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COURSE BROCHURE

Advanced Running the Learning Function as a Business Unit Course

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Registered in the United Kingdom and Saudi Arabia

Advanced Running the Learning Function as a Business Unit Course

Running the Learning Function as a Business Unit is a 2-week training course for L&D heads, training managers and senior learning professionals moving into business leadership roles, and each participant builds an L&D business plan with budget, value metrics and strategic alignment. Executives now judge learning functions as they judge any business unit, by cost, contribution and strategic fit. Jupiter Prime Training runs this course for learning leaders who must speak that language.

Why Running the Learning Function as a Business Unit Matters Now

Three groups are changing what is asked of learning leaders. Chief executives want learning budgets tied to strategy and shown in financial terms, not in seats filled. Finance teams apply the same scrutiny to learning spend as to marketing or technology, and increasingly ask business units to pay for what they use. Employees compare internal offers with content available outside, so learning must compete for attention like a product. A learning head who runs the function with business discipline wins investment and influence; one who cannot price an offer or explain unit costs loses both. The course draws on ISO 30422:2022 for learning and development processes and the Phillips ROI Methodology for valuing learning.

Who Gains Most from Running the Learning Function as a Business Unit

- Leaders who own the learning budget and defend it in annual planning rounds
- Managers who run training operations and supplier portfolios across sites
- Senior specialists preparing to step up into a head of learning post
- Academy directors who sell learning internally or to external clients
- Talent leaders who combine learning with workforce and succession decisions

A learning leadership team gains most when its head and senior managers attend together, so the function agrees one funding model, one set of value metrics and one story for executives.

Running the Learning Function as a Business Unit Capabilities

Participants treat the learning function as an internal enterprise with customers, products, unit costs and a balance between funding and value delivered.

- Align the learning portfolio with corporate strategy and workforce priorities — the executive committee
- Build a learning budget with cost centres, unit costs and scenarios — the finance director
- Design a chargeback or shared-service funding model for learning — business unit heads who pay for it
- Calculate learning value with the Phillips ROI Methodology — investment decision makers
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Assess learning operations with data dashboards and benchmarks — the learning leadership team
- Communicate a change case for restructuring the learning function — HR leadership and staff

Key Running the Learning Function as a Business Unit Terms

- Learning business plan — a document setting the learning function's strategy, offers, budget, operating model and value metrics for a planning period.
- Cost per learning hour — the total cost of an offer divided by the learning hours it delivers.
- Chargeback model — an arrangement in which business units pay the learning function for services they use.
- Learning portfolio — the full set of learning offers, grouped and prioritised by strategic purpose and audience.
- Phillips ROI Methodology — an evaluation approach that converts learning results into monetary value and compares them with programme costs.
- Learning analytics — the collection and interpretation of learning data to guide decisions on offers, spend and impact.

Running the Learning Function as a Business Unit Day by Day

Day 1: Strategy for the Learning Business

- Corporate Strategy Decoding — Translating Goals into Capability Priorities
- Learning Function Mission and Value Proposition — Defining What L&D Sells
- External Scan with SWOT — Market Shifts Affecting Workforce Skills
- ISO 30422 Process View — Positioning L&D Within Human Resource Management
- Strategic Learning Priorities Matrix — Choosing Where to Invest

Day 2: Funding and Business Models for L&D

- Cost Centre, Shared Service and Chargeback Models — Funding Choices
- Corporate Academy Structures — Faculties, Schools and Centres of Expertise
- Make, Buy or Partner Decisions — Sourcing Learning Capability
- Learning Portfolio Segmentation — Mandatory, Strategic and Elective Offers
- Business Model Canvas for Learning — Mapping Customers, Channels and Costs

Day 3: Finance Fundamentals for Learning Leaders

- Reading a Profit and Loss Statement — Where Learning Spend Appears
- Fixed and Variable Learning Costs — Behaviour Under Volume Change
- Cost per Learner and Cost per Learning Hour — Unit Economics
- Capital Versus Operating Expenditure for Learning Technology — Approval Routes
- Financial Ratios Executives Use — Speaking the Finance Director's Language

Day 4: Budgeting and Investment Cases

- Zero-Based Versus Incremental Learning Budgets — Building From Need
- Scenario Budgeting — Base, Reduced and Growth Cases
- Investment Proposal Structure — Problem, Option, Cost and Return
- Net Present Value and Payback for Learning Technology — Comparing Options
- Budget Monitoring and Variance Explanation — Staying Credible Mid-Year

Day 5: Valuing Learning Outcomes

- Phillips ROI Methodology Five Levels — From Reaction to Return
- Isolating the Effects of Learning — Control Groups and Trend Lines
- Converting Results to Monetary Value — Standard Values and Expert Estimates
- Intangible Benefits Reporting — Engagement, Retention and Capability
- Value Metrics Scorecard — Efficiency, Effectiveness and Outcome Measures

Day 6: Marketing Internal Learning Products

- Learner Personas and Segments — Designing Offers People Want
- Learning Product Lifecycle — Launch, Growth, Refresh and Retirement
- Internal Brand and Messaging for the Academy — Consistent Promise
- Campaign Planning Across Channels — Email, Intranet, Managers and Events
- Pricing Internal and External Offers — Recovering Costs Fairly

Day 7: Operations and Supplier Economics

- Learning Operations Process Map — Request to Completion
- Capacity Planning for Trainers, Rooms and Platforms — Avoiding Bottlenecks
- Supplier Portfolio Economics — Volume Deals and Framework Agreements
- Learning Technology Stack Choices — Platforms, Content Libraries and Integration
- Service Level Agreements with Business Units — Measurable Commitments

Day 8: Learning Analytics and Decision Data

- Learning Data Sources — Platforms, HR Systems and Business Metrics
- Descriptive to Predictive Learning Analytics — Levels of Insight
- Executive Learning Dashboard Design — Few Measures, Clear Trends
- Benchmarking Learning Spend and Activity — Fair Comparisons
- Data Privacy in Learning Records — Responsible Use of Learner Data

Day 9: Leading Change in the Learning Function

- Change Case for Restructuring L&D — Why, What and When
- Stakeholder Influence Mapping for Learning Leaders — Building Executive Sponsorship
- Team Capability Plan for the Learning Function — Skills for the New Model
- Investment Boards for Learning — Prioritisation and Oversight
- Leading Through Budget Cuts — Protecting Strategic Offers

Day 10: Practising the L&D Business Plan

- Applying Strategy Decoding and Portfolio Segmentation to a Case — Strategic Fit
- Applying Scenario Budgeting and Chargeback to the Case — Financial Plan
- Applying the Value Metrics Scorecard to Proposed Offers — Measures of Success
- Peer Challenge as a Mock Investment Committee — Defending the Plan
- Completing the L&D Business Plan — Budget, Value Metrics and Strategic Alignment

Applying Running the Learning Function as a Business Unit After the Course

- Recalculate cost per learner and cost per learning hour for the five largest offers and present the results with the next budget submission
- Run a learning portfolio segmentation session with HR leadership to agree which offers are mandatory, strategic or elective for the coming year

Running the Learning Function as a Business Unit Questions FAQ

What is running the learning function as a business unit and why does it matter now?

Running the learning function as a business unit means managing L&D with its own strategy, budget, funding model, products and value metrics. It matters now because executives expect learning leaders to justify spend and show contribution in business terms.

Which roles gain most from running the learning function as a business unit?

L&D heads, training managers and senior learning professionals gain most. You benefit if you own a learning budget, run a corporate academy, manage suppliers at scale or are preparing for a head of learning role.

How does running the learning function as a business unit differ from a general mini MBA course?

Running the learning function as a business unit applies business disciplines only to learning, such as learning budgets, chargeback models and learning ROI. A general mini MBA covers the same disciplines across all functions without that learning focus.

What do you bring back from running the learning function as a business unit?

You bring back an L&D business plan for a realistic case, with strategic priorities, a scenario budget, a funding model, unit costs, a value metrics scorecard and a change case to adapt to your own function.

Running the Learning Function as a Business Unit: The Way Forward

The L&D business plan first informs the learning budget request at the next planning round. The head of learning presents it, finance partners test its numbers, and HR leadership uses its priorities to set the year's offers. After its first year, revisit the value metrics scorecard, because some measures will prove useful to executives while others go unread.