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# Advanced Global Learning Leadership Across Borders Training Course

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# Advanced Global Learning Leadership Across Borders Training Course

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Global Learning Leadership Across Borders is a 2-week training course for heads of learning, CLOs and L&D directors leading multi-site or multinational learning functions, and each participant builds a global learning strategy and operating model. As organisations expand across countries, one learning team must serve staff who speak different languages, follow different labour customs and work in different time zones. Jupiter Prime Training runs this course for leaders who hold that responsibility.

## Why Global Learning Leadership Across Borders Matters Now

Three forces are reshaping learning in organisations that span borders. Expansion into new markets and joint ventures brings workforces whose expectations of learning differ sharply from headquarters. Digital platforms make it possible to reach every site at once, yet poorly localised content is ignored or misunderstood. Regional leaders want a say in what their people learn, while group executives want one standard and one view of spend. A learning head who balances global consistency with local relevance builds a shared culture; one who imposes a single model or lets every country go its own way wastes budget and loses trust. The course draws on ISO 30422:2022 for learning and development processes and ISO 10015:2019 for competence management and people development.

## Who Gains Most from Global Learning Leadership Across Borders

- Leaders who set group-wide learning direction for subsidiaries in several countries
- Directors who coordinate regional learning teams and shared academies
- Heads of learning integrating newly acquired companies into one learning model
- Platform owners who run learning technology across many sites and languages
- Regional learning partners who adapt global offers for their markets

A group learning leadership council gains most when its global head and several regional leads attend together, so they agree one operating model and one way of deciding what is global and what is local.

## Global Learning Leadership Across Borders Capabilities

Participants learn to design a learning function that works across cultures, languages and legal entities while keeping one strategic direction.

- Align a global learning strategy with group priorities and regional business plans — the group executive committee
- Design a learning operating model that sets global, regional and local responsibilities — country managing directors
- Specify localisation standards for language, examples and delivery style — learners in each market
- Assess learning technology ecosystems for multi-country reach and data residency — the chief information officer
- Build a global vendor panel with regional delivery partners — group procurement
- Communicate learning value across regions with comparable measures — regional leaders and the board

## Key Global Learning Leadership Across Borders Terms

- Global learning strategy — the direction that sets what a multinational organisation's people learn, why, and how resources are shared across regions.
- Learning operating model — the structure that defines which learning decisions and services sit at global, regional and local levels.
- Localisation — adapting learning content for a market's language, culture, examples and regulations rather than translating it word for word.
- Glocal design — building a global core of content with local modules added for each market's needs.
- Learning technology ecosystem — the connected platforms, content libraries and data tools that deliver and track learning across sites.
- Learning governance council — a group of global and regional leaders who set priorities and approve major learning investments.

## Global Learning Leadership Across Borders Day by Day

## Day 1: Learning Leadership in a Multinational Context

- Global Business Strategy and Workforce Footprint — Where Capability Is Needed
- ISO 30422 Learning Process Across Entities — Common Process, Local Practice
- ISO 10015 Competence Management at Group Level — Shared Competence Language
- Centralised, Federated and Decentralised Learning Models — Trade-Offs
- Stakeholder Map for Group and Regional Learning — Who Decides What

## Day 2: Leading Across Cultures

- Cultural Dimension Frameworks for Learning Leaders — Expectations of Teaching
- Hierarchy, Participation and Feedback Norms in Classrooms — Adapting Facilitation
- Leading Virtual Regional Teams — Trust Across Time Zones
- Intercultural Conflict in Learning Projects — Resolving Competing Priorities
- Examples from Oil and Gas and Retail Groups — Cross-Border Learning Practice

## Day 3: Building the Global Learning Strategy

- Group Capability Priorities — Translating Strategy into Learning Themes
- Global Versus Local Offer Decisions — Core, Adapted and Local Content
- Regional Demand Aggregation — Consolidating Needs from Many Sites
- Strategic Learning Roadmap — Sequencing Initiatives Over Planning Horizons
- Strategy Narrative for Executives — One Story Across Markets

## Day 4: Learning Governance and Decision Rights

- Learning Governance Council Design — Membership, Charter and Cadence
- Decision Rights Matrix for Learning — Global, Regional and Local Roles
- Policy Framework for Learning — Mandatory Training, Eligibility and Funding
- Prioritisation Criteria for Group Investments — Transparent Choices
- Escalation and Exception Handling — When Regions Diverge

## Day 5: Designing the Learning Operating Model

- Service Catalogue for a Global Learning Function — What Each Level Provides
- Shared Services and Centres of Excellence — Scale Versus Proximity
- Regional Learning Partner Roles — Linking Business Units to the Centre
- Corporate Academy Networks — Hubs, Satellites and Faculty
- Integrating Acquired Companies into the Learning Model — Transition Steps

## Day 6: Localisation and Multilingual Learning

- Localisation Standards and Style Guides — Language, Imagery and Examples
- Translation Workflows and Quality Checks — Accuracy at Scale
- Local Regulation in Learning Content — Adapting Mandatory Topics
- Glocal Design Patterns — Global Core with Local Modules
- Right-to-Left and Multi-Script Content Considerations — Usable Design

## Day 7: Learning Technology Ecosystems

- Platform Architecture for Multi-Country Learning — Single Versus Multiple Instances
- Learning Data Residency and Privacy — Respecting Local Requirements
- Content Libraries and Licensing Across Regions — Access and Cost
- Integration with HR Systems Across Entities — One View of Learners
- Technology Roadmap and Vendor Lock-In Risks — Future Flexibility

## Day 8: Global Vendor Ecosystems

- Global Vendor Panel Design — Preferred, Regional and Niche Suppliers
- Master Service Agreements with Local Schedules — Consistent Terms
- Regional Delivery Partner Selection — Language, Faculty and Logistics
- Vendor Performance Across Markets — Comparable Quality Measures
- Managing Supplier Risk and Continuity — Backup Options

## Day 9: Measuring Value Across Regions

- Kirkpatrick Model in a Multinational Setting — Comparable Levels of Evidence
- Phillips ROI Methodology for Group Initiatives — Isolating Regional Effects
- Global Learning Scorecard — Reach, Quality, Cost and Impact by Region
- Benchmarking Regions Fairly — Adjusting for Context
- Reporting to the Board and Regional Leaders — Insight Over Volume

## Day 10: Practising the Global Learning Strategy and Operating Model

- Applying Global Versus Local Offer Decisions to a Group Case — Portfolio Choices
- Applying the Decision Rights Matrix and Governance Design — Council Charter
- Applying Localisation and Technology Choices to the Case — Delivery Blueprint
- Peer Challenge from a Mock Regional Leadership Panel — Testing Acceptance
- Completing the Global Learning Strategy and Operating Model — Roadmap, Structure and Scorecard

## Applying Global Learning Leadership Across Borders After the Course

- Map current learning decisions against a global, regional and local decision rights matrix and propose changes to the next learning governance meeting
- Audit one flagship global offer against localisation standards in two markets and agree adaptations with the regional learning partners

## Global Learning Leadership Across Borders Questions FAQ

### What is global learning leadership across borders and why does it matter now?

Global learning leadership across borders is the leadership of one learning function serving many countries, cultures and legal entities. It matters now because expansion and digital platforms bring diverse workforces together, and both consistency and local relevance are expected.

### Which roles gain most from advanced global learning leadership across borders?

Heads of learning, CLOs and L&D directors with multi-site or multinational scope gain most. You benefit if you set group learning direction, run regional learning teams, integrate acquisitions or own learning platforms across countries.

### How does advanced global learning leadership across borders differ from a course on running a single learning function?

Advanced global learning leadership across borders focuses on governance, localisation, technology and vendors across many countries. A course on running a single learning function covers budgets and products for one organisation without the cross-border operating model.

## What do you bring back from advanced global learning leadership across borders?

You bring back a global learning strategy and operating model for a realistic group, with a roadmap, decision rights, a governance charter, localisation standards and a regional scorecard you can adapt.

## Global Learning Leadership Across Borders: The Way Forward

The global learning strategy and operating model first informs which offers become global standards and which stay local. The global head uses it with the executive committee, regional partners use its decision rights, and platform owners follow its technology choices. After the first year, revisit the decision rights matrix, because regional maturity changes faster than structures do.