as a way to meet those goals.
- **Minnesota Department of Education (MDE):** MDE does not currently have a training policy, but has prioritized five areas to address through training: equity and inclusion, leadership, technology, coaching, and supervisory skills. All MDE divisions are using LinkedIn Learning and are trying to determine what trainings employees should complete annually.
- **Minnesota Department of Health (MDH):** MDH reports that it is a difficult time for the agency to develop a purposeful and strategic training plan. Nevertheless, the agency has three training focus areas at present: new employee orientation, leadership development across employees as well as for supervisors and managers, and required training/compliance. MDH views LinkedIn Learning as a good fit for these types of trainings in terms of independent learning.
- **Minnesota Department of Revenue (MDOR):** MDOR does not have agency-wide training plans at this time, but it is starting to work on more long-term planning. The agency may use LinkedIn Learning for their employees even if MMB does not move forward with the platform. HR staff are working to identify the outcomes that MDOR is looking for in a platform, such as ease and level of use.
- **Minnesota Department of Transportation (MnDOT):** Training at MnDOT is decentralized, and while the agency has many internal technical training programs, it is not clear whether each functional area has training goals. All managers and supervisors are assigned a curriculum that includes courses such as cultural competence. Employees at MnDOT need to establish their own professional goals and find classes to meet these goals. Some have been using LinkedIn Learning.
- **Minnesota Department of Veterans Affairs (MDVA):** MDVA does not have formal training plans for LinkedIn Learning other than encouraging everyone who was nominated by their department directors to participate and let their supervisors know about their experience. A few managers take a more proactive role on LinkedIn Learning, discussing the platform with their teams on a weekly basis and sharing learning and recommendations across the team.
- **Minnesota Housing Finance Agency (MHFA):** MHFA does not have agency-wide training plans or goals, but all employees must complete at least four hours of agency-sponsored cultural competency training.
- **Minnesota IT Services (MNIT):** MNIT's learning goal is to deliver project excellence by providing MNIT staff a structured learning road map that builds and grows their skills for continued success. The agency has learning paths that include both essential and technical skills. MNIT also developed a LinkedIn Learning road map for the pilot, requiring all employees to complete one of the nine available LinkedIn Learning courses on workplace inclusion identified by ETD.
- **Minnesota Pollution Control Agency (MPCA):** MPCA has agency goals around increasing cultural competence and requires that employees complete four credits per year of DEI-related training. The

LinkedIn Learning pilot was a resource for staff on their IDPs. While MPCA has other options (e.g., Century College), not everyone can take advantage of them because those training seats are limited.

- **MMB:** MMB does not have agency-wide training goals other than annually required trainings (e.g., code of conduct, preventing sexual harassment, MNIT-related trainings).

LinkedIn Learning could be a good resource to reach some enterprise and agency training goals

LinkedIn Learning can help different parties fulfill their roles under Administrative Procedure 21

Administrative Procedure 21 specifies the roles and responsibilities of employees, managers, supervisors, and MMB for learning and development. Employees are responsible for "actively searching for learning opportunities in state government and elsewhere," while MMB is charged with "evaluating statewide learning and development needs and finding ways to meet those needs to the extent possible by providing opportunities for training on topics with statewide importance."[4] Additionally, MMB must develop ways to "share resources…and information on learning plans, policies, and procedures between and among public agencies to increase access, reduce costs, and enhance quality."

MAD's research suggests that LinkedIn Learning could serve as a tool to help each party fulfill these responsibilities. Employees could use the platform to meet many of their learning and development needs, and MMB could access LinkedIn Learning for training on topics deemed important for the enterprise, such as DEI. In addition, giving various agencies access to LinkedIn Learning allows MMB to share resources across the enterprise.

LinkedIn Learning can help agencies meet their practical objectives in a variety of ways

Many agencies are already using LinkedIn Learning to meet their practical training objectives, and it could help them even more. Some are integrating the platform into employee IDPs. A handful of agencies mapped learning pathways using LinkedIn Learning or found LinkedIn Learning courses to match existing learning pathways, while others are looking at LinkedIn Learning as a source for DEI trainings to meet the increased employee demand for this training topic. In these ways, LinkedIn Learning could serve as a useful resource for agencies. Additionally, if agencies do adopt overarching training plans, MAD's research suggests that LinkedIn Learning could help meet strategic training goals.

Respondents to the supervisor survey had two relevant recommendations in this area: first, that agencies should consider incorporating LinkedIn Learning into existing agency activities or strategies, and second, that the platform should be incorporated into broader division- or agency-level professional development plans. These supervisors pointed out that their agencies could use LinkedIn Learning to achieve other strategic objectives, either at the division or agency level.

[4] "Administrative Procedure 21: Employee Learning and Development," MMB.

LinkedIn Learning can help the enterprise meet emerging training needs and requirements

When the state moves to Phase 2 of its three-step process and makes IDPs a requirement, LinkedIn Learning content could help MMB direct agencies to low-cost trainings for employees to fulfill their IDPs. Several participants said they find the platform to be cost-effective compared with other trainings. For instance, an interviewee pointed out that due to its cost-effectiveness, LinkedIn Learning can offer a much broader scope of courses than what the state could deliver from an-in person training.

> ***We contract out for some training. Speakers can run, even on the low end, for a two-hour session, maybe $2,000. That's steep. LinkedIn Learning gives us a lot without that same cost. We wouldn't have the same scope.***

Additionally, in the baseline user survey, more than 80 respondents expressed interest in connecting LinkedIn Learning to their IDPs, which also aligns with MMB's objectives for Phase 2.

MAD's research further suggests that other attributes of LinkedIn Learning could help the state meet its emerging training needs. For instance, as demonstrated by the list of agency goals and practical objectives, many agencies are focusing more on DEI trainings and cultural competency, particularly because of the equity change plans that each agency's Equity Change Team is implementing with guidance from the Office of Inclusion. Interviewees emphasized the benefit of having access to LinkedIn Learning trainings specific to current events, such as DEI and learning how to effectively telework and manage remote or hybrid teams.

It is important to note that the MAD evaluation did not assess whether LinkedIn Learning is fully accessible to people with disabilities. According to the accessibility page on LinkedIn's website, the company has a "disability help desk," regularly conducts internal and external audits of its products using assistive technology, and has adopted "W3C (World Wide Web Consortium) WCAG (Web Content Accessibility Guidelines) V2.0 Level AA in the design and development of [LinkedIn] products."[5] Regardless, if the state does adopt LinkedIn Learning for all employees, it should liaise about the platform with the state's Chief Information Accessibility Officer or Accessibility Coordinator, particularly about whether either of them received accessibility requests for using LinkedIn Learning during the pilot.

LinkedIn Learning could help agencies offer diverse courses to employees, while focusing their agency-led trainings on technical skills

As an HR representative reflected in their comment on the range of trainings LinkedIn Learning offers, no single agency can provide all trainings employees may be interested in or benefit from. LinkedIn Learning's expansive library can help meet some general training needs, leaving agencies to focus their limited training resources on providing agency-specific, technical courses. For instance, an interviewee observed that LinkedIn Learning does not offer advanced-level training or technical trainings relevant to some fields, which their agency is better-suited to deliver in its functional areas.

[5] "Accessibility," LinkedIn Learning, accessed June 2021, https://www.linkedin.com/accessibility.

LinkedIn Learning has given my direct reports more training in soft skills and leadership rather than professional development related to license requirements. LinkedIn Learning training is helpful and should be continued but cannot take the place of technical training.

LinkedIn Learning cannot fulfill all the state's training needs

While LinkedIn Learning can help the state and agencies reach some training goals, it is not a complete training solution. One of the most significant limitations is that online learning videos, during which users mostly passively absorb content, may not suit everyone's learning styles. The state should also invest in active trainings and multi-model offerings for professional development, such as live in-person or online courses, as well as on-the-job training.

This type of training [LinkedIn Learning] isn't proven to be effective. It's most effective to have ongoing coaching and supports. One-off trainings seem to take a lot of staff time on top of the dozens of hours of required trainings at the state without much benefit. Consider how there can be peer learning communities, mentorship, project-based trainings—other tools that are more likely to change behavior.

Researchers in adult learning recognize that "[a]dults learn best when: the learning is both received and processed in more than one way …" because "in any group of participants, there are at least four major learning modalities represented: visual, auditory, kinesthetic, and tactile."[6] Additionally, adults learn best when "following [the] initial training, adults are provided with ongoing support that can take the form of peer coaching or study groups." Participants in this study made similar observations and recommendations, and these ideas could enrich the state's professional development offerings.

Findings demonstrate promising individual-level results, but only limited evidence of organization-level impact

In the Kirkpatrick Model of training evaluation, Level 3 ("behavior") refers to a training's effect on how individual learners apply what they have learned to their jobs, while Level 4 ("results") looks at organizational impact, "the degree to which targeted outcomes occur as a result of the training."[7] The model recommends that to measure Level 4, evaluators collect data on leading indicators, which are "short-term observations and measurements suggesting that critical behaviors are on track to create a positive impact on desired results." Although MAD's evaluation yielded only limited evidence on how LinkedIn Learning has affected users' teams or agencies, data collected in this evaluation points to individual positive behaviors and morale as a result of using the platform. These effects could be leading indicators of organizational impact.

[6] Tate.
[7] Kirkpatrick Partners, "The New World Kirkpatrick Model," accessed June 2021, https://www.kirkpatrickpartners.com/Our-Philosophy/The-New-World-Kirkpatrick-Model.

Evidence of individual-level results

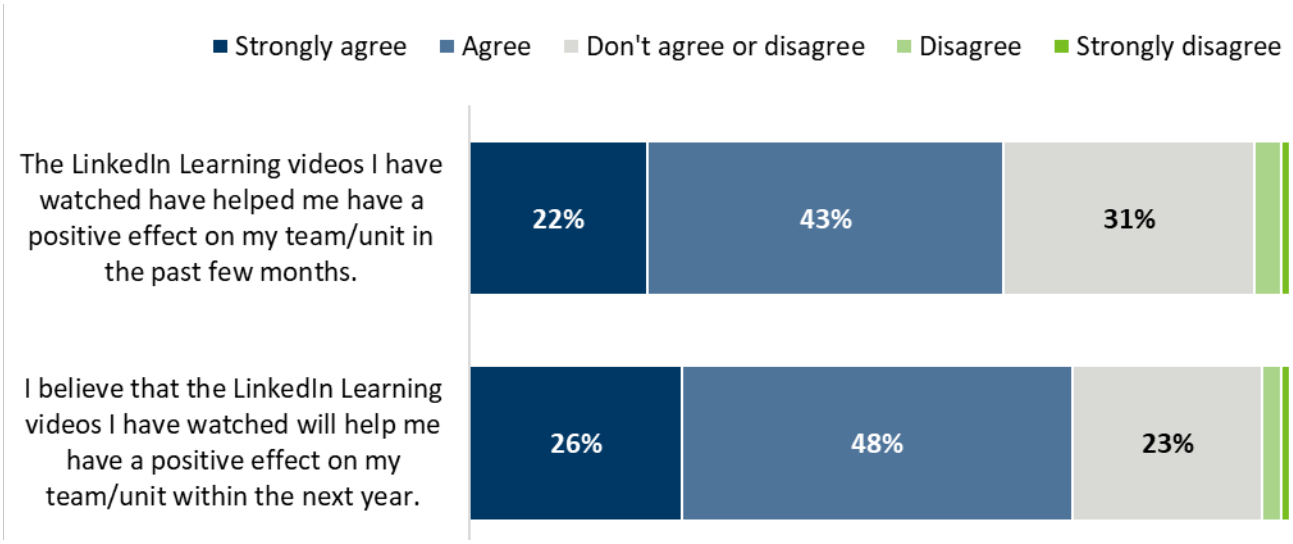
Findings from both the final user survey and the supervisor survey point to the individual-level effect of LinkedIn Learning, including improved job performance, job satisfaction, and morale. Individual performance improvements could contribute to organizational results, and increases in job satisfaction and morale may contribute to greater staff retention. This is a theory of change that could be researched, should ETD decide to evaluate LinkedIn Learning further.

Limited evidence of organization-level results

Beyond these potential leading indicators, the evaluation findings pointed to limited evidence of results at the organization level. However, this evidence is self-reported because it comes from the final user survey, and the findings only indicate team- or unit-level effects, not results at the agency level.

Nearly two-thirds of final user survey respondents (65 percent) agreed or strongly agreed that the videos they watched *have* helped them have a positive effect on their team/unit in the past few months. A higher percentage (74 percent) expect that the videos *will* help them have a positive effect on their team/unit within the next year. If ETD seeks to establish the organization impact of LinkedIn Learning, additional research—and in particular, research using data that is not self-reported—may be necessary.

Please rate your level of agreement or disagreement with the following statements. (n = 2,697–2,723)



Recommendations

MAD offers the following recommendations on how the state can better implement LinkedIn Learning as a training option.

Make it easier to access and fully use LinkedIn Learning

Improve onboarding

Some users would benefit from additional support after receiving a license. Participants reported some users experienced technical difficulties or needed more information about how to use LinkedIn Learning effectively. A minority of users described difficulties with activating their license and navigating the site to find courses or track progress. A few others seemed unaware that LinkedIn Learning has a video available on how to use the platform, while other users and supervisors did not know that ETD records the courses they completed in ELM.

ETD already has a website with information about LinkedIn Learning, but the evaluation findings indicate that not all users know about this resource. ETD could develop a standard package of information that can be shared with agencies or directly provided to users before the license activation email from LinkedIn Learning is sent to the employee.

Onboarding information should include:

- Why an employee received a license and what the ETD or agency expectations are of them.
- Instructions for how to activate the license and access LinkedIn Learning.
- An FAQ with common troubleshooting advice, such as checking the junk mail folder for the activation email.
- Clarification that LinkedIn Learning does not require a LinkedIn profile or linking to an existing LinkedIn profile.
- Explanation that completed courses will be uploaded to ELM and be visible to ETD and their supervisor.
- Contact information to resolve technical or accessibility issues.

ETD should consider updating the website regularly with the above information and including a link to the page in regular communications to users. Information on the website could include more downloadable materials or a short video highlighting the information discussed above.

Continue to promote and encourage LinkedIn Learning

When asked in the final user survey what is preventing them from taking better advantage of LinkedIn Learning, 9 percent of respondents said they forget they have a license and 15 percent said they were not sure which videos to watch. Frequent and regular communication, they said, would help them with both issues. While some agencies do regularly suggest courses, and LinkedIn Learning sends its own suggestion emails, most users would like additional guidance. Participants often said that with the wide variety of content available, it can be difficult for users to determine which courses to take or which ones are the most helpful. Communication from ETD or agencies could highlight recommended courses, pathways, and videos, such as:

- New or recently added courses.
- Popular courses (by agency or enterprise-wide).
- Courses that are particularly relevant to current events and trends.
- Topics or courses related to enterprise or agency mission, strategic goals, and work.

- Courses relevant to specific job functions or career paths.

Specifically, ETD could send enterprise-wide emails, including reminders and course recommendations. ETD could also provide templates for agencies to personalize and send themselves, and include reminders and recommendations in ETD communications to agencies. If possible, ETD could set up LinkedIn Learning with additional recommended courses or pathways for users to see when they log in.

Agencies should consider starting or continuing regular communication to promote and encourage LinkedIn Learning. They can employ user mailing lists, agency newsletters, or intranets/websites to communicate and remind users of opportunities available through LinkedIn Learning. Agencies could also send periodic communication from leadership to users encouraging them to take advantage of LinkedIn Learning, which would also serve as an affirmation of leadership support for professional development.

In addition to communication from agencies and ETD about what to take, participants suggested establishing ways for users in an agency or enterprise-wide to review and vet courses. ETD or agencies could find ways for users to communicate with each other, such as a Teams channel.

Establish LinkedIn Learning within the broader vision of professional development for state employees

Commit to LinkedIn Learning and expand the opportunity

ETD should make a commitment to continuing the use of LinkedIn Learning for a set period of years, which would give users and agency HR staff a sense of how invested they should become in the platform. If agencies are not sure whether LinkedIn Learning will be available into the future, they will be less likely to meaningfully incorporate its use within a broader professional development strategy. Also, knowing that ETD will be the broker for all state licenses for a specific period of time will assure agencies that the cost will remain low.

Participants throughout the evaluation also asked for LinkedIn Learning licenses to be available to more employees. If every state employee had access to a LinkedIn Learning account, where relevant, it would make implementing many of the other recommendations in this report easier. For example, it would be easier for supervisors to encourage all of their direct reports to take a specific LinkedIn Learning course than to remember who has a license and who does not.

It may be tempting to look at activation rates or usage statistics from the pilot period to decide whether a longer or larger investment in LinkedIn Learning is worthwhile. However, usage and activation rates for 2020 are not a reliable indicator of whether or how state employees might use LinkedIn Learning in a more typical year. Most users said they would have used LinkedIn Learning more if the pandemic had not happened.

Clarify the role of LinkedIn Learning within other professional development options for state employees

While this evaluation found that state employees generally liked LinkedIn Learning and found it valuable, it is important to note that some state employees do not want their professional development opportunities limited to just LinkedIn Learning.

Moving forward, ETD should help agencies clarify how LinkedIn Learning fits into a broader vision for state employee professional development, such as how LinkedIn Learning fits with ELM courses, job-embedded professional development, or required certification courses for certain positions. Where could LinkedIn Learning replace or stand in for a specific training? Where is additional training required? How can LinkedIn Learning build on other state trainings? ETD should continue to encourage agencies to maintain a variety of opportunities for how and where employees can access professional development. ETD and agencies should also ensure available trainings suit a variety of learning styles.

ETD could also provide guidance to agencies and users for how LinkedIn Learning can build onto other types of professional development. For example, after a state employee participates in the Manager Core training through ETD, what LinkedIn Learning courses or learning pathways might help them further develop or practice their leadership skills? After an employee takes a course on document accessibility, are there LinkedIn Learning courses they can use to practice those skills?

Clarify how much time users can spend on LinkedIn Learning

Based on surveys and interviews, many users would like to watch more LinkedIn Learning videos but do not feel they have time at work to do so. Some struggle to prioritize watching LinkedIn Learning over their normal work tasks. To help with this issue, ETD could help agencies clarify and expand how much time users can spend on LinkedIn Learning. This is a particularly relevant point for LinkedIn Learning compared to other professional development because users can access the trainings whenever they like, usually without obtaining supervisory approval for time or funding.

Help users understand how much time they can spend on LinkedIn Learning

Participants made it clear that if users better understood how often and when they can use LinkedIn Learning, they would use it more. In addition to other data points, nearly one-quarter of final user survey respondents said being unsure of how much time they could spend on LinkedIn Learning was keeping them from taking better advantage of the platform.

Some agencies have already set clear guidelines about how many hours per week or month their staff can spend completing courses, but others have not. Survey respondents often described how that level of clarity would benefit or has already benefited users. Some suggested requiring a certain number of hours, while others only wanted guidelines. Users often said they would benefit from designated time for LinkedIn Learning, either by being allowed to block off time on their calendar themselves or having a time where their unit or agency blocks off many employees' calendars to allow staff to take courses.

In addition to clarity on how much time they can spend on LinkedIn Learning, participants asked for more clarity on whether staff can use work devices to complete courses, whether they can complete courses for personal and not professional development, and whether they can use their license during non-work hours. Agency representatives also wanted to better understand how to manage LinkedIn Learning for non-exempt employees. For instance, they did not know how to handle an employee who watched "too much" LinkedIn Learning and was requesting overtime as a result.

While ETD may not wish to designate set learning times for all agencies or require users to watch a certain amount of training per month, it is in a position to suggest enterprise-wide guidelines about how much time staff can spend on LinkedIn Learning. It can also support agencies in setting their own expectations. MMB could create additional enterprise-wide policies, such as stating that users can use their work devices for learning, and clarifying whether users can use their license for personal learning on personal time. Any new guidance or policy should be evaluated in collaboration with agencies of various sizes and employee roles, and it should be informed by other enterprise policies and collective bargaining agreements.

Where it makes sense, increase how much time users can spend on LinkedIn Learning

According to users in the final survey, the number one issue keeping them from taking better advantage of LinkedIn Learning is that they do not have time at work to complete more videos. They often asked for more time to dedicate to completing courses. As noted earlier, some agencies have made explicit how much time employees can spend on LinkedIn Learning. However, not all users' workloads allow them to reach those limits.

Because the pandemic is not yet over, it is understandable that some agencies have not focused on increasing how much time their staff can spend on professional development. In the future, though, agencies could try to adjust workloads and fill vacancies to ensure that users have time to spend on professional development, including LinkedIn Learning. Agencies that currently have suggested time allocations might also consider increasing them.

Build deeper learning opportunities around LinkedIn Learning

As noted earlier, research on adult learning suggests that adults learn best when training is followed up with coaching or practice opportunities. Many users said they would like additional or deeper learning opportunities built around LinkedIn Learning. Ideas from users included:

- Creating "book club," lunch-and-learn, or "flipped classroom" opportunities, where a group of employees all watch the same LinkedIn Learning content and then discuss it.
- Attending a webinar where a LinkedIn Learning video is shown, and then include additional activities that provide attendees an opportunity to participate, ask questions, or apply the learning.

ETD could support employees with engaging in deeper learning opportunities built around LinkedIn Learning by generating ideas and providing guidance to agencies on how to implement them. ETD could also provide these ideas or resources directly to users, or host some of these opportunities itself.

Continue to support a culture of learning across the enterprise

Expand the use of IDPs or other professional development tools and templates

As part of promoting a culture of learning across the enterprise, ETD should consider how to better support agencies to expand the use of IDPs or other professional development tools and templates, and to include LinkedIn Learning in these plans.

Evaluation data demonstrated that some users are in favor of incorporating LinkedIn Learning into professional development plans. In the final user survey, some respondents proposed developing a framework for incorporating LinkedIn Learning in setting and achieving learning goals. As part of the LinkedIn Learning pilot, ETD had created an IDP template with many of these features that they hoped the supervisors of users would receive. But agency staff, not ETD, often assigned licenses to users, and they did not always distribute ETD's template to users' supervisors. If one of ETD's goals is to affect employees' relationships with their supervisor in the area of professional development, increasing employees' use of IDPs or other tools in conversation with their supervisors about LinkedIn Learning could help achieve this goal.

Specifically, ETD could:

- Attach the IDP template to the initial onboarding emails for new users and their supervisors, along with an explanation of what the IDP template is and how to use it.
- Consider hosting webinars for supervisors on how to use the IDP template and other tools in collaboration with agency sub-administrators. Furnish sub-administrators with sample PowerPoint slides and talking points to explain why such tools are useful. Although some HR staff across state agencies have not had the availability to promote LinkedIn Learning to supervisors due to the pandemic, this may change as the COVID-19 pandemic evolves.
- Share examples and success stories from across the enterprise of how users are taking advantage of LinkedIn Learning to advance their individual professional development. For example, one supervisor described how LinkedIn Learning has helped their direct reports work toward completing yearly performance goals and improved the team's job performance.

When doing this work, ETD should consider two things. First, ETD's IDP template should clarify that the document is not designed solely to track LinkedIn Learning progress, as noted by a few supervisors. Second, it is important for ETD to remain flexible about the non-IDP tools or templates agencies may already use, which various survey respondents referenced. The overall objective here is for employees to document their professional development plans and goals, as well as the activities they would like to do to achieve these goals. However, the format of the document is less important, at least until MMB updates Administrative Procedure 21 to formally require IDPs. The later section on connecting LinkedIn Learning to enterprise-wide goals discusses this further.

Help supervisors better support the professional development of their direct reports

Supervisors play a key role in supporting employees' professional development. They need to understand LinkedIn Learning and support it for users to take full advantage, and ETD can do more to help them.

Provide more support to supervisors on LinkedIn Learning

The supervisor survey results showed that supervisors would benefit from additional support around LinkedIn Learning. Largely they asked for more information and guidance, but a few were even unaware that a direct report had a license. To help employees take full advantage of their licenses, supervisors should know which staff have licenses and know enough about the platform to help their direct reports. ETD could create resources aimed at supervisors of users to explain how the platform works, what topics are available, and how often they should be discussing LinkedIn Learning with employees. With some users forgetting LinkedIn Learning is an option, a supervisor's prompting can bring it back to the user's attention and communicate the message that the user is allowed to spend time on it.

ETD already has a website targeted at LinkedIn Learning users and a related one for HR and training directors. However, ETD does not generally communicate with the supervisors of users directly, and it is unclear how many users or supervisors are aware of this website. The websites currently have two resources for supervisors:

- The IDP template: Survey results show most supervisor respondents did not receive a copy.
- A draft communication from supervisors to users at the beginning of the pilot: ETD asked agency sub-administrators to pass that on to the relevant supervisors.

ETD could build out its website to include resources designed specifically for supervisors, and work to ensure that all users and supervisors are aware of them. This would require coordinating with the agency sub-administrators. ETD already has documentation instructing agency sub-administrators how to grant and remove licenses, but it could add instructions to inform supervisors when their direct reports receive a license and to direct those supervisors to the resources designed for them.

Provide more support to supervisors on professional development in general

Helping supervisors understand the value of professional development is key for the state to get the most out of its LinkedIn Learning licenses. For example, agencies can set policies about how often staff can use LinkedIn Learning, but if a supervisor does not communicate or support that policy, staff may still not be able to take full advantage of their licenses. The supervisor survey results and agency interviews revealed that some supervisors are reluctant to allow their staff to watch many videos. For example, some supervisors believe their direct reports should only watch training directly relevant to their current job duties. These supervisors were not the majority, but some comments did reveal a reluctance to allow staff to spend time on LinkedIn Learning.

ETD could play a role in broadly helping supervisors understand why professional development, even outside of a person's current job duties, is valuable. It can provide research on how allowing staff to spend time on professional development increases morale and job satisfaction, and therefore improves retention. If ETD creates resources for how supervisors can talk to employees about LinkedIn Learning, it can also create

resources for how they can talk about professional development with staff more broadly. ETD might even find LinkedIn Learning courses for supervisors on this topic to recommend to those with licenses.

Connect LinkedIn Learning to enterprise-wide and agency goals

Although the state does not have enterprise-wide training goals at this time, Administrative Procedure 21 on "Employee Learning and Development" specifies that employees are responsible for seeking out learning opportunities, and that MMB must find ways to meet statewide learning and development needs by providing opportunities for training on topics with statewide importance. Additionally, MMB must share resources and information among public agencies. ETD could leverage this existing policy to make the case for continuing the LinkedIn Learning program for enterprise employees, since the platform aligns well with the policy's objectives.

Similarly, while most agencies participating in the LinkedIn Learning pilot do not have organization-wide training plans or goals, there are some common themes that emerged across these agencies in terms of their practical training objectives. Since the most common targets that agencies reported relate to completing a certain number of DEI trainings, completing a required number of training hours on DEI, and developing cultural competency, ETD could highlight for sub-administrators the most appropriate LinkedIn Learning courses and learning paths to meet these needs. These efforts could also help the Office of Inclusion's DEI Liaisons meet training-related targets in their agency Equity Change Plans. In addition, ETD could connect with sub-administrators to better coordinate how LinkedIn Learning courses could align with the competencies or learning paths their agencies expect supervisors, managers, and/or specialized staff to complete.

As a future step, ETD could consider the suggestion from a few supervisors to incorporate LinkedIn Learning into existing agency activities or strategies and to integrate the platform into broader division- or agency-level professional development plans. Specifically, ETD could ask sub-administrators to review their agency's or divisions' strategic and training plans and then share ideas for potential connections with LinkedIn Learning in an ETD-led webinar. For instance, DHS's strategic plan has a goal to provide training to all staff to help the agency become an anti-racist institution, and LinkedIn Learning offers relevant courses to this end.

Conclusion

LinkedIn Learning has helped some employees learn new skills, improve their job performance, and become more satisfied with their jobs. The platform's content helped employees adjust to the challenges of 2020, but at the same time, many users were not able to fully use the platform because of pandemic-related challenges. LinkedIn Learning can help the state achieve its training goals. However, maximizing the possible benefits of the platform will require additional effort from ETD and from agency leaders.

Appendix A: Baseline survey results and tools

MAD conducted an online survey of LinkedIn Learning users for two weeks in July 2020. At the time, not all of the state's 10,000 licenses had been assigned, and some users assigned licenses had not activated them. Based on LinkedIn Learning's tracking, MAD invited users to take one of two survey versions: the survey for activated users or the one for unactivated users. Employees had to answer at least one nondemographic question to count as a respondent. This appendix contains the results and tools for those surveys.

The table below shows the number of activated and unactivated users who were invited to take the survey, and what percentage of them completed the survey.[8]

Survey response rates

Group	Invited	Completed number	Completed percentage
Activated users	5,945	2,691	45%
Unactivated users	2,103	503	24%
Total	**8,048**	**3,194**	**40%**

Key findings from the surveys

Activated users

- Nearly half of respondents do not have an Individual Development Plan (IDP). Of the one-third of respondents who have an IDP, 90 percent had it prior to getting a LinkedIn Learning license. Additionally, nearly two-thirds of respondents have not discussed with their supervisors which courses or topics they could learn about through LinkedIn Learning. In the open-ended question, respondents suggested more guidance to develop an IDP or to incorporate LinkedIn Learning opportunities within their IDPs. They would like to see structured conversations with supervisors or training directors about how this opportunity can contribute to improving skills for their existing positions, other positions within their work units or divisions, or other career aspirations.

[8] After the first week of the survey, MAD consultants reviewed the unactivated results. More than a dozen users had written that they had activated their account. To collect better data from them, MAD consultants confirmed whether these users had activated their account. If they had, MAD invited them to the activated user survey. If the user completed the activated survey, MAD deleted their unactivated response. If they did not complete the activated survey, MAD kept their unactivated response.

- Many respondents expected LinkedIn Learning to help them learn skills that would contribute to their career in the long run (81 percent), contribute better (or more) to the overall success of their work unit as a whole (74 percent), and do better in their current job (69 percent).
- Overall, more than three-quarters of respondents said they are likely or somewhat likely to use LinkedIn Learning for technology skills; team and collaboration skills; communications skills; and leadership skills. In the open-ended question, respondents suggested that agencies and ETD recommend or curate selections of courses based on topics, career paths, or job functions.
- In the open-ended question, respondents suggested various ideas for helping them take better advantage of LinkedIn Learning. Most often, respondents asked for more communication from their agencies or ETD on recommended courses, and more time to use LinkedIn Learning at work. More than one hundred users described how they were satisfied with LinkedIn Learning so far, while another one hundred encouraged ETD to keep or expand the program.

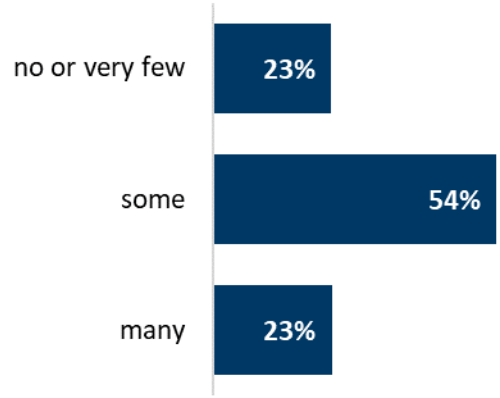
Unactivated users

- When asked why they have not activated their LinkedIn Learning license, respondents most commonly said they have been too busy with their normal work to activate LinkedIn learning (57 percent) and/or that they have been too busy with COVID-19-related work to activate their license (36 percent). Respondents also provided information about technical issues that have prevented them from using the platform, including an inability to log in, not receiving activation emails, and their work and/or personal computers being incompatible with LinkedIn Learning.
- A minority of users said they did not think LinkedIn Learning has trainings they want to take (12 percent) and that they did not know they had been assigned a license (11 percent).

Activated user survey results

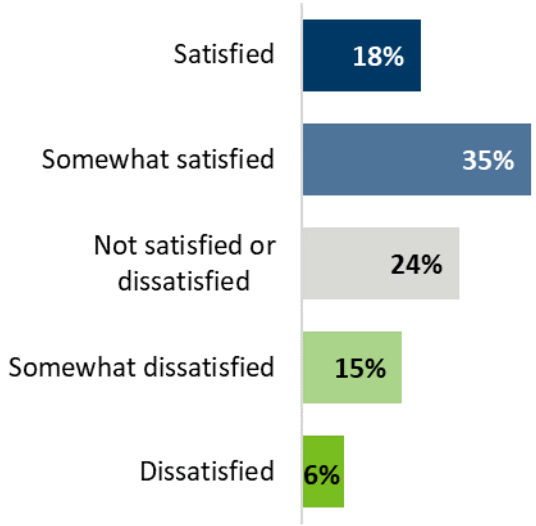
Quantitative results

Please fill in the blank: Before using LinkedIn Learning, I had done ____ online, video-based trainings. (n = 2,687)

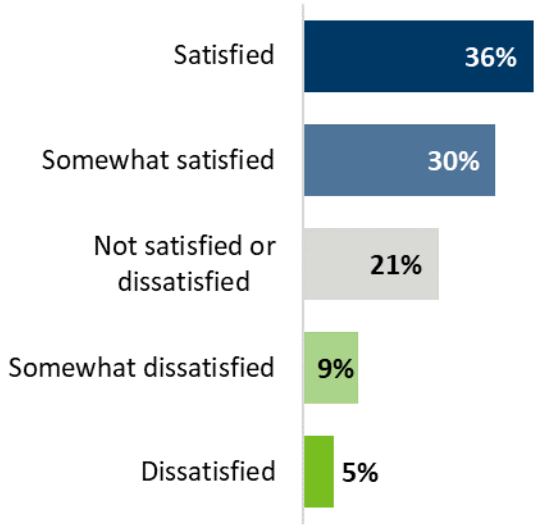


Users had a clear bell curve of experience with online, video-based trainings. Slightly more than half said they had done “some” online, video-based trainings, while the other half were split between “no or very few” and “many” of these types of training.

Before you got a LinkedIn Learning license, how satisfied were you with the professional development opportunities available to you at the state? (n = 2,683)



Before you got a LinkedIn Learning license, how satisfied were you with <u>conversations with your supervisor</u> about your professional development? (n = 2,677)

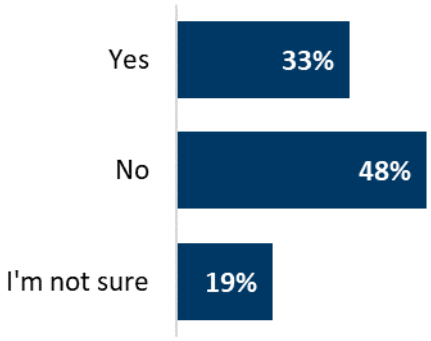


Before LinkedIn Learning, users were more satisfied with conversations with their supervisor about their professional development (66 percent satisfied or somewhat satisfied) than they were about the professional development opportunities available to them (53 percent satisfied or somewhat satisfied). One-fifth of users (21 percent) were dissatisfied or somewhat dissatisfied with their professional development opportunities before the LinkedIn Learning pilot.

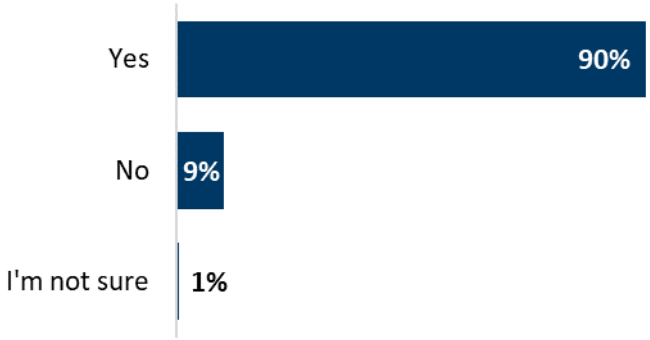
Users' satisfaction with their professional development opportunities prior to LinkedIn Learning differed depending on their years of experience in state government. Of users who had been at the state 21 years or more, 62 percent said they were satisfied or somewhat satisfied with their opportunities. In comparison, only 49 percent of users with 6–10 years of state experience chose "satisfied" or "somewhat satisfied" to describe how they felt about their opportunities. There was a similar experience-based pattern for satisfaction with conversations with their supervisor about professional development.

The older a respondent was, the more satisfied they were with their professional development opportunities prior to LinkedIn Learning; 47 percent of respondents 35 and younger were satisfied or somewhat satisfied, compared with 57 percent of those 55–65, and 67 percent of those 66 and older.

Do you have a written Individual Development Plan (IDP) for your current position? (An IDP is like a training and development plan.) (n = 2,663)



[Of those that have an IDP] Did you have a written IDP before you got a LinkedIn Learning license? (n = 882)



Note: The survey asked the above question only if respondents answered "yes" to the previous question.

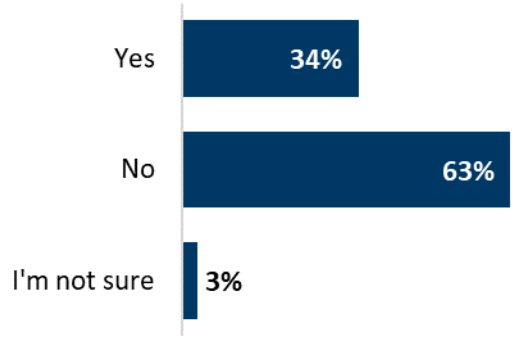
Almost half of users do not have an IDP. Of those who have one, 90 percent had it prior to getting a LinkedIn Learning license. Nearly 20 percent of users were not sure whether they have an IDP at all.

Respondents who said their primary work location is in the Twin Cities metro less often said they have an IDP than users in Greater Minnesota; 40 percent of Greater Minnesota respondents said they have an IDP, compared with 31 percent of Twin Cities metro respondents.

The oldest respondent group, 66 and older, had the highest percentage of users who do not have an IDP (69 percent). In comparison, 56 percent of those 35 and younger do not have an IDP.

Respondents who said they have an IDP were more often satisfied with their conversations with their supervisor about their professional development; 74 percent of users who have an IDP said they were satisfied or somewhat satisfied with those conversations with their supervisor, compared with 58 percent of users who do not have an IDP.

Have you and your supervisor talked about which courses/topics you could learn about through LinkedIn Learning? (n = 2,672)

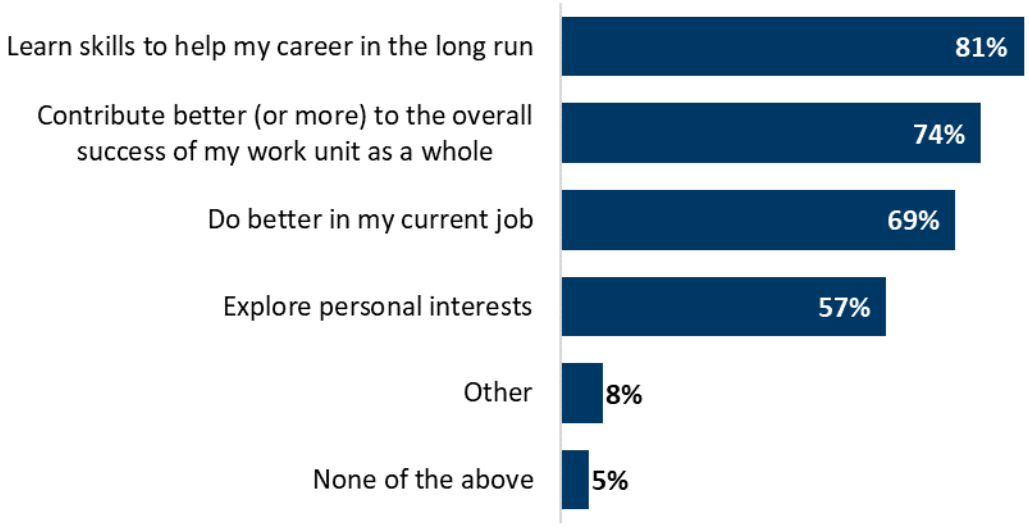


Nearly two-thirds of users (63 percent) have not discussed with their supervisor which courses they could take or topics they could learn about through LinkedIn Learning.

Individual contributors less often chose "no" compared with those who identified as "supervisor, manager, or higher;" 58 percent of individual contributors said they had not talked to their supervisor about what to study on LinkedIn Learning, compared with 78 percent of managerial respondents.

Users with less than one year of state government experience had talked to their supervisor about LinkedIn Learning more often than respondents with more state experience; 40 percent of users with less than one year of experience had talked to their supervisor about this, compared with 28–29 percent for the two most experienced respondent groups.

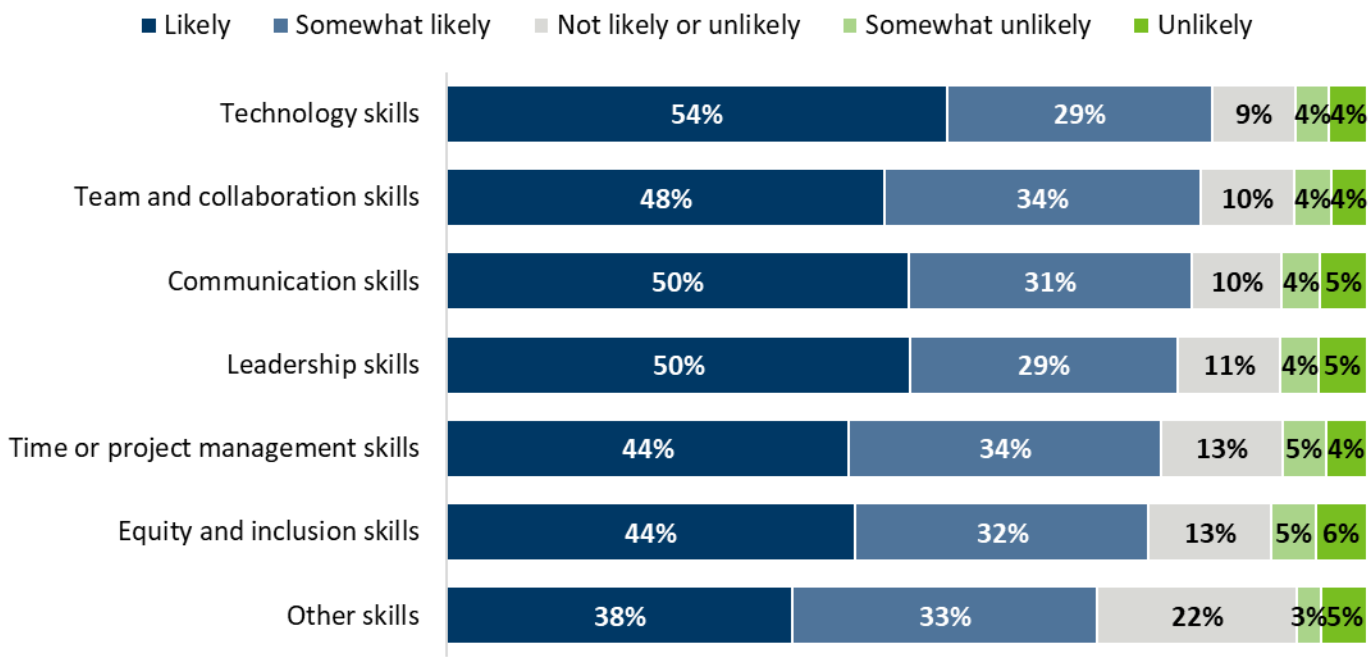
I expect that LinkedIn Learning will help me: (Select all that apply.) (n = 2,659)



Many respondents saw ways that LinkedIn Learning could benefit them. Most often (81 percent), they expected LinkedIn Learning to help them "learn skills to help my career in the long run." Between 50 and 75 percent chose the options "Contribute better (or more) to the overall success of my work unit as a whole," "Do better in my

current job," and "Explore personal interests." Only 5 percent said they did not expect that LinkedIn Learning would help with any of the listed options.

How likely are you to use LinkedIn Learning to develop the following: (n = 2,053–2,655)



Users most often said they are likely or somewhat likely to use LinkedIn Learning for technology skills (83 percent). However, more than 75 percent of users chose "likely" or "somewhat likely" for all of the presented skills options except for "other skills," and even for that 71 percent of users chose "likely" or "somewhat likely."

Qualitative results

The last question on the survey was an open-ended question with a field for written comments: "What could your agency or ETD do to help you take better advantage of LinkedIn Learning's opportunities?"

Slightly more than 40 percent of respondents provided responses to this question (1,105 respondents). The following section summarizes the feedback provided by themes. MAD categorized comments based on different themes that emerged from the responses. MAD applied multiple category labels to answers that fit into more than one theme. Responses such as "N/A," "I don't know," or "No comment" were not tallied in the number of responses to a question. Select responses are included in *italics*; MAD lightly edited some responses for spelling and grammar.

More guidance in using LinkedIn Learning

Three hundred forty-three respondents said they would like more guidance in choosing courses in LinkedIn Learning. Most commonly respondents suggested frequent communication on recommended courses popular with state employees and peers, including LinkedIn Learning opportunities in Individual Development Plans

(IDPs) and specific courses that would help with job functions or career paths. To a lesser extent, respondents also said they would like to see a wider variety of courses they can take through LinkedIn Learning.

Recommend courses

One hundred seventy-nine respondents said they would like for their agencies to communicate a list of recommended courses on a regular basis. Respondents described how it can be overwhelming to select courses because of the wide selection, with a few noting that it was difficult to figure out where to start.

Many of these respondents said it would be helpful if there were specific recommendations from agencies. Respondents said agencies could highlight courses that have been popular among their peers or within their agencies. They suggested sending out these messages at a variety of intervals, including weekly, monthly, and yearly. In terms of communication methods, most often respondents suggested email messages. Others less frequently mentioned methods were agency intranets, e-bulletins, and newsletters.

- *The choices are overwhelming. If ETD could review LinkedIn Learning's offerings maybe once a month and give some recommendations in an email, that would be helpful.*
- *Publish a list of courses for the areas of communication skills, leadership skills, technology skills, and other areas that would help us in our jobs. Currently one course is recommended each week. That is not enough for the many areas that LinkedIn Learning covers.*
- *I think perhaps some recommended courses posted somewhere in the form of a newsletter/email would be helpful.*
- *Feature particularly good courses on our intranet, or some other way to highlight courses as a starting point.*
- *Share what courses employees in my department or similar departments have enjoyed or would recommend.*

Connect to IDPs or training plans

Eighty-four respondents asked for more support with incorporating LinkedIn Learning into their IDPs. Nearly two-thirds of these respondents suggested more guidance to develop an IDP or to incorporate LinkedIn Learning opportunities within their IDPs. They would like to see structured conversations with supervisors or training directors about how this opportunity can contribute to improving skills for their existing positions, other positions within their work units and divisions, or other career aspirations. A few respondents suggested using LinkedIn Learning for professional development in performance reviews. A few other respondents asked for a way to track their LinkedIn Learning courses in the Enterprise Learning Management (ELM) system. (ETD is uploading their completions to ELM, but these staff are likely unaware of that.)

- *Guided learning opportunities, connecting with my supervisor to build an IDP with attainable goals and steps towards achieving those goals.*
- *I believe an IDP would be helpful. LinkedIn has so many courses available, so it would be great to get some guidance about which courses would benefit [my agency] and my professional development the most.*
- *I think that promoting the learning groups and paths that are laid out in LinkedIn Learning would be good. Perhaps that can be done through supervisors getting trained and employees writing IDPs. It*

would be nice if an IDP could be linked directly to the LinkedIn Learning account, so courses are laid out and users can be held accountable.

- *Provide a plan template that would summarize the category of classes available and use that to develop a plan for taking appropriate courses in a defined time period.*
- *Set up a plan for my professional development and meet periodically on how I am progressing in their subjective view for future promotional opportunities.*

Connect to job functions and career paths

Seventy-two respondents said they would like to see more courses linked to building their current job skills or that would help them with career advancement. Respondents said they would like to see more curated content specific to their job functions, or that is relevant to their division or agency. Respondents would also like to see recommendations that would help with career advancement, such as within a specific field or, more broadly, advancement into leadership positions.

- *Set up a learning path for management positions. So that to be considered for a new position it is suggested you take the following courses.*
- *Create a list of trainings that are beneficial for growth within units. Currently it is a "personal" driven training and self-identifying what you believe is a good training.*
- *More career development courses made mandatory for specific positions. For example, all finance staff should have to take Excel courses.*
- *It would be awesome if we had classes identified as extremely helpful for those wanting to move to leadership positions. Like a leadership academy online.*
- *Provide course recommendations that support my current role and anticipated career path with the State.*

Expand the variety of courses available

Thirty-four respondents suggested improving the variety of courses available. Respondents noted that many of the courses were more geared toward the private sector or businesses and unrelated to state government work. A few respondents also noted that they have not received support or guidance from their supervisors to take courses that are not directly related to their job functions, and it would be helpful to be able to expand the options they can take through LinkedIn Learning. They said this would enable them to pursue courses in their interest areas or those that could help with their career paths.

- *It seems that many of the videos are targeted toward private sector/corporate environments. I've been able to find some videos that seem targeted toward public employees. It would be helpful if the agency or ETD could help highlight or direct employees toward videos or trainings that are specifically designed for government work.*
- *We are presently limited to courses that have to do with our positions, which makes learning anything new challenging.*
- *Ask employees to take a few courses other than the required courses. Allow them to be whatever field the employee would like to explore. I don't feel comfortable asking my supervisor to take online courses about things that don't necessarily pertain to my job.*

Provide more work time to use LinkedIn Learning

Three hundred seven respondents asked for more time to use LinkedIn Learning at work. About one-third of them requested more time in general to use the platform. They want to use the platform more but did not feel they have the work time. They said it is difficult to prioritize LinkedIn Learning over their normal work tasks, and they would like their supervisors to make sure their workloads allow for training time.

- *My division doesn't allow enough time to take full advantage of this. Our work expectation does not allow for free time to take courses. We are expected to do it, but there is no real time to sit and take it and absorb it. Our regular work expectations are not adjusted.*
- *Lessen my workload so that there is actually time to use LinkedIn Learning and all of the other offerings presented to me constantly by HR. I tried to watch a segment on female body language. I got 7 minutes and had to leave it. This is the one and only time I even attempted to enjoy a lesson. It's sad.*
- *Make it so we can have more time with the classes. We can only take an hour a week with the LinkedIn Learning, and this does not give enough time to even finish one course. With being out on vacation leave, etc., it could take weeks or months just to finish one course and by the time you can get back to it you kind of forgot the first part you learned. There is so much to learn on those courses and I did enjoy how LinkedIn Learning has them set up and the wide variety to select from—I was just not [given] enough time to take the courses.*

Another third of these respondents suggested having dedicated time for LinkedIn Learning, for example, a recurring block of time or a set number of hours per week or month. The last third asked for clear policies or guidelines. Among other requests, they asked for clarity on how much time they are allowed to dedicate to LinkedIn Learning, whether they can use work computers for the courses, and whether they should be doing courses during work hours. They explained that these changes would give them permission to prioritize LinkedIn Learning over other tasks and make them feel more comfortable using the platform. Based on the comments, some parts of the state have told staff they can dedicate some time per week to LinkedIn Learning, but it does not appear to be a widespread or consistent practice across agencies.

- *Depending upon who a person asked (lead worker, immediate supervisor, division management, etc.) we were not given clear directives as to how much time per day/week/month we were allowed to spend using LinkedIn Learning. This ambiguity led many of the folks I spoke with to be cautious about spending very much time at all in the LinkedIn Learning. I, however, used the LinkedIn to fill downtime while my regular office work was being [done by others during COVID].*
- *Allow employees to block out times on their calendar to focus exclusively on Linked Learning courses. I can do this because I'm teleworking, but if I were in the office, I know there would be interruptions and distractions.*
- *Allow time in the work week (or even monthly) to spend time taking these trainings. We are so busy that there isn't time for this and even if you block time off, it is the first thing to be removed from your schedule when other demands come up. It's not a priority but I feel like I am missing out on learning opportunities.*
- *Clarify whether the 8+ hours of *required Diversity and Inclusion training is required for everyone, and review if that amount of time is needed, and if so what the expectation is for completing (I've done some of it, and in the small amount I've done, some of the subject matter is redundant; *if that trend continues it'll be a lot of redundancy). With that said, it has been valuable and useful. Clarify what is a reasonable*

or expected amount of time each week to make good use of the tool. For example, would you expect a user to complete a course a week, on minimum? I understand this may be a slippery slope.

- *Make it part of our annual performance review. It can help with professional development, which for my agency is only no cost options. Make it part of expectations for staff to take X hours or X% of time for professional development.*

Have not used LinkedIn Learning much so far

One hundred eighty-three respondents explained that they have not used LinkedIn Learning much for a variety of reasons. Three-quarters of these respondents wrote that they have been too busy with their regular or COVID-19-related work to use LinkedIn Learning. Some representative comments include:

- *Honestly, I am just so busy in my job. I try to set aside time to take more classes and something always comes up that needs immediate attention. We are short-staffed so hiring someone to fill the vacancy would free up some of my time that is now used doing that work.*
- *Once again, all the work is put back on the employee, not the supervisor, to get this done. The IDP feels like one more task that we are pressured to do. I like the classes offered but it can be hard to find the time to carve out while also trying to meet work metrics.*
- *Offer it at a different time. I was offered this during the start of the pandemic. Transitioning to working from home with online schooling for small children made it impossible (time constraints, etc.) to access the LinkedIn Learning tool.*

Twenty-two respondents explained that they are not interested in LinkedIn Learning at all. A few noted they plan to retire soon, so they do not see value in using the platform. Others gave a variety of explanations for their disinterest. Example comments include:

- *I'm skeptical about the value of this resource. I don't want to sit through videos; I want to ask experts questions. If there was time set aside where LinkedIn was mandatory, I'd probably use it more but I doubt that would be a good use of time.*
- *Honestly, it is a larger time commitment than what was sold, or I expected. The courses themselves are way more hours than the 15 minutes per week. Even just setting the LinkedIn up was more than 15 minutes. Then you have to determine profiles and since there are a number of topics you have to filter through and determine what you want to focus on. Additionally, these classes have little value outside the benefit of learning, meaning without certs or a degree potential there is no additional value, e.g. I can learn about process, but cannot earn a green belt cert.*

Twenty-one respondents described technical issues they have had with the platform. They mentioned different login issues they have had, how difficult it has been to find someone to help them, and that their work computers or browsers do not support the platform.

- *It would be great if ETD responded to my emails when I have questions. I had to hunt to find an email to help me with an initial problem with setting up the account and I have had follow up questions and a promise for assistance which has never come to fruition. I do not have a personal LinkedIn account and have not been able to successfully save any of the courses I have taken and I was supposed to get some assistance from ETD about how to resolve this issue but no further response after several emails.*

- *LinkedIn will not let me access learning. I could access learning the first time the invitation was sent out. Now LinkedIn says "We can't seem to find your account." So it is totally worthless to me. I have tried changing my password, but no luck! There is no way to contact LinkedIn to fix the issue.*

Satisfied with LinkedIn Learning

One hundred fifteen respondents discussed how they are satisfied with the LinkedIn Learning pilot. One-quarter of these respondents indicated that they were especially pleased with the variety of opportunities to take course offerings related to their jobs or career paths. Nearly another quarter of these respondents said they liked the flexibility to self-pace the learning and to take it on their own time, as well as the variety of courses available. A few respondents wrote that they were happy with the support their agency has provided in using the platform and the length of the courses.

- *I took SharePoint classes to allow me to be a site administrator for my team's page. My use of LinkedIn Learning was helped by having a curriculum of courses required by [my agency]. The Learning Paths created by [ETD] are other examples to help me take better advantage.*
- *It's great that we finally have access to LinkedIn Learning (previously Lynda.com). I've always been a big supporter and promoter for LinkedIn Learning prior to joining DHS. I've learned so many things/topics from LinkedIn Learning, from writing an effective resume, project management principles, MS Office Products, to soft skills such as communication and problem solving. Thanks for allowing me to continue to learn via LinkedIn Learning (I love it) and I hope I will continue to have access to LinkedIn Learning going forward. I can take these trainings/courses anywhere I have access to the internet, which is a great advantage to gain new skills anywhere. All I have to say is thank you, thank you for allowing me the opportunity to learn and grow my knowledge via LinkedIn Learning.*

Seventeen respondents also mentioned that LinkedIn Learning has had a positive impact so far on their professional and personal development. Respondents highlighted that they appreciate access to courses on technical skills development, technical certifications, and courses that can contribute to their career paths. A few respondents also described how courses on communications, problem solving, interpersonal skills, time management, stress management, and project management skills have had a positive impact on their work.

- *This is a GREAT tool to keep any professional certification up-to-date. I utilized LinkedIn Learning to get PDU credits to update my PMI PMP certification. I plan to utilize this training tool on a regular basis on improving my skill set.*
- *I think the LinkedIn training modules have been super helpful and probably the first truly accessible and helpful personal development opportunity I've been able to take in my position. I really hope the LinkedIn training continues to be available for the foreseeable future and expanded to other staff. I've learned important communication skills (public speaking) and technical skills (R statistical software), both of which are primary skills for my position.*
- *There are a lot of courses available through LinkedIn Learning, so I appreciated that as part of the pilot some courses were curated into learning paths or collections to make it easy to find recommendations. I would love to see more of those, perhaps even tied to career paths (e.g., if you're interested in getting into this type of job, here are some suggested courses relevant to it).*

Keep and/or expand LinkedIn Learning

One hundred eleven respondents encouraged ETD to keep LinkedIn Learning as an option and/or encouraged ETD to offer LinkedIn Learning to more employees. These users suggested offering licenses to their teammates, their whole agency, or all state employees because they believe it is a valuable resource. A portion of these users asked for ETD to extend the program because they have been too busy with COVID-19-related work to make as much use of LinkedIn Learning as they would like. They said if they had more time for training after the pandemic, they could use it more.

Promote LinkedIn Learning more

Sixty-five respondents recommended that their agencies and ETD do more to promote LinkedIn Learning. When they specified a method, it was most often email or intranet articles. They suggested that these messages encourage people to take LinkedIn Learning classes and to possibly promote specific courses relevant to the agency or specific topic areas. Multiple respondents said they struggle to remember that LinkedIn Learning is an option, and regular communication would remind them that this resource is available. Some specific ideas they had included:

- *I can be busy with work and not have time to look through the database, but monthly email reminders are a nice break which will most likely lead me to looking up other related trainings in LinkedIn.*
- *More prompts from our specific agency and ETD could help remind folks they have access to all this great training. Is there a link on the [agency] intranet page? Can there be? Maybe people do not like having to sign in? Monthly prompts might help folks remember to check it out. Or, how about a link on the ELM page of Self Service? Can HR training send out email?*
- *Have a list of classes.... It's a "flat" name only right now to people. A description of what it is/what it has and some marketing on why it's cool would encourage people to explore and supervisors to recommend courses.*
- *Encourage leadership to support and promote this amazing program. Leadership has to participate too. Supervisors and managers need to have ongoing conversations with their direct reports and teams as a whole encouraging them to participate in LinkedIn Learning. They need to set the expectation that the training and development is important. Allow employees to explore personal and professional development opportunities that may be outside their respective roles. For example, if an employee wants to know more about leadership and they are an office assistant, they should be encouraged to do so. This is how employees grow and develop too. We need to develop a learning and development culture. Most trainings are compliant oriented, but those don't usually nurture an employee's need to develop their hard and soft skills. I think LinkedIn Learning is a fantastic tool, and leadership needs to be all in with the promotion and understanding of the value of employees' personal and professional development.*

Create connections between LinkedIn Learning users

Forty-four respondents said it would be helpful to have regular and ongoing connections between LinkedIn Learning users to share their experiences. They suggested follow-up discussions between peers in work units, connections between users of specific courses, and communities of practice around specific topics. They also recommended holding periodic meetings to discuss learnings with other users and having a virtual forum where users can recommend and rate courses they have taken.

- *There is a lot of great content available via LinkedIn and perhaps there could be follow-up with specific sets of courses with groups of staff who have taken it to get additional perspectives on what was taught and maybe even practice skills if applicable.*
- *Perhaps organize periodic (quarterly?) networking sessions for the pilot participants to share new perspectives, tips, skills, etc. and other lessons learned.*
- *Maybe based on our areas of interest that we expressed in selecting LinkedIn Learning topics, helping us connect with others in our division with similar interests for discussion groups once a month to help stay on pace with learning and discuss learning to help generalize and reinforce the learning.*
- *Create cohort of team members that can take the same set of classes and debrief and review with each other and each other's progress.*

Improve onboarding to LinkedIn Learning

Twenty-nine respondents suggested better onboarding to LinkedIn Learning. Respondents noted that it would be helpful to receive guidance on the goals and expectations on using LinkedIn Learning for professional development, as well as more support in how to use and navigate the platform to find and select courses. Others also suggested a short training on using the platform and other resources such as how-to guides with screenshots of how to use the platform.

- *A Zoom/person introduction to understand the program as well as the goals/expectations on how this will help in my current position.*
- *A tutorial on how to navigate LinkedIn Learning would be helpful. I got lost as I tried to find the training that I'm to review.*

More blended learning and follow-up

Twenty-three respondents said it would be beneficial to have more blended learning or follow-up tracking when using LinkedIn Learning.

- *I enjoyed the recent Mini Learning classes, how they incorporated watching a LinkedIn Learning video as prework, and pulling it all together in the class discussing how to use the information at work (and in life in general). It helps the LinkedIn Learning topic sink in having those discussions with coworkers.*
- *Use LinkedIn Learning videos as prerequisites to classroom/virtual trainings for a blended learning environment when possible. Continue tying sessions to unit discussions, division events, and department trainings.*

More supervisor and management support

Twenty-two respondents said they would like more supervisor or management support to better take advantage of opportunities available through LinkedIn Learning. About two-thirds of these respondents said there needs to be more buy-in from supervisors and managers for professional development and using LinkedIn Learning. The other third of these respondents wrote that they had not received support from supervisors to set aside time to use the platform. They would like to see supervisors play an active role in promoting using LinkedIn Learning for professional development, including discussions between staff and supervisors about using it for professional development and improving job-specific skills.

- *Talk with supervisors/managers about integrating this into our plan. My manager disregards this option and simply doesn't value this. LinkedIn is an excellent resource for training.*
- *More buy-in from the supervisory level and above as to the importance of it and build development plans around it. The more buy-in you have from the upper levels, the better chance this has to be successfully used across the board.*
- *Supervisors, managers, and directors (leadership) should be told how important it is to incorporate this learning tool into their staff workload. How are staff supposed to utilize this tool if their leadership doesn't support it?*

Activated user demographics

The following tables show how many respondents identified with each demographic group. The percentages shown are of all respondents who took the survey (2,663), not of respondents who answered each demographic question.

Which of the following best describes your current job position?

Response option	Respondent count	Respondent proportion
Supervisor, manager, or higher	682	26%
Individual contributor	1,981	74%

Where is your primary work location? If you're currently working from a different location because of COVID-19, please choose where you normally work.

Response option	Respondent count	Respondent proportion
Greater Minnesota	724	27%
Twin Cities Metropolitan Area	1,933	73%

How many total years have you worked in state government?

Response option	Respondent count	Respondent proportion
Less than 1 year	140	5%
1–5 years	862	32%
6–10 years	539	20%
11–15 years	427	16%
16–20 years	248	9%
21 years or more	455	17%

What is your age?

Response option	Respondent count	Respondent proportion
Under 21 years	1	0.04%
21–35 years	553	21%
36–45 years	742	28%
46–55 years	675	25%
56–65 years	557	21%
66 years or older	36	1%
Prefer not to answer	103	4%

Are you a person with a disability?

Response option	Respondent count	Respondent proportion
Yes	222	8%
No	2,220	84%
Prefer not to answer	199	8%

What is your gender identity?

Response option	Respondent count	Respondent proportion
Female	1,617	61%
Male	867	33%
Non-binary	7	0.3%
Other/Prefer to self-describe	2	0.1%
Prefer not to answer	169	6%

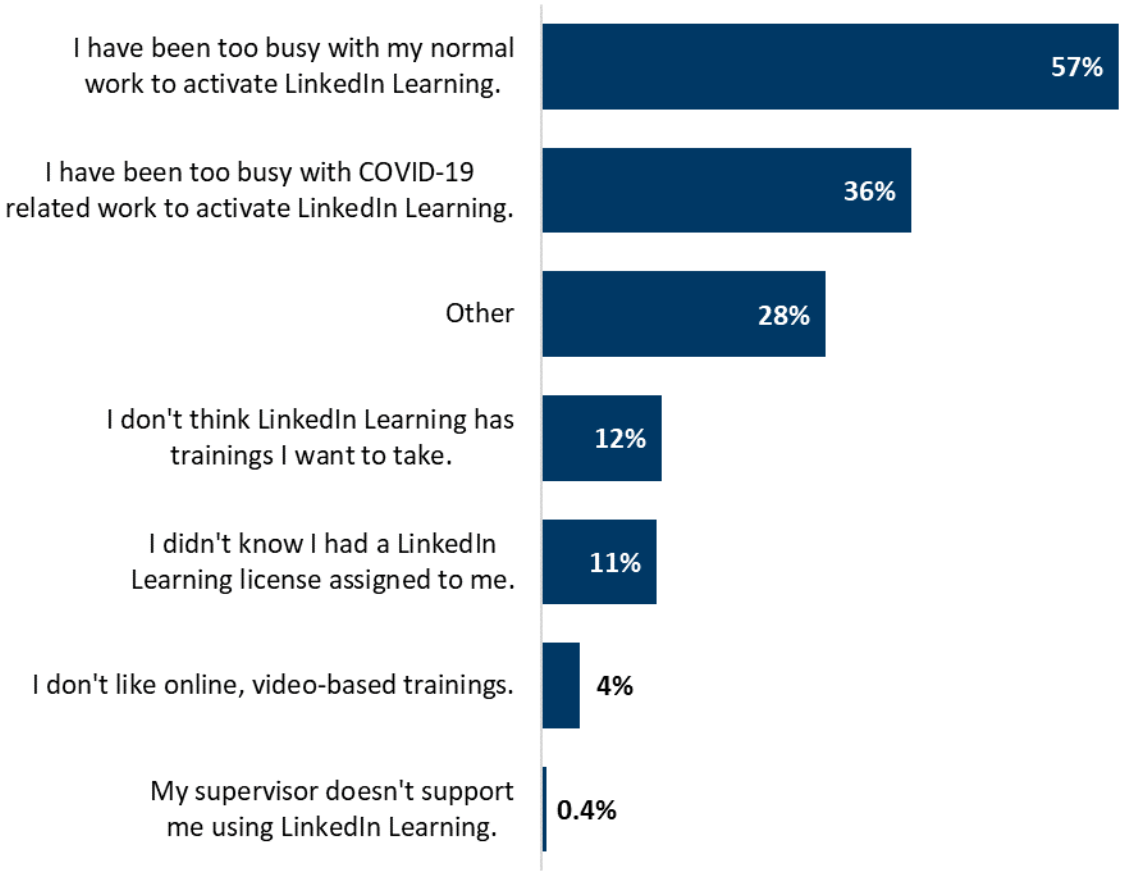
What racial/ethnic background do you identify with? (Select all that apply.)

Response option	Respondent count	Respondent proportion
White	2,128	80%
Asian	123	5%
Black/African American	86	3%
Hispanic/Latino	69	3%
Native American/American Indian/Native Alaskan/Indigenous	57	2%
Bi-racial/Multi-racial	30	1%
Native Hawaiian/Pacific Islander	10	0.4%
Other	27	1%
Prefer not to answer	256	10%

Note: The response proportion does not total to 100 percent because respondents could select more than one option.

Unactivated user survey results

Please select the reasons that you have not activated your LinkedIn Learning license. (Select all that apply.) (n = 503)



Note: The response proportion does not total to 100 percent because respondents could select more than one option.

Of the 140 respondents who chose “other,” 138 wrote a response in the related open-ended field, “Please say more about the other reason you have not activated your LinkedIn Learning license.” Most often users described technical issues they had with LinkedIn Learning. Their nearly 40 examples include:

- Users were not able to log in, even with accurate account details.
- Users did not receive the necessary activation emails.
- Users’ work and/or personal computers were not able to run LinkedIn Learning.

Several users described their issue and said they had stopped trying to find a solution. A few said they had reached out to MNIT Services but that that did not resolve their issue. Users in this response set seemed unclear about who to contact for technical help at the state.

Almost equally as often as they described technical issues, users said in various ways that they were not interested in LinkedIn Learning. More than one dozen said they simply are not interested in the tool. Users do

not need to link their LinkedIn profile or have one to access LinkedIn Learning, but it is clear from the comments some users had that impression. Several wrote that they did not want to link their LinkedIn Learning account to a LinkedIn profile, or to create a LinkedIn profile. Several others wrote that they are planning to retire soon, so they did not see any value in LinkedIn Learning.

Other common issues, cited by fewer than 20 users, include:

- The user thought they had activated their account.
- The user had been too busy to activate their account.
- The user thought the LinkedIn Learning emails were phishing attempts or spam so they did not open the links.
- The user already had access to LinkedIn Learning another way.
- The user did not realize they had been given a LinkedIn Learning account.

Response rates by agency

The table below shows how many users from each agency were invited to participate in either survey, and how many completed either survey.

User's agency

Agency	Invited	Completed #	Completed %
Department of Education	177	97	55%
Health Licensing Boards	28	14	50%
Department of Employment and Economic Development	126	62	49%
Department of Revenue	1,510	692	46%
Department of Transportation	1,138	517	45%
Department of Labor and Industry	153	68	44%
Minnesota Housing Finance Agency	69	30	43%
Department of Administration	138	58	42%
Minnesota Management and Budget	89	37	42%
Minnesota IT Services	355	149	42%
Department of Agriculture	152	62	41%
MNsure	58	24	41%
Minnesota Pollution Control Agency	156	57	37%
Department of Natural Resources	655	245	37%
Department of Health	601	205	34%
Department of Human Services	2,179	747	34%
Department of Corrections	114	38	33%

Agency	Invited	Completed #	Completed %
Office of Higher Education	65	21	32%
Department of Commerce	63	18	29%
Department of Veterans Affairs	156	37	24%
Office of Ombudsman for Long-Term Care	24	<10	-
Department of Public Safety	16	<10	-
Department of Iron Range Resources and Rehabilitation	12	<10	-
Governor's Office	<10	<10	-
Minnesota Zoo	<10	<10	-
Professional Educator Licensing and Standards Board	<10	<10	-
Public Finance Agency	<10	<10	-
Public Utilities Commission	<10	<10	-
Total	8,048	3,194	40%

Note: If agencies had fewer than 10 respondents take the survey, MAD is not reporting their response rate, to protect survey respondent privacy.

Baseline survey tool: activated users

Survey introduction page

About this survey

You have been asked to take this survey because you were selected by your agency as a pilot participant in LinkedIn Learning and have activated your account. As part of this pilot, we need your feedback. This survey is voluntary and will take about 5-10 minutes to complete.

A few months ago, Enterprise Talent Development (ETD) launched the LinkedIn Learning pilot, a one-year program to support employees in reaching their personal and professional goals. An important part of the pilot is to evaluate the value and impact it is providing to participants. Your feedback and input will help us make decisions on how to move forward with the program.

Data privacy

ETD, a section of Minnesota Management and Budget, has contracted with Management Analysis and Development (MAD) to evaluate the state's LinkedIn Learning efforts. MAD is a separate section of MMB that provides consulting services for the public sector. Only MAD will know whether you took the survey and who submitted which answers. MAD will provide summary reports of the survey and evaluation results to ETD. There will be no consequence to you if you decide not to take the survey, but then we will not be able to evaluate the program with your feedback.

Information that could reasonably be used to identify an individual from their response is considered private data under the Minnesota Government Data Practices Act (Minnesota Statutes § 13.64), meaning MAD will not share it with others except as provided by law. After the survey is over, MAD will use different methods so individuals cannot be identified by their responses. For example, if there are fewer than 10 survey respondents in a group (such as employee gender identity), MAD will combine that grouping with a larger group of respondents. MAD will use proportions to describe how many respondents answered a question in a certain way (100%, 33%, 0%, etc.).

Tips for using this survey

- If you cannot complete the survey at one sitting, you can select "**Save**" at the bottom of the page to save your answers. You can return to complete the survey later using the link that was emailed to you.
- To reset your answers on a page, use the "**Reset**" button.
- If you would prefer a text-based version of the survey (for example, if you use a screen reader), select the "text only" link on the center of the top of the screen.

If you have any technical problems accessing the survey, please contact MAD at 651-259-3800 or at management.analysis@state.mn.us.

Thank you for your time!

Survey questions

1. Please fill in the blank: Before using LinkedIn Learning, I had done ____ online, video-based trainings.
   - no or very few
   - some
   - many

2. Before you got a LinkedIn Learning license, how satisfied were you with the professional development opportunities available to you at the state?
   - Satisfied
   - Somewhat satisfied
   - Not satisfied or dissatisfied
   - Somewhat dissatisfied
   - Dissatisfied

3. Before you got a LinkedIn Learning license, how satisfied were you with conversations with your supervisor about your professional development?
   - Satisfied
   - Somewhat satisfied
   - Not satisfied or dissatisfied
   - Somewhat dissatisfied
   - Dissatisfied

4. Do you have a written Individual Development Plan (IDP) for your current position? (An IDP is like a training and development plan.)

- Yes
- No
- I'm not sure

5. Did you have a written IDP before you got a LinkedIn Learning license?
   - Yes
   - No
   - I'm not sure

6. Have you and your supervisor talked about which courses/topics you could learn about through LinkedIn Learning?
   - Yes
   - No
   - I'm not sure

7. I expect that LinkedIn Learning will help me: (Select all that apply.)
   - Do better in my current job
   - Contribute better (or more) to the overall success of my work unit as a whole
   - Learn skills to help my career in the long run
   - Explore personal interests
   - Other
   - None of the above

8. How likely are you to use LinkedIn Learning to develop the following:
   - Communication skills
   - Leadership skills
   - Equity and inclusion skills
   - Team and collaboration skills
   - Technology skills
   - Time or project management skills
   - Other skills

9. What could your agency or ETD do to help you take better advantage of LinkedIn Learning's opportunities?

Last, we'd like to get some information about you and your position. This will help us analyze survey response trends across different groups. For example, your answers will help us see whether workers in the Twin Cities have had a better experience with LinkedIn Learning than workers in Greater Minnesota. These are important trends to understand to improve the LinkedIn Learning program.

Information that could reasonably be used to identify an individual from their response is considered private data under the Minnesota Government Data Practices Act (Minnesota Statutes § 13.64), meaning MAD will not share it with others except as provided by law. After the survey is over, MAD will use different methods so individuals cannot be identified by their responses. For example, if there are fewer than 10 survey respondents in a group (such as employee gender identity), MAD will combine that grouping with a larger group of respondents. MAD will use proportions to describe how many respondents answered a question in a certain way (100%, 33%, 0%, etc.).

10. Which of the following best describes your current job position?
    - Supervisor, manager, and higher
    - Individual contributor

11. Where is your primary work location? If you're currently working from a different location because of COVID-19, please choose where you normally work.
    - Greater Minnesota
    - Twin Cities Metropolitan Area

12. How many total years have you worked in state government?
    - Less than 1 year
    - 1 - 5 years
    - 6 - 10 years
    - 11 - 15 years
    - 16 - 20 years
    - 21 years or more

13. What is your age?
    - Under 21 years
    - 21 - 35 years
    - 36 - 45 years
    - 46 - 55 years
    - 56 - 65 years
    - 66 years or older
    - Prefer not to answer

14. Are you a person with a disability?
    - Yes
    - No
    - Prefer not to answer

15. What is your gender identity?
    - Female
    - Male
    - Non-binary
    - Other / Prefer to self-describe
    - Prefer not to answer

16. What racial / ethnic group(s) do you identify as? (Select all that apply.)
    - Asian
    - Black / African American
    - Bi-racial / Multi-racial
    - Hispanic / Latino
    - Native American / American Indian / Native Alaskan / Indigenous
    - Native Hawaiian / Pacific Islander
    - White
    - Other
    - Prefer not to answer

Baseline survey tool: unactivated users

1. Please select the reasons that you have not activated your LinkedIn Learning license. (Select all that apply.)
    - I have been too busy with my normal work to activate LinkedIn Learning.
    - I have been too busy with COVID-19 related work to activate LinkedIn Learning.
    - I don't think LinkedIn Learning has trainings I want to take.
    - I don't like online, video-based trainings.
    - My supervisor doesn't support me using LinkedIn Learning.
    - I didn't know I had a LinkedIn Learning license assigned to me. (Note: if you select this reason, you can't select an additional reason.)
    - Other

If the respondent chose "Other," the survey gave them an open-ended field with the question, "Please say more about the other reason you have not activated your LinkedIn Learning license."

About this survey

You have been asked to take this one-question survey because you are assigned a LinkedIn Learning license and have not activated your account. A few months ago, Enterprise Talent Development (ETD), launched the LinkedIn Learning pilot, a one-year program to support employees in reaching their personal and professional goals. An important part of the pilot is to evaluate the value and impact it is providing to participants. Your feedback and input will help us make decisions on how to move forward with the program.

Data privacy

ETD, a section of Minnesota Management and Budget, has contracted with Management Analysis and Development (MAD) for the survey assessment of the pilot program. MAD is a separate section of MMB that provides consulting services for the public sector. Only MAD will know whether you took the survey and who submitted which answers. MAD will provide summary reports of the survey and evaluation results to ETD. This survey is voluntary. There will be no consequence to you if you decide not to take the survey, but then we will not get the benefit of your feedback.

Information that could reasonably be used to identify an individual from their response is considered private data under the Minnesota Government Data Practices Act (Minnesota Statutes § 13.64), meaning MAD will not share it with others except as provided by law. After the survey is over, MAD will use different methods so individuals cannot be identified by their responses. For example, if there are fewer than 10 survey respondents in a group (such as a particular agency), MAD will combine that grouping with a larger group of respondents. MAD will use proportions to describe how many respondents answered a question in a certain way (100%, 33%, 0%, etc.).

Other issues

If you have any technical problems accessing the survey, please contact MAD at 651-259-3800 or at management.analysis@state.mn.us.

Appendix B: Final user survey results and tool

Methodology

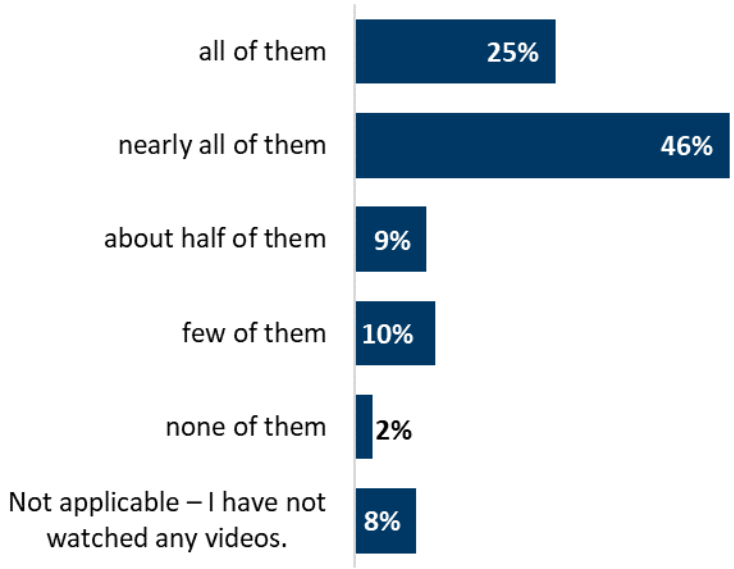
MAD conducted an online survey of LinkedIn Learning users for three weeks in March 2021. At the time, not all of the state's 10,000 licenses had been assigned, and some users assigned licenses had not activated them. MAD only invited current employees who had activated their LinkedIn Learning account to take the survey. As of the date MAD downloaded LinkedIn Learning user data, 7,134 current employees had activated their license. Of them, 2,790 completed the survey, for a response rate of 39 percent. Employees had to answer at least one nondemographic question to count as a respondent. This appendix contains the results and tool for the user survey.

Using employee email addresses, MAD tied individual survey results to users' actual LinkedIn Learning usage. In this appendix, MAD refers to users in different quintiles of usage based on the number of videos they completed in the pilot period. Users in the top quintile, for example, watched the most videos of all users: more than 195 videos. Users in the lowest quintile, on the other hand, watched up to 17 videos. See Appendix E (page 128) for more analysis of LinkedIn Learning usage data.

Activated user survey results

Quantitative results

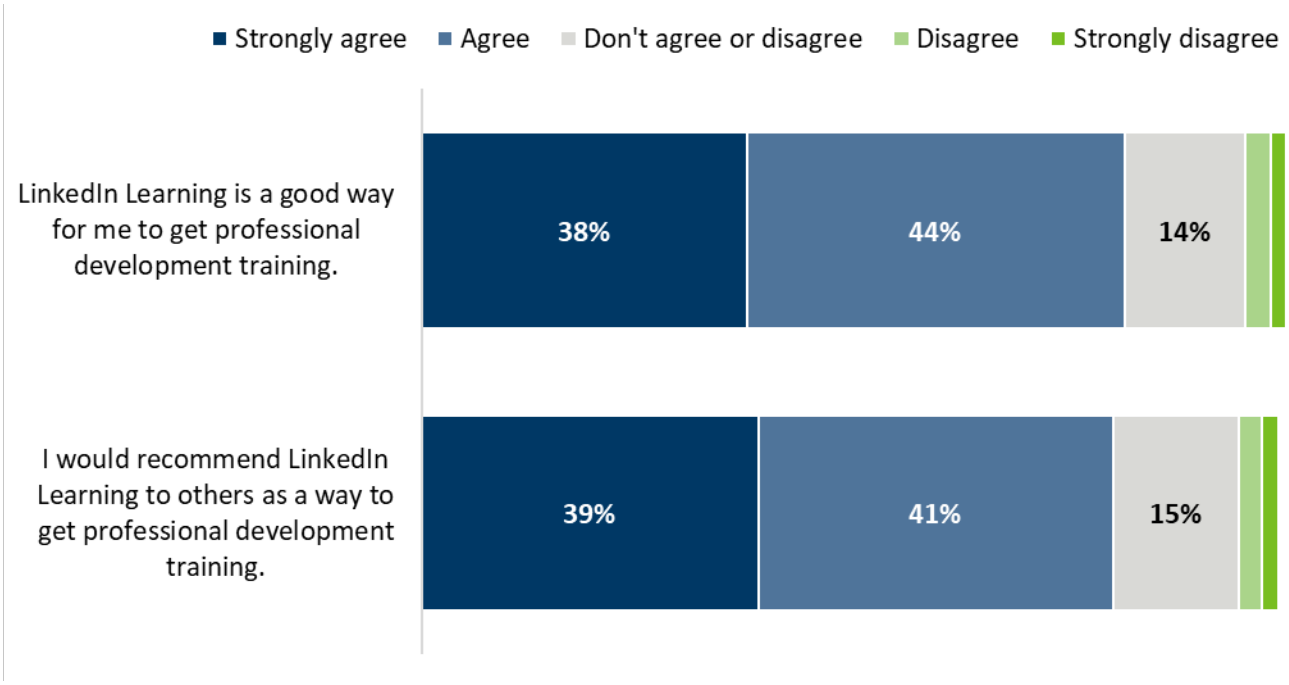
Please fill in the blank: Of the LinkedIn Learning videos I have watched, ____ were worth my time. (n = 2,781)



More than two-thirds of respondents (71 percent) said all or nearly all of the videos they watched were worth their time. Only 2 percent said none of the videos were worth their time, and 8 percent said they had not watched any videos.

Respondents who watched the most LinkedIn Learning videos had the most positive view of the content: 85 percent of respondents in the top quintile of users—those who watched 195 videos or more—said all or nearly all the videos were worth their time, compared with 37 percent of the lowest quintile of users. One-quarter of top users said all of the videos they watched were worth their time.

Please rate your level of agreement or disagreement with the following statements. (n = 2,756–2,765)



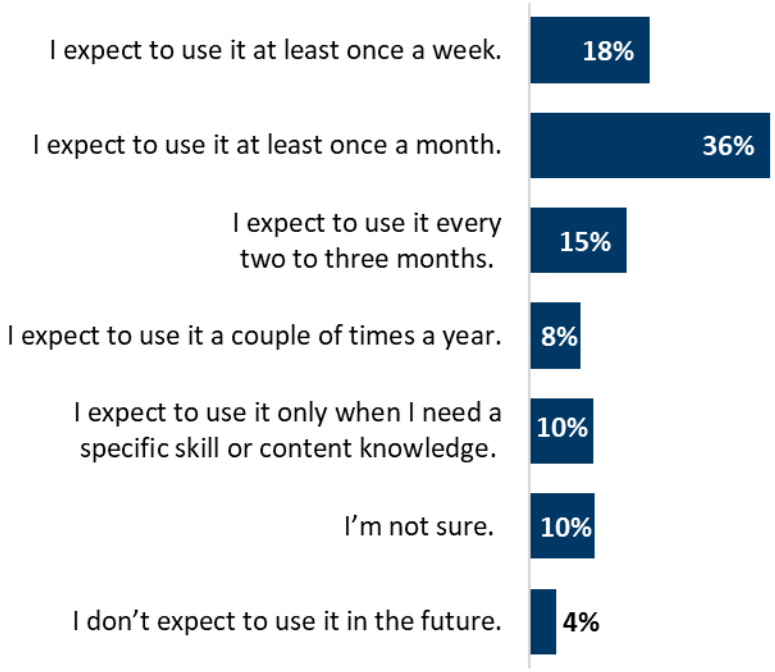
Most respondents (81 percent) agreed or strongly agreed that LinkedIn Learning is a good way for them to get professional development training. There was some variation in agreement based on how long someone had worked in state government: those who had been at the state fewer years more often agreed with the statement than those who had been at the state for longer. For example, 84 percent of those who had been at the state for one to five years agreed or strongly agreed, compared with 76 percent of those who had been at the state for 21 years or more. There was a similar pattern based on age: those who were younger more often agreed that LinkedIn Learning is a good development option than older groups.

Different racial and ethnic groups also answered the question differently, but the sizes of some of the groups makes it difficult to compare their results. Most respondents (79 percent) identified as white, compared with 1 to 3 percent who identified as Black/African American, bi-racial/multi-racial, other, Hispanic/Latino, or Native American/American Indian/Native Alaskan/Indigenous. Respondents who identified as bi-racial/multi-racial (89 percent) and Asian (86 percent) most often agreed or strongly agreed that LinkedIn Learning is a good way for them to get professional development training. Respondents who identified as other (62 percent) or Hispanic/Latino (74 percent) least often agreed or strongly agreed with the statement.

Most respondents (80 percent) agreed or strongly agreed that they would recommend LinkedIn Learning to others as a way to get professional development training. Respondents in younger age groups more often agreed than those in older groups. For instance, 84 percent of respondents aged 36 to 45 agreed or strongly agreed with the statement, compared with 68 percent of respondents aged 66 or older.

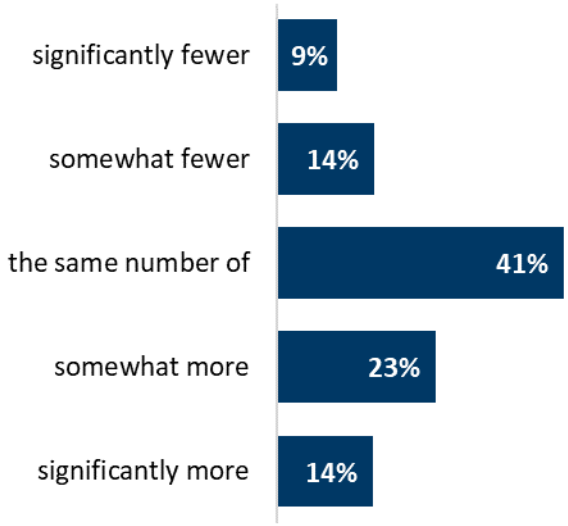
Respondents who used LinkedIn Learning the most had the highest levels of agreement with the two statements in the previous graph: 93 to 94 percent of users in the top user quintile agreed or strongly agreed with both statements. Respondents from the lowest user quintile—those who had watched the fewest LinkedIn Learning videos—least often agreed with the statements. Only 56 percent of those users agreed or strongly agreed that LinkedIn Learning is a good way for them to get professional development.

How do you see yourself using LinkedIn Learning in the future? (n = 2,782)



More than half of respondents (54 percent) said they intend to use LinkedIn Learning once a month or more. Ten percent of respondents said they only expect to use it when they need a specific skill or content knowledge, and another 10 percent said they were not sure how often they would use it. Only 4 percent said they did not expect to use it in the future.

Please fill in the blank: If the COVID-19 pandemic had not happened, I would have watched _____videos on LinkedIn Learning. (n = 2,760)



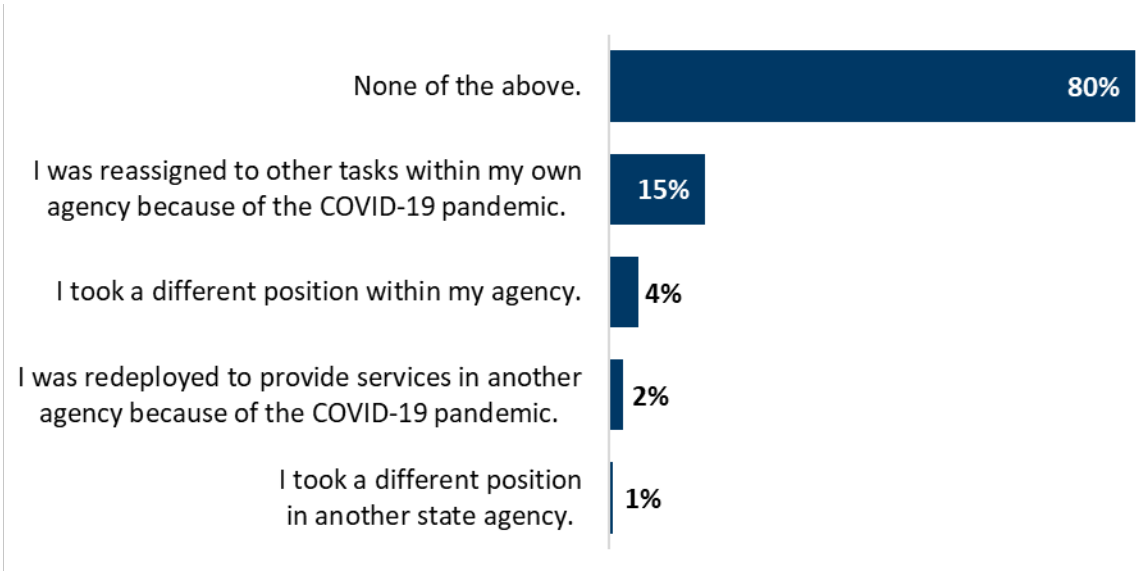
Most often, respondents said if the pandemic had not happened, they would have watched the same number of videos. However, more than one-third of respondents (36 percent) said if the pandemic had not happened, they would have watched somewhat or significantly more videos.

There was some variation in response based on respondent gender identity: respondents who identified as female more often said they would have watched more videos without the pandemic than respondents who identified as male. Specifically, 41 percent of female respondents said they would have watched somewhat or significantly more videos, compared with 28 percent of male respondents. In contrast, 48 percent of male respondents said they would have watched somewhat or significantly fewer videos without the pandemic, compared with 37 percent of female respondents.

Various racial and ethnic groups also answered the question differently. Respondents who identified as other most often said they would have watched somewhat or significantly more videos (48 percent), while respondents who identified as Asian least often said they would have watched more videos (28 percent).

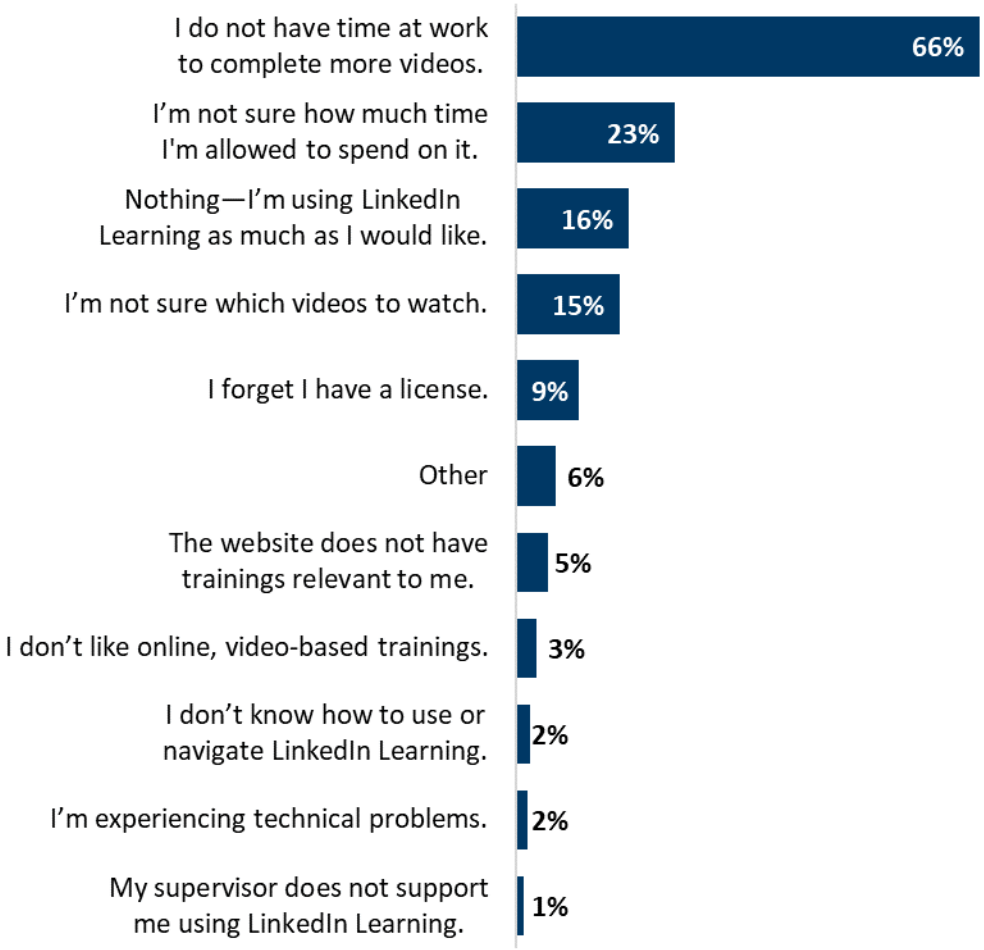
Compared with other types of respondents, respondents who watched the fewest LinkedIn Learning videos most often said they would have watched more videos if the pandemic had not happened. One-quarter of them (25 percent) said they would have watched significantly more videos, and another quarter (28 percent) said they would have watched somewhat more videos. The more a respondent had used LinkedIn Learning, the more often the respondent said they would have watched fewer videos without the pandemic.

Since you received access to LinkedIn Learning, have you experienced any of the following? (Select all that apply.) (n = 2,762)



Most respondents had not been reassigned, been redeployed, or changed jobs since they received access to LinkedIn Learning. Of those who had experienced a change, most of them were reassigned to other tasks within their agency because of the pandemic. Compared with respondents as a whole, respondents who said they had been reassigned or redeployed more often said they would have watched more videos if the pandemic had not happened.

What, if anything, is keeping you from taking better advantage of LinkedIn Learning? (Select all that apply.) (n = 2,765)



When asked what was keeping them from taking better advantage of LinkedIn Learning, most often respondents said they did not have time at work to complete more videos. Two-thirds of respondents (66 percent) chose that option, which was more than twice as often as they chose the second-most popular option. The other two most common options respondents selected were "I'm not sure how much time I'm allowed to spend on it" (23 percent) and "I'm not sure which videos to watch" (15 percent). Only 16 percent of respondents said they were using LinkedIn Learning as much as they would like to.

Compared with individual contributors, respondents who identified as supervisors, managers, or higher more often said they do not have time to watch more videos: 63 percent of individual contributors chose that, while 73 percent of supervisory and managerial staff chose it.

There were also variations in response based on age. Younger respondents more often said they did not have time at work, were not sure which videos to watch, and were unclear how much time they could spend on LinkedIn Learning. The table below shows what percent of different age groups selected some of the options. It only includes the four options with the largest differences between age groups.

What, if anything, is keeping you from taking better advantage of LinkedIn Learning?	21–35 years	36–45 years	46–55 years	56–65 years	66 years or older
I'm not sure how much time I'm allowed to spend on it.	37%	24%	20%	15%	6%
I do not have time at work to complete more videos.	66%	69%	65%	62%	56%
I'm not sure which videos to watch.	23%	15%	13%	11%	11%
Nothing—I'm using LinkedIn Learning as much as I would like.	11%	14%	17%	20%	22%

Additionally, different racial and ethnic groups had different patterns in their responses. Respondents who identified as bi-racial/multi-racial (83 percent) or Hispanic/Latino (71 percent) more often said they did not have enough time at work, compared with other groups.

If the respondent selected "Other," the survey provided a field for them to describe their response. One hundred fifty-four respondents answered the related open-ended field asking them to specify other reasons they have not taken better advantage of LinkedIn Learning.

- Nearly one-third of respondents who selected "Other" discussed their inability to use LinkedIn Learning due to work demands or lack of time generally. Many of these respondents described their inability to prioritize using LinkedIn Learning due to work commitments, being short-staffed, or having to prioritize other learning and training needs.
- Twenty-five respondents discussed their inability to find training content that was relevant, in-depth, or engaging. Many of these respondents said the training available on LinkedIn Learning was not always relevant to their job, or that specific skills they were seeking were not available on LinkedIn Learning. A few respondents also said continuing education credit is not available for some training topics. A few respondents said the available training is not as in-depth as they would prefer, while a few others said the videos were not as interactive or engaging as they would like.
- Twenty respondents specifically mentioned the COVID-19 pandemic, with a majority of these respondents saying they had been reassigned or that their workload has increased due to the state's response to the pandemic. A few said reduced hours or attending to needs of family and school-age children meant they were not able to prioritize professional development and using LinkedIn Learning.
- Nineteen respondents said they have technical issues accessing LinkedIn Learning. Issues mentioned included an inability to log in to LinkedIn Learning (lost password, LinkedIn Learning blocked on computer), inability to access software or programs needed for certain trainings, and certain trainings requiring a fee to advance past a certain level. A few respondents also said insufficient internet access, not owning a headset, or not knowing how to use the platform have prevented them from taking better advantage of LinkedIn Learning.
- Thirteen respondents mentioned an inability to connect trainings in LinkedIn Learning with opportunities for advancement. The majority of these respondents said there were few advancement opportunities or that professional advancement is not a priority in their work environment. A few respondents said they did not see how LinkedIn Learning could help them advance or build their careers.
- Less frequently, additional responses discussed:
    - Needing more guidance about what to take, including suggested or required courses to take in LinkedIn Learning or having a more explicit link to individual learning plans.
    - Being out of office for an extended period of time, just receiving the license, or forgetting they have a license.
    - Videos being too long.

- Being tired of virtual trainings and being online, given the remote work environment in the pandemic.
- Needing to prioritize the time to use it.
- Not being interested in using LinkedIn Learning.

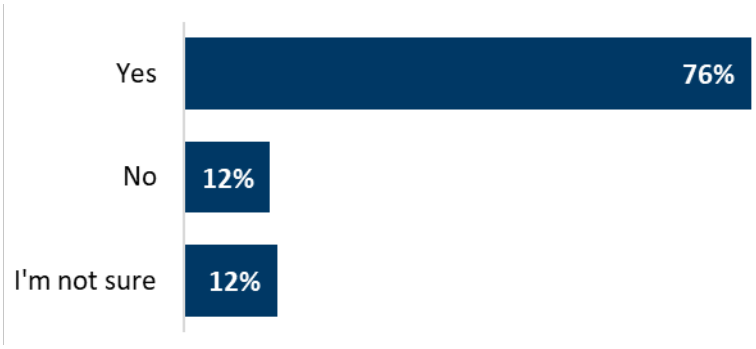
Have you learned at least one new thing from a LinkedIn Learning video? (n = 2,750)



Most respondents (85 percent) said they learned at least one new thing from a LinkedIn Learning video. Only 8 percent said they did not learn anything. There were some differences in response based on how long respondents had worked for state government: those who had worked at the state fewer years said they learned something more often than those who had worked at the state longer. For example, 91 percent of respondents who had worked at the state for less than a year said they learned something, compared with 76 percent of respondents who had been at the state for 21 years or more. There was a similar trend based on age, with younger groups more often saying they learned something than older groups.

Respondents who had watched the most videos had the highest rate of saying they learned something: 99 percent of respondents in the top usage quintile chose yes, and even 92 percent of respondents in the second- and third-highest usage quintile (watched 40 or more videos) chose yes. Among the respondents who had watched the fewest videos—17 videos or fewer—50 percent still said they learned something.

In your current position, have you used at least one thing you learned from a LinkedIn Learning video? (n = 2,751)

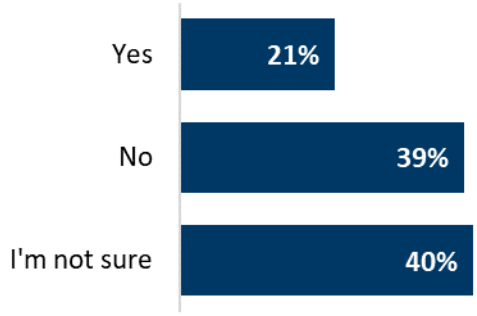


More than three-quarters of respondents (76 percent) said they used at least one thing they learned from LinkedIn Learning in their current position. While this was a large number of respondents, it was slightly lower than the percent who said they learned something from LinkedIn Learning. Like the previous question, this one had differences between respondents who had been at the state different amounts of time. Those who had been at the state for shorter amounts of time more often said they used something they learned from LinkedIn

Learning, compared with those who had been at the state for longer. For example, 85 percent of respondents who had been at the state for less than a year said they used something they had learned, compared with 68 percent of those respondents who had been at the state 21 years or more.

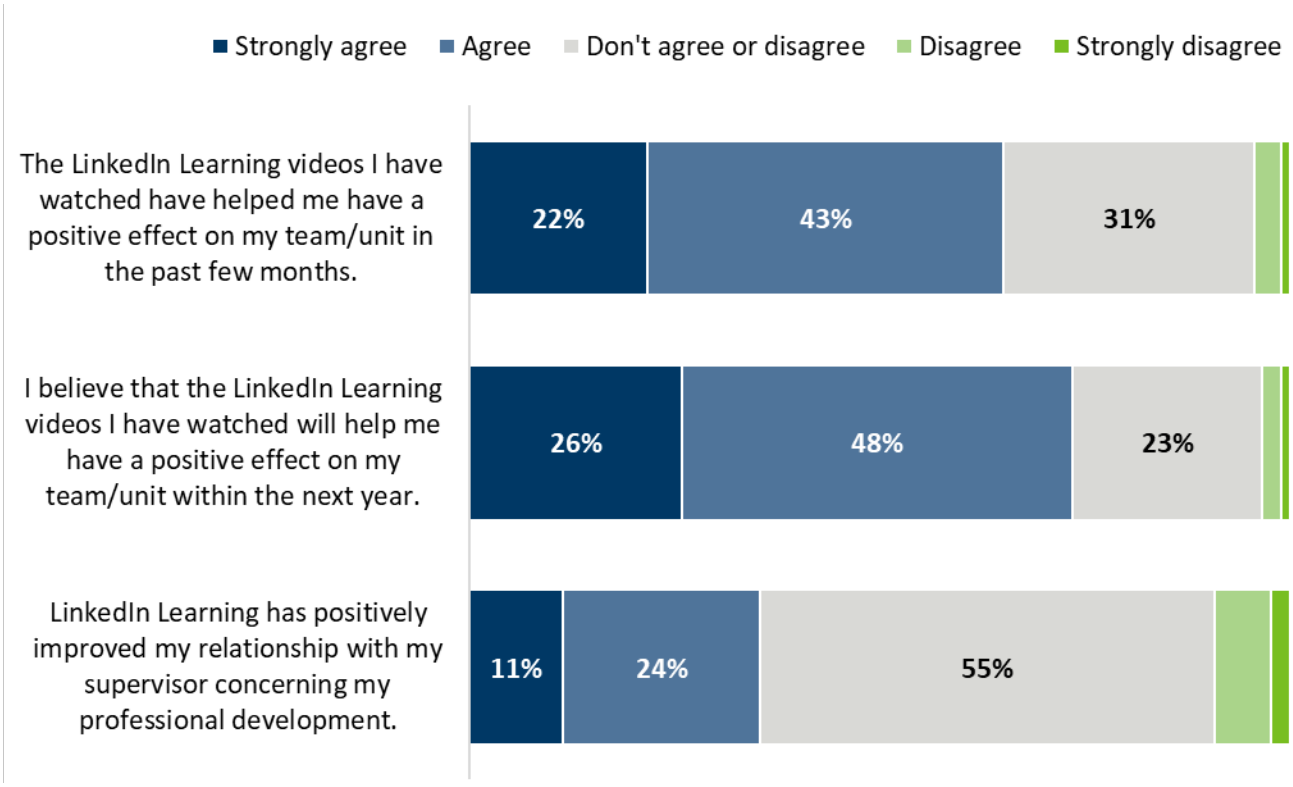
Respondents in higher usage quintiles more often chose yes, compared with those in lower quintiles: 94 percent of respondents in the highest quintile said they used something they had learned, while only 42 percent of respondents in the lowest quintile said the same.

[If respondent answered no to the previous question] In your current position, do you believe you will use at least one thing you learned from a LinkedIn Learning video? (n = 312)



Only 312 respondents received this question; respondents had to answer no to the previous question to see this question. More than one-third (39 percent) of these respondents did not expect to use something they had learned from LinkedIn Learning in their current position. A similar proportion (40 percent) were not sure.

Please rate your level of agreement or disagreement with the following statements. (n = 2,697–2,723)

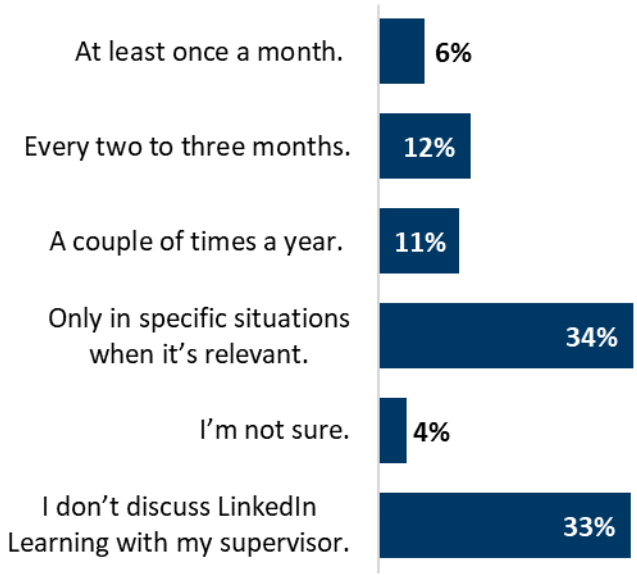


Nearly two-thirds of respondents (65 percent) agreed or strongly agreed that the videos they watched *have* helped them have a positive effect on their team/unit in the past few months. A higher percent (74 percent) expect that the videos *will* help them have a positive effect on their team/unit within the next year. There was some variation in answers based on respondent age: those in younger groups more often expected LinkedIn Learning to have a positive effect on their team/unit within the next year than older groups. For example, 78 percent of respondents aged 21 to 35 agreed or strongly agreed, compared with 56 percent of respondents aged 66 or older.

Only 35 percent of respondents said LinkedIn Learning positively improved their relationship with their supervisor concerning their professional development. More than half of respondents (55 percent) instead said they did not agree or disagree with the statement. Respondents who worked in Greater Minnesota somewhat more often agreed or strongly agreed with the statement (40 percent) than respondents who worked in the Twin Cities (33 percent).

Respondents who watched the most LinkedIn Learning videos most often agreed or somewhat agreed with the statements, compared with respondents who watched fewer videos. Most of the respondents in the highest usage quintile (84 percent) agreed or somewhat agreed that the videos they watched *have* helped them have a positive effect on their team/unit in the past few months. The same was true of only 35 percent of users in the lowest quintile. Similarly, 53 percent of respondents in the highest usage quintile agreed or strongly agreed that LinkedIn Learning positively improved their relationship with their supervisor concerning their professional development, compared with 14 percent of respondents in the lowest usage quintile.

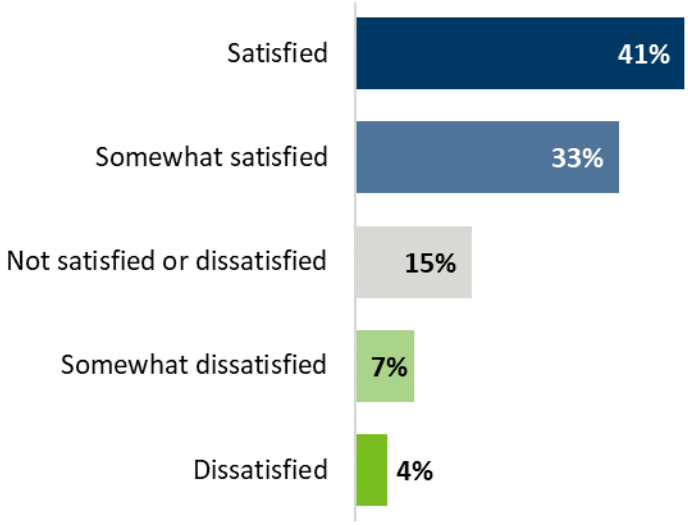
How often do you discuss LinkedIn Learning with your supervisor? (n = 2,752)



One-third of respondents (33 percent) said they do not discuss LinkedIn Learning with their supervisors, and slightly more than that (34 percent) only discuss it with their supervisor in specific situations when it is relevant. Eighteen percent discuss it with their supervisor every two to three months or more.

There was some variation in answers based on job position: those who said they are supervisors, managers, or higher more often said they do not discuss LinkedIn Learning with their supervisors than individual contributors. While 31 percent of individual contributors do not discuss the program with their supervisors, 40 percent of supervisory and managerial staff do not discuss it with their supervisors.

Keeping in mind both LinkedIn Learning and other opportunities you have, how satisfied are you with the professional development opportunities available to you at the state? (n = 2,745)



Nearly three-quarters of respondents (74 percent) said they are satisfied or somewhat satisfied with their professional development opportunities at the state. Only 11 percent said they are dissatisfied or somewhat dissatisfied. These results compare favorably with the user survey MAD conducted shortly after the pilot began. When asked how satisfied they were with their professional development opportunities at the state *before* receiving a LinkedIn Learning license, 53 percent said they were satisfied or somewhat satisfied, and 21 percent said they were dissatisfied or somewhat dissatisfied.

Respondents who watched more LinkedIn Learning videos more often said they were satisfied with their opportunities. While 55 percent of respondents in the lowest usage quintile chose satisfied or somewhat satisfied, more than 72 percent of all other respondents said the same, and 82 percent respondents in the highest usage quintile chose satisfied or somewhat satisfied.

These results are somewhat more positive than the results for the overall state workforce. In late 2020, MAD invited most executive branch employees to take the statewide employee engagement and inclusion survey, and 48 percent participated. That survey also included a statement about satisfaction with professional development. The table below shows the results for both the LinkedIn Learning and the statewide employee survey questions on professional development satisfaction. While the survey groups and response rates are not completely comparable, there is some utility in comparing the results. Respondents to the LinkedIn Learning survey were more satisfied with their professional development opportunities than the respondents to the statewide survey: 67 percent of statewide respondents agreed or somewhat agreed that they were satisfied with their opportunities, compared with 74 percent of LinkedIn Learning respondents who said they were satisfied or somewhat satisfied with their opportunities.

Keeping in mind both LinkedIn Learning and other opportunities you have, how satisfied are you with the professional development opportunities available to you at the state?	Percent of respondents	I am satisfied with the professional development opportunities available to me (training, leadership opportunities, resources, etc.).	Percent of respondents
Satisfied	41%	Agree	41%
Somewhat satisfied	33%	Somewhat agree	26%
Not satisfied or dissatisfied	15%	Don't agree or disagree	15%
Somewhat dissatisfied	7%	Somewhat disagree	10%
Dissatisfied	4%	Disagree	8%

Qualitative results

The last two questions on the survey were open-ended questions with fields for written comments. MAD categorized comments based on the themes that emerged from these responses. MAD applied multiple category labels to answers that fit into more than one theme. Responses such as "N/A," "I don't know," or "No comment" were not tallied in the number of responses to a question. Select responses are included in *italics*; MAD lightly edited some responses for spelling and grammar.

The following sections summarize the themes from the responses, generally in order of most common to least common.

How has having a LinkedIn Learning license affected your ability to do your current job and overall professional development?

Nearly two-thirds of survey respondents answered the question asking how LinkedIn Learning has affected their ability to do their job or overall professional development (1,760 respondents).

Access to professional development opportunities

Nine hundred two respondents described how LinkedIn Learning helped them develop professionally. Most commonly, respondents described gaining access to technical, interpersonal, and emotional intelligence skills.

Access to technical skills

Four hundred ninety respondents wrote about specific technical skills they learned about or became better at through LinkedIn Learning. Nearly two-thirds of these comments described software and other technology programs respondents studied, including Teams, Excel, Word, PowerPoint, SharePoint, Adobe Acrobat, Zoom, and WebEx. Because the state switched from Skype for Business to Teams during the pilot period, several respondents commented on how they benefited from having instant access to training on Teams for the transition. Several others mentioned how it helped to have trainings on platforms like Zoom and WebEx, which became critical during the pandemic.

- *Recently, my supervisor mentioned using PivotTables in Excel as something that I should learn, and to use one of the "pre-made" files we had from another project. It wasn't helpful and left me slightly stressed. Then I remembered that I had LinkedIn Learning (LIL), and while my supervisor didn't mention it, I proceeded to watch a beginner video on the topic. Wow. I was ready to apply the PivotTable to the data I had, and within a day, had a working PivotTable, using the minimal amount of sheets, ready for display and it worked beautifully. I still have more to learn, and am using LIL to eventually add to my ability, but LIL was really helpful in this moment.*
- *I was able to learn computer skills that were not available to me previously. I have taken computer classes, but that was over a decade ago. A lot has changed and the access to technology has grown. I needed to catch up and learn all the new technology. For example Microsoft Teams was not available a decade ago, but now we use it regularly to communicate with others on a daily basis. Especially in a COVID-era where people we work with are not in office and we need to reach them.*
- *It has helped me to develop professional skills and technical skills. One example is when my department updated Windows applications last year and we adopted MS Teams instead of Skype. The video tutorials found on LinkedIn Learning were helpful. I recommended these videos to my supervisor and my team for anyone who needed help.*

Eighty-three respondents described how they learned more about diversity, equity, and inclusion through LinkedIn Learning. Respondents wrote about how they became more aware of themselves, their own biases, and cultural differences. A few pointed out that this topic was particularly relevant during 2020, when DEI became a more prominent topic after the murder of George Floyd.

- *I have learned tips and tools to deal with workplace conflicts in a better way. I have also learned about cultural differences and how to have conversations about race or religion that are respectful and disarming, and appreciate that I have opportunities to learn more about our differences and how I can better express myself and show respect and empathy for others.*
- *I've focused quite a bit on relational skills, especially due to the pandemic and having to work virtually in meetings, as well as strategies for improving racial equity and inclusion. These help me engage better with coworkers and other professionals, which can be challenging when we can't meet in person. The equity and inclusion trainings have helped me with my policy work, to ensure I am thinking through all possible scenarios and potential unintended consequences and whether harm will ensue if a policy were implemented.*

Telework adaptation, time management, and project management and organization were each mentioned by roughly 40 to 50 respondents. Their comments explained how LinkedIn Learning courses helped them transition to telework, a change many respondents experienced in the weeks before the pilot launched. While a few said they learned more about time management while teleworking, others mentioned improving their skills in general.

- *I have learned some interesting tips and tricks for OneNote and other organizational tactics that have been very useful for projects and work planning. I doubt that I would have had that opportunity in other training—it was targeted and "just in time."*

- *I have utilized checklists as taught in the LinkedIn Learning classes and it has simplified my work life to a very large degree. It has made me more organized, helped me track progress, and shown how much work I have done over time.*
- *It has given me different positive perspective on adjusting to working from home. And it has allowed me to feel less alone, and less disconnected. It has helped me stay focused and feel like I was part of a team. Some of the classes [have] given me great organization suggestions. Under ordinary circumstances I would not have had an opportunity to take any of these classes.*

Seventy-seven respondents discussed other technical skills they learned through LinkedIn Learning. More than one-third of those comments described how LinkedIn Learning helped them improve their writing. Other commonly discussed skills included facilitating meetings, data analysis, continuous improvement, developing trainings, and human resources.

- *I have taken a few classes geared toward better writing in general, and better email writing. I have found both very useful. My supervisor commented she has seen an improvement in my work with better, concise sentences and structure of my work.*
- *It has provided me with key insights on the various aspects of developing effective trainings, and has given me the tools to work with team members on developing trainings for both internal and external clients.*
- *LinkedIn Learning basically opened a door to all kinds of professional development training I would not otherwise have access to. Specifically, LinkedIn Learning has helped me build skills and learn strategies around project management and facilitating discussions/meetings/brainstorm sessions.*

Sixteen respondents highlighted how they were able to use LinkedIn Learning to meet licensure or certification continuing education requirements. Specifically, they mentioned using credits toward certifications in these areas:

- Achieve-approved trainer
- Certified Public Accountant
- Human Resources Certification Institute
- International Institute of Business Analytics
- Project Management Institute
- Society for Human Resource Management

Access to soft skills

Three hundred fourteen respondents discussed soft skills they learned through LinkedIn Learning. Nearly two-thirds of these respondents discussed how they learned about and have become better at interpersonal and leadership skills. Among other things, respondents explained that they have become better at managing conflict, thinking about things from others' perspectives, understanding personality types, and working on teams. They also described how they learned to better coach and mentor people, build and motivate teams, manage remote teams, and supervise staff.

More than one-quarter of these respondents also highlighted communication skills, often while also discussing leadership and interpersonal skills. They said they have become better at communicating with both internal parties like coworkers and external parties like customers or stakeholders.

- *It has provided the opportunity to develop more "soft" skills vs. technical skills obtained through directed training. Soft skills are one of the more difficult to obtain in my agency and division but are of utmost importance when engaging the public or landowners in the field. This includes communication, difficult conversations, leadership, and how to present technical material to the layperson. All of these are difficult, and the variety of different trainings allow opportunities to find one that meets individual style.*
- *The recommended courses I was assigned regarding inclusivity in the workplace, professional boundaries, and intrapersonal communication have all contributed to productive performance increases in every activity I find myself [in]. I am a strong proponent of increased intrapersonal communication training especially amongst Correctional Officers. Many of my peers lack the skill to respectfully address offenders, officers, and the leadership. This breakdown often leads to tension in the units that hampers both the security and safety of the institution. I can say without a doubt the skills I've gained from LinkedIn will lead to success in both the workplace and my private capacity.*
- *The real time learning is very helpful for me. For example, I'm a new supervisor and I am new to giving performance reviews. I was able to find several videos to help me prepare for the review meetings. Additionally, I was able to access several videos to get good guidance on coaching and performance management.*
- *Being able to use the LinkedIn Learning courses has helped me become better at the way I reach out and communicate with coworkers. With these courses, I am always learning something new and learning how to understand or take into consideration a different aspect than my own. Some days, I can relate the lessons that I watch to how I should react and apply it to consumers that I am talking to, such as paying attention to how I say something to a consumer to make sure they don't take it the wrong way. I have learned to better communicate with the adverse clients we work with as well as coworkers. I have taken several leadership training courses that boosted my confidence enough to apply for a temporary supervisor position.*

Other commonly mentioned skills included customer service, self-care, and mental health skills. Respondents discussed how they learned to better manage dissatisfied customers, and to think about how their words will come across to customers. They also described how courses helped them learn about managing stress, a work-life balance, and their emotions. A few said this was particularly relevant during a pandemic, when many people were struggling with stress, workloads, and the shift to telework.

- *It has helped me better my customer service skills especially in relation to de-escalating calls. I used to have somewhat of an issue with that, but I can confidently say since taking courses through LinkedIn Learning related to enhancing especially phone-based customer service skills, I have improved significantly in ensuring that calls do not even reach the point of escalation and if they do, I've been able to manage them more effectively, and I have not since had to escalate a call to leadership.*
- *My job is in a very busy call center, which has gotten even busier and more stressful since COVID-19. When I've had time, the self-help classes I've taken have helped me to focus on ways to reduce my stress, remain positive and continue providing excellent client service even when I am depleted.*
- *I use LinkedIn Learning to do ergonomic exercises, relaxation exercises and other exercises that I would not normally do but they are essential in keeping my physical and mental health better tuned in during remote work.*

Access to professional development in general

Three hundred three respondents described in general how they used LinkedIn Learning to develop professionally. Most of these respondents explained how it helped them develop in broad terms, without highlighting specific skills they developed or learned about.

- *It has been a great tool for self-guided professional development. It allows me to choose where my interests are and decide what areas to work on.*
- *Real-time access to content I need and am interested in. Quality training content...LinkedIn Learning content is the best. I would say that LinkedIn Learning is an incredible resource for State employees and I strongly recommend we continue to push this resource. Incredible value vs. other training resources. I am a training professional/leader so take that into account. Thank you!*
- *I don't have access to any budget for professional development opportunities, so LinkedIn Learning has allowed me to access leadership development and other professional development opportunities.*

Positive impact of LinkedIn Learning

Eight hundred forty respondents said having LinkedIn Learning positively affected their ability to do their job or gain professional development. Most respondents said it allowed them to learn or refresh skills relevant to their jobs, remote work and technology skills, and soft skills. Respondents noted the following benefits of LinkedIn Learning: having access to a variety of training topics, being able to engage in remote learning during the shift to remote work, and learning on demand in a cost-effective and easy-to-access manner. A few respondents also said it positively contributed to their ability to continue completion of professional certification requirements and fulfill training credits, which are otherwise expensive or were disrupted due to the COVID-19 pandemic.

- *It has had a huge positive impact. I have learned so much. I appreciate being able to more adeptly use software because I can learn about them through the platform rather than waiting/finding trainings from my agency.*
- *I think the license has helped me with communication skills—helping me to foster an ability to take a step back, think about what was said, and respond in a more proactive way than I did before taking advantage of the opportunity. Since my job is more technical in nature, I often don't have an opportunity to develop "soft" skills, and I believe these are as important as technical skills and abilities. The license has provided a nice balance between the two sets of skills I need to perform my job competently. I am more comfortable in my role as a lead worker.*
- *I have used the license to develop skills related to data analysis, equity, and other skills. I feel like it has made additional learning easy and I appreciate that I could use it to develop skills extremely relevant to my job, but also supporting skills that, though not directly related, help me become a well-rounded employee.*

Just over one-third of these respondents said LinkedIn Learning positively affected their job performance. Most commonly, they said being able to improve their technology and remote work skills, interpersonal skills, leadership skills, and general professional development has positively contributed to their ability to do their job more effectively. Several of these respondents also said skills they learned helped improve their efficiency, productivity, and ability to support their direct reports, teams, and other peers.

- *The account has helped me obtain both technical training and knowledge. By participating in coursework dealing with various Microsoft offerings, I have become more confident and quicker in my use of those programs, especially Teams and PowerPoint. This in turn has allowed me to communicate more effectively and efficiently with various internal and external stakeholders. Additionally, the soft skills training has allowed me to reflect upon my own leadership style and others within the agency. The coursework has allowed me to be a better mentor as well as an informal leader to both my core team and my division.*
- *I have increased skills and tools to be more effective and productive in my daily tasks and take on different new roles with confidence.*
- *I was able to take the course on Teams prior to it being installed at our facility. It gave me a jump start and was able to help others as it came online. I have learned how to use PowerPoint in a more creative way. It has helped me with my presentations, both presenting and my PowerPoints. It has helped me learn more about being a supervisor and how to talk to people and deal with hard individuals.*

A few respondents also said LinkedIn Learning helped them feel more confident, improved their job satisfaction, and made them feel more valued as a state employee.

- *I am more confident in doing my work because I have used the videos to help me learn better ways of doing things. Sometimes just feeling like the opportunity is there, it feels like the agency supports your professional development. Even if I can't always make time for online learning, I appreciate that the agency has made this option available. It has left me more fulfilled because I am able to get the self-improvement training I desire.*

Timely and convenient access to variety of professional development opportunities

Three hundred fifty-nine respondents appreciated having timely and convenient access to a variety of professional development or learning opportunities.

Access to on-demand learning

Two hundred twenty-six respondents said they liked the convenience of on-demand professional development through LinkedIn Learning because it was available to them whenever they wanted or needed to access training.

Nearly half of these respondents said they enjoyed being able to access training whenever they had time available in their schedule, rather than having to set aside large chunks of time on their already busy calendars. These respondents also noted that LinkedIn Learning allowed them to pause a training and pick it up later, or to stop and leave a training once they got the information they needed or if the training was not what they wanted. Nearly one-quarter of respondents who liked the convenience of on-demand professional development talked about the autonomy that LinkedIn Learning gave them: they did not have to get supervisor approval, wait for the state to offer a training, travel, or get funding. Several respondents mentioned that the on-demand nature of LinkedIn Learning meant they could access specific topics right when they needed it, so they could get the training and then immediately use it in their work.

- *It gives me more agency over my own development, rather than being reliant on my supervisor or agency for training opportunities.*

- *It allows me to watch videos on my time, so I can work when I need to and fit the videos in when I have time. It's not a whole day of travel and training, like I've had to do in the past for professional development training.*
- *I get to explore topics on my own, and at my own pace, that are of interest to me. And if I don't like one once I start it, I can just stop. I am not compelled to stay and finish a course that is not what I expected.*
- *MMB offers a lot of great training opportunities, but many of them come with a cost, which can be a huge barrier. With LinkedIn Learning, I don't have to go through the process of requesting money to take advantage of a training opportunity I think can help me develop professionally and personally. Being able to access training anytime and anywhere without going through an arduous approval process where money is involved is incredibly beneficial!*

Access to variety of courses

One hundred twenty-five respondents said they enjoyed the wide variety of courses offered through LinkedIn Learning. These respondents talked about how LinkedIn Learning has a broad scope of topics, including courses on both personal and professional development. These respondents often appreciated the ability to make their own choices about what courses to take, including courses that may be outside the scope of their current role. As one respondent said, "The array of topics seem to be pretty endless, so employees can tailor what they would like to work on to what they train on."

Access to remote learning

Seventy respondents said they appreciated having access to remote learning through LinkedIn Learning, especially since the pilot period took place during a time when state employees were required to telework if they could in response to the COVID-19 pandemic. These respondents appreciated the convenience and that they could get instant access to online courses without having to find or sign up for in-person training, especially given the public health restrictions on such activities.

- *I work part-time and so I often miss scheduled trainings in person (or I did when we were not working remotely), so it's helpful to have an online source of training possibilities. It helped me complete the LDP [Learning Development Plan] that I joined for the first time here. Since the pandemic canceled all in-person classes, LinkedIn Learning helped me reach my goals.*

Satisfied with LinkedIn Learning

Three hundred thirty-four respondents said they were satisfied with having LinkedIn Learning as a professional development or learning platform. Nearly half of these respondents described their satisfaction with LinkedIn Learning in more general terms.

One hundred thirty-eight respondents said they were satisfied with LinkedIn Learning because it gave them convenient and flexible access to overall professional development, or professional development opportunities that are currently unavailable, cost-prohibitive, or time-intensive.

- *It is easier for me to take the LinkedIn Learning because I can take it when I have available time each month at my desk. I can pause it if I get a phone call or other interruption. It is harder for me to attend the actual classroom classes [my agency] offers because it is difficult for me to get coverage to attend.*

- *Easy to access, on demand training for skills/tools I need to do my job, as the need arises. I much prefer these to the state-offered training. Much better than searching online for help too. It has been really helpful during the COVID-19 pandemic and work from home. And cheaper than traveling to training, parking, etc. Also provides non-agency ideas to diversify how we do things.*
- *I have taken courses to improve communication skills, teamwork skills and productivity/working from home skills. I can get nervous doing a lot of talking in groups, or doubt my ability to get my point across concisely in emails. Having the opportunity to work on that privately has been really nice.*

Additionally, 88 respondents appreciated having access to on-demand or just-in-time learning.

- *Rather than having to go through a series of trainings on a particular software, such as Excel, I am able to go to a tips and tricks session to get exactly what I am looking for. I appreciate being able to watch and consume at my own pace.*
- *I like that I can fit the training videos into my schedule as my workload allows. And I like that I can choose the sessions that I feel I can benefit from the most, as they relate to my duties.*
- *I can be more proactive with my development and find classes that I'm interested in without worrying about the often $200+ training fee per session cost. LinkedIn Learning offers flexibility to watch at your own pace and schedule.*

Sixty-two respondents said LinkedIn Learning provided access to broader opportunities that are otherwise unavailable through their agencies.

- *It has provided the opportunity to develop more "soft" skills vs. technical skills obtained through directed training. Soft skills are one of the more difficult to obtain in my agency and division but are of utmost importance—this includes communication, difficult conversations, leadership, and how to present technical material to the layperson. All of these are difficult, and the variety of different trainings allow opportunities to find one that meets individual style. These are also difficult to accomplish in staff meetings as internal staff that can present these types of skills are difficult to come by.*

Fifty-seven respondents said they liked LinkedIn Learning because it provided access to a variety of topics, including courses for both personal and professional development.

- *More convenient having the classes be on-demand. The variety of classes is great. Also, I like that there are technical classes as well as diversity classes, personal enrichment, and softer skills. They all are helpful, and it is great that all are options.*
- *Has a wide variety of classes that are relevant to my position. The classes are interesting, helpful and informative. It is a great way to learn and I have enjoyed most of the classes I have taken.*

Forty-one respondents praised the quality of trainings available through LinkedIn Learning, highlighting that it has well-developed and relevant content. Additionally, 37 respondents said they liked being able to self-guide their professional development through LinkedIn Learning.

- *The content available in LinkedIn Learning is modern and relates well to current workplace process, policies, skill development and advancement. Extremely user friendly and relatable. Compared to other platforms such as Percipio which is outdated in learning and platform deliverables.*

- *I enjoy being able to take an active role in creating my professional development training through the courses. It has helped me target specific areas I feel I need to develop and skills need to do my current job while developing myself for potential future opportunities.*

Though less frequently mentioned, respondents also liked LinkedIn Learning's user-friendliness, accessible materials, and short videos.

Have not used LinkedIn Learning much so far

Two hundred thirty-five respondents said LinkedIn Learning did not have an impact on their ability to do their job or affect their overall job performance. Many of these respondents indicated that they had not been able to use LinkedIn Learning enough for it to have an impact or that they did not find it helpful.

Nearly one-third of these respondents said they did not have enough time to use LinkedIn Learning because of their workload, while sixty-seven respondents specified that they did not have enough time because of the COVID-19 pandemic.

Forty-five respondents who said they were not impacted by LinkedIn Learning explained that the content on the platform was not relevant to their role. Several said they did not have support from their supervisor to use LinkedIn Learning or were told they could only complete courses that someone else had determined were relevant to their current position. A few others were not able to use it because of technical or other issues accessing the web-based platform.

- *It hasn't really affected my ability to do my current job. There's not much specifically relevant towards my job that's available… I also think there are courses that would help me possibly develop for furthering my career, but we are restricted to taking relevant to my current position classes when we do LinkedIn Learning during work hours. Anything else developmental must be taken outside of work hours. Also, the majority of career advancement courses available are directly related to leadership only, and for a person that is not interested in the leadership aspect it's kind of a turn off.*
- *Because we are so short staffed, I haven't been able to utilize it hardly at all. But the videos I did watch were well done and will help me be more efficient with some of my tasks. There are many topics I would like to get to still though!*

Want to use it more

Eighty-five respondents said they were not able to use LinkedIn Learning as much as they would have liked, but want to use LinkedIn Learning more in the future. Nearly half of these respondents said this was due to their workload or a lack of time for professional development.

- *I wish I could use LinkedIn Learning more. I have not had a chance to use the resources or training provided to me yet since I have been so busy.*
- *I really like having LinkedIn Learning available. As a working supervisor, it is extremely helpful. Unfortunately this past year I am down two staff and cannot fill behind and so my time to take online trainings has been greatly compromised. I would have liked to have taken many more LinkedIn trainings than I did. Please continue this free, great service!*

Twenty-one respondents specifically said that the pandemic prevented them from using LinkedIn Learning as much as they wanted. The majority of these respondents want to take advantage of the tool in the future when their workload returns to normal levels.

- *There are so many trainings that I would like to take advantage of that would significantly help in performing my job but due to the additional pandemic duties, I haven't had time to utilize LinkedIn. I really hope that doesn't affect my ability to utilize this resource in the future.*

Other

Thirty-nine comments could not easily be categorized using the themes presented above. One respondent indicated they were concerned that having LinkedIn Learning would result in their agency limiting funding or opportunities for professional development that they considered higher-quality or more relevant for their role. A few others questioned the quality of the training provided through LinkedIn Learning, including whether it should be counted as continuing education, or questioned the cost-effectiveness of the LinkedIn Learning licenses. A few of these respondents mentioned agency-specific or job-specific issues that were beyond the scope of the LinkedIn Learning pilot evaluation.

What could your agency or Enterprise Talent Development do to help you take better advantage of LinkedIn Learning's opportunities?

Less than two-thirds of survey respondents answered the question asking what their agency or ETD could do to help them take better advantage of LinkedIn Learning opportunities (1,627 respondents).

More guidance for using LinkedIn Learning

Five hundred forty-eight respondents said they would like more guidance about LinkedIn Learning. Most frequently respondents suggested:

- Regular communication from ETD and agencies about recommended courses or learning paths relevant to their job functions or areas of development.
- Clear support from agency leadership and management to use LinkedIn Learning.
- Support to integrate trainings in LinkedIn Learning to individual learning plans or professional development goals.

Recommend or highlight courses to take

One hundred ninety-four respondents said it would be beneficial if ETD or agencies send regular communication highlighting courses by topics, job function, or other recommended courses, with several respondents saying that past recommendations for trainings have been helpful. Respondents mentioned that due to the breadth and variety of content available on LinkedIn Learning, it would be helpful if a more curated list of trainings were available. One-quarter of these respondents also suggested identifying and recommending courses that are popular in their agencies or have been vetted by others.

- *I thought the section of agency recommended courses was a nice place to start looking for training especially if you weren't quite sure where you need improvement. Expanding and continually update that list would be helpful.*

- *Could you list some modules/courses in your newsletter? Maybe highlight ones that receive positive feedback. The course list is so long perhaps it will help steer employees' choices.*
- *I think that it'd be really interesting to know what courses others are taking, especially if people are finding great courses in the vast course library (even with the option to search, it sometimes feels like you need to know exactly what you're looking for on LinkedIn to find it).*

Recommend learning paths

One hundred fifty-eight respondents suggested curating and recommending learning pathways in LinkedIn Learning. Most respondents generally suggested continuing to recommend pathways or creating pathways in LinkedIn Learning based on topic areas (e.g., DEI, communications, technology skills), content relevant to the agency, or courses that have been highly rated by users. Respondents mentioned that because of the variety of content available, some suggested pathways would make it easier for users to select courses to take.

- *Start an inventory of various learning pathways that others have created that might be useful—it would add some guidance and structure to some of the learning videos.*
- *I'd prefer to have some additional suggested learning paths. I found the enterprise-required learning path to be really helpful, and I think having some curated learning paths, whether from agency leadership or ETD, would be useful in figuring out what might be some great professional development opportunities. I'm certainly happy to search for courses that fit my needs, but I'm always open to more suggestions and guidance on how leadership would like all employees to develop professionally.*

More than one-third of these respondents specifically suggested creating and recommending learning pathways linked to current job functions. Several respondents also suggested specific pathways that would help with career advancement, including courses to help them within a specific field or courses that can help them advance to leadership positions.

- *Recommend courses based on departments and job duties. That way, people in those departments can sharpen their skills and if someone within the agency is looking to transfer in, they can gain skills by taking the recommended courses.*
- *If there were some sort of leadership course that could be recognized as meeting qualifications for leadership, that would be motivation.*
- *Perhaps match up my skills/interests to the courses within LinkedIn for my next career move, or allow me to enter the training/learning I already did within LinkedIn to job opportunities with the state that matched what I've learned. I feel that one of the purposes for having access to the LinkedIn Learning is so we can use it to become proficient in an area we would like to grow. However, I feel at this moment, there's no way to connect the two.*
- *Developing a training path that progresses towards certain professional competencies that are recognized by the state (qualifications for additional responsibilities).*

Assign courses in LinkedIn Learning

Less commonly, respondents said it would be helpful if someone assigned or mandated courses, similar to other training requirements established by agencies.

- *While I appreciate the agency's "Watch what you think is useful to you" policy, I also like having specific videos given/assigned to me. Honestly, I have a lot of work to do, and unless I'm told to watch a video, I probably won't use LinkedIn much, even though I've been told I can.*
- *My division and unit manager are very supportive in taking time to access LinkedIn Learning, but there is simply not enough time to dedicate to these trainings. Our team is severely understaffed, especially now with the hiring freezes due to COVID-19. It would help if employees had a requirement to complete a certain number of training hours each year, similar to how we have annual requirements for other types of trainings.*

Provide more work time to use LinkedIn Learning

Four hundred twenty-four respondents said they wanted more work time to use LinkedIn Learning. Nearly one-third of these respondents indicated they need more time generally, and that it was difficult to prioritize learning time over work. Twenty-seven respondents suggested leadership and supervisors should proactively communicate the importance of professional development and support employees in prioritizing learning. Sixty-three respondents commented that their workloads need to be reduced or staffing gaps need to be filled so they can make time for professional development. A few also said it would be helpful if the time allowed could be increased.

- *I had a hard time finding time in my schedule to do training. I had to block time on my calendar to get it done. Having agencies fully support that training and setting a recommendation for the amount of time they'd like staff spending on training would be nice.*
- *It is often difficult to carve out the time for LinkedIn Learning; however, it's an investment I'm interested in making. Having an open line of communication with my supervisor about priorities is helpful.*
- *Allowing time each week for the training. We're so busy with work, we don't have time for the training, which is sad, as the learning, especially with software would enhance our ability to be more efficient with documentation.*

One hundred thirty-four respondents suggested encouraging and providing designated time to use LinkedIn Learning, such as a specified amount of time on a weekly or monthly basis. Specific suggestions included encouraging employees to schedule time on their calendars for using LinkedIn Learning, establishing a specified amount of time for staff to take trainings individually or as a team (e.g., Learning Days), and requiring setting aside training time on a regular basis.

- *Give those who are unable to take time out of their work schedule a designated time to do LinkedIn Learning during work hours. There are people that are on phones all day or do other administrative work that does not allow them to do LinkedIn Learning.*
- *Designate LinkedIn Learning time just as we would for workspace clean-up days because we worry if we are doing too much training or not enough training.*
- *There's always work to get done which takes priority over optional professional development. But what if there was a set time to devote to it? Each area would need to determine what works best. For our area, it would work if our supervisor said, "In the next two weeks, please watch one professional development video..." That way, we would know time spent on it is "approved" and encouraged. And employees would feel like it is a task that's important just like other tasks. I personally have only watched 1 video because I feel like I should be getting work done—not watching professional development videos.*

One hundred thirteen respondents suggested providing more clarity and guidance about how much work time they can use toward LinkedIn Learning. Additionally, respondents asked for more clarity about how and when to use LinkedIn Learning, such as whether they can use it during work hours, what type of trainings they can take (technical/professional vs. personal development), and general guidance about how to set aside time to use LinkedIn Learning.

- *I think LinkedIn Learning is very easy to use. The main problem I have is not having enough time during the work day to watch all of the videos I would like to. It would be nice if my agency would say that we can have X hours a week to devote to LinkedIn Learning.*
- *Would like more clarity on the amount of time per week or month I can use LinkedIn Learning for personal development (which has had a positive impact on my work). I feel comfortable using the time I need on LinkedIn for skill development (Excel).*
- *It's not really clear how much time we can spend on LinkedIn Learning. We have separate core training related to our job in our units that are more technical. I like the soft skills training that I can learn from LinkedIn Learning related to my job, but there are times when I might want to learn a skill or hobby that may not be strictly related to work, but I find it interesting or have been wanting to learn it for some time. It hasn't been made clear if I can take these training during work hours, or if I can log into this platform outside of work time.*

Keep and/or expand LinkedIn Learning

One hundred seventy respondents encouraged ETD to keep LinkedIn Learning as an option and/or encouraged ETD to offer LinkedIn Learning to more employees. Respondents wanted ETD to offer licenses to more people on their teams, in their agency, and/or all state employees because they believed others would also benefit from it. A portion of these users asked for ETD to extend the program because they have been unable to take full advantage of LinkedIn Learning due to COVID-19-related reassignments, redeployments, or vacancies. They believed they would be able to take more courses once the pandemic ends.

Do more promotion and encouragement of LinkedIn Learning

One hundred thirty-six respondents advised their agencies and ETD to do more promotion and encouragement of LinkedIn Learning. Most often they asked for continued or additional email reminders that encourage using the platform and possibly recommend courses. Multiple respondents said they often forget LinkedIn Learning is available to them, and that regular reminders would help keep the platform in mind. Other specific ideas they had included:

- *Perhaps there should be an incentive system, whether in my agency or ETD, that helps push me to use LinkedIn Learning more often.*
- *Remind more often that it exists. It's often forgotten. Maybe a link in SEMA4?*
- *Talk about it or even say that it may be a possibility. I did not know it existed until I became the owner of a SharePoint page because someone retired, otherwise I still would not have known about it.*
- *Promote on ETD website with tips and tricks to best utilize LinkedIn Learning.*

Clear support from agency management and supervisors

Seventy-four respondents said clear support from agency management and supervisors is critical to help them in taking advantage of LinkedIn Learning. The majority of respondents suggested getting buy-in from agency leadership and management for using LinkedIn Learning for professional development, and having supervisors play a more active role in identifying and achieving professional development goals through LinkedIn Learning. Respondents said knowing there is leadership and management support for using LinkedIn Learning would help them prioritize using the platform during work hours.

Additionally, equipping supervisors with a better understanding of how LinkedIn Learning could help support professional development would be helpful for continued engagement between supervisors and staff when identifying learning priorities. Several respondents also said they have not had much support from supervisors in using LinkedIn Learning, but having that support would encourage them to use it more often.

- *Get Commissioners and other Senior Level leaders to emphasize we should all make time to take trainings. Not an excuse but with all the priorities making time is sometimes hard. Reminders from above to take time would help.*
- *My supervisor is supportive of LinkedIn Learning, but I've heard of others who are less so. I think more employees will use it the more support is given from their supervisor.*
- *Since my supervisor isn't familiar with LinkedIn Learning and doesn't have access, it can be difficult to discuss which courses are useful for my professional development. There are so many courses available that it can be difficult to choose. If my agency had recommended courses or "tracks" suggested for certain skills or positions or career paths, that would help me focus on content areas. It would also be nice if there were an overview available for supervisors whose staff have licenses.*

Integrate with performance management plans

Sixty-five respondents suggested integrating LinkedIn Learning with performance management and professional development plans. More than two-thirds of respondents suggested incorporating LinkedIn Learning into individual development or learning plans and annual reviews, or developing a framework for incorporating LinkedIn Learning into the process of setting and achieving learning goals. A few respondents also said it would be helpful to receive training credits for courses taken in LinkedIn Learning, or to use LinkedIn Learning trainings to satisfy other training requirements.

- *I think our new review has a space for this type of training which is great! We create goals and how we will attain these goals. LinkedIn Learning can be a piece of how we are going to get to our goal. In the 8 years I have worked with the agency I had NO professional development. This has been the only one.*
- *Promoting a framework for setting goals, strategies, and timebound learning actions would help. I would have liked to try more LinkedIn Learning videos but finding the time to do so was difficult. There are so many offerings that it is hard to know where to start. Something like an IDP in combination with regular supervisor-staff conversations would help.*
- *Incorporate it into the annual review. For example, have a section to document some things we've learned and how we have incorporated learning into our work. Train supervisors on how to discuss learnings in supervision with their staff.*

- *A template to build a learning plan would be helpful. I have so many ideas of training I'd like to take. They don't always seem connected, but I think I could pull them together into a learning plan that makes sense and helps me know what to take away from each to improve my work life.*
- *Build LinkedIn Learning into Growth Opportunity Plans that we do as part of our annual evaluations. That is when/where my supervisor and I spend the most time talking about professional development goals.*

Expand the variety of content available

Fifty-three respondents suggested expanding or curating more relevant content for their technical areas. According to respondents, content in LinkedIn Learning is geared toward general professional development or developing interpersonal skills, but the options geared toward specific technical skills are limited. Others added that some of the content is not relevant to state government work. A few respondents also suggested expanding content that would fulfill continuing education unit (CEU) credits, or content that would fulfill licensing requirements.

- *If [LinkedIn Learning] is more for general personnel training, like our mandatory ones, I like the LinkedIn Learning format. Also for general interpersonal type trainings or basic software use, I think it's good. But more specific technical skills weren't really offered. It would be nice if they could be added.*
- *Some of the work I do is more technical, and training for data governance is not as available.*
- *Add more CPE eligible courses. I need those for my role and it is difficult to find enough of them for a reasonable price. LinkedIn Learning would be a great way to do both, learn and maintain my certification.*
- *Offer CEU's so you get credit that can be used towards licensure. I use other sources of learning to meet the requirements of licensing and professional organizations to remain licensed/certified. LinkedIn Learning doesn't give you credit.*

Build out learning beyond individual course viewing

Seventy-nine users suggested that agencies and/or ETD develop ways for staff to learn besides individually viewing videos. Respondents explained that additional methods would help them retain new information better and help them learn how to apply their learnings to their jobs. More than half of their ideas centered around the idea of taking courses with other people: by watching them together at the same time, watching them individually with a planned follow-up discussion, or watching them together during other trainings. They mentioned concepts like cohorts and "book clubs" to help them connect with other users. Some focused on watching things with their team, while others wanted to connect with people in their job classification, in their agency, or even at the enterprise level.

- *Maybe ETD could put out blasts of specific learning and offer the training as a webinar. This way we could sign up for a specific session on a specific date and time and get this on our calendars. If this was scheduled vs. do on your own as time permits, I would probably be more likely to participate.*
- *My unit made LinkedIn Learning into a "book club." One member hosts the month, suggests a video on LinkedIn Learning and we all discuss what we learned at the monthly meeting. This has helped remind us to take the time to explore LinkedIn Learning. This could be suggested agency wide.*

- *Try new models such as "flipped classroom" discussion event where group of employees watch the same series of videos and then discuss together in a "lunch and learn" type setting.*
- *Another idea might also be to find ways in which people across the enterprise can connect based on classes they take, such as creating a cohort of people with aligning interests. I'm not sure how feasible that would be, but creating those connections could further augment the learning experience of people at the state.*

Another 21 users also wanted to discuss what they had learned with others but did not specifically suggest planning to watch the same video as others. Instead they wanted to discuss what they had individually chosen to learn through Teams channels, communities of practice, and learning groups; they wanted to watch a video and then find others to discuss it with. They said this would help them learn more about LinkedIn Learning, learn which courses have been helpful to others, and share what they have learned with others. A few other respondents asked for more exercises or practical applications of the material, and for accountability mechanisms to keep them motivated.

- *LinkedIn Learning gives me access to an overview of the skill, but what's missing is a consultant or subject matter expert who could provide guidance for how to apply the skill to my work. Maybe that's a community of practice, or better relationships with colleagues that do similar work.*
- *There could be some accountability. When someone completes a course or video, they could be responsible for bringing back relevant items to their team or supervisor. I think that could be motivating for some.*
- *I recommend starting an RSpace "hangout" page for agency employees who have watched a particular LinkedIn Learning video on their own accord to post the seminar hyperlink and say what s/he found useful about it so that way, other employees in the same or similar job category could also watch it and benefit from learning the same information.*

Improve onboarding

Nineteen respondents suggested better onboarding to LinkedIn Learning. A few explained they did not understand how to use the platform as well as they would like. Respondents asked for more guidance and coaching on how to find courses and "maximize" their use of LinkedIn Learning.

- *Train us. We have the impression it is so difficult to access that it is not really worth our time. I am a supervisor. I would like to direct my staff towards these opportunities but I know so little about it myself, it is difficult.*
- *LinkedIn Learning seems overwhelming at first impression, and it would be nice to have someone at ETD give an overview or tutorial to walk newbies through the concept and categories.*

Do not have time or not interested in LinkedIn Learning

One hundred respondents said they did not have time to use LinkedIn Learning or were not interested in using it. Most of these respondents explained they did not have time to use LinkedIn Learning, with almost two-thirds commenting on their general workload, and almost one-quarter explicitly mentioning the COVID-19 pandemic to explain why they did not have time. Several said they were not interested in LinkedIn Learning because the content was not relevant or they did not like the way the training was done.

Other

One hundred thirty-three respondents said there was nothing their agency or ETD could do to help them take better advantage of LinkedIn Learning. Nearly half of these respondents wrote "nothing" or "no opinion" in response to this question. However, nearly one-third indicated that they had nothing to suggest because they were already satisfied with the opportunity and what their agency or ETD was doing to help them take advantage of LinkedIn Learning. Several added that they did not have anything to suggest because it is their responsibility to take advantage of the opportunity and finding the time to use it more often. A few respondents said they could not suggest anything because they did not plan on using LinkedIn Learning.

One hundred fourteen respondents said they were unsure or did not know what their agency or ETD could do to help them take better advantage of LinkedIn Learning. A few of these respondents also explained they did not know because they either needed to be given more time or make their own time to use LinkedIn Learning. Sixty respondents said they had the responsibility to make more time or find more time to use LinkedIn Learning, implying that their agencies or ETD did not need to take more action.

One hundred thirty respondents provided an answer to the question of what their agency or ETD could do to help them take better advantage of LinkedIn Learning that could not be easily categorized using the themes presented above. Over half of these other comments suggested how LinkedIn Learning could be improved, many of which echoed other themes above, including having clear time set aside for using it, having supervisor support, increasing the number of short videos, suggesting courses, making it easier to find relevant courses, or having content that is more relevant to their role. Several respondents suggested linking LinkedIn Learning to other state systems, such as ELM and Achieve. Several echoed that their agency or ETD were already doing enough. Just over one-quarter of these other respondents provided comments that were not in relation to the question or were beyond the scope of the LinkedIn Learning pilot evaluation.

Response rates by agency

The table below shows how many users from each agency were invited to participate in the final user survey and how many completed it. If an agency had fewer than 10 respondents take the survey, MAD is not reporting its response rate, to protect survey respondent privacy.

User's agency

Agency	Invited	Completed #	Completed %
Department of Agriculture	130	72	55%
Department of Administration	103	54	52%
Minnesota Management and Budget	74	37	50%
Department of Natural Resources	582	276	47%
Department of Education	315	144	46%
Department of Employment and Economic Development	121	54	45%
Department of Transportation	928	391	42%

Agency	Invited	Completed #	Completed %
Minnesota IT Services	338	131	39%
MNsure	56	22	39%
Department of Human Services	1,844	704	38%
Minnesota Housing Finance Agency	84	31	37%
Minnesota Pollution Control Agency	123	45	37%
Department of Corrections	95	34	36%
Department of Health	499	173	35%
Department of Revenue	1,400	484	35%
Department of Public Safety	103	35	34%
Office of Higher Education	38	12	32%
Department of Labor and Industry	124	39	31%
Department of Veterans Affairs	94	26	28%
Department of Commerce	44	12	27%
Minnesota Board of Cosmetology	20	<10	-
Department of Iron Range Resources and Rehabilitation	11	<10	-
Governor's Office	<10	<10	-
Minnesota Racing Commission	<10	<10	-
Minnesota Zoo	<10	<10	-
MN Indian Affairs Council	<10	<10	-
Total	**7,134**	**2,790**	**39%**

Activated user demographics

The following percentages are based on the number of total respondents (2,790). If a group had fewer than 10 respondents, MAD is not reporting their response rate, to protect respondent privacy.

Which of the following best describes your current job position?

Response option	Respondent count	Respondent proportion
Supervisor, manager, or higher	715	26%
Individual contributor	1,993	71%

Where is your primary work location? If you're currently working from a different location because of COVID-19, please choose where you normally work.

Response option	Respondent count	Respondent proportion
Greater Minnesota	700	25%
Twin Cities Metropolitan Area	1,983	71%
Outside of Minnesota	39	1%

How many total years have you worked in state government?

Response option	Respondent count	Respondent proportion
Less than 1 year	34	1%
1–5 years	902	32%
6–10 years	590	21%
11–15 years	480	17%
16–20 years	265	9%
21 years or more	453	16%

What is your age?

Response option	Respondent count	Respondent proportion
Under 21 years	<10	-
21–35 years	442	16%
36–45 years	745	27%
46–55 years	751	27%
56–65 years	620	22%
66 years or older	36	1%
Prefer not to answer	120	4%

Are you a person with a disability?

Response option	Respondent count	Respondent proportion
Yes	248	9%
No	2,233	80%

Response option	Respondent count	Respondent proportion
Prefer not to answer	211	8%

What is your gender identity?

Response option	Respondent count	Respondent proportion
Female	1,682	60%
Male	844	30%
Non-binary	<10	-
Other/Prefer to self-describe	<10	-
Prefer not to answer	170	6%

What racial/ethnic background do you identify with? (Select all that apply.)

Response option	Respondent count	Respondent proportion
Asian	104	4%
Black/African American	88	3%
Bi-racial/Multi-racial	35	1%
Hispanic/Latino	58	2%
Native American/American Indian/Native Alaskan/Indigenous	45	2%
Native Hawaiian/Pacific Islander	<10	-
White	2,204	79%
Other	29	1%
Prefer not to answer	255	9%

Note: The response proportion does not total to 100 percent because respondents could select more than one option.

Final user survey tool

Survey introduction page

About this survey

You have an activated LinkedIn Learning account through the state, and we need your feedback to help us evaluate the program. The state has offered LinkedIn Learning for almost a year now. We're asking for your input on how the program has helped you and how the state can make the LinkedIn Learning program more effective.

This survey is voluntary and will take about 10 minutes to complete.

Data privacy

Enterprise Talent Development (ETD), a section of Minnesota Management and Budget, has contracted with Management Analysis and Development (MAD) to evaluate the state's LinkedIn Learning program. MAD is a separate section of MMB that provides consulting services for the public sector. Only MAD will know whether you took the survey and who submitted which answers. MAD will provide summary reports of the survey and evaluation results to ETD. There will be no consequence to you if you decide not to take the survey, but then we will not be able to evaluate the program with your feedback.

Information that could reasonably be used to identify an individual from their response is considered private data under the Minnesota Government Data Practices Act (Minnesota Statutes § 13.64), meaning MAD will not share it with others except as provided by law. After the survey is over, MAD will use different methods so individuals cannot be identified by their responses. For example, if there are fewer than 10 survey respondents in a group (such as employee gender identity), MAD will combine that grouping with a larger group of respondents. MAD will use proportions to describe how many respondents answered a question in a certain way (100%, 33%, 0%, etc.).

Tips for using this survey

- If you cannot complete the survey at one sitting, you can select "Save" at the bottom of the page to save your answers. You can return to complete the survey later using the link that was emailed to you.
- To reset your answers on a page, use the "Reset" button.
- If you would prefer a text-based version of the survey (for example, if you use a screen reader), select the "text only" link on the center of the top of the screen.

If you have any technical problems accessing the survey, please contact MAD at 651-259-3800 or at management.analysis@state.mn.us.

Thank you for your time!

Survey questions

1. Please fill in the blank: Of the LinkedIn Learning videos I have watched, ____ were worth my time.
    - all of them
    - nearly all of them
    - more than half of them
    - less than half of them
    - few of them
    - none of them
    - Not applicable – I have not watched any videos.

2. Please rate your level of agreement or disagreement with the following statements. [Strongly agree, Agree, Don't agree or disagree, Disagree, Strongly disagree]
    - LinkedIn Learning is a good way for me to get professional development training.
    - I would recommend LinkedIn Learning to others as a way to get professional development training.

3. How do you see yourself using LinkedIn Learning in the future?
    - I expect to use it at least once a week.
    - I expect to use it at least once a month.
    - I expect to use it every two to three months.
    - I expect to use it a couple of times a year.
    - I expect to use it only when I need a specific skill or content knowledge.
    - I'm not sure.
    - I don't expect to use it in the future.

4. Since you received access to LinkedIn Learning, have you experienced any of the following? (Select all that apply.)
    - I was reassigned to other tasks within my own agency because of the COVID-19 pandemic.
    - I was redeployed to provide services in another agency because of the COVID-19 pandemic.
    - I took a different position within my agency.
    - I took a different position in another state agency.
    - None of the above.

5. Please fill in the blank: If the COVID-19 pandemic had not happened, I would have watched _____videos on LinkedIn Learning.
    - significantly fewer
    - somewhat fewer
    - the same number of
    - somewhat more
    - significantly more

6. What, if anything, is keeping you from taking better advantage of LinkedIn Learning? (Select all that apply.)
    - I do not have time at work to complete more videos.
    - I'm not sure which videos to watch.
    - The website does not have trainings relevant to me.
    - I'm not sure how much time I'm allowed to spend on it.

- I forget I have a license.
- I don't like online, video-based trainings.
- I don't know how to use or navigate LinkedIn Learning.
- I'm experiencing technical problems.
- My supervisor does not support me using LinkedIn Learning.
- Nothing—I'm using LinkedIn Learning as much as I would like.
- Other (please specify)

7. Have you learned at least one new thing from a LinkedIn Learning video?
   - Yes
   - No
   - I'm not sure

8. In your current position, have you used at least one thing you learned from a LinkedIn Learning video?
   - Yes
   - No
   - I'm not sure

9. (If answered no to Q8) In your current position, do you believe you will use at least one thing you learned from a LinkedIn Learning video?
   - Yes
   - No
   - I'm not sure

10. Please rate your level of agreement or disagreement with the following statements. [Strongly agree, Agree, Don't agree or disagree, Disagree, Strongly disagree]
    - The LinkedIn Learning videos I have watched have helped me have a positive effect on my team/unit *in the past few months.*
    - I believe that the LinkedIn Learning videos I have watched will help me have a positive effect on my team/unit *within the next year.*
    - LinkedIn Learning has positively improved my relationship with my supervisor concerning my professional development.

11. How often do you discuss LinkedIn Learning with your supervisor?
    - At least once a month.
    - Every two to three months.
    - A couple of times a year.
    - Only in specific situations when it's relevant.
    - I'm not sure.
    - I don't discuss LinkedIn Learning with my supervisor.

12. Keeping in mind both LinkedIn Learning and other opportunities you have, how satisfied are you with the professional development opportunities available to you at the state?
    - Satisfied
    - Somewhat satisfied
    - Not satisfied or dissatisfied
    - Somewhat dissatisfied
    - Dissatisfied

13. How has having a LinkedIn Learning License affected your ability to do your current job and overall professional development?

14. What could your agency or Enterprise Talent Development do to help you take better advantage of LinkedIn Learning's opportunities?

Last, we'd like to get some information about you and your position. This will help us analyze survey response trends across different groups. For example, your answers will help us see whether workers in the Twin Cities have had a different experience with LinkedIn Learning than workers in Greater Minnesota. These are important trends to understand to improve the LinkedIn Learning program.

Information that could reasonably be used to identify an individual from their response is considered private data under the Minnesota Government Data Practices Act (Minnesota Statutes § 13.64), meaning MAD will not share it with others except as provided by law. After the survey is over, MAD will use different methods so individuals cannot be identified by their responses. For example, if there are fewer than 10 survey respondents in a group (such as employee gender identity), MAD will combine that grouping with a larger group of respondents. MAD will use proportions to describe how many respondents answered a question in a certain way (100%, 33%, 0%, etc.).

15. Which of the following best describes your current job position?
    - Supervisor, manager, or higher
    - Individual contributor

16. Where is your primary work location? (If you're currently working from a different location because of COVID-19, please choose your pre-COVID-19 normal work location.)
    - Greater Minnesota
    - Twin Cities Metropolitan Area
    - Outside of Minnesota

17. How many total years have you worked in state government?
    - Less than 1 year
    - 1–5 years
    - 6–10 years
    - 11–15 years
    - 16–20 years
    - 21 years or more

18. What is your age?
    - Under 21 years
    - 21–35 years
    - 36–45 years
    - 46–55 years
    - 56–65 years
    - 66 years or older
    - Prefer not to answer

19. Are you a person with a disability?

- Yes
- No
- Prefer not to answer

20. What is your gender identity?
    - Female
    - Male
    - Non-binary
    - Other / Prefer to self-describe
    - Prefer not to answer

21. What racial/ethnic group(s) do you identify as? (Select all that apply.)
    - Asian
    - Black / African American
    - Bi-racial / Multi-racial
    - Hispanic / Latino
    - Native American / American Indian / Native Alaskan / Indigenous
    - Native Hawaiian / Pacific Islander
    - White
    - Other
    - Prefer not to answer

Appendix C: Final supervisor survey results and tool

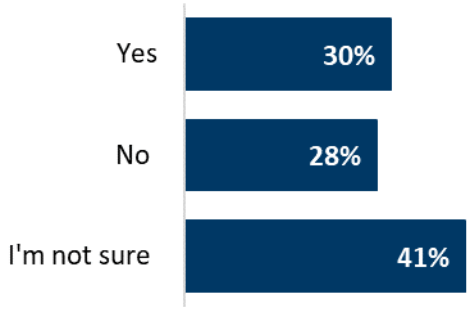
Methodology

MAD conducted an online survey of the supervisors of LinkedIn Learning users for three weeks in March 2021. At the time, not all of the state's 10,000 licenses had been assigned, and some users assigned licenses had not activated them. MAD only invited supervisors for current employees who had activated their LinkedIn Learning account to take the survey. As of the date MAD downloaded LinkedIn Learning user data, 7,134 current employees had activated their license, and MAD was able to find a supervisor name for all but about 100 of them. [9] Ultimately MAD developed a list of 2,245 supervisors, and 651 completed the survey, for a response rate of 29 percent. This appendix contains the results and tools for the supervisor survey.

Supervisor survey results

Quantitative results

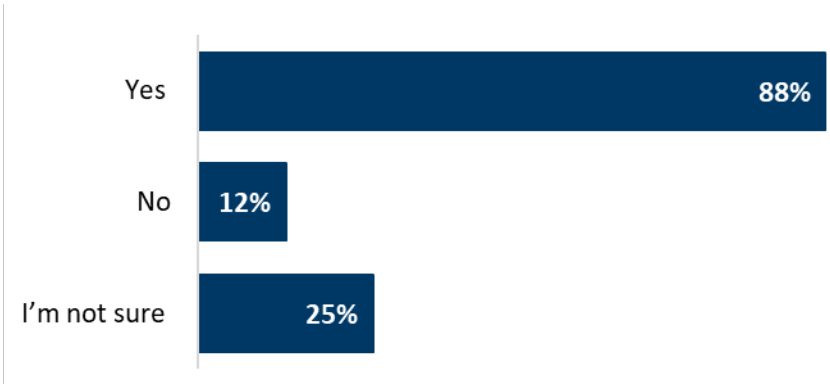
I received a copy of an Individual Development Plan (IDP) template from ETD (this may have come through your agency's training director). (n = 649)



[9] MMB Human Resources provided a database of employees and their listed direct supervisor from SEMA4, the state's human resources system. If a supervisor was not in active payroll status at the time MMB completed the query, the supervisor's name did not appear in the database. For employees whose supervisor names did not appear in SEMA4, MAD checked Outlook Active Directory for their supervisor's information. MAD was able to find some supervisors this way, but ultimately MAD could not find a supervisor for every user.

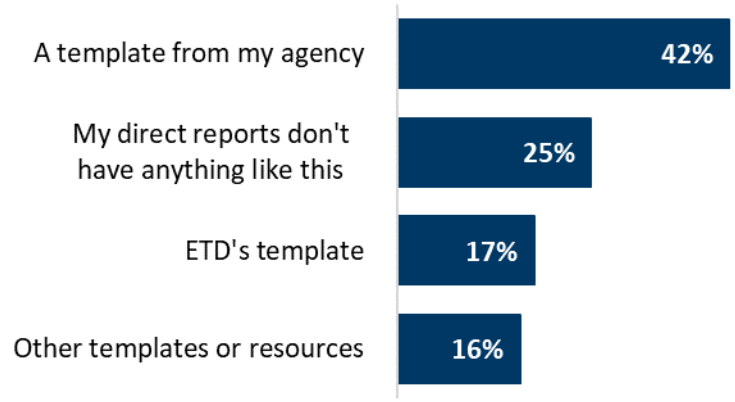
More than two-thirds of respondents (69 percent) said they did not receive a copy of the IDP or were not sure if they had received a copy. Less than one-third of respondents (30 percent) said they had received a copy of the IDP from ETD.

[If respondent answered yes to previous question] The Individual Development Plan (IDP) template I received from ETD was helpful. (n = 155)



Of those who indicated they had received a copy of the IDP from ETD, most respondents (88 percent) said it was helpful. One-quarter of respondents (25 percent) said they were not sure and 12 percent of respondents said they did not find it helpful.

What do you use to help your direct reports create professional development or learning plans like an IDP? (Select all that apply.) (n = 673)



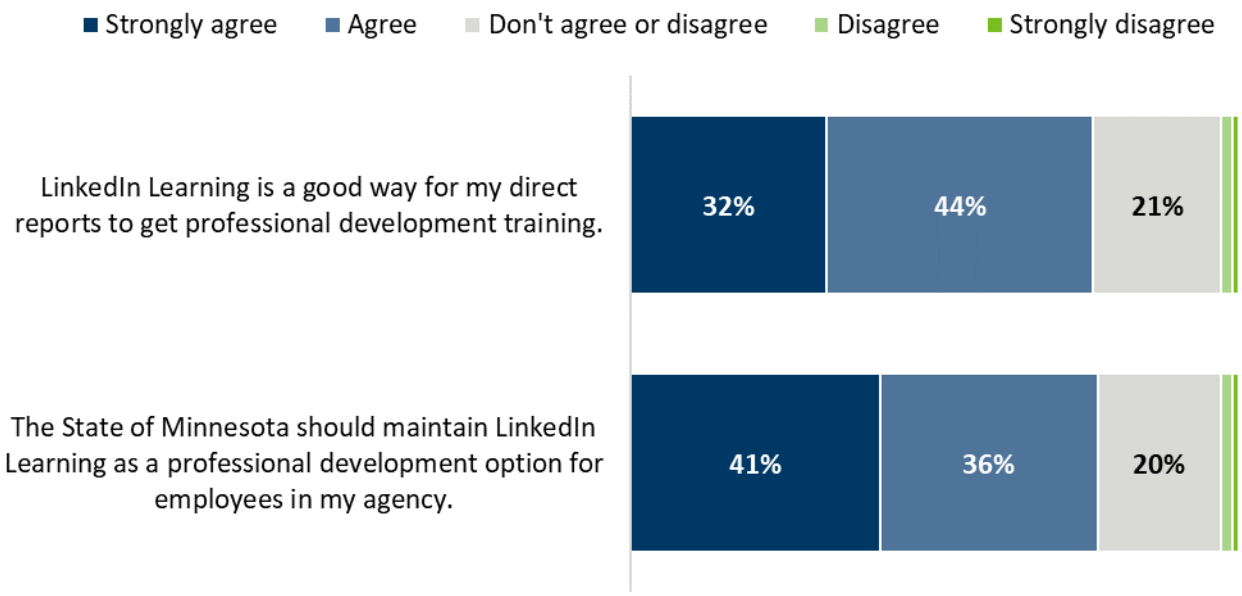
Nearly half of the respondents (42 percent) said they used a template from their agency to help their direct reports create professional development or learning plans. Nearly one-third of respondents (33 percent) said they use ETD's template or other templates or resources. One-quarter of respondents said their direct reports do not have anything similar to a professional development or learning plan like an IDP.

If a respondent selected "Other templates or resources," the survey offered a brief field for the respondent to specify what they use, and 81 respondents wrote something. Nearly one-third of these respondents said they used annual performance reviews and evaluations. Seventeen explained that they used self-developed templates, and 13 said LinkedIn Learning and training goals are discussed during regular supervisor and direct report check-ins. Other resources and templates discussed by respondents included:

- Agency training plan templates.

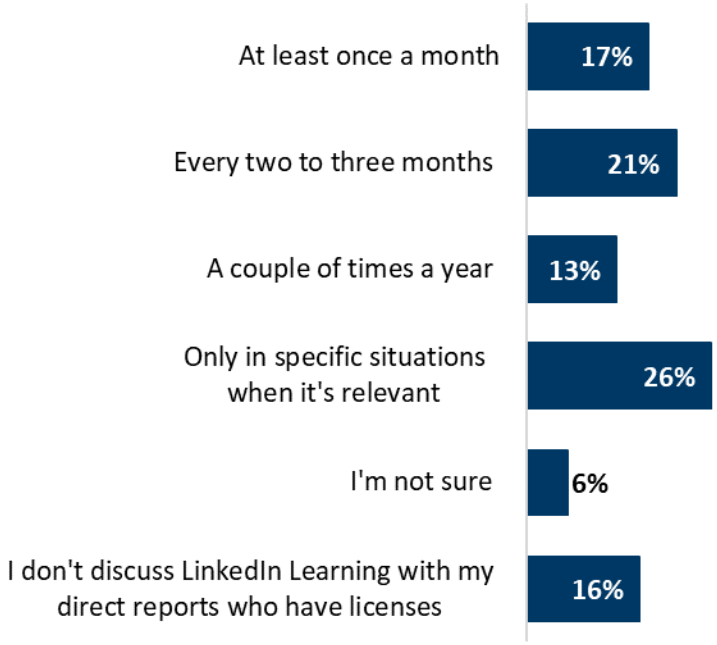
- Performance and training plans customized based on agency training plans.
- Templates available through widely used HR and training frameworks (i.e., Charting the Life Course, 30-60-90 plan).
- Industry or professional organization templates (i.e., accounting, natural resources, education).

Please rate your level of agreement or disagreement with the following statements. (n = 629–632)



More than three-quarters of supervisors who responded (76 percent) agreed or strongly agreed that LinkedIn Learning is a good way for their direct reports to get professional development training. Just a slightly higher percent of respondents (77 percent) said the State of Minnesota should maintain LinkedIn Learning as a professional development option for employees in their agency. Nearly one-quarter of respondents neither agreed nor disagreed with both statements.

How often do you discuss LinkedIn Learning with your direct reports who have licenses? (n = 632)



Most commonly, respondents said they discussed LinkedIn Learning with their reports at least once a month or every two to three months (38 percent). About one-quarter of respondents said they discussed LinkedIn Learning only in specific situations when it is relevant. Sixteen percent of respondents said they did not discuss LinkedIn Learning with direct reports who have licenses.

Qualitative results

The last two questions on the survey were open-ended questions with fields for written comments. MAD categorized comments based on the themes that emerged from these responses. MAD applied multiple category labels to answers that fit into more than one theme. Responses such as "N/A," "I don't know," or "No comment" were not tallied in the number of responses to a question. Select responses are included in *italics*; MAD lightly edited some responses for spelling and grammar.

The following sections summarize the themes from the responses, generally in order of most common to least common.

How has LinkedIn Learning affected your direct reports' job performance and/or satisfaction?

More than two-thirds of survey respondents answered the question asking how LinkedIn Learning has affected their direct reports' job performance and/or satisfaction (450 respondents).

Access to training

One hundred forty-seven supervisors responded that LinkedIn Learning allowed staff to access trainings. Among these respondents, the themes that emerged most frequently were that LinkedIn Learning offers a variety of

trainings, provides an opportunity to pursue training on demand, and allows their reports to access training remotely.

Forty-six supervisors said the platform gives access to a wide variety of trainings: "LinkedIn Learning provides a great breadth and depth of content to choose from." Fifty-four highlighted the fact that users can access LinkedIn Learning trainings on-demand, whenever is convenient for direct reports.

- *She used LinkedIn Learning in a "just in time" way, to look up courses on topics of immediate interest, where she might not have the time/money to register for an in-person class.*
- *This opportunity in particular is helping staff to quickly obtain training relevant to new projects they were assigned.*

Seventeen supervisors emphasized that LinkedIn Learning provided their reports with access to remote learning, particularly as in the context of the COVID-19 pandemic. A few respondents also made each of the following points:

- LinkedIn Learning has allowed reports to take required trainings, trainings they specifically need to do their jobs, or training relevant to their professional goals.
- Staff were also able to access trainings on LinkedIn Learning that their office or the state does not offer, or trainings that are not currently available due to COVID-19.
- LinkedIn Learning has created opportunities for self-directed learning.
- Supervisors appreciated using LinkedIn Learning to assign or recommend trainings to their reports.

Satisfaction with LIL

One hundred thirty-four respondents indicated that they or their reports were satisfied with LinkedIn Learning. Within this group, nearly one-third described their satisfaction in general terms with comments like, "Employees who participated seem satisfied with the results" and, "My employees enjoy having access to LinkedIn Learning…It is a training benefit that they appreciate."

Several supervisors described LinkedIn Learning as convenient, easy to use, and having high-quality content. Several also said they are satisfied with LinkedIn Learning as a tool for professional and skills development. Just under one-quarter of the 134 respondents indicated that LinkedIn Learning's self-paced learning contributed to their satisfaction.

- *Folks are able to pursue training modules they are interested in at their own pace and during the time they can schedule themselves.*

Several respondents said they find the platform to be cost-effective compared with other trainings. For instance, supervisors said LinkedIn Learning allowed their reports to sign up for courses these employees wouldn't have otherwise taken if they had to pay for a one-off training.

- *In the past it was much more difficult for them to travel to St. Paul for this type of training and required much more travel time and cost. Many of our remote staff were reluctant to take training that required that kind of time commitment and travel. This made it extremely difficult to persuade them to take additional training unless it was "required" training. Now they can take training that is more relevant to their needs and not just "required" trainings.*

- *With budget issues, we are not sending people to ETD classes because of the cost, so LinkedIn Learning has been a great solution that offers so much flexibility.*

Other supervisors said LinkedIn Learning fulfills an unmet need because their budget is currently restricted, while a few supervisors pointed out that their office was not previously able to access funding for training. Another finding related to the cost-effective theme was that the low-cost, convenient courses lowered the stakes for users to take trainings.

- *Gives them a place to self-direct learning and be able to grow despite restricted funds and COVID restrictions to attend other training.*
- *They can start a class that looks interesting and feel no pressure for not completing one that isn't helpful. They are not obligated to a specific class because it was specifically paid for—they can look for a different class that meets their needs.*

A few respondents also pointed to each of the following features of LinkedIn Learning as reasons why they or their direct reports feel satisfied with the platform:

- LinkedIn Learning is a reputable and reliable source for training content.
- The trainings align with users' learning style.
- Training content is relevant and has allowed direct reports to gain new knowledge.
- LinkedIn Learning courses are time-efficient.
- Taking the same courses as colleagues promotes teamwork and collaboration.

Positive impact of LinkedIn Learning

One hundred twenty-two respondents highlighted a positive impact from LinkedIn Learning. Forty-nine of these respondents specifically mentioned that their direct reports were more satisfied with their jobs because of LinkedIn Learning. Specifically, they said having a license and access to many training opportunities made direct reports feel appreciated and valued. Several described improvements in staff attitudes and morale, including being willing to take on new projects and responsibilities.

- *Creating a culture of learning dramatically increased the job satisfaction and led to more overall positive attitudes. LinkedIn Learning is another powerful tool in the toolbox for my team to use.*
- *I'm not the supervisor who initiated the LinkedIn Learning with this staff member, but I have seen new levels of energy and excitement from them as they learned new ideas and skillsets.*
- *We have never had money for professional development. Having access to professional development has given my direct reports access to specific, needed content as well as increased job satisfaction.*

Thirty-eight supervisors said they had noticed improved job performance as a result of LinkedIn Learning. Comments described how direct reports improved both their technical and soft skills, or just that overall job performance had improved.

- *She has improved in her interactions with staff and security. She is now taking initiative to participate, and in some cases, lead projects.*

- *Some have used it to learn how to better use a software package with good results to job performance efficiency and their work satisfaction.*
- *One of my direct reports—through a LinkedIn Learning [course]—updated one of our forecasting models to be smaller in size and run much more quickly than before. This will help [future] forecasts to be more accurate and timely.*

In addition to effects on job satisfaction and performance, supervisors described other positive impacts on their units and on their direct reports' knowledge and skills. Among other things, 59 respondents highlighted how direct reports learned more about Microsoft Office and other software products, as well as improved their communication and conflict management skills. Several said direct reports had generally gotten a lot out of LinkedIn Learning and improved their skills, while a few others explained that they had had their direct reports watch a training together and then discuss, which helped get everyone on the same page.

- *LinkedIn Learning has helped my direct reports work towards completing their yearly performance goals. Our team meets weekly to share courses and discuss how each course is beneficial in the work that we do. This increases our job performance. During the pandemic I feel like this has been extremely helpful in enhancing our skills and sharing our knowledge.*
- *Learning more people skills, how to handle sensitive conversations. I think he is feeling more prepared for the challenges of a supervisor.*
- *LinkedIn Learning has given my direct reports more training in soft skills and leadership rather than professional development related to license requirements. LinkedIn Learning training is helpful and should be continued but cannot take the place of technical training.*

Unable to benefit from, or see the benefits of, LinkedIn Learning

Ninety-six respondents said they were not sure about how LinkedIn Learning has affected their direct reports' job performance or satisfaction. Most commonly, respondents said they have not discussed it with their direct reports, or their direct reports have not raised it with them, with a few indicating they did not know if their direct reports have access or have used it. Several explained that due to the COVID-19 pandemic and increase in staff workloads, they were unable to determine how having LinkedIn Learning has impacted their direct reports. Others also said it was too early to tell or that their direct reports have not had much time to use LinkedIn Learning.

Ninety-three respondents said they were unable to benefit from or see benefit of LinkedIn Learning so far. Nearly half of these respondents generally said they have not seen an impact on job performance or satisfaction. About one-quarter of these respondents explained that due to the impact of COVID-19 on workloads and reassignments, staff have not been able to take advantage of LinkedIn Learning. Several respondents added that due to workload and time constraints, their staff have not been able to use LinkedIn Learning as much as they wanted.

- *For the past year, all of my direct reports have been reassigned for COVID-19 response. I can't fairly assess the impact LinkedIn Learning has had on their performance or satisfaction at this point in time. I know several of my staff were looking forward to participating in the pilot, and I would welcome further*

exploration of this resource as a tool for professional development. However, to my knowledge none of my staff utilized it in the past year.

- *It has been difficult to use this resource in the past year because of the [COVID-19] global pandemic; many positions have gone unfilled so people have had less time to devote to training.*

Twelve respondents said they did not believe their direct reports had LinkedIn Learning licenses. A few others said their staff have not had a chance to use it or have had technical issues accessing LinkedIn Learning.

Other

Thirty-two respondents wrote about topics that did not fall into a previous theme. Several described how their team had been learning collaboratively, either by watching videos together, recommending them to each other, or discussing them. Some respondents said they had experienced issues with the rollout of staff receiving licenses, the right employees had not gotten access, and they had tied LinkedIn Learning to employee learning goals or performance plans. A few respondents requested licenses for more employees.

- *Employees seem to feel uncomfortable taking the time to complete LinkedIn Learning courses. One of my employees suggested we start a Training Club (similar to a book club) to encourage employees to take more responsibility for their own professional development. Each month, an employee selects a course for others to view on their own schedule, and then the employee facilitates a discussion on what people found useful. I view this as a way for people to develop their facilitation skills (especially in this remote environment) as well as have shared learning with others. I believe this has helped maintain job satisfaction.*

What could your agency or Enterprise Talent Development do to help you to guide your direct reports to take better advantage of LinkedIn Learning's opportunities?

Nearly two-thirds of survey respondents answered the question asking what their agency or ETD could do to help them take better advantage of LinkedIn Learning opportunities (406 respondents).

Promote LinkedIn Learning internally

Ninety-three respondents advised their agencies and ETD to promote and encourage LinkedIn Learning more. Most often they asked for continued or additional email reminders that encourage using the platform and possibly recommend courses or focus areas. They explained that it can be difficult to set aside time for taking courses, and that staff often forget it is a resource. According to the supervisors, reminders and prompts can help people remember to prioritize their own learning. Several specifically encouraged their agency or ETD to highlight the value of LinkedIn Learning, and to explain the benefits and how to use the platform.

In addition to email, supervisors also asked for reminders and promotion on agency-specific methods, like intranets and newsletters, as well as testimonials or recommendations from other employees for specific courses. A few requested template materials they could use themselves, like talking points and templates to use when discussing LinkedIn Learning with direct reports. A few others suggested offering incentives or rewards for completing classes.

- *The weekly suggestion e-mails were very helpful in understanding what types of training were available and were very helpful to use as discussions between my direct report and me. Keep those up.*
- *Periodically remind employees of this resource. Highlight trainings that would be helpful. Offer some sort of "reward" for completing trainings. A team could earn points for completing LinkedIn Learning trainings that would go toward work sponsored treats or casual or themed Friday or an outing of some sort. Periodic reminders or highlights of offerings. Ex—mini-newsletter via email, "consider this class, popular and receives positive feedback from participants."*
- *Creating some template email messages that managers could send to their staff to remind, check-in and/or follow-up on LinkedIn Learning activities would be great.*
- *DHS does promote these learning opportunities on DHS Today. ETD could create a short video featuring staff who have taken advantage of these trainings—they can talk about their favorable experiences and encourage others to take advantage of the trainings. This video could be shared with state agencies to post on their daily announcement pages.*

Make learning recommendations or suggestions

Eighty respondents said their agency or ETD should recommend or continue to recommend courses, such as in the weekly suggestion emails described above. A little less than half of these respondents made general comments asking for reminders of the courses available or recommendations from ETD or their agency on which courses to take. A few respondents noted that the breadth of available LinkedIn Learning trainings can feel overwhelming.

- *The agency suggestions on courses to take has been very helpful. I wish there were more suggestions. For example, for Black or Women's History Months, it would have been great to have some recommendations. Without a training suggestion or guide it can be overwhelming to find a place to start.*
- *If the agency suggested courses, I think that would help because some of the staff don't know what courses to take.*

Aside from the more general comments, the most common idea supervisors offered was for their agency or ETD to recommend courses that are relevant to state employees or that align with state policies and requirements.

- *It might be helpful to highlight courses that align to our policies (unconscious bias, safety) or business as part of the regular ETD update.*
- *When LinkedIn Learning was made available, a short list of required courses was provided in Diversity and Inclusion. If a list of recommended learning in all pertinent areas was provided quarterly or semi-annual, employees would make it a more relevant aspect of development.*

A few respondents made suggestions around each of the following ideas:

- Trainings based on users' interests, such as through a survey or based on their past course selections.
- Courses relevant to contemporary issues or "hot topics."
- Trainings on the Microsoft Office suite of applications.

- Courses on equity and antiracism.
- Courses on writing and communication.
- Recommendations of courses that are popular among colleagues or among the state's pool of LinkedIn Learning users.

Lastly, a few respondents wrote that the agency or team leaders should be able to require certain courses, which they believed would promote more LinkedIn Learning use and give staff a reason to prioritize training.

In addition to these suggestions, 37 respondents commented that ETD or their agency should recommend specific learning paths. Just under one-third of them suggested mapping out learning paths based on job roles, with several respondents asking for learning paths by topic (e.g., project management) and by position level. One respondent asked for "professional development decision trees, flowcharts and maps to help employees locate training options most relevant for their needs and interests." A few suggested learning paths for each of the following areas:

- Training specific to their agency's needs.
- Agency-required trainings.
- Trainings by job advancement goals.
- Trainings for new employees.
- A learning path on leadership and supervision.

Twenty-three supervisors wrote that vetting the courses would help their staff take better advantage of LinkedIn Learning. More than one-third of these comments suggested that the platform highlight which courses users have rated most highly. Several supervisors asked for LinkedIn Learning to specifically highlight those courses that state employees or colleagues have rated highly. Vetting the trainings otherwise by quality, by those that are relevant to public sector work, and according to those most appropriate for beginners were all ideas a few respondents suggested.

Facilitate additional support from leaders

Fifty-one respondents said they would appreciate having more support as supervisors of staff with LinkedIn Learning licenses. About half asked for more information about the platform in general, which courses their employees are taking, and what training topics are available. The other half of these respondents wanted to be able to assign or suggest LinkedIn Learning courses to staff, or to at least have more authority or input over the process. They said they could better help their employees if they knew more themselves or had better information. A few noted that this survey was the first time they had heard about LinkedIn Learning.

- *I have direct reports that are part of LinkedIn Learning, but I don't think I was sent information on how to access the types of opportunities available. My direct reports are self-motivated and all have unique skillsets so the ability of staff to explore learning experiences independently is a big benefit. But it would have been nice to have received more information on the opportunities.*
- *As I do not have access to the resource, I am not particularly familiar with the structure of the resource. If I knew what was in there, or how to search the content, I could be more prescriptive in assigning training.*

- *Incorporate a process for supervisory approval of specific courses based around training/learning objectives as a means to gain access to those courses or at the very least create a reporting tool where supervisors are apprised of what courses staff have taken—similar to how ELM works now.*

Lower the barriers

Forty-five respondents discussed ways their agency or ETD could help lower barriers to staff using LinkedIn Learning. Most of these comments requested more time for employees to use the platform, describing time as the biggest obstacle. Several supervisors said their employees had a hard time prioritizing LinkedIn Learning during the pandemic. They said hiring more staff, better managing workloads, and keeping LinkedIn Learning beyond the pandemic would help staff take better advantage of the platform.

Supervisors explained that their direct reports have a hard time prioritizing LinkedIn Learning over their normal work tasks. Most often they suggested allowing or requiring a certain amount of hours per week, month, or year, which would encourage staff to watch courses. Another common suggestion was designating a time or a day for staff to dedicate to LinkedIn Learning, either by setting up a meeting for people or letting them do it themselves. A few comments suggested doing more to help staff understand what LinkedIn Learning is, how to access it, and how to use it.

- *The pandemic has increased the workload for nearly all of my staff. Under a more normal work-year, I think more staff would have taken more classes. We would have set aside dedicated time for learning as a team—not necessarily taking the same classes, but making sure that every member felt that they could dedicate a similar amount of time for professional development.*
- *I think ensuring staff can block out time to do development is key. Staff in our agency are spread thin, so finding the time to utilize this tool is challenging unless there is something very specific they need to learn. It would help to include some allocation in their PD, or have an agency guideline about dedicating time to development and training.*
- *Require x amount of hours of training so supervisors/managers can help individual[s] make it a priority and shift or delay other work as necessary.*

Make LinkedIn Learning widely available

Twenty-eight respondents encouraged ETD to keep LinkedIn Learning as an option and/or encouraged ETD to offer LinkedIn Learning to more or all employees. Several specifically asked for ETD to extend the program because their direct reports have been unable to take full advantage of LinkedIn Learning due to COVID-19-related workload increases.

- *First we need to know if LinkedIn Learning will be available for the foreseeable future. Having used it myself, I believe it is significantly better in all ways than ELM and I would strongly recommend we keep it and make it available to all staff. As it is currently available on a temporary basis and staff have limited time, knowing it will be available would justify the time spent working with my folks to introduce them to it and assist them in discovering valuable professional development opportunities.*

Build out learning beyond individual course viewing

Twenty supervisors wrote comments with ideas for ways to build onto LinkedIn Learning that they believed would encourage their reports to get the most out of it. Nearly half of these respondents suggested that ETD or their agencies organize discussion groups on training topics or launch ongoing peer learning communities for users (such as on Teams, Yammer, or SharePoint). A few respondents each made the following suggestions:

- Brown bag lunches/"lunch-and-learn" sessions where colleagues share how they are using LinkedIn Learning or report out on a training they have completed and how they plan to apply what they learned.
- Offering incentives for completing trainings, such as a certificate of completion a user can print or share with their supervisor.
- ETD- or agency-led webinars (such as on Teams) for users and supervisors about LinkedIn Learning.

Performance measurement

Fourteen respondents commented that ETD and/or their agency could equip their employees to take better advantage of LinkedIn Learning by creating connections between the training platform and performance management. Ten of these respondents specifically mentioned IDPs, including suggesting that IDPs include LinkedIn Learning courses or otherwise recommending how ETD could help institutionalize IDP use across state agencies. A few of the respondents cautioned against LinkedIn Learning dominating their reports' IDPs.

- *The ETD IDP was a good start, but was too focused around LinkedIn Learning. It could be improved by being broader and have LinkedIn Learning be a tool/resource. When I met with staff, some of them thought IDPs revolved just around LinkedIn Learning courses. I had to explain to them that IDPs can actually include LinkedIn Learning and other ways to individually develop, like reading an article, watching a webinar, scheduling a one-on-one meeting with someone to learn about their line of work, etc.*

A few respondents suggested using LinkedIn Learning to address professional development needs that arise in employees' annual performance appraisals or asked whether ETD could keep a log of courses that staff have completed to be referenced at the performance appraisal. One supervisor said LinkedIn Learning should be incorporated into broader division- or agency-level professional development plans.

Other

Seventy-two respondents wrote about topics that did not fall into a previous theme. Within this group, a few mentioned each of the following suggestions:

- Make it easier to access, such as by posting the link to the agency intranet site.
- Promote a learning culture.
- Communicate how the LinkedIn Learning licenses were assigned.
- Incorporate the platform into existing agency activities or strategies.
- Provide supervisors with training reports on which courses their employees have completed.
- Decrease the number of required trainings so direct reports have time for LinkedIn Learning.

A few respondents did not suggest anything for ETD or agencies to do but gave additional feedback, including the comment that LinkedIn Learning seems more oriented to the private sector than the public sector. A few others raised concerns that the LinkedIn Learning platform is not helpful.

- *This type of training isn't proven to be effective. It's most effective to have ongoing coaching and supports. One off trainings seem to take a lot of staff time on top of the dozens of hours of required trainings at the state without much benefit. Consider how there can be peer learning communities, mentorship, project-based trainings—other tools that are more likely to change behavior.*

No suggestions

Sixty-five respondents said they did not have suggestions for ETD or their agency. About two-thirds of these said they were not sure or did not know what should be done differently. The remaining third said, directly or in effect, that there was nothing their agencies or ETD should be doing differently. Several explained that they had no suggestions because things were already working well. For example, a few explained that agencies have promoted the platform and encouraged staff to take training, while a few others said their staff had enough time to take courses and received enough recommendations on which courses to take.

Response rates by agency

The table below shows how many supervisors from each agency were invited to participate in the supervisor survey and how many completed it. If an agency had fewer than 10 respondents take the survey, MAD is not reporting its response rate, to protect survey respondent privacy.

Supervisor's agency

Agency	Completed #	Invited	Completed %
Department of Administration	<10	35	-
Department of Agriculture	24	54	44%
Department of Commerce	<10	14	-
Department of Corrections	17	78	22%
Department of Education	28	64	44%
Department of Employment and Economic Development	12	47	26%
Department of Health	39	185	21%
Department of Human Services	152	495	31%
Department of Iron Range Resources and Rehabilitation	<10	<10	-
Department of Labor and Industry	<10	35	-
Department of Natural Resources	85	257	33%
Department of Public Safety	14	56	25%
Department of Revenue	43	139	31%

Agency	Completed #	Invited	Completed %
Department of Transportation	131	432	30%
Department of Veterans Affairs	<10	36	-
Governor's Office	<10	<10	25%
Minnesota Board of Cosmetology	<10	<10	33%
Minnesota Housing Finance Agency	<10	29	17%
Minnesota IT Services	40	161	25%
Minnesota Management and Budget	10	35	29%
Minnesota Pollution Control Agency	18	52	35%
Minnesota Racing Commission	0	0	-
Minnesota Zoo	<10	<10	-
MN Indian Affairs Council	0	0	-
MNsure	<10	11	-
Office of Higher Education	<10	12	-
Total	**651**	**2,245**	**29%**

Final supervisor tool

Survey introduction page

About this survey

One or more of your direct reports has activated a LinkedIn Learning license as a part of the state's pilot program. The state has offered LinkedIn Learning for almost a year now, and we're asking for your feedback to help us evaluate the program from a supervisor's perspective. Your feedback and input will help us make decisions on how to improve the program.

This survey is voluntary and will take about 5 minutes to complete.

Data privacy

Enterprise Talent Development (ETD), a section of Minnesota Management and Budget, has contracted with Management Analysis and Development (MAD) to evaluate the state's LinkedIn Learning program. MAD is a separate section of MMB that provides consulting services for the public sector. Only MAD will know whether you took the survey and who submitted which answers. MAD will provide summary reports of the survey and evaluation results to ETD. There will be no consequence to you if you decide not to take the survey, but then we will not be able to evaluate the program with your feedback.

Information that could reasonably be used to identify an individual from their response is considered private data under the Minnesota Government Data Practices Act (Minnesota Statutes § 13.64), meaning MAD will not share it with others except as provided by law. After the survey is over, MAD will use different methods so individuals cannot be identified by their responses. For example, if there are fewer than 10 survey respondents in a group (such as employee gender identity), MAD will combine that grouping with a larger group of respondents. MAD will use proportions to describe how many respondents answered a question in a certain way (100%, 33%, 0%, etc.).

Tips for using this survey

- If you cannot complete the survey at one sitting, you can select "Save" at the bottom of the page to save your answers. You can return to complete the survey later using the link that was emailed to you.
- To reset your answers on a page, use the "Reset" button.
- If you would prefer a text-based version of the survey (for example, if you use a screen reader), select the "text only" link on the center of the top of the screen.

If you have any technical problems accessing the survey, please contact MAD at 651-259-3800 or at management.analysis@state.mn.us.

Thank you for your time!

Survey questions

1. I received a copy of an Individual Development Plan (IDP) template from ETD (this may have come through your agency's training director).
   - Yes
   - No
   - I'm not sure

2. (If yes to 1) The Individual Development Plan (IDP) template I received from ETD was helpful.
   - Yes
   - No
   - I'm not sure

3. What do you use to help your direct reports create professional development or learning plans like an IDP? (Select all that apply.)
   - ETD's template
   - A template from my agency
   - Other templates or resources (please specify)
   - My direct reports don't have anything like this

4. Please rate your level of agreement or disagreement with the following statements. [Strongly agree, Agree, Don't agree or disagree, Disagree, Strongly disagree]
   - LinkedIn Learning is a good way for my direct reports to get professional development training.
   - The State of Minnesota should maintain LinkedIn Learning as a professional development option for employees in my agency.

5. How often do you discuss LinkedIn Learning with your direct reports who have licenses?
    - At least once a month
    - Every two to three months
    - A couple of times a year
    - Only in specific situations when it's relevant
    - I'm not sure
    - I don't discuss LinkedIn Learning with my direct reports who have licenses
6. How has LinkedIn Learning affected your direct reports' job performance and/or satisfaction?

What could your agency or Enterprise Talent Development do to help you to guide your direct reports to take better advantage of LinkedIn Learning's opportunities?

Appendix D: Summary of agency interviews

Methodology

To understand how LinkedIn Learning can support the state to achieve its training goals, MAD conducted interviews with state agency training managers and human resource directors. MAD compiled a potential list of agencies for interviews based on the following criteria:

- Agencies that had more than 50 activated licenses
- A mix of agencies in terms of number of employees

MAD contacted 18 agency representatives via email to participate and completed interviews with 17 agencies in February and March of 2021. The end of this appendix lists the interviewees and the questions asked. Interviews included a discussion of their overall experience with LinkedIn Learning, including benefits, advantages, concerns, and disadvantages. MAD also asked interview participants about strategies they are employing to promote LinkedIn Learning use, and what support ETD could provide to take better advantage of the learning platform. MAD and ETD developed a semi-structured interview guide, meaning interviewers followed the guide but could pursue other relevant topics as they arose.

Where relevant, the summary includes information about the proportion of interview participants with similar comments. Select comments are included in *italics*; MAD lightly edited some responses for spelling and clarity.

Findings

Overall experience

Nearly all agency interviewees said their agencies' overall experience with LinkedIn Learning has been positive. Agencies used different strategies to recruit participants to the pilot, including:

- Assigning licenses to staff who volunteered.
- Incorporating LinkedIn Learning to leadership training pathways.
- Assigning licenses to supervisory and managerial staff.
- Requesting supervisors to identify staff.

Most interview participants said there has been interest within their agency to use the platform, and many of the staff assigned a license are using it and have positive feedback.

- *The feedback that I've gotten is, it's a very valuable resources and there is interest among people in maintaining a license.*

Several interview participants mentioned that activation rates were not always at the level they had hoped for, mainly because of COVID-related staff reassignments or workload increases. A few others also said staff may not always be interested in online learning, or may not always find online learning useful, which may have contributed to lower than anticipated activation rates.

- *We have had a fair share of redeployment. And increased workloads because people are on leave, caring for children and others, and that certainly could have been a factor since the roll out of this resource.*

Benefits and advantages of LinkedIn Learning

Nearly all interview participants discussed the benefits of LinkedIn Learning for their agency's training goals, most commonly mentioning the variety and breadth of content available, access to remote learning, and on-demand learning.

Variety and breadth of training

One-third of interviewees said the variety of content available and the breadth of learning available is an advantage of LinkedIn Learning. A few participants explained that the variety was helpful because of remote work during the COVID-19 pandemic and a lack of in-house availability of trainings.

- *Nobody can provide training on everything—[LinkedIn Learning] is a great resources with so many titles and topics.*
- *If I had been planning it on my own, I would have just been picking and choosing from different websites. Some of those topics, I've facilitated trainings myself, but at some point—even in spite of my facilitation skills, people can get tired of hearing my voice. We contract out for some training. Speakers can run, even on the low end, for a two-hour session, maybe $2,000. That's steep. LinkedIn Learning gives us a lot without that same cost. We wouldn't have the same scope.*

Others also discussed the benefit of being able to develop pathways specific to their agency needs. According to one interviewee, "For the HR team that administers it, it has been amazing. Especially with the pandemic, it's been an amazing tool to have at our fingertips to create paths." A few interviewees also emphasized the benefit of having access to trainings specific to current events, such as technology needs for remote work and the urgency of DEI training following the murder of George Floyd.

On-demand learning

Nearly one-third of interview participants described access to on-demand learning and just-in-time learning as benefits of LinkedIn Learning. They explained how staff can access or revisit trainings when they need to learn something, and how staff can learn at their own pace. They added that on-demand learning allows staff to manage their own development, selecting content that interests them without having to register and get approval.

- *We've had a lot of positive feedback. Those using it are really surprised how much is offered. Now people are emailing and saying, is there something I can help my employee with? I've even had an employee whose supervisor wanted them to get better at written communications because he's never had to do*

that, he's only done stuff in the field. Once I heard his frustration, I looked through some courses for him and he was happy someone was willing to help him.

- *LinkedIn Learning has been an opportunity they've never had before for job-specific training in their field. I know trainers who were like, how do I do this in this computer system? They can just go find it themselves, instead of waiting for an opportunity. It gives people independence, but also a sense of responsibility and empowerment.*
- *I think the ability to self-study and go at your own pace, and start and stop when you want to. And choose "this piece is only two minutes so I can do it now," and it's very flexible and customizable.*
- *I think the people who like it feel that it is just-in-time learning. They don't have to watch the whole program. If they are struggling with something with Excel, they can go into a course, watch the part they need and get it fixed right away. Also, Teams, all the virtual things and getting help with that.*

Remote learning

Just over half of the interview participants mentioned access to remote or online learning as a benefit of LinkedIn Learning, especially with limited availability of in-person learning and the shift to remote work due to the COVID-19 pandemic.

- *The fact that it's virtual makes a huge difference right now—you don't have to do to sign up, don't have to do an expense form. It's a longer process to sign up for training. A lot of people avoid it so they don't sign up.*

User-friendly and quality content

A few agencies brought up the user-friendliness of the platform and quality of the content.

- *The quality is high quality. It's very professional courses. It's got good content. There are many online resources but if you don't have the strong content that's a part of it, it's nothing great. But this is a high quality, professionally developed resource.*
- *The content is very rich. Not only the content, but variety of trainings, I know I personally enjoy having meeting materials and takeaways. There aren't any limitations—the world is your oyster. And it's very user friendly to search for courses and LinkedIn Learning does a nice job of getting messages back to licensees. And that encouragement.*

Challenges and concerns with LinkedIn Learning use

Nearly all interview participants discussed challenges and concerns with using LinkedIn Learning. Most commonly they mentioned agency challenges with the rollout and management of the LinkedIn Learning pilot, the COVID-19 pandemic and shift to remote work, and a lack of clarity about how and when to use LinkedIn Learning.

Agency capacity to support LinkedIn Learning use

Nearly half of the interview participants discussed agency-specific challenges they encountered with the rollout of the pilot, as well as challenges with supporting staff to take advantage of LinkedIn Learning. One-third of

interviewees specifically mentioned a lack of staff time and bandwidth, due in part to being understaffed because of the COVID-19 hiring freeze. This limited their ability to comprehensively support LinkedIn Learning users and their supervisors. Interview participants said limited internal capacity inhibited their ability to promote LinkedIn Learning usage, identify LinkedIn Learning courses that would be beneficial for their agency's users, and support users in incorporating LinkedIn Learning into their professional development and learning plans.

- *The HR team also just hasn't had the time to dedicate to reaching out to supervisors with guidance on how they can most effectively use LinkedIn Learning as a development tool for employees or encouraging them to make the time.*
- *The biggest piece of it was people lamenting time or lack of centralized management of the program [LinkedIn Learning]. Now with me and a permanent HRD, we're able to be more strategic in the way we use it. People are more willing to engage with it and use it when they know there's a plan.*
- *The concerns are they aren't sure how to navigate it. They got the initial email, but I myself haven't had time to check in and follow up.*

Several interviewees also discussed challenges with the statewide rollout of the pilot. Participants said the timing of the pilot coincided with the shift to remote work, which created challenges with their agency's ability to coordinate support for users. A few also said a lack of communication and guidance from ETD and confusion about messaging created some difficulties for agencies in their rollout and in providing clear guidance on how LinkedIn Learning could support their agency's training goals.

- *We started right around April 15, but didn't know when the end date was. I assumed April 15 of next year. I only recently learned it was March 31. Initially it doesn't matter, but as you get closer to that time, if you are trying to promote the program, that deadline is a motivator. We just didn't have a lot of sense of clarity about the end date.*
- *I don't know if ETD could roll out some kind of plan in writing, showing the importance and what LinkedIn Learning can do, the benefits. It just seems like we hurried up and rolled it out. There wasn't information I could give anyone about it.*

Clarity about when and how to use LinkedIn Learning

Over one-third of interviewees cited a lack of clarity about how and when to use LinkedIn Learning as a challenge. While some agencies that participated in interviews provided some broad guidance to staff—for example, requiring some trainings in LinkedIn Learning, or providing guidance on how to incorporate it into learning and professional development plans or setting aside work hours—others did not. A few also said they often get asked for guidance about whether staff can use it on their own time or for personal learning goals.

- *I'm not having management hammer over their head, saying they must complete this many courses and what I deem as necessary and allowing staff the freedom to express that. People were doing it on the clock, and a lot of staff on the weekend for personal development. That was something that was incredible.*
- *Supervisors have concerns about how much time staff may spend. Also it's state-sponsored training so we want to use it for work appropriate things. If you're doing it for non-related work stuff, do so outside of work hour and on your own equipment. Some of that stuff shows up on people's records—on their work account in ELM.*

- *On one side as an employee and on the other side as a training director, there is less direction for the average individual contributor. There is less clarity on what that looks like, and leadership probably doesn't know what that looks like unless their agency has a very specific internal policy. What does it mean for an employee to "may use" it? Does that mean at the discretion of the supervisor? May they use it two hours a week? That's a lot! We need clarity about the distinction of the language. Most people might not know that we have a training policy, and even if they do, there is little specific guidance—although I understand the reasons for that. There are questions about what the application of the policy looks like. Am I allowed to use it an hour a month? Or an hour a week? It would be nice to have recommendations, even if the policy can't be specific.*

A few agencies said decisions around when and how to use LinkedIn Learning were generally left up to supervisors and direct reports. These interviewees observed that there is hesitation on the part of supervisors to provide more clarity on usage because of labor issues and a poor culture of performance management.

- *Supervisors and managers were so worried about what was being done that might not be related to their job. How do you know if it's related or not? Any training is good training. As long as they are not spending eight hours a day, why not? And if you're having that conversation of not doing work—99 percent of the time it's not because they are training. They are not doing a lot of things.*
- *We certainly can build it in [documenting learning objectives]. Leadership should be talking to staff on what you should improve on. I don't know if that's happening. It's got to go back to we don't have great performance culture to begin with.*
- *We have not gotten involved as much, except to say they should let employees allocate time during the work day. With union employees, AFSCME, how much is too much and what should they have? And if they use too much time, are there overtime issues? Those concerns are still hovering in the background. If we expand, I would expect there would be real issues.*

Challenges for agency users

Agency interview participants also shared challenges faced by users in taking advantage of LinkedIn Learning, which contributed to low usage or activation rates in their agencies.

Increased workload and limited time

Nearly one-third of interviewees said users were not able to prioritize professional development because of increased workloads and limited time related to the COVID-19 pandemic. Interviewees mentioned that there were staff in specific areas or units who have not been able to take any advantage of LinkedIn Learning due to COVID-related increases in workload or reassignments.

- *We have 30 staff redeployed right now and with the hiring freeze, we don't have employees. Employees who [are] left have more work to do, and there is less time to engage and find the time to use some of these tools.*

Others discussed general workload challenges that may have contributed to low usage, including balancing remote work with reduced schedules or attending to family needs, and completing agency-required trainings.

Technical issues

Less than one-third of interviewees discussed technical challenges, including losing activation emails or emails going to junk mail folders, assigned staff not receiving their licenses, and privacy concerns with connecting LinkedIn Learning to employees' individual LinkedIn accounts.

- *There were a lot of activation issues that may have turned a couple of people away. If we had been able to get people activated—they needed technical help which discouraged them from activating.*
- *We had one division that required their conference [participants] to do prework on LinkedIn Learning, and a fair number who had access issues. That's been the struggle, connecting and getting them to read. When we send emails, we get bounce backs.*
- *Often employees don't read emails. We have received emails saying they thought it was junk mail, that when they first got the activation email they deleted it. I was learning along with everyone, activation emails only lasted so long so I had to resend them. In the newsletter we say now, if you have not activated the license, please contact us and I can send another one. Sometimes they don't know they have activated and can't remember how to get back in to it. So now I point them to a LinkedIn Learning toolkit and it has the information they need, the information for tech support. LinkedIn Learning support can help them. I say make sure to let me know you got into it. Sometimes people get focused on connecting LinkedIn Learning to their LinkedIn profile, and say they don't use LinkedIn. We say you don't have to do that and you can actually use it without linking your profile. Some employees are totally fine. Some don't feel comfortable doing that.*

Other challenges and concerns

Less frequently, interviewees also discussed other challenges, including:

- Lack of clarity about how and when to revoke licenses in the case of staff departure from their agency (i.e., leaves state employment or moves to another state agency).
- Licenses are not available to all employees, which limits the ability to promote LinkedIn Learning agency-wide and also limits conversations between supervisors and direct reports on how to incorporate LinkedIn Learning into learning and professional development plans.
- Difficulty identifying specific courses and trainings relevant to their agencies and work in state government.
- Lack of advanced training or technical trainings relevant to some fields.
- Online learning may not always suit everyone's learning style and there is a need to identify strategies to incorporate it to other modes of learning (e.g., live webinars or seminars).
- Staff spending too much time on LinkedIn Learning or "mining" for certificates, which may detract from agency work that needs to be done.
- Lack of career progression opportunities in some agencies, which may inhibit interest and desire for professional development.

Learning plans and LinkedIn Learning

Interview participants were asked about how LinkedIn Learning was being incorporated into their employees' professional development or learning plans. Less than two-thirds of interviewees reported that their agencies use learning plans or individual development plans (IDPs), with a few saying they have used learning plans for several years and others saying they have recently started using them. Nearly all interview participants said

learning plans are not required, and while templates and ideas have been shared with managerial staff, discussions about setting learning goals are generally left up to supervisors and direct reports.

Several interviewees said since not all employees have access to LinkedIn Learning, it may be challenging for supervisors to incorporate LinkedIn Learning into employees' development goals, or to know what training is available or which employees have access to LinkedIn Learning.

- *As far as that goes, it is all across the board with how agencies use their IDPs. All of our new supervisors and managers receive training, and all of our new employees receive training on building them out. So having LinkedIn Learning more widely available and specific information on approved hours of use, or recommended guidelines for use, that could give employees courage—it can help them lead into a conversation with their supervisor. Then it isn't a demand—it opens the door of conversation.*

A few said there is not a culture of learning nor understanding about the role of supervisors in supporting direct reports to develop personally and professionally. Interviewee comments included:

- *We tried to roll it out, but people were unfamiliar—supervisors and employees. Our agency was like, what is an IDP? The majority saw it as, isn't this like a performance review? Another thing I have to do? Providing some sort of training to managers about having a dialogue with employees and also with employees to manage their IDP, etc. I would love for everyone to have an IDP, and a culture of that. But the support of supervisors—they aren't driving it right now.*
- *We have an IDP that we don't consistently use. I've been trying to create some climate or understanding about how it helps the employee and supervisor. We just have a long way to go as an agency. I know, it's not surprising that people aren't using it. What's happening is, the supervisor is getting activated, maybe some managers saying you should do that. It's much less a leader sits down with supervising staff—I don't see that being a priority. It has been added to the goal and development planning process. There is a conversation about how you can have those conversations, how you can meet those goals, whether or not they are taking the time to review it and use it.*

Less frequently, interviewees discussed other challenges in incorporating LinkedIn Learning to learning goals, including:

- Learning plans are not required, which may reduce the likelihood of their use, and these discussions may be happening during performance reviews or more informally during one-on-one check-ins.
- With the COVID-19 pandemic, performance appraisals were delayed, which may have resulted in those conversations not happening.
- Lack of supervisors' familiarity with courses and pathways in LinkedIn Learning.
- Training managers and human resource directors' lack of capacity to provide more guidance in using plans to set learning goals.
- ETD's template is only relevant to LinkedIn Learning, which may limit its use because other trainings cannot be incorporated in it.

Agency strategies to promote LinkedIn Learning

Nearly all agencies discussed their strategies to promote LinkedIn Learning. Less than two-thirds of interviewees said they directly communicated with staff who had been assigned licenses. In addition to general reminders to use LinkedIn Learning and pilot participation expectations, specific examples of regular communication included:

- Information about how to use LinkedIn Learning, such as filtering for content, creating pathways, and other tips and tricks.
- New topics and trainings.
- Courses popular in their agencies, or short videos on relevant topics (e.g., remote work, DEI).
- Regular training division newsletters to users with information about how to activate or where to get support if they have technical difficulties.

Over half of interviewees said they specifically communicate or recommend courses in various ways including directly with users. Other strategies to recommend trainings included:

- Identifying LinkedIn Learning trainings when they receive inquiries from supervisors or managers about specific training needs.
- Creating lists of courses that match their agency's needs and skillsets.
- Recommending LinkedIn Learning courses to internal groups in agencies, such as equity committees.

Nearly half of interviewees said they have specifically targeted managers and supervisors with information about available LinkedIn Learning trainings. Agencies differed in their tactics, ranging from conversations with all divisions in their agencies to individual recommendations to supervisors when a need arose.

Nearly one-third of interviewees said they have created pathways or recommended learning pathways created by ETD and LinkedIn Learning.

Other, less frequently discussed strategies included:

- Incorporating LinkedIn Learning content into trainings that teams can take together.
- Identifying champions who can promote LinkedIn Learning within their agencies.
- Creating space for users to review and vet courses they have taken (e.g., a SharePoint page).
- Incorporating LinkedIn Learning trainings into ELM.
- Creating learning challenges with LinkedIn Learning trainings.
- Allowing staff to design their own learning paths and self-pace.

ETD support for agencies

Most commonly, agency interviewees said they would like ETD to support them in providing guidance on how and when LinkedIn Learning can be used. A few said because licenses have been extended and employees are settling into their remote work routines, it is important for them to be able to provide more support and direction to their agencies in how much, how often, when, and where users can access LinkedIn Learning.

- *Guidance from ETD would be helpful, and not just from the employee standpoint. Our canned answer is, treat it like you would any mandatory training—block out time to do it. Usually your position description has some time allocation (five percent) for training. But the reason that guidance would be beneficial would be, when we did the IDP work for AFCSME folks, most of our training had to be done with supervisors. Newer supervisors, those newer to state work, were like, yeah, train away. If it's a communication class or Excel, it might not pertain to your current job functions, but it's okay. They were fully onboard. But some of the veteran supervisors they have that mentality of, your work comes first, training is a secondary thing, and if it doesn't have to do with our day-to-day role, they would deny the request. Getting that message out to supervisors is always helpful.*

Nearly half of the interviewees also said it was important for ETD to commit to LinkedIn Learning. A few specifically mentioned that their experience with LinkedIn Learning has been great. A commitment would allow people to get used to the platform, they said, especially given the COVID-19 pandemic and unprecedented shift to the way state employees work. A few others also said it would be important to identify ways to increase access to LinkedIn Learning for other employees.

- *The consistency over time is going to be important. If you find that this is a good, helpful tool, my hope would be that we make a commitment to that and not turn around a new tool. To allow people getting used to it.*

Other suggestions about how ETD could support agencies included:

- Promote and encourage LinkedIn Learning use with state employees and leadership.
- Increase opportunities to share best practices between agency LinkedIn Learning sub-administrators.
- Include agency sub-administrators in communication that goes out to users so they are in the loop.
- Provide a business case for LinkedIn Learning, including an analysis of how it is being used and why it is beneficial.
- Connect LinkedIn Learning training credits to ELM.
- Provide access to licenses that can be assigned as needed (such as when a training is required).
- Provide general support to sub-administrators on how to use the LinkedIn Learning admin page.

Interviewees

Agency	Interview participants
Department of Administration	Cathy Bisser, Amy Peterson, Patti Gaynor
Department of Agriculture	Cathy Konopa
Department of Commerce	Kamaria Kassim-Grigsby
Department of Corrections	Teri Hable
Department of Education	Trish Signore
Department of Employment and Economic Development	Sarah Groskreutz
Department of Human Services	Sarah Knoph, Ryan Russek, Allan Warrior, Emily Johnson
Department of Labor and Industry	Kathy Bartikoski
Department of Natural Resources	Sheila Moore, Michelle Barringer
Department of Public Safety	Jordan Groebner
Department of Revenue	Nihia Vu, Andrea Freeberg
Department of Transportation	Linda Hinrichs
Department of Veteran Affairs	Karin Stende, David Bellefeuille
Minnesota Housing and Finance Agency	Hannah Jirak
Minnesota IT Services	Chad Thuet, Heidi Pierce

Agency	Interview participants
Minnesota Pollution Control Agency	Seth Strong
MNSure	Jodi Eiynck

Questions for agency interviews

MAD interviewers used the following questions to guide the interviews and were instructed to use probes to further explore topic areas.

1. What has been your agency's experience with LinkedIn Learning so far?
2. What have been some of the benefits or advantages of LinkedIn Learning you've seen or heard about?
3. What concerns have you heard from people in your agency about LinkedIn Learning?
4. How does LinkedIn Learning fit in with your agency wide training goals or plans?
5. We noticed at our midpoint survey of users in July 2020, almost half of the LinkedIn Learning users did not have a learning plan or similar (such as an IDP). What are some of your thoughts on why this could be the case?
6. In July, several users said that they needed more guidance from their supervisors about how much time they can allocate during work to use LinkedIn Learning. What support could ETD provide to encourage these conversations?
7. What have you been doing to increase LinkedIn Learning usage? What's worked well, and what hasn't?
8. What can ETD do to support agencies in using LinkedIn Learning as a professional development platform?
9. Is there anything else you want to share with us about LinkedIn Learning as a professional development platform?

Appendix E: Data analysis results

LinkedIn Learning keeps a record of user data. Users with administrative privileges within the LinkedIn Learning system can download reports that organize that data. The following data is available to be downloaded as reports from LinkedIn Learning:

- Each user who is given a license
- When each user was invited to activate their license
- When each user activated their license, if they did so
- The total number of sessions (logins) to LinkedIn Learning for each user
- The total number of hours of videos viewed by each user
- The total number of videos viewed by each user
- The total number of videos completed (watched until the end) by each user
- The total number of courses viewed by each user
- The total number of courses completed (all videos in a course watched until the end) by each user
- The most popular videos based on the number of unique viewers, hours viewed, and videos completed
- The most popular courses based on the number of unique viewers, hours viewed, and course completed

MAD downloaded data reports from LinkedIn Learning for the pilot period of April 14, 2020, through March 4, 2021, for all users who were issued a state license during that time. Those reports were used to conduct the analysis presented below. The date of March 4 was selected as a cut-off for analysis because it was prior to administration of the LinkedIn Learning user survey. The survey may have alerted or reminded users that they had a license, and MAD wanted to ensure the usage data was not influenced by people activating or using their accounts based on the survey.

How many employees activated their license during the pilot period?

During the period from April 14, 2020, through March 4, 2021, 9,713 state employees were granted a LinkedIn Learning license and invited via email to activate it.

While LinkedIn Learning reports identify the “groups” that an employee’s license is assigned to, MAD found many users did not have a group assigned or were assigned to a group that was not the agency where they worked as of March 2021. To disaggregate the user data by agency, MAD used data from the state’s Active Directory and SEMA4 systems to link users to their current agency. MAD could not identify an agency for 118 users who were assigned a license during the pilot period. This is likely because those people no longer work for the State of Minnesota. Of those 118, only five had activated their license.

Not every agency in state government participated in the pilot. As shown in the table below, of those that participated, the Department of Human Services, Department of Revenue, and Department of Transportation granted licenses to the most employees.

Number of employees granted a LinkedIn Learning license during the pilot period by agency

Agency	Number of employees invited
Department of Human Services	2,383
Department of Revenue	1,498
Department of Transportation	1,275
Department of Natural Resources	716
Department of Health	645
Minnesota IT Services	493
Department of Corrections	490
Department of Education	399
Department of Public Safety	290
Department of Labor and Industry	170
Minnesota Department of Veterans Affairs	162
Department of Agriculture	158
Minnesota Pollution Control Agency	157
Department of Employment and Economic Development	149
Department of Administration	141
Unknown agency	118
Minnesota Management and Budget	104
Minnesota Housing Finance Agency	99
Office of Higher Education	63
Department of Commerce	62
MNsure	61
Minnesota Board of Cosmetology	25
Office of the Ombudsman for Long-Term Care	25
Department of Iron Range Resources and Rehabilitation	13
Governor's Office	7
Department of Human Rights	2
Minnesota Zoo	2
Public Utilities Commission	2
Board of Water and Soil Resources	1
MN Indian Affairs Council	1

Agency	Number of employees invited
Minnesota Racing Commission	1
Professional Educator Licensing and Standards Board	1
Total	**9,713**

Of all employees who were granted a license, 7,313 (75 percent) activated their license.

As shown in the table below, of agencies with at least 25 employees who were granted a license, the Department of Revenue and MNsure had the highest activation rate (97 percent). Eight agencies had an activation rate above 80 percent.

Activation rate of LinkedIn Learning licenses during the pilot period by agency, of agencies with at least 25 licenses

Agency	Number of employees invited	Number activated	Percent activated
Department of Revenue	1,498	1,456	97%
MNsure	61	59	97%
Minnesota Housing Finance Agency	99	85	86%
Department of Employment and Economic Development	149	127	85%
Department of Agriculture	158	131	83%
Department of Natural Resources	716	591	83%
Minnesota Management and Budget	104	85	82%
Minnesota Pollution Control Agency	157	128	82%
Minnesota Board of Cosmetology	25	20	80%
Department of Education	399	319	80%
Department of Human Services	2,383	1,867	78%
Department of Administration	141	107	76%
Department of Transportation	1,275	959	75%
Department of Labor and Industry	170	127	75%
Department of Health	645	481	75%
Minnesota IT Services	493	355	72%
Department of Commerce	62	44	71%
Office of Higher Education	63	41	65%
Department of Veterans Affairs	162	98	60%

Agency	Number of employees invited	Number activated	Percent activated
Department of Public Safety	290	106	37%
Office of the Ombudsman for Long-Term Care	25	7	28%
Department of Corrections	490	94	19%

How many employees used their LinkedIn Learning license during the pilot period?

Of all employees who were granted a license, 5,900 (61 percent) both activated their license and viewed more than zero hours of videos on LinkedIn Learning between April 14, 2020, and March 4, 2021.

As shown in the table below, MNsure and the Department of Revenue had the highest rates of employees who activated their license and viewed more than zero hours of videos (93 percent and 91 percent, respectively).

Rate of activation and use on LinkedIn Learning licenses during the pilot period by agency, of agencies with at least 25 licenses

Agency	Number of employees invited	Number activated and viewed more than zero hours	Percent activated and viewed more than zero hours
MNsure	61	57	93%
Department of Revenue	1,498	1,358	91%
Minnesota Board of Cosmetology	25	19	76%
Department of Employment and Economic Development	149	105	70%
Department of Natural Resources	716	502	70%
Minnesota Housing Finance Agency	99	67	68%
Department of Education	399	263	66%
Department of Administration	141	91	65%
Department of Agriculture	158	101	64%
Department of Human Services	2,383	1,479	62%
Minnesota Pollution Control Agency	157	97	62%
Department of Transportation	1,275	755	59%
Minnesota Management and Budget	104	60	58%
Minnesota IT Services	493	273	55%

Agency	Number of employees invited	Number activated and viewed more than zero hours	Percent activated and viewed more than zero hours
Department of Labor and Industry	170	89	52%
Department of Health	645	309	48%
Department of Veterans Affairs	162	68	42%
Office of Higher Education	63	25	40%
Department of Commerce	62	23	37%
Department of Public Safety	290	73	25%
Office of the Ombudsman for Long-Term Care	25	4	16%
Department of Corrections	490	65	13%

How engaged were employees who used their LinkedIn Learning license during the pilot period?

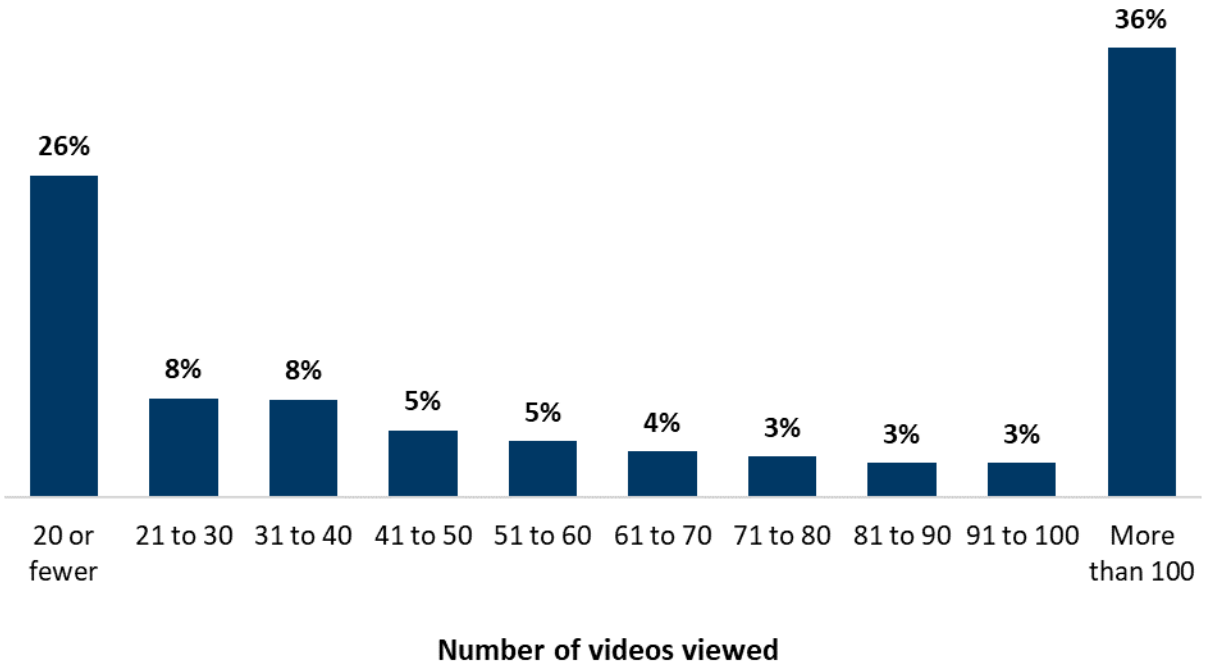
The table below presents the average rates of usage by several measures, for those users who both activated their license and viewed more than zero hours of videos. On average, these users viewed eight hours of content on LinkedIn Learning between April 14, 2020, and March 4, 2021.

Average usage of LinkedIn Learning during the pilot period among the 5,900 employees who activated their license and viewed more than zero hours of videos

Statistic	Number
Average number of sessions	27
Average number of hours viewed	8
Average number of videos viewed	155
Average number of videos completed	141
Average number of courses viewed	17
Average number of courses completed	7

On average, users who watched any amount of content viewed 155 videos. When grouping users by number of videos viewed, activate users tended to fall on the lower end of the spectrum (26 percent viewed 20 or fewer videos) or the higher end (36 percent viewed more than 100 videos). As shown in the figure below, fewer activate users fell somewhere in the middle.

Rates of number of videos viewed during the pilot period, among the 5,900 users who activated their license and viewed more than zero hours of videos



What types of content were most popular among LinkedIn Learning users during the pilot period?

A total of 2,499 courses were completed by at least one state employee during the pilot period from April 14, 2020, to March 4, 2021. Courses are made up of a set of videos. Each video in a course must be completed for the course to be considered complete.

Among the courses offered by LinkedIn Learning, the course "How to Use LinkedIn Learning" was the most completed, with 2,618 completions and 2,994 unique viewers. Instructions for LinkedIn Learning users from ETD said: "Please complete How to Use LinkedIn Learning in the first 30 days of activating your license." Among users who watched any amount of content, less than half (44 percent) completed the "How to Use LinkedIn Learning" course.

The table below shows the most commonly completed courses by state users. In addition to the "How to Use LinkedIn Learning" course, ETD also asked users to complete at least one Diversity and Inclusion course from a list of nine options by April 1, 2021. Seven of the top 10 courses completed by state users during the pilot period were among the list of nine Diversity and Inclusion options.

Table 1. Top 10 courses among state users during the pilot period by number of course completions

Course	Course completions	Unique viewers
How to Use LinkedIn Learning**	2,618	2,994
Unconscious Bias*	1,279	1,413
Skills for Inclusive Conversations*	1,010	1,322
The Six Morning Habits of High Performers	878	1,248
Communicating Across Cultures*	628	727
Diversity, Inclusion, and Belonging*	608	741
Communicating about Culturally Sensitive Issues*	591	737
Cultivating Cultural Competence and Inclusion*	562	688
Bystander Training: From Bystander to Upstander*	503	601
Time Management: Working from Home	336	579

* Course on list of nine possible courses that would meet requirement from ETD for users to complete at least one Diversity and Inclusion course

** Course required by ETD for users to complete within 30 days of activating their license

MAD categorized the courses that had at least 100 completions during the pilot period by theme, based on the course titles. As shown in the table below, MAD found that most of the courses with at least 100 completions were focused on emotional intelligence and interpersonal communication. The other most popular categories were courses focused on improving customer service skills and leadership development. Courses on diversity, equity, and inclusion were also popular among LinkedIn Learning users during the pilot period, as were courses on working remotely.

Courses completed by at least 100 users during the pilot categorized by theme

Category	Number of courses in the category that were completed by at least 100 users during the pilot period
Emotional intelligence and interpersonal communication	14
Improving customer service skills	11
Leadership development	11
Diversity, equity, and inclusion	9
Resilience, stress management, and dealing with change	8
Working remotely	7
Critical or strategic thinking	5
Improving the work environment	5

Category	Number of courses in the category that were completed by at least 100 users during the pilot period
Productivity, time management, and habit development	5
Personal development	4
Building technical skills	3

The most popular videos during the pilot period were those that made up the most popular courses. The top 50 videos, based on total number of completions (or number of times the full duration of the video was watched), are listed in the table below.

Top fifty videos among state users during the pilot period by number of video completions

Video	Course	Number of completions	Unique viewers
Advance your skills with LinkedIn Learning	How to Use LinkedIn Learning	2,886	2,947
How to access LinkedIn Learning	How to Use LinkedIn Learning	2,862	2,880
Set learning goals	How to Use LinkedIn Learning	2,839	2,847
Search for courses	How to Use LinkedIn Learning	2,835	2,854
Course navigation bar	How to Use LinkedIn Learning	2,827	2,823
Browse recommended content	How to Use LinkedIn Learning	2,816	2,822
Learning Paths	How to Use LinkedIn Learning	2,804	2,806
Create a collection	How to Use LinkedIn Learning	2,795	2,798
Navigating a course page	How to Use LinkedIn Learning	2,756	2,783
Video player controls	How to Use LinkedIn Learning	2,731	2,729
Adjust video speed	How to Use LinkedIn Learning	2,715	2,707
Accessing exercise files	How to Use LinkedIn Learning	2,706	2,698
Taking notes	How to Use LinkedIn Learning	2,693	2,680
Assessments	How to Use LinkedIn Learning	2,682	2,665
Q&A feature	How to Use LinkedIn Learning	2,676	2,665
Certificate of completion	How to Use LinkedIn Learning	2,673	2,663
Earn CEUs	How to Use LinkedIn Learning	2,657	2,655
Learning groups	How to Use LinkedIn Learning	2,644	2,632
Take control of your professional development	How to Use LinkedIn Learning	2,026	2,056
What is unconscious bias?	Unconscious Bias	1,336	1,341

Video	Course	Number of completions	Unique viewers
Welcome	Unconscious Bias	1,331	1,394
Why unconscious bias matters to business	Unconscious Bias	1,315	1,324
Understanding we're all biased	Unconscious Bias	1,310	1,310
The impact of bias	Unconscious Bias	1,305	1,306
Affinity bias	Unconscious Bias	1,293	1,293
Halo bias	Unconscious Bias	1,291	1,290
Perception bias	Unconscious Bias	1,285	1,280
Confirmation bias	Unconscious Bias	1,283	1,278
Groupthink	Unconscious Bias	1,281	1,275
What's next	Unconscious Bias	1,245	1,246
The need for inclusive conversations	Skills for Inclusive Conversations	1,149	1,303
Six practices to get back on track	The Six Morning Habits of High Performers	1,127	1,236
Diversity topics can be polarizing	Skills for Inclusive Conversations	1,118	1,133
Thriving with inclusive dialogue	Skills for Inclusive Conversations	1,102	1,103
Six steps to inclusive conversations	Skills for Inclusive Conversations	1,082	1,092
Know yourself and others	Skills for Inclusive Conversations	1,072	1,073
Inclusive conversations readiness	Skills for Inclusive Conversations	1,067	1,067
Practice silence for greater clarity	The Six Morning Habits of High Performers	1,062	1,090
Prepare for the conversation	Skills for Inclusive Conversations	1,057	1,057
Getting to shared meaning	Skills for Inclusive Conversations	1,047	1,050
Honing skills for shared meaning	Skills for Inclusive Conversations	1,039	1,042
Strive for reciprocal empathy	Skills for Inclusive Conversations	1,033	1,037
Talking about race	Skills for Inclusive Conversations	1,026	1,024
Talking about gender	Skills for Inclusive Conversations	1,016	1,015
Talking about religion	Skills for Inclusive Conversations	1,016	1,021
Stay relaxed but attentive in your silence	The Six Morning Habits of High Performers	1,008	1,025
Next steps	Skills for Inclusive Conversations	998	995
Make truthful affirmations	The Six Morning Habits of High Performers	984	997

Video	Course	Number of completions	Unique viewers
Craft your affirmations as commitments	The Six Morning Habits of High Performers	951	967
Use visualization to motivate yourself	The Six Morning Habits of High Performers	927	934