



# Ask Erasmus MC

Best international digital transformation of a training programme in response to COVID-19

A photograph of the Erasmus MC Hoofdingang building at night. The building is a large, modern structure with many windows, some of which are illuminated. The entrance area is visible, with the text "Erasmus MC Hoofdingang" displayed above the glass entrance. The foreground shows a paved area with some trees and a few people walking. A decorative graphic of a staircase made of white squares is overlaid on the bottom left corner of the image.

Erasmus MC Hoofdingang

# Introduction

## About Ask Erasmus MC

*Ask Erasmus MC* is an innovative learning and performance support solution developed by Erasmus MC Academy in cooperation with Xprtise. It was built to provide nine key roles in healthcare the immediate skills and preparation needed to work in Intensive Care Units, COVID-19 units and Emergency Rooms during the Corona crisis.

## About Erasmus Medical Centre

Erasmus Medical Centre based in Rotterdam is the largest university hospital in the Netherlands. In 2019, the hospital had 15,927 employees and treated 173,775 individual patients. Erasmus MC Academy is responsible for the training programs delivered at the Erasmus Medical Centre.

## About Xprtise

Xprtise is a consulting firm that helps organisations design and implement successful learning strategies based on the 5 Moments of Need™ methodology<sup>1</sup>. Xprtise has extensive experience in 5 Moments of Need based learning strategies and has worked closely with the methodology founders Dr. Conrad Gottfredson and Bob Mosher for many years.

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<sup>1</sup> Refer to Appendix I



## The need for the digital transformation programme was quickly and effectively identified, defined and agreed with leaders and stakeholders.

In early March, Erasmus Medical Centre suddenly found itself in a crisis situation. The number of COVID-19 patients was increasing daily and more and more staff were needed in the ICUs, the Emergency Rooms and the new COVID-19 Units.

On March 12th, the hospital's Board of Directors instructed Erasmus MC Academy to make sure all new, existing and returning staff being asked to step up to the growing crisis, were appropriately trained. At the same time, the Dutch government decreed that all in-person meetings and face-to-face training should cease temporarily.

It was clear that the old way of training in classrooms combining e-modules, practical assignments and guidance in the workplace, was not going to be possible due to this decree and the enormous time pressure the hospital was under.

Erasmus MC Academy decided that a performance support solution would be the answer to their challenge. It would enable them to bring staff up to speed in very short timelines and using digital means. They decided to use a learning strategy that focuses on providing just the right information at the right time and worked with Xprtise to build the solution.

Within ten days, the performance support solution was live. Just in time to upskill the first group of staff with new knowledge on how to tend to COVID-19 patients. Normally, implementing a solution like this at Erasmus MC would have taken at least a year. The pandemic accelerated this to be achieved in ten days.



## The design of the digital learning transformation programme was appropriate to effectively deliver its objectives.

The programme objective was to effectively equip new, existing and returning staff of paramedics, doctors, nurses and caregivers, with new knowledge and skills so that they could provide the optimum care for the ever-increasing number of COVID-19 patients.

### The solution was an embedded, task-oriented Performance Support platform using a 5 Moments of Need learning approach.

The 5 Moments of Need lists these key tenets for any learning and performance solution:

- **Integrated into the work process**  
A Rapid Workflow Analysis captured all processes and tasks of nine key roles to make sure that the solution reflected the activities that are performed as people work. The end solution makes task-help accessible within two clicks or ten seconds, so people can find information fast.
- **Contextual and relevant**  
The tasks and processes for each role group were assessed separately to define the different role tasks and learning needs. The end solution tasks are accessible via a workflow map and in context to where people are, what they are doing.

- **Just enough and just the right type of knowledge to solve the problem of that moment**  
The solution contains different types of learning assets brokered for different moments of learning need. As people work their daily jobs, they have differing needs for learning or applying knowledge. Sometimes they need task instructions brief or detailed. Sometimes they need conceptual info. Sometimes resources and sometimes courses or videos.
- **Accurate and reliable**  
Information about COVID-19 health practices changes frequently as new knowledge about the virus emerges. The end solution content was also updated frequently, in some cases daily, to ensure information was always accurate and up to date.

### Solution go live in time for staff starting in the new units

As the numbers of COVID-19 patients were rising fast, staff needed to be trained incredibly quickly. The great teamwork from Erasmus MC Academy, Erasmus MC and Xprtise created the solution in ten days and had it ready for staff starting to work in the units.

### Free access for all Dutch health care professionals

As the pandemic was affecting not only the Erasmus Medical Centre but all hospitals in the Netherlands, Erasmus MC Academy shared their solution for free with all healthcare organisations in the country. This requirement to knowledge-share with other healthcare professionals was a key proviso of the solution being built.

## The digital learning transformation programme made appropriate use of available tools and technologies.

Erasmus MC Academy opted to deploy the Learning Experience and Performance Support Platform *AskDelphi* for the COVID-19 project. The end solution is named *Ask Erasmus MC*. Learning is more effective when it is aligned with business objectives, contextual to the user's need and safely done in the workplace.

*AskDelphi* is uniquely designed around the 5 Moments of Need and incorporates its guiding principles to allow people to learn and perform effectively at the moment where they need it the most; on the job, at the moment of apply. By giving quick and easy access to tasks, relevant learning and support resources, users can work autonomously to master new skills while performing their work and contribute to their personal and organisational goals.

Besides the *AskDelphi* platform, other tools and technologies were used. A Learning Asset Analysis<sup>2</sup> was performed to inventory existing content and to identify content to develop. Existing content that was available in other content management systems was linked to or embedded into *Ask Erasmus MC*. Some content was adjusted to fit into the **just enough** principle of the 5 Moments of Need. Microlearning and short videos were developed based on the impact rating identified in the Critical Skills Impact Analysis<sup>3</sup>. New materials were also developed to support tasks

2 Refer Appendix II

3 Refer Appendix II

that were specific for COVID-19, such as how to resperate in a prone position and infection prevention. New webinars on respiration and COVID-19 practices were delivered and embedded into the platform. A new tile was put on the Erasmus MC intranet that took staff directly to *Ask Erasmus MC*.



## There is demonstrable evidence of a successful implementation strategy, including alignment with organisational goals, engagement with key stakeholders and evaluation.

Erasmus MC is a leader in innovations for healthcare and has these organisational goals:



### ▪ Positioning as a partner

This goal is about excellent patient care. With the new solution, staff were equipped to provide the best possible care.



### ▪ Innovation in a distinctive way

Before this project, classroom had been the usual way of training. Implementing a 5 Moments of Need workflow learning strategy within a performance support platform was completely distinctive and new.



### ▪ Attention to employee and organisation

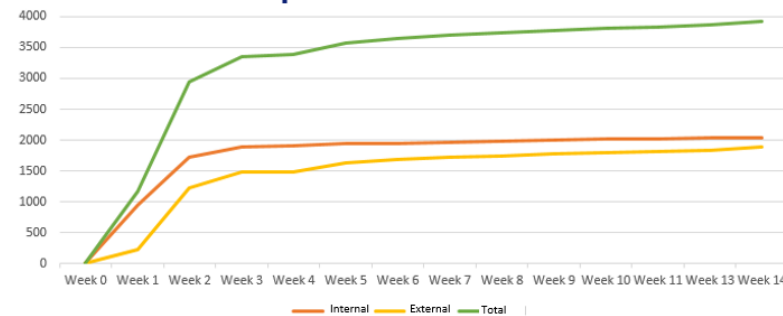
With the availability of *Ask Erasmus MC* the hospital was able to support its staff effectively at the moments where they needed it the most; on the job at the moment of apply.

To implement the project successfully, Erasmus MC Academy involved stakeholders at an early stage. After the Board of Directors initiated the project, further people became involved who would benefit or be impacted by the new solution. End users, managers, trainers, and subject matter experts, as well as Human Resources, IT and Security and Privacy departments, were all consulted.

To announce the new solution, managers were informed, newsletters sent, news items posted on the intranet and webinars and screencasts developed. The umbrella hospital organisations NVZ and NFU were advised so they could inform the professionals of external healthcare organisations too.

In its first three months of use, 2,289 hospital staff and 2,029 staff from external healthcare organisations consulted 173,420 pages in *Ask Erasmus MC* (reference date June 22, 2020).

Number of unique visitors Ask Erasmus COVID-19



People could also send feedback from one button and this led to continuous improvements to the solution. It is striking how quickly expertise and input found its way from teams, managers and staff to the *Ask Erasmus MC* project team. Other new ideas originated and lots of positive feedback from users and staff came through.



**15,927**  
**EMPLOYEES IN**  
**2019**



**173,775**  
**PATIENTS IN**  
**2019**



**MARCH 17TH 2020:**  
**KICK OFF**  
**PROJECT**



**9 ROLES**  
**(PARAMEDICS,**  
**NURSES, CARE**  
**ASSISTENTS**  
**AND DOCTORS)**



**1,150 TOPICS IN**  
**PERFORMANCE**  
**SUPPORT**  
**PLATFORM**  
**ASKDELPHI**



**MARCH 27TH**  
**2020:**  
**GO LIVE PROJECT**



**2,289 UNIQUE**  
**INTERNAL**  
**USERS**



**2,029 UNIQUE**  
**EXTERNAL**  
**USERS**



**173,420 PAGE**  
**VIEWS**

**Ask**  
**Erasmus MC**  
**in nine numbers**

"What a great job you are doing to make sure that all the staff are well prepared for the different work they have to do now!!  
Thank you!!"

It is a nice solution that you offer, Erasmus MC."

"Hi all, it looks fantastic!! I just got our biggest client watching, and you're getting big compliments. Performance Support in optima forma is what they tell me."

"I wish you all the inspiration and strength to continue your work now."

"Thank you for your beautiful instructional material"

"All respect to you as you have set up ask."

"First of all my compliments for the established digital workplace learning environment "

"Quite exciting what I read on Ask Erasmus, now going to do it in the Covid department."

"We're 'Ask Erasmussing' for the things to come"

"What a wonderful tool you give to the Netherlands."

"I am studying vigorously to get basic knowledge up to date. Am very happy with what you have put on Ask Erasmus."

"We are very excited about your e-modules."

**First  
reactions  
and feedback  
on Ask Erasmus MC**



## Learners have been supported effectively throughout the transformation programme.

The programme was aligned with the 70-20-10<sup>4</sup> framework, ensuring learners were supported effectively.

### 70: Workplace learning

They could access *Ask Erasmus MC* before they started work in their new unit to prepare ahead, as well as directly in their workplace. Those that provided feedback got swift replies and suggested updates were implemented immediately.

### 20: Social learning

To support new and returning staff, they were buddied up to an experienced employee in their unit who would welcome, guide and support them in the workplace.

### 10: Formal learning

According to the Critical Skills Analysis<sup>5</sup> certain risky medical procedures and tasks were so critical that they needed formal training. This was practised and examined at the classrooms in the COVID-19 Skills Street.

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<sup>4</sup> Refer to Appendix I

<sup>5</sup> Refer to Appendix II



## The project has made an impact in terms of business continuity and both individual and organisational performance

With COVID-19 raging, there was no 'business as usual' at the hospital, but one thing that remained the same was the excellent patient care.

*Ask Erasmus MC* contributed to this by skilling up the staff so the capacity was sufficient during the entire crisis. The project prevented chaos and made sure that all patients were nursed safely. The crisis asked for creativity and courage. Commitment was needed to think and work differently. Both the individuals and the organisation put out their best efforts and responded to the crisis with an optimum solution.



## Appendix I: 5 Moments of Need™ methodology

The 5 Moments of Need (5 MoN) methodology defines these moments of learning.

### Obtain knowledge

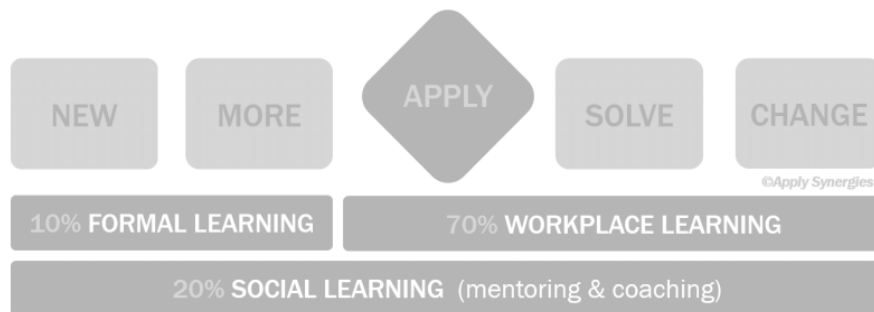
The first and second moments are recognisable as those covered by traditional forms of training.

- When you learn something for the first time (new)
- When you want to learn more (more)

### Applying knowledge

The other three moments occur in one's daily work.

- When you try to apply and/or remember (apply)
- When something goes wrong (solve)
- When things change (change)



## Appendix II: The 5 Moments of Need™ Analysis phases

The 5 MoN Analysis phase is key to creating an effective learning strategy. Several activities take place each enabled with dedicated 5 MoN tools, templates and resources.

### Rapid Workflow Analysis (RWA)

Five MoN focuses on the tasks an employee performs as the starting point. A Rapid Workflow Analysis considers the tasks of a given role, then aligns them into their workflow process. Associated concepts for each task are defined, as are associated resources and associated learning materials.

### Critical Skills Impact Analysis (CSA)

We know that the return on traditional training investments can be low because the forgetting curve has reared its head before new knowledge can be applied in practice. The Analysis phase uses a Critical Skills Impact rating to assess the impact on the business of doing tasks wrong. This helps define the appropriate learning and performance support strategy.

### Learning Asset Analysis (LAA)

The Learning Asset Analysis inventories the learning materials that are available or that need to be created. Each asset is reviewed to determine its place and usability in the five moments learning framework.

## Workflow Learning Experience and Performance plan (LEAP)

The LEaP is the culmination of the Analysis work and is a design plan that captures the entire learning and performance support solution. It is presented in a matrix used to determine the best mix and type of learning and performance support for each role task and associated concepts.

