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DR. ELI BENDET-TAICHER

GLOBAL HEAD OF LEARNING & DEVELOPMENT AT
WIX.COM & CLN ADVISORY BOARD MEMBER
ON THIS EXCLUSIVE INTERVIEW



INTRODUCTION

Dr. Eli Bendet-Taicher is the Global Head of Learning & Development at Wix, a leading global software platform for small businesses and beyond to operate online with millions of registered users in 190 countries.

Dr. Eli is a leader with 20 years of experience in both technical and educational leading positions in a variety of organizations, including the high-tech industry, academic institutions, and governmental agencies.

Dr. Eli is also a scientist and an award-winning lecturer who believes in data as the driver for making the best business decisions.

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Q: What excited you about joining CLN's advisory board?

I think every advisory board needs diversity in terms of the type of people that are part of it.

I love to be in a very diverse group of people, to give me insights on things but also to gain insight from other industries and from other people.

I think what's nice about L&D and learning, in general, is that we can actually move from one industry to another.



There are some differences between industries, but what I really love seeing are the very similar challenges. We are dealing with adult learning, learning on the job, and professional learning, and a lot of the things that we do are universal to all industries.

But there are specific challenges in specific industries and in different regions of the world. I love being part of a group of learning professionals that come from different backgrounds, different industries, and different countries, and that's what really excited me about it.

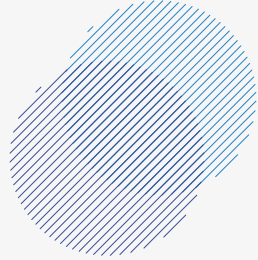


Q: What is your expertise?

My expertise is creating impact with learning. I really believe in connecting everything that we do to the business and deriving our KPIs from the business KPIs. We can only do that by collecting data, understanding learning data, collaborating with other data owners within the organization and knowing how to analyze, interpret and visualize data when communicating it to leadership and other stakeholders.

So, these are the things I'm really passionate about – the impact of learning on the business and the data behind it. I think the problem that we have in the learning environment is knowing how to measure our process.

It's not necessarily ROI, but it's also a return on expectations and return of impact. It's really about understanding the business, understanding how I can contribute to push and get to the business KPIs, how to derive my own KPIs and what kind of data I need to show to support what I am claiming. L&D likes claiming we're contributing a lot and being impactful, but how do you actually show it? It's not just dollar signs necessarily, but what kind of data you use to show that connection and what kind of data you need to have to support the business KPIs.



Q: What is your biggest challenge right now?

I think my biggest challenge is actually to create very targeted training for our goals. I have a big team and we are kind of a content machine – we create a lot of content. The problem that a lot of companies have is making sure people actually have time to engage with all that content.

When you have a very limited amount of time that the talent in the organization can engage with learning, you have to create very targeted learning paths and very targeted learning for every role.



We need to understand every role, its competencies, and its skillset, and target each role with very specific learning. We want to learn to be impactful – we want to create behavior change that will impact the business. That's why you hear about AI and things like that. You don't want people to just explore and look for training — you want to push people to the ones that are specific to them.

And it's not just specific to their role, but it's also specific to their performance. We have a tool that measures performance and what people are doing well and what they're not. The learning data tool can pick up on this, and, for example, if an employee isn't good at active listening, push them towards an active listening course. It's creating targeted learning paths and pushing it to the right people at the right time.

Q: How do you balance between what people are interested in vs. what they need to learn?

They all still have access to search in the pool of learning, so they have that option. There's some mandatory training that they have to do. But let's say that during some of the time that is allotted for voluntary learning, we push them towards certain courses but they don't have to choose those. They still have the ability to access whatever they want, but some people need to be spoon fed. Some people are great with exploring what they know and what they want and finding that. So, we're trying to basically approach all different learners.

Q: Does that have anything to do with learning styles?

Yeah, and we're trying to do a lot of blended learning. So, some of the learning that we do is online 24/7 on demand, some of it is obviously mandatory, some of it is workshop style and some of it is more experiential learning.



We're trying to diversify the learning modules that we create, so some of it is video-based, some of it is more scenario-base and some of it is a face-to-face or online more workshop-style live learning.

We balance it, and every learning path that we have has this combination of all methods.





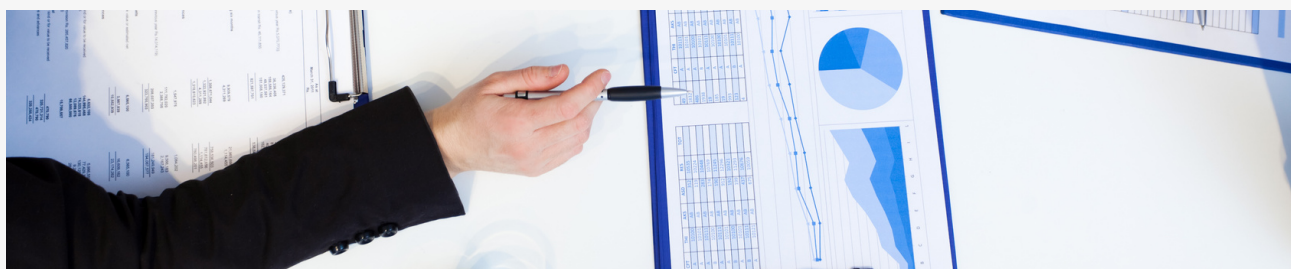
Q: What do you think are the biggest issues in the L&D space right now?

In general, to justify our existence. Again, this is through data and impacting the business. In turbulent times, the first thing people want to cut are the non-revenue generating departments – usually, it's L&D because it's viewed as non-revenue generating. If you connect yourself to the business and if you show how much you contribute to the business, you're justifying your existence, your headcount, and your budget. At the end of the day, every department in every organization needs to market itself. If people don't know what you're doing, it's like you're not doing anything.

That's one issue. The second is the learning time. I think a lot of leadership in the company if they don't believe that learning brings value, are just not going to let you have the time to do it. I think the ability to learn. If learning is part of the job, you can make the accessibility to learning part of your work.

It all connects because some companies only see it as a perk when they're growing and can spend money on it. They don't see it as a necessity, per se. But during Covid, they saw that they couldn't pivot or make changes without training people accordingly.

So, we need people to help to do that. And even now with the recession and everything, there's an ongoing consistent change in companies, and the L&D departments are the ones to support that. Otherwise, people wouldn't know what they're doing, what they're supposed to do, or where they're going. We're doing a lot of reorganizations within organizations. We need to support people to be more productive, and effective and know how to do their job.



Q: How is L&D evolving right now?

L&D needs to evolve quickly. We need to be more agile. We need to be very close to the leadership and the business, understand the changes and move along at the same pace. We cannot afford creating something that's too complex. We need to find learning solutions that address and align with how fast things go now, and how fast things change now. We need to also change our state of mind and accept that we may not be able to plan things too far ahead. We need to handle the now – we need to help the business at this specific state. In a few months, things could totally change.



When you do that, you also need to think about how you address that with your content strategy. What kind of module should I create? Should I invest now in a lot of videos? We need to tailor the way you create content to the new pace. So now there are a lot of tools that can help you be more effective and create things more quickly.

We have a lot of tools now that can help us keep up with the pace of the business. And this is what we need to do, because sometimes we need to answer a problem right away. There's a problem with this: we need quick training to address that issue and we need it now. Things are more time sensitive than before.

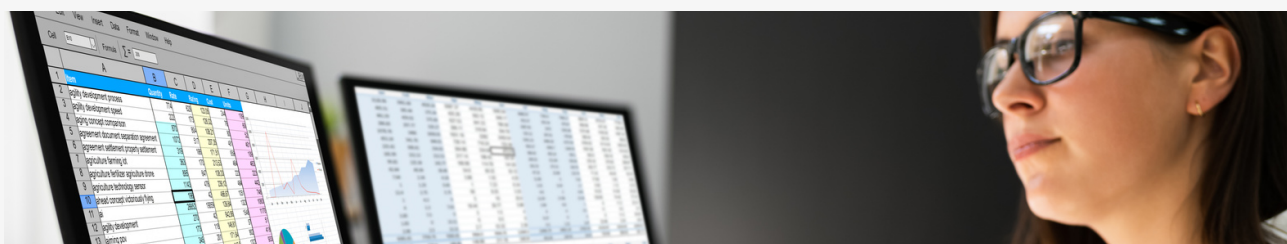


Q: What is the role of data in L&D Strategy?

A lot of L&D people are kind of old-school right now and they're not data-driven, or even data literate, so they need to learn how to analyze data, how to interpret data, what kind of story the data tells, and what is the relevant data because we get a lot of data. Do we need all of it? Some of it we need for one KPI, and some for another. You have to tie the data to the right KPI. It depends on what you want to show. It depends on what kind of impact you want to show.

And sometimes completion rate is irrelevant. If I want to see engagement, I can just look at engagement, I don't need to see how many actually completed the course. Course completions, unless it's mandatory or compliance, I don't really care about. How people engage, when they engage, with what they're engaging, and at what time, and connecting that to their role is more important. Why is an account manager taking a course on giving feedback? Really understand the trends. I'm really trying to look for trends. And not just raw data. You see data – what kind of trends does it show you? What can you learn from it? What kind of conclusions can you derive from the data that can improve things or show that we're on the right path or the wrong path?

Also, understand what the leadership is interested in, and again what kind of learning data correlates with the performance data. Not all learning data can be correlated to performance data. So, what is really most important? Some people may not know how to figure out what's important because A) they may not understand the business, or B) they may not understand the competencies of the roles, what they're supposed to know, and at what level. People are just very afraid of data and unsure of how to look at it. Even when they do look at it, they don't know how to screen it, what to screen for, and again how to visualize it, because some of the data is very raw. They need to know how to present it to leadership.



A man with a beard is shown in profile, sitting at a desk. His hands are clasped on the desk surface. In the background, there is a large window with multiple panes, through which a bright, slightly blurred outdoor scene is visible. A solid blue rectangular box is overlaid on the right side of the image, containing white text.

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