

ENGAGEMENT, INTIMACY, KNOWLEDGE

The CSC logo consists of the letters "CSC" in white, bold, sans-serif font, centered within a red, rounded rectangular shape.

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ABSTRACT

Have you ever wished you could develop a system that would improve employee engagement, increase customer intimacy, let you know exactly what your staff doesn't know, and improve your team's ability to capture and store critical customer-related knowledge? This paper tells the story of just such a system, CSC's new License 2 Support™ assessment and licensing program: how it was born; how it improves and supports effective service delivery at all levels of the hierarchy (from provider to customer); and how we discovered that bigger is not always better, and brand new is not always affordable — but creativity, innovation and passion will always see you through. Along the way we discuss what went right and what went wrong, what we learned the hard way and what surprised us about our customers. We hope to be provocative at times too, by challenging your ideas of what employee engagement, learning and knowledge management may look like in a busy service delivery focused organization. This leads us to examine the benefits we are currently seeing from License 2 Support™. And we share details about an important lesson we learned: While you may be seeking “breakthrough innovation,” often you end up with “incremental innovation”; at some point you have to stop planning and just deliver. Finally, we conclude with what we hope to see emerge in the next 12 to 18 months and beyond.

WHAT IS LICENSE 2 SUPPORT™?

In the beginning, it was a ‘solve everything’ solution for the general induction and ongoing development of customer support staff and their required knowledge and skills, a training records repository, and an integration point for several HR systems and databases including performance appraisals and other HR related initiatives. It was also about the customer, but did not involve the customer. It was for the most part, a wonderful idea; until it needed to be delivered on time and to a budget.

Now, two years and eight customers later, License 2 Support™ is a lean, rapidly deployable assessment and licensing program that unequivocally involves the customer through their direct participation.

It supports effective service delivery by providing staff with a way to self assess their knowledge of subjects that relate *directly* to the customer, and fill any knowledge gaps *during* assessments. A pass mark is set for each assessment and all assigned assessments are mandatory, with a re-sit of updated assessments required annually.

IN THE BEGINNING

CSC has been delivering best in class IT services for over fifty years now. In a similar vein to Mr Hewlett and Mr Packard, CSC started out with just two men. In our case it was Mr Roy Nutt and Mr Fletcher Jones, who, with \$100, some strong motivation, and a desire to succeed, went looking for customers.

Within a month we, then known as Computer Sciences Corporation, signed our first customer; Honeywell nonetheless. Within approximately twenty-four months we had signed NASA’s Jet Propulsion Laboratory.

In 1962 revenue reached \$1 million, in 1970 \$100 million, and in 1988 \$1 billion, then in 2001 we reached \$10 billion, and in 2008 we topped \$15 billion, and now Mr Nutt and Mr Jones have been joined by over 92,000 other ‘CSC-ers’.

So innovation and doing things better is part of our DNA, but unlike Mr ‘H’ and Mr ‘P’, our way forward has not been through selling products in boxes, but rather, value adding services to create amazing solutions for our customers.

And that creates a problem. We generally don’t have anything ‘shiny’ to distract our customers, or point at if something breaks or goes wrong. Our customers remain squarely focussed on what we are doing for them, and how well we are doing it.

Our customers also like to think they are unique, or special; and indeed they are. A large mine in the sun baked outback of Western Australia presents different support issues than a large mine just south of the Arctic Circle in north western Canada, or Financial Institution based in a large city.

And here’s where it starts to get tricky. Some of those differences may at times only be small, but they may be also critical to our customer’s success.



The ‘We Do Amazing Things’ video released by CSC highlighted our ability and passion for delivering amazing solutions to our customers.

How are we expected to keep track of all these facts? Sometimes the facts change, and over time the staff who know about the facts also change.

Where do we keep these facts, and how do we make sure those who need to know the facts actually know them?

What if we change our support arrangements, and in the example on this page, servers are now supported remotely from off-site? Nobody will ever see this memo.

JUST A GLIMMER

License 2 Support™ or 'L2S' for short had been around as an idea on a number of Australian customer accounts for years, but in different forms, with different results.

In 2007/8 a study was undertaken, and a comprehensive white paper produced that concluded that if given enough funding and sponsorship, a permanent program could be established to not only solve the issue of storing customer related information, but also develop employees from initial employment right through to assignment to a customer account. This took the best ideas of other programs and then added even more ideas that would solve related issues once and for all.

This program and its database would be a repository for all kinds of customer related material, assign training to relevant support staff, keep training records of all required industry and CSC certifications, seamlessly integrate with HR records, CSC Learning Place, resource databases, and allow managers and staff to easily access records.

A project team was formed in 2008 and a steering committee was established headed by the Vice President of Service Delivery.

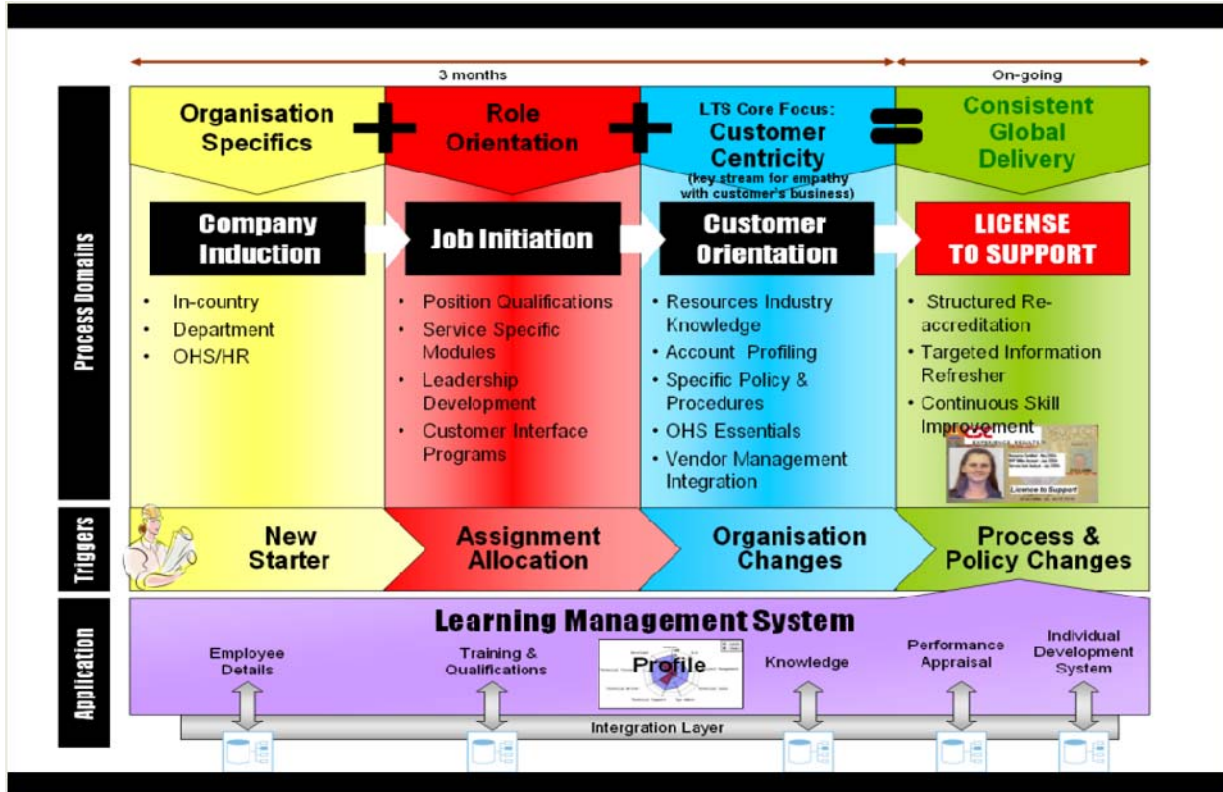
Internal communications heralded a new, bigger, better License 2 Support™ program and how much customers would love it. After all, we were doing it for them!

This also sounded like a great idea to New Business and it was quickly added as a service offering in bids for new work, along with a very detailed and specific model in support of the program that was to set CSC apart from other service providers.

The first customer account that included License 2 Support™ was signed soon thereafter and we were off!



On Wednesday afternoons this customer replicates all its billing data from sales representatives based in the field



The original concept for License 2 Support™

Are we focusing on the urgent, or the critical?

It can happen. You get so focused the detail and lose sight of what you are trying to achieve.

We had many systems to integrate, a new vendor supplied platform (that was going to house the information repository) to master, and a deadline that was set in stone to deliver our License 2 Support™ solution to the customer.

We became bogged down in discussions with offices of the global CIO, CLO, Security and our local HR group. 'Why do you want access to those records?' 'How is the data to be transferred and secured?' 'Why are you keeping training records, that's our role?'

At the same time we were engaging with the workgroups who provided the support staff who were to be 'licensed'. We needed to populate our database with all the information they had about the customer, and so copies of documents, some more than 100 pages, presentations of more than 60 slides, PDF files, spreadsheets, timetables, lists and more started to flood in as our internal customers gave us exactly what we asked for.

Their expectation (created by us) was that we would sort this information and make it available wherever and whenever staff needed it.

REDUCING COMPLEXITY, INCREASING DELIVERABILITY

When we asked the providers of this information how it fitted the criteria we were often told that while not all of it did relate directly, it wouldn't hurt to include the other material 'just in case'.

Upon examining our criteria we realised that although we had a great looking model, it was nothing more than a concept and it lacked specific detail on exactly how the ideas and systems it represented were to work together.

Worse; distracted with issues around system integration and database management we had not spent much time on explaining exactly what we wanted from our content providers, so they were making their own judgements on what we needed. Most played it 'safe' and gave us every piece of information that in some way could be related to the target customer.

"There will be a test"

We had asked the content providers to supply assessment questions along with the content. An assessment of sorts was needed right? After all we were issuing 'licenses' and there had to be some sort of test, didn't there?

In total, a support staff member would need to pass up to *ten assessments* to receive their license to support. These were made up of an assessment supplied by their own workgroup about the content they had supplied; assessments from each of the key customer specific Account Processes such as billing, account governance, SLA's etc, and also an assessment about the customer themselves which was created from information contained within the Account Handbook.

We also included general assessments not related directly to the customer to confirm that staff had been properly inducted into; CSC, their Line of Business, their Line of Service and their Workgroup.

In addition to that, we also included assessments for ITIL, Ethics, Quality and Occupational Health and Safety.

For the assessments specific to their work with the customer, we had a problem. Because the scope of the content request had been so vague, so were the assessments.


Examples of assessment questions received were:

- Q1. Is it important to ensure the customer is happy? (True/False)
- Q2. After reading the presentation (it was 60 slides!) that was produced for the customer's General Manager's visit to the site you support, where is the main gate?
- Q3. When you are required to perform work in the Quality Control Lab, are you required to sign to the visitors' book, even though you are authorized to be on site? (True/False)

There were dozens of similar questions that required staff to read or review hundreds of pages of information, even though some staff had years of experience with this customer.

But- there *were* a few gems. Question 3 above is one of them.

We needed to separate all the 'just in case' information from the 'must know' information. We also needed a way of managing the volume of presentations, documents etc that were flooding in.

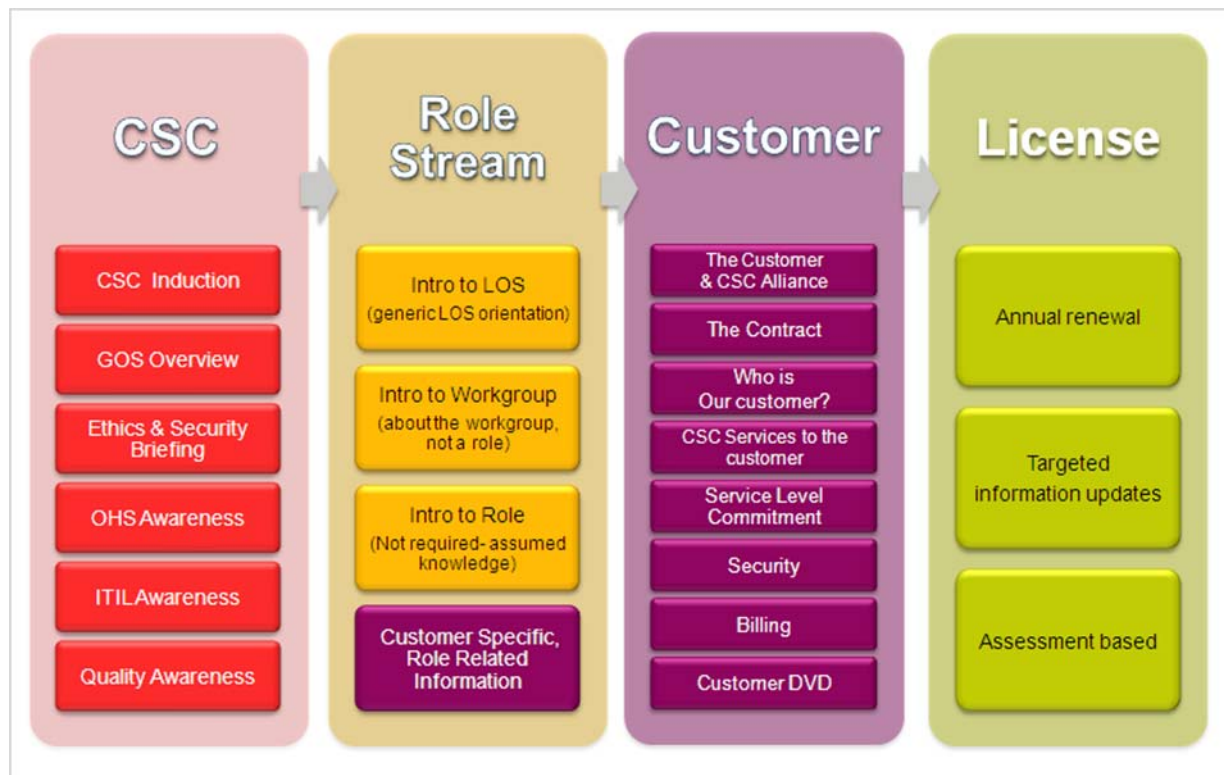
 workgroup it came from, Question 3 related to very valuable information, particularly because the answer was 'true', you *were* required to sign the visitor's book because this is part of the customer's security process and they were audited by *their* customers on this point. Any deviation was problematic for the customer, and in turn, CSC.

A change was needed — with the key being to tighten up the scope of the model to remove ambiguity. We did this by reducing the complexity of the License 2 Support™ model.

We also had to decide what system integration was possible by the due date of the project and also what was a 'nice to have in the perfect world' and what was a 'must have no matter what'.

In what we called V1.0 of the model (the first version derived from the conceptual model), we gave specific labels to pieces of information and we also simplified the headings of each column to make them more logical to the information they contained.

The 'trimmed down' model removed most of the HR system integration Points except for CSC Learning Place, but even this one system was problematic for us due to the strict controls placed on it and technical issues related to data synchronization between our database and it.



The first 'production' version of the License 2 Support™ model.

Although a great step forward, the model change did not significantly reduce the amount of presentations or other customer related information that we were being given.

Key The second major breakthrough in our approach, and possibly the most important one to this day, was to completely turn the presentation — assessment equation around.

Now, only those presentations, documents, etc that directly related to an assessment were allowed.

No more 'just in case' or 'nice to have' material was accepted. We explained to the suppliers of this material that if they could not find a reason to set an assessment question about the material they should retain it themselves as 'nice to have' knowledge or information for their staff.

This new position had a profound impact.

What we had done was to make *the assessment* the focus of License 2 Support™ where before the assessments were a secondary consideration and were generally of poor quality.

This considerably thinned out the amount of material we were being asked to store and most Workgroups generally supplied a single PowerPoint or similar presentation from which questions were drawn.

OUR FIRST LICENSES!

Once all the assessments were in the database and most (but not all) of our connectivity issues had been resolved, staff began working through their assigned assessments.



The License 2 Support™ database or 'L2S Tool' as we began to call it.

Licensees were given a specific time period in which to complete their assigned assessments, and once complete became licensed to support their customer.

Each staff member then receives a physical license badge in recognition of their achievement.

One negative from this pilot program was that upon reflection, we had not done a good job of engaging with the customer themselves. We later felt that we would have benefitted from their direct involvement.

ONE DOWN — MORE IN THE QUEUE, GET READY

Due the success of New Business adding License 2 Support™ as an offering for new agreements we had a solid pipeline of work to continue with.

We also knew there were opportunities for improvement and consolidation of ideas we already had for improving the program.

A key concern was the time it took for staff to work though so many assessments, and because some of the generic assessments were housed in CSC Learning Place, data synchronisation was still an issue.

Also, this inferred association with CSC Learning Place was creating the impression that License 2 Support™ was another training system or at least a training records management system. This created at best confusion, and at worst many more staff training related issues for us to solve, and we had not the budget or time to manage these types of issues.



A silk purse from a sow's ear

If you haven't heard the expression above, it means you can't make a good quality product without the right material. In our case, the materials we needed were; money, mandate, and muscle.

Extra funding would be needed to look at the system integration issues we were experiencing. We also needed a mandate from 'above' to actually take on these corporate level issues and the 'muscle' from a global level executive to support the case for change in some of CSC's global systems.

Because of the success of the program thus far we felt all this was quite possible and while a little daunted by the potential size of such an undertaking, were genuinely excited about the prospect.

Or, what if we did something completely different?

The value of taking time to 'step back' to see the 'big picture' of an issue or situation cannot be understated in these author's opinions.

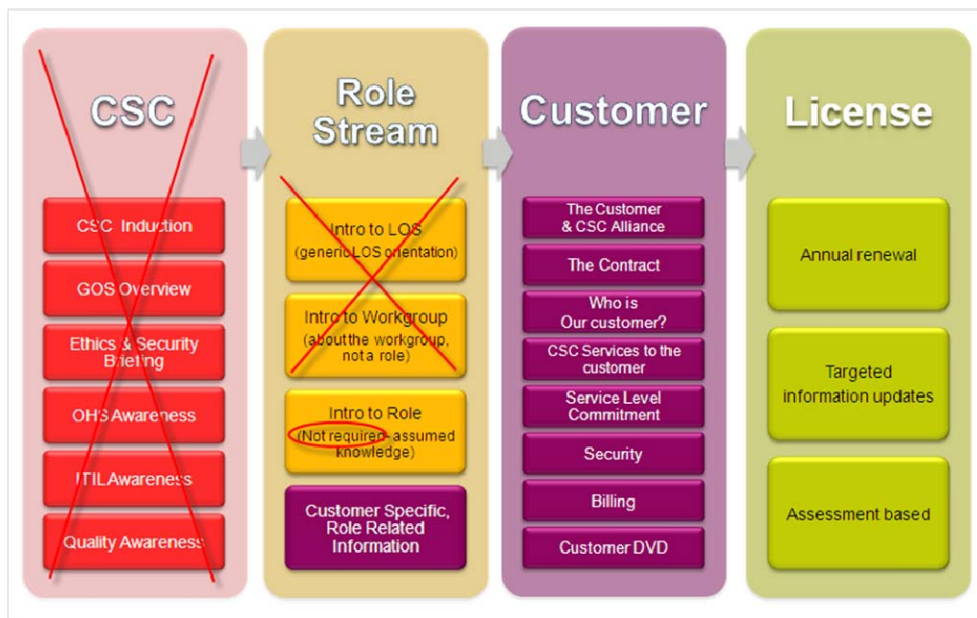
While the excitement mentioned previously of being able to work on larger corporate issues was genuine, we realised that bigger may not actually be best.

Bigger can often mean more complex, and as we pointed out at the start of this paper, CSC's heritage lies in finding amazing solutions to complex problems, we felt it may be just as 'amazing' to do something completely different.

What if we cut back our model even further? What if we cut off a full two-thirds of the model to focus on the section of the model that held the most potential for supporting effective service delivery?

We reasoned that the inclusion of the 'CSC' content and the first two areas of the Role Stream were really there 'just in case' those responsible and accountable for these activities (CSC, HR, Corporate, LOS & Workgroup training groups) had not ensured their timely completion.

The evidence supporting our hypothesis was that the vast majority of Licensees received 'RPL' or Recognition of Prior Learning (a credit) for all of the activities in the 'CSC' section anyway, but we were still required to obtain data from the various systems that held those records to confirm that.

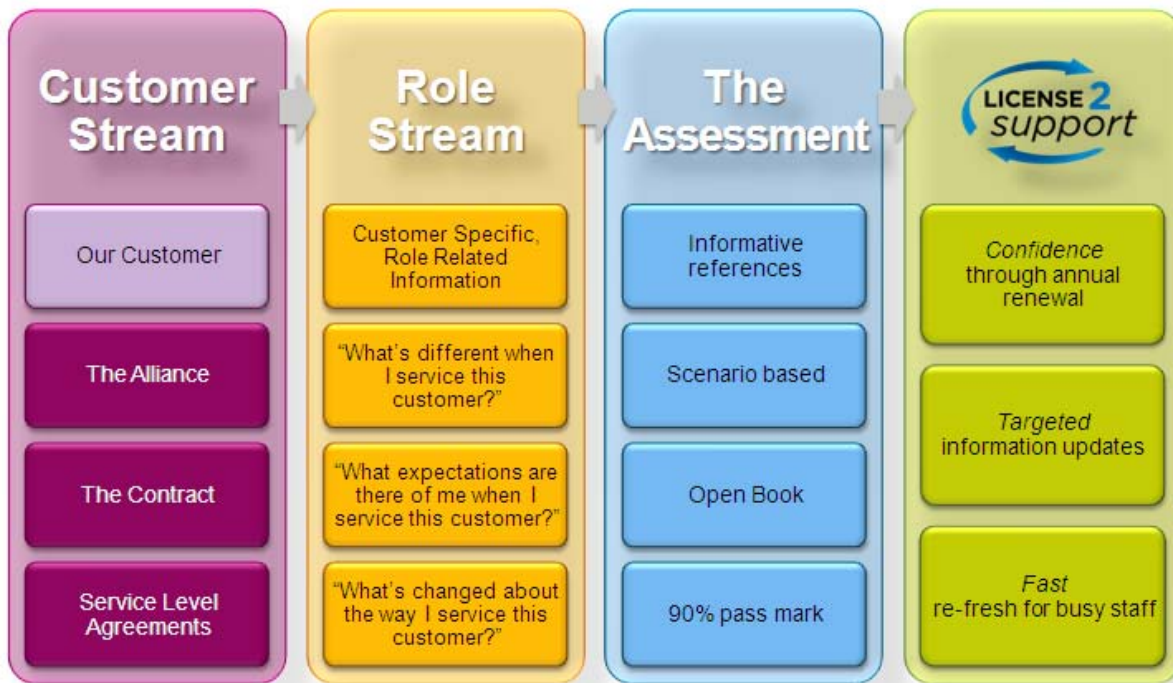


The Proposed Changes to the V1 License 2 Support™ Model

For the role stream content it was a similar situation but with less a RPL, as much of the information had to be created especially for License 2 Support™. Even so, we reasoned that we should not be implying that we were removing the responsibility and accountability of local Workgroups to *properly induct and train their own staff*.

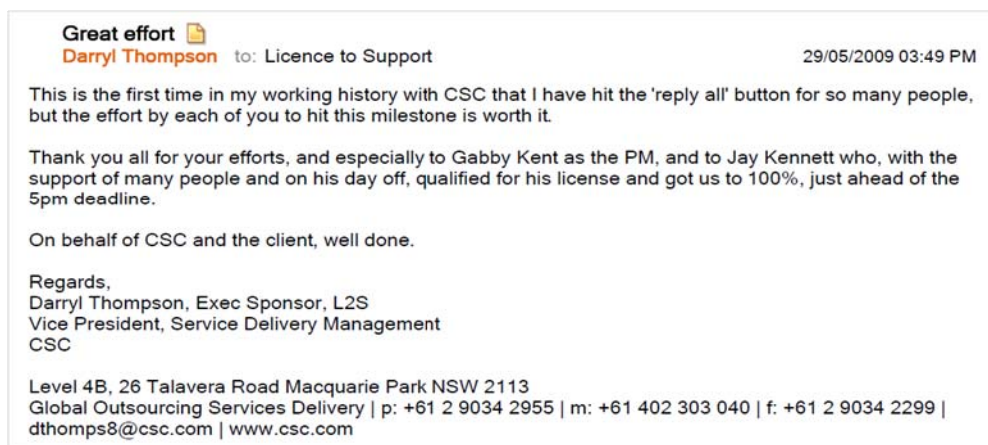
After all, we had been transitioning customers long before License 2 Support™ came along.

The new V2 model also moved the Customer Stream to the front of the model while providing a simplified view of its topics, expanded the explanation of the intent of the Role Stream and gave the Assessment its own column to remind people that to get a license to support you needed to pass through assessments.



The V2 License 2 Support™ Model

The first use of the updated model was well received by staff, with a higher than the required 90% completion rate being achieved.



Still not a training program, but we're ok with learning taking place

As mentioned previously, some people thought that License 2 Support™ was another training program, where in reality for the most part we were simply 'Pointing' staff to existing training courses, and for the new information, providing an assessment of their knowledge, along with relevant reference material.

We could see how people could confuse our program with a training program, but as any good Learning and Development professional will tell you, you cannot consider a PowerPoint file and a set of questions to be a complete training solution, no matter how tempting a short-cut it might be for busy Team Leaders or Managers.

Informal learning already took place in our program each time someone made an incorrect choice. They went from not knowing they didn't know, to knowing they didn't know, or as depicted in the 'four stages of learning' model, from unconscious incompetence to conscious incompetence.

We had already taken our Licensees at least 50% of the way along this continuum of knowledge.

1. Unconscious Incompetence (I don't know that I don't know)
2. Conscious Incompetence (I know that I don't know)
3. Conscious Competence (I know that I know)
4. Unconscious Competence (It's 'second nature', I don't have to think about it anymore more)

Taking somebody from Point one, to Point two has extraordinary value

For example, imagine a support person putting through a system change, which to the best of their knowledge followed correct procedure, only to find out (the hard way) that it was not the correct way to perform the task.

Why did this happen? Maybe they missed the memo on that procedure change. Maybe they didn't attend the update session for that process. Maybe they were on the teleconference when it was discussed, but were simply not paying attention.

I wonder how often this happens in busy service driven organizations.

Pre-comments, Hints, and Explanations, is this the compromise between e-mailed information and full training programs that we have been looking for?

By adding a little more information to each question through the addition of reference material and an explanation we could in most cases also easily move staff from Point 2 to Point 3.

So that's now 75% of the way along the continuum of knowledge.



Here's what we proposed:

- **A Pre-comment** before a question to allow for a more detailed immersive or scenario based question that may use a real-life situation
- **A Hint** via a button, thus replicating real life in an organisation, where when you are asked a question you are allowed to use reference material
- **An Explanation**, that was displayed after the answer response had been submitted

With our plan to remove the other problematic content from License 2 Support™ we had the resources to investigate this *increase* in the functionality of the tool.

Now we could move away from simple True/False questions in which it was difficult to tell if the Licensee has guessed the answer.


With the addition of this functionality, once a Licensee arrived at Point 2, we could fill that knowledge gap right there in the assessment, thus moving them to Point 3.

In fact this style of learning follows accepted adult learning practice as in one of the author's of this paper's experience shows that most adults learn best when they are able to exert some form of control over the lesson, as opposed to being 'lectured to' or 'spoken at'.

No need to fail that Licensee, (assuming the goal was to have them eventually pass the assessment), no need to return them to their Workgroup with the risk that may miss more training or memos.

The cost? Very little when you think about it, compared to the cost of re-training failed staff.

We spend a little more time writing assessment questions to include Pre-comments, Hints and Explanations, that when needed, *and only when needed*, use it to turn the question into a short self-directed learning exercise.

 And what if the Licensee already knows the correct answer to a question?

Why would we waste the organisation's time in forcing them to review long-winded presentations or other reference material? It's at best pointless and at worst demeaning for the learner. 'Presentations' should be optional reference material only.

This also surfaces another benefit from this change of approach. The assessment can now be used as a gap analysis tool *before* on-boarding or induction into a new account.

Potential Licensees have the account's knowledge expectations laid out before them.

What if we asked the customer to contribute as well?

In V1 of the License 2 Support™ model the customer related information was obtained from the 'account handbook' and often this was too detailed as it wasn't intended to be used for our purpose.

We needed a new assessment provider for the Customer Assessment, and who better to supply it than the actual customer?

To complete this task effectively we needed to have a customer representative appointed and trained in the use of certain templates and layouts for any assessment to be loaded into the L2S tool.

We wondered if this may be too much to ask a customer, but for the first and all subsequent customers this has been an overwhelming success.

Customers were delighted that they were being asked to be part of telling their own 'story' to all CSC staff supporting them.

I have been very impressed with both the concept and delivery of the License 2 Support (L2S) service offering under our new contract with CSC. The L2S development model is modular and flexible, its mechanisms easy to use, and the final deliverable product intuitive and user friendly.

When I delivered the original customer segment to our IM Management Team, their response – apart from approval – was to ask whether the offering could be expanded to include other third party vendors, as the benefits of having a minimum amount of customer knowledge as a pre-requisite to providing service was immediately apparent.

*Customer Assessment Provider
Natural Resources Sector (2009)*

The customer supplied assessments, (in collaboration with Instructional Design support from CSC) now form some of the most effective assessments we have in the License 2 Support™ program.

A recent customer representative (2010) was so impressed with their ‘finished product’ they invited their CIO to review the assessments, who in turn invited their CFO to review the assessment.

Afterwards the CFO commented that he was very pleased and that he expected that “License 2 Support™ would be an important part of CSC’s delivery solution”.

We have found that the customer supplied assessment is a vehicle for the customer to set out not only their knowledge expectations for CSC support staff, but to also raise their own level of comfort or confidence that CSC understands what is important to them.

Examples include clients wanting to ensure CSC understood their geographical diversity, or how important safety is to them as an organisation.

The assessment based approach also allows the customer to effectively ‘hear back’ from all CSC support staff that they not only ‘heard’ but they *understood*.

Example questions appear below:



This customer wanted to ensure we understood where key offices were located, so we designed an interactive exercise using imbedded maps.



This customer wanted all CSC staff regardless of location to appreciate the harsh conditions in which their on-site counterparts worked.

This customer wanted non-Australia based staff to have an understanding of the size of the region in which it operates, and how this may impact resolution times.

This customer wanted non-Australia based staff to have an understanding of the size of the region in which it operates, and how this may impact resolution times.

With some thought and planning a License 2 Support™ assessment can be made of many small self-directed learning opportunities.

This 'just in time' training approach can often be a valid and cost effective training strategy.

SECTION 3:


We've mentioned distance and time in previous questions, but just how big is the Australian region ?

For those who don't know, all of Australian operations are located in the state of Western Australia. This state is Australia's largest, having a total area of 2,645,615 square kilometres (over 1,000,000 sq miles).

To give you an idea of just how big that is, you could easily fit the USA's two largest states, Alaska and Texas, into Western Australia with over 200,000 square kilometres left over.

Looking at a single country, you could fit all the sands of Egypt into Western Australia, twice.

If we were to take a number of countries together, you could fit (in order of size), France, Japan, Malaysia, the Philippines, Cambodia, Tunisia, England, North and South Korea combined, United Arab Emirates, Scotland, Denmark, Taiwan, Wales and Singapore into Western Australia.



It's interesting to note though, that Western Australia has regions that are very remote with few towns or infrastructure. The population density of Western Australia is just .88 people per square kilometre, Australia is 2.8, Malaysia is 85.8, Japan is 337.6, England is 395, and Taiwan is 668 people per square kilometre.

It's important for you to be able to comprehend the immense size of this region and to appreciate even with modern communications, how distances and environment may affect resolution times, staff availability and other factors relating to safe and effective service delivery.

The next few questions have been designed to provide you with an understanding of these factors.

For the question below only, use the data in the table to calculate your answers.

Region	Total area (in square kilometres)
Western Australia	2,645,615
Alaska (USA)	1,717,854
Texas (USA)	696,241
Malaysia	329,845
England	130,395
Singapore	710

Source: Wikipedia (<http://en.wikipedia.org>)

Finally, we have produced an **interactive map** of sites for you to keep as a reference. It will allow you to zoom into individual sites via satellite imagery. The link below will open the map in your web browser, and then you can save it as a favourite, for reference after the assessment.

Interactive [map link](#).

Question (9)

How many times would each region fit into Western Australia? (Rounded to the nearest whole number)

Singapore

Malaysia

England

Alaska

Texas

Question (1)

Where would you find one of Queensland's largest and richest sources of coal?

- Surat Basin
- Bowen Basin
- Kitchen Basin

This customer used a video to demonstrate the types of activities carried out on their site.

Assessments supplied by the Customer

Customer Stream

Our Customer

Some ideas for you: (the customer)

1. **Who are you** – what are your business values, your history, overview etc. Promotional videos are perfect for this (if you have any) We want to get to know you.
– *Target audience* = all of CSC
2. **Business structure**, organisation chart is ideal or something else that explains your structure succinctly, e.g. Reference to your website if business structure appears there.
– *Target audience* = all of CSC
3. **Key Business Processes** (processes key to your business, e.g. production, engineering) Do you have any processes that are 'mission critical' and therefore important for CSC staff to be aware of. (NB: high level information only, as in-depth information on critical systems is captured elsewhere in CSC).
– *Target audience* = all of CSC
4. **Jargon** used in your organisation that CSC may not understand
– *Target audience* = all of CSC **or**, can be assigned only to specific workgroups e.g. Service Desk, DBA, etc if required.
5. **LOS specific content**
– *Target audience* = specific LOS or Workgroups within LOS

L2S Introduction for Assessment Providers

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An example of the types of information we ask the customer to supply in their assessment.

CONTINUAL IMPROVEMENT

The License 2 Support™ Program has a number of defined processes to ensure it operates effectively for everyone involved.

Collectively, these are called the 'L2S Life Cycle Processes'.

Inspired by the ITIL v3 model, and thus linking to ISO 20000 (which in turn links us to ISO 9001 & ISO 14001), the L2S Life Cycle Model aims to continually improve delivery of services to our internal and external customers

License Management is constant but broken up into 3 distinct phases:

1. Planning
2. Implementation
3. Service Operations

They combine and operate in a continual cycle to ensure that CSC support staff become licensed and remain licensed. License monitoring begins during a transition and only ends when the customer leaves CSC.



CONTINUAL IMPROVEMENT (CONT.)

A number of roles have been identified through the development of the program and are depicted in the RACI chart below.

RACI Model 'Big picture' view of processes and their relation to roles within L2S

Processes	Roles							
	Client	Account Representative			Assessment Maintainer	L2S LOS Coordinator	Licensee	L2S Team
		Account Executive	Service Manager	L2S Account Coordinator				
Manage Licensees						AR	I	C
Learning						A	R	C
Technical Support						C	I	AR
Assessment Update (Client)	I	I	A	I	R	I		C
Assessment Update (Account Contribution)		I	C	A	R			C
Assessment Update (LOS)			I		R	A		C
Quarterly Review	I	I	I			C		AR
License Renewal	I	I	I	C	C	C	I	AR

Legends: Responsible (I), Accountable (A), Consulted (C), Informed (I)

LICENSE 2 SUPPORT™ TODAY

Through two years of evolution, (and sometimes revolution), we have evolved License 2 Support™ from a concept into not only a repeatable and deliverable service, but a service that adds value to CSC and clients and one that is seen as a positive experience by those involved.

It does this by adhering to the following guiding principles that have been fine-tuned through successive deployments:

- We are not a replacement for sound on-boarding or well developed and thorough training programs
- We support on-boarding and training programs by providing opportunities for staff to self-assess their knowledge before or after these programs
- We can fill small knowledge gaps during the assessment, saving costly re-training
- We are not about general workgroup or role based training
- We are about anything directly related to the customer, at either the corporate, account or workgroup level
- The customer is the focus (always)
- We aim to support effective service delivery through all of the above
- We have become a revenue stream through our first sale of License 2 Support™, with a system installed within a customer's environment to be used as a staff induction tool.

LICENSE 2 SUPPORT™ TOMORROW

Implementation costs are coming down and will continue to fall. This is due to the streamlining of processes and because we now have a dedicated support team within our Managed Application Services Line of Service, and imbedded License 2 Support™ coordinators in many Lines of Service.

Now that our operating model and processes have stabilised we can begin collecting more detailed data.

Implementations will be of higher quality, as more customers agree to the logic of a 'phased deployment'. A phased deployment breaks deployment into three stages, setting the Customer supplied assessment as the focus at the start of the project.

More complex deployments will be possible as more CSC staff are exposed to License 2 Support™ and are better able to leverage the opportunity it brings.

Integration with other systems, and expansion towards the original conceptual model for License 2 Support™ will be more achievable, but with lower costs and more robust systems.

WRAPPING UP, BRINGING US FULL CIRCLE

Have you ever wished-

You could develop a system that would improve employee engagement?

- Staff who are consciously competent (they know that they know) are better equipped to provide higher levels of service and make better decisions.


Increase customer intimacy?

- Staff who know more about a customer's business and what's important to that customer are better able to engage with that customer and make better support decisions.
- Customers who believe that service providers are genuinely trying to understand them are more likely to feel engaged.

You could know exactly what your staff don't know?

- Too easy — we just assess their knowledge, improve it where we can, and report back to you.

Improve your team's ability to capture and store critical customer related knowledge?

- This deserves a key.  Before License 2 Support™ we suspect that many Workgroups did not spend too much time on this point. The assessment provides a method of capturing minute details that may not have a place in traditional Quality (ISO 9001) or ITIL (ISO 20000) management systems.
- Some knowledge does not lend itself to being described as part of a process or work instruction and because of that, knowledge may be lost
- License 2 Support™ provides a straightforward way for subject matter experts to record this knowledge via questions and answers entered into a simple spreadsheet
- This in effect makes copies of the information that may have previously just been stored in someone's head, on sticky notes, or poorly written, difficult to understand (and therefore never used) procedures, thus safeguarding this valuable IP for the benefit of CSC, the team and our customer.

These are the author's opinions. We would be pleased to hear yours. L2S@csc.com

UPDATE:

Since this paper was written in May 2010 we have (to Aug 2011):

- Completed the deployment of L2S for a customer's own internal use as a staff induction program
- Been recognized globally within CSC as a winner of CSC's prestigious Papers Award competition
- Deployed the program to several more global customers including a leader in the US assessment development and research sector and are speaking with organizations from the finance, insurance and agri-business sectors
- Successfully implemented higher levels of automation to several key (and time consuming) processes
 - Follow-up of staff enrolled but not yet licensed
 - Escalation of staff enrolled but not yet licensed
 - Annual re-enrollment of all licensees based on their unique anniversary date
- Collected feedback from a sample of three customer deployments from 100% of staff (n=390)
 - 92%, yes- 92%! of staff agreed that the L2S program helped them in their customer related work
 - This is exciting for two reasons:
 1. We now *know* we are on the right track. Even staff who said they didn't necessarily like being 'assessed' agreed it helped. (there's that link with engagement again)
 2. All work is 'customer related'!
 - *"Links were handy and will be used for future reference"*
 - *"Thank you for the assessment"*
 - *"This assessment helps for better understanding of the account we are supporting"*
 - *"I think this kind of learning is a must for each account we support"*
 - *"It's very worthy going through this course"*
 - *"The approach is very good"*
 - *"Its short and straight to the point"*
 - *"Working through modules with e-mail reminders is good"*
 - *"It's versatile, L2S touches all of the things whether its client, values or technology,,, it's a very interesting way to learn"*

DISCLAIMER

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