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Corporate University Xchange Honors the Best



The 6th Annual CUX Awards were presented on January 17 at a gala dinner and awards ceremony at the Disney Yacht Club, Orlando. One Excellence Award was given in each category, along with several Best Practice Awards. Additional International Excellence Awards were also presented. The excitement built through the evening, as award winners and their teams accepted their plaques and thanked those responsible.

Ed Trolley of Knowledge Planet and Mark Allen of CUX presented the Alignment Awards. These were given to organizations that demonstrated their expertise in furthering the goals of their companies through their educational efforts. Best Practice awards went to **Army Continuing Education** and **Randstadt North America**. The Excellence Award went to **CIBC**. The International Alignment Best Practice Awards went to **Deutsche Lufthansa** and **Union Fenosa**, and **Old Mutual** won the International Excellence Award.

Chris Janssen of NYU and Jimmie West from Project Management College presented the Alliances Awards to those organizations that made the best use of external resources in their programs. **Portland General Electric** and **Masco Corporation** tied for the Excellence Award, and **Deloitte Consulting, LLC**, **Emory Healthcare** and **Highmark** were Best Practice winners. **Coles Myer** was the International Excellence winner in the category.

Bank One accepted the Excellence Award in the e-Learning category from Roger Schank of Socratic Arts. **Toyota Motor Sales USA** and the **Department of Veteran's Affairs** received the Best Practice Awards. Gary Walker from RWD Technologies presented the International Excellence Award to **Barclays PLC**.



Coles Myer-International Excellence Award for Alliances
L-R Sue Todd, CUX, Linda Heron, Coles Myer, Liz Vinning,
Coles Myer, Jimmie West, Project Management College



L-R
Sue Todd, CUX,
Gusti Lowenberg,
Toyota Motor Sales,
Roger Schank,
Socratic Art

Measurement is a critical success factor for corporate universities. Chris Hardy of Defense Acquisition University presented this year's Best Practice Awards for measurement to **Army Continuing Education** and **Cisco Systems**, and the Excellence Award to **Caterpillar**.

Greg Dardis of CUX and Jimmie West of Project Management College presented the awards for Leadership. **New York Life** was the Excellence winner, with **Pfizer** accepting a Best Practice plaque. **Old Mutual Business School** was the International Excellence winner.

Every corporate university has to start somewhere and CUX recognizes that with its Launching Award, honoring the most successful of the new CUs. This year, Randy Chase of UBS and Gary Walker from RWD Technologies presented the Best Practice Awards to **Greater Chicago Food Depository** and **Net Appliance University**, and the Excellence Award to **CIBC**.

Corporate universities have to get their message out to the people who can benefit from their courseware and to the business leaders who support their work. Nick van Dam from Deloitte presented this year's Excellence Award in Marketing



New York Life - Excellence Award for Leadership
Sue Todd, CUX, Morris Sims, NY Life, Greg Dardis, CUX

to **Greater Chicago Food Depository**, with the **University of Iowa** and **Schwan Food Company** taking home Best Practice Awards. The International Excellence Award in this category went to **Coles Myer**.

The conclusion of the Academy Awards is the award for Best Picture; in similar fashion, the last award at the 6th Annual CUX Awards ceremony, presented by David Kleinfelter of Kaplan University, was for Best Overall Corporate University. And the winner is...drum roll, tear open envelope, pull out the piece of paper...

Caterpillar!

CAT winning "Best Overall Corporate University"

L to R - Chris Arvin, CAT U, Sheryl Tipton, CAT U, Fred Goh, CAT U, David Kleinfelter, Kaplan University, Dave Vance, CAT U



The Corporate University Xchange Sixth Annual Benchmarking Report

*Includes extensive tables and analysis of trends
in learning and development along with case studies.
It is available from Corporate University Xchange for \$695.*

To order a copy, please call 212-213-2828, send e-mail to:
research@corpu.com, or visit the online bookstore at: <http://www.corpu.com/store/publications.asp>.



Learning and Development in Health Care

The Challenges of a Corporate University in a Hospital Setting

Marcia Dresner

Ask CEOs in health care today about their organizations' top priority, and retention of talented employees is going to be near the top of the list. The shortage of skilled nursing staff has been a fact of life for a long time, and recent reports cite the very real possibility of a physician shortage in the near future as well.

In the Corporate University Xchange Sixth Annual Benchmarking Survey, retention was one of two goals mentioned by health care respondents (Table 1). Both retention and the other high priority, improving customer service/satisfaction, can be positively influenced by Learning & Development activities and are measurable outcomes of learning. The University of Chicago Hospitals reduced turnover from 26 percent to 15 percent over a three year period after the introduction of the UCH Academy. The hospital's CEO, Michael Riordan cites "employee education and training as another way to make us the health care employer of choice" and believes that learning "directly improves patient satisfaction and loyalty" (1).

Broadening the reach of the corporate university within the organization, and its related priority of reducing fragmentation, were on the list of top five priorities (those rated as highly important) for the health care industry (Table 2). Developing executives and high potential managers, the highest priority for all corporate universities, ranked second for the health care community. Some overall priorities, such as measuring learning effectiveness and implementing/improving a learning management system, were not at all important for health care.

Table 1: Organizations' Top Goals

	Healthcare	Overall
Improve customer service/satisfaction	86%	49%
Retain talented employees	86%	42%
Improve productivity	57%	48%
Attract talented employees	43%	38%
Establish and maintain a common corporate culture	43%	20%

Source: Corporate University Xchange Sixth Annual Benchmarking Survey

The Truman Medical Centers Corporate Academy (Kansas City, MO) sums up its goals this way (2):

- to connect employees' learning to the strategic goals of TMC
- to create a systematic approach to learning and development
- to contribute to a culture that focuses upon customers
- to develop the TMC workforce
- to recruit and retain high caliber employees
- to grow internal talent for TMC positions
- to strengthen Kansas City, the source of employees for TMC

Table 2: Corporate University Priorities

	Healthcare	Overall
Broadening the reach of the corporate university within the organization	71%	57%
Implementing program to develop executives or high potential managers	57%	65%
Leading an organization-wide culture change initiative	43%	35%
Reducing fragmentation of learning within the organization	43%	47%
Improving quality of e-learning	43%	44%

Source: Corporate University Xchange Sixth Annual Benchmarking Survey

Riordan isn't the only CEO that recognizes the importance of learning in a health care setting. Health care is a service business, and engaged, well-trained employees are critical to its success. Recognizing this, other health care CEOs support their successful corporate universities. For example, Al Stubblefield, the CEO of Baptist Health Care, has been instrumental in the establishment of its well-regarded quarterly leadership program. He is an active participant on the University's board of directors and executive committee, and in the classroom (3).

Stubblefield and Riordan are not alone in their support of their CUs. Eighty-three percent of health care CEOs promote learning as a component of key meetings or project team efforts, and 67 percent function as internal spokespeople for learning. Other key CEO roles include teaching, serving as a mentor and individually sponsoring courses. Senior executives also serve as internal spokespeople (83 percent). Sixty-seven percent involve the CU in the strategic planning process, and the same number help develop course content. Eighty percent of line business managers teach new employees and take on the role of mentor. They are also involved in promoting learning, developing courses, teaching, and sponsoring courses.

Offerings

A major issue facing health care CUs is the range of material that can and should be offered to a population that varies from upper graduate level physicians to entry level clerks and orderlies. CUs in teaching hospitals often are tasked with orientation of new residents and interns, and some are responsible for other aspects of their clinical education as well.

Baptist Health Care emphasizes leadership development and the transfer of corporate culture from leaders to the rank and file (4). Al Stubblefield explains Baptist's emphasis on leadership by citing a training challenge that, while not unique to health care, certainly affects it greatly (3): "The healthcare industry is guilty of promoting the best workers without giving them the tools to be great leaders," he says. "Once a hospital promotes the best nurse on the floor, she is suddenly in charge of hiring and firing, supervising, motivating, disciplining, scheduling and patient care. But what tools has the organization given her to help her grow from being a great nurse to a great nurse leader?"

Some organizations, like TMC and UCH, have extensive curricula in a wide range of topics (5, 6). In addition to courses that directly address patient care, TMC's offerings range from MBA programs from partner Avila University and a full range of computer

skills classes to smoking cessation and healing arts such as yoga and Chinese brush painting. They also offer employees language and communications skills classes as well as life skills subjects like home buying and retirement planning. Most classes are held on site, though some take place at partner Penn Valley Community College. Participants, even those not attending degree or certificate courses, earn points for satisfactory completion of courses. Upon earning 8 TMC points, an employee can exchange those for 8 hours off, or use them to buy more courses. Many of the courses take place in the early evening, and there is even a series of "Lunch & Learn" courses that take place from noon to one.

In contrast to TMC's emphasis on on-site and instructor-led training, UCH uses all of the instructional tools in the corporate university arsenal. Their Partners in Learning program uses the resources of local colleges and universities. They offer a wide range of blended and on-line courses through their virtual university, Academy Connect, as well as video-based training in diversity, customer service and Microsoft Office. They even facilitate experiential activities for work teams through their "Adventures in Team Learning" program. In addition, UCH is part of a nationwide 70-hospital initiative called School at Work that provides an eight-month training program to employees who want to train for more skilled health care positions.

Measurement & Evaluation

The obvious question to be asked, of course, is how well does it all work. All three of the CUs cited point to significant increases in customer satisfaction, and significant decreases

Table 3:
Evaluation of Learning Results, Healthcare

	Percent Using Each Level, Overall	Portion of Programs at Each Level
Kirkpatrick Level 1 (Reaction/Satisfaction)	100%	81%
Kirkpatrick Level 2 (Learning of Concepts)	71%	44%
Kirkpatrick Level 3 (Application/Behavior)	71%	34%
Kirkpatrick Level 4 (Business Impact/Results)	43%	18%
Phillips Level 5 (ROI)	43%	43%

Source: Corporate University Xchange Sixth Annual Benchmarking Survey

in turnover – the most critical goals for their respective organizations.

The difficulty in measuring learning increases as CUs move from Kirkpatrick Level 1 (Reaction/Satisfaction) through to Level 5, often referred to as Jack Phillips ROI. Table 3 (page 4) shows the portion of health care corporate universities evaluating learning at each level and the percent of learning programs evaluated at each. Only 18 percent of programs are evaluated at Level 5, but this is more than twice the seven percent for CUs overall.

Although measuring the effectiveness of learning and its business impact is a critical element of retaining support for the corporate university, internal training metrics like course completions and certifications, and operational metrics like classroom days, course development time cycles, etc. are necessary as well. These metrics enable the corporate university to gauge its performance from year to year, and compare its internal operations to external vendors. The most important internal metric for health care organizations in the "Sixth Annual" is e-learning course completions (Table 4), and yet, an organization like TMC couldn't use that metric at all. Interestingly, 72 percent of CUs overall measure their success by student classroom days, a measure that only 33 percent of health care CUs thought was important.

Corporate universities also measure impact through a number of internal measures like changes in corporate culture, retention, and such. The top four mentioned by the health care respondents are shown in Table 5. In addition, 50 percent of these CUs use employee measures like certifications, productivity, reduced time to competency, and recruitment.

Having it all

The organizations discussed here have developed robust programs that show clear benefits for their organizations. They provide educational opportunities that enable new employees and new managers to understand what it takes to succeed in their unique environments. They also clearly send

Table 5: Internal Impact Metrics

	Healthcare	Overall
Helping change corporate culture	100%	52%
Employee retention	67%	44%
Referrals by former program "graduates"	67%	30%
External client satisfaction	50%	37%

Source: Corporate University Xchange Sixth Annual Benchmarking Survey

a message that management will make every effort to support employees' growth and development, as long as that leads to better patient care.

It is equally clear that there is no one-size-fits-all mentality here and that each of these institutions developed a solution that addressed its most pressing issues first and that their offerings have expanded and will continue to expand, both in terms of subjects taught, teaching modes, and numbers of employees reached, as long as they continue to demonstrate that learning matters.

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- (1) <http://www.uchospitals.edu/news/2002/20020711-wj2k.php>
- (2) <http://www.trumanmed.org/sections/content.aspx?id=298&SID=+12>
- (3) <http://www.baptistleadershipinstitute.com/Articles/Articles.aspx?ContentID=100037>
- (4) <http://www.baptistleadershipinstitute.com/Articles/Articles.aspx?ContentID=100092>
- (5) http://www.trumed.org/forms/sections/Acceleratorforweb_Jan05.pdf
- (6) http://www.uchospitals.edu/pdf/uch_005764.pdf

Table 4: Internal Operational Metrics

	Healthcare	Overall
E-learning course completions	83%	55%
Cost per student	67%	60%
Cost avoidance	67%	42%
Course development cycle time	50%	33%

Source: Corporate University Xchange Sixth Annual Benchmarking Survey

Getting the Light Bulbs to Go On

Executives Pay Attention When You Help Them Achieve Business Objectives

Sue Todd

One of my favorite Learning and Development (L&D) stories involves a heavy equipment manufacturing company that confronted the economic downturn in 2000 by launching a corporate university to drive a massive Six Sigma initiative across the enterprise. The resulting Six Sigma projects, after thousands participated in targeted learning programs, delivered a \$1.4 billion business performance improvement. Finding \$1.4 billion in benefits by improving existing work processes is outstanding - but that's not the real message in the story.

The effort caused light bulbs to go off in the heads of business executives across the company. As the corporate university president described their enlightenment, I could almost hear the collective cry when financial metrics revealed their dramatic accomplishment:

"WOW. Training does not have to be about driving the career advancement goals of individuals. It really can help me achieve my business objectives."

There is no question that L&D offers value when it improves the capabilities of individuals. But benefits gained that way are achieved gradually, one person at a time, and are often hard to quantify and extrapolate to the much larger context of overall business performance. It's an approach that, to me, seems akin to dropping seeds from an airplane, and then wondering why you can't find your beautiful flower garden.

In contrast, when an L&D effort is targeted on a transformative business initiative, it's highly strategic, has tremendous visibility and offers a real opportunity to have an impact. But without a major, well-communicated strategic imperative, it's less obvious how you should prioritize training dollars to maximize the investment. Ultimately, the money spent on training should pass hurdle rates on projected return just as any other investment decision. Business leaders would not be reluctant to spend money on training if it delivered an acceptable business return.

Here's a purely hypothetical but not unreasonable example involving an issue that everyone worries about - improving the time to productivity of new hires. Let's say an order fulfillment associate processes 200 new orders per day when

fully productive. An average order is \$500. So each day of completed work represents \$100,000 in revenue to the organization. The current new hire orientation program requires 10 weeks to get an order processor fully productive. The L&D organization, using good performance management and L&D skills devises a plan to shorten the new hire program from 10 weeks to 5.

Do the math. A new-hire class typically has about 20 participants. The L&D group expects to shorten the total number of days to proficiency for each class from 1000 to 500 (20 people x 50 training days = 1000 person/days to full productivity versus 20 people x 25 training days = 500 person/days to full productivity.) That represents 500 days of revenue. If

each fully productive day delivers \$100,000 in revenue, the company gains \$50 million in revenue every time they hold a shortened version of the class.

How much would a company spend on training to get this benefit? Obviously, a lot. That's why it always sounds strange to me when people say "we don't have" or "we can't get" budget for that. If you

show business leaders what they will get in return, they'll spend the money - every time.

All too often, L&D teams try to demonstrate return on investment (ROI) after training has been completed, or they don't do the work up front to translate business benefit to quantifiable numbers. Granted, some functions, like sales and call centers, offer easier opportunities to build productivity numbers at the start. But regardless of how easy or hard it is, the case for training should be made before the first dollar is spent. And those benefits should be in the productivity numbers that make sense to the product managers, engineers and business unit leaders that are L&D's "customers".

Four Places to Look

A major business initiative like Six Sigma or Lean provides an obvious focus for L&D programs. Finding less publicized but equally important objectives, like the new hire training example above, can take a little more effort. How do you uncover critical business initiatives where you can make the case that L&D programs will have enough impact to be worth funding? Here are some suggestions.



Balanced Scorecard Perspectives. If your organization uses a Balanced Scorecard (BSC) to chart its strategic performance initiatives, it has defined imperatives in the Learning and Growth perspective that provide the foundation for the entire strategy. Since the Balanced Scorecard is a hypothesis on how the company expects to deliver maximized performance results, the four linked perspectives in the BSC illustrate the roadmap for how executives expect to get there. In most organizations, activities defined at the Learning and Growth layer are theoretical causal drivers for achieving success at the next level – Process Improvement – which in turn drives Customer Satisfaction goals at the third layer and ultimately, Financial Performance at the highest level. (This differs for government agencies that put Customer Satisfaction at the top and use Financial Responsibility as a middle layer perspective.)



The Learning and Growth perspective includes obvious areas to target L&D activities and should be a high priority in any L&D budget. But the Process Improvement and Customer Satisfaction perspectives are a valuable source for secondary priorities. While the Learning & Growth layer broadly targets the entire range of Process Improvement imperatives, it is likely that targeting specific processes for special attention will also achieve measurable improvements.

Business Units also are likely to have their own Balanced Scorecards with specific Learning & Growth perspectives. There may be opportunities to demonstrate value by implementing L&D programs to address their specific Learning & Growth perspectives and drive results from the bottom up on their scorecards as well.

An Executive Advisory Board or Governing Council. A key organization structure within a corporate university is a governing board. The purpose of this group is to assure that the enterprise learning and development strategy reflects business needs and priorities. Regardless of whether L&D programs are organized under a formal corporate university

structure or not, it's imperative to have input from senior leaders on how the company intends to grow and outmaneuver its competitors. The L&D plan and programs should mirror those business priorities. Some governing bodies will even review and sign off on the enterprise learning strategy to document their agreement on the business-learning alignment.

A Corporate Competency Profile. Many of today's Learning Management Systems have integrated competencies and skills management. When fully implemented, these systems enable organizations to link competencies, skills and required proficiency levels to jobs, and employees can be ranked and rated based on how well their knowledge, skills and abilities match those competencies. Organizations can ask employees to self-rate against the job requirements or participate in multi-rater assessments. The process builds an enterprise-wide competency repository that becomes invaluable in strategic planning, and can be a valuable road map to L&D efforts.

Standard reports available from a competency management system show the company's strengths and weaknesses, and the organization can better understand the people development efforts that will be required to undertake one strategy versus another. The L&D organization can target programs for building more talent across the enterprise to support requirements of the business strategy. The L&D organization might also target general areas where weakness appears in the competency repository such as customer service skills or technology literacy.

The Company's Annual Report. If you work for a public company, you can find indications of future direction in your company's annual report. Very often, senior leaders tell shareholders how they expect growth to occur in the coming year and describe some of the challenges they faced in the previous year. It's not terribly difficult to create a version of a Balanced Scorecard by culling out the initiatives described to take the company to its next level of success.

What's the link that holds all of these suggestions together? They are all ways to find out what really matters to the business so that the L&D team can suggest learning and training initiatives that address real business issues and that have results that can be measured according to what matters to the overall business strategy. You'll know you've found a good one when you are as anxious as your business unit leader customer to see the quarterly results roll in.

Sue Todd is President of Corporate University Xchange. She can be reached at stodd@corpu.com.

Ethics and Compliance: How Can Training Help?

Marcia Dresner & Christine Janssen

In today's highly regulated world, companies in every industry must assure that employees, managers and executives behave, not just according to a literal interpretation of the rules but in accordance with the highest ethical standards. Because of this, many organizations have Chief Compliance Officers or Chief Ethics Officers who operate separately from the Chief Learning Officer. Nonetheless, the issue is a critical one for Learning and Development, and CUX explored it during a panel discussion at the recent Orlando meeting (see box, What We Learned in Orlando), and also interviewed learning professionals about it. What follows here illustrates clearly that there is no universal model for handling this critical corporate issue.

At the Orlando meeting, the panelists were Morris Sims, Vice President of NYLIC University at New York Life; Christine Skerlong, CLO at Highmark Inc.; and Bob Laggini, Vice President Human Resource Services at the National Association of Securities Dealers (NASD). All three come from industries that are heavily regulated, and face ethical issues as well. They agreed that ethical and compliant behavior is a matter of corporate culture, something that must be ingrained in everything that employees do every day, and that the L&D organization can help, but should not assume the role of compliance officer. They also agreed that an ethical culture is a top-down phenomenon, and that leadership development has to include ethics and compliance.

The CEO and directors at New York Life use distance learning to help build a culture of integrity and high character that stresses ethics in financial services; the issue they face, as everyone does, is how to monitor and measure behavior. The company looks closely at character in its hiring practices, and extensively checks candidates' backgrounds – including their personal financial dealings – before hiring. There are no "incentives" for ethical behavior, but the penalties for breaking the rules are severe.

Highmark's corporate university takes the lead in educating employees and managers on compliance issues. They deliver five core courses that deal with issues like HIPAA (the Health Insurance Portability and Accountability Act that requires special attention to patient privacy), and the mandatory leadership training program has "treatment of others" at its core. There are rigorous internal and external audit processes to be sure that the training has impact, and a separate "integrity office" with a hot line.

As the independent regulator of NASDAQ and other stock exchanges, NASD runs on ethics. The organization's passion is the protection of investors and "catching bad guys" so the organization requires continuing education into the constantly



changing world of securities regulations. They use scenarios and simulation-based training to assure that behavior is modeled on what employees face in the real world.

The Alphabet Soup of Compliance

Companies like Genentech and Wyeth deal with an alphabet soup of regulatory compliance issues – HIPAA, GMP, FDA, SOX, OSHA - throughout the product development, production and marketing chain. Both rely heavily on instructor-led training to deliver their compliance information. Individual business and functional units within Wyeth actually manage the training, with the results tracked through a variety of home-grown systems. Genentech uses an LMS to track its compliance educational efforts.

Financial institutions also face complex and changing regulations. People's Bank, the largest independent financial institution in the state of Connecticut, has its corporate university (PCU) at the center of its compliance training efforts. Three corporate compliance courses (ethics, privacy, and information security) are mandatory for all employees and must be taken annually. The remaining compliance courses are given on an as-needed basis and are owned by whoever is mandating the training (i.e. Human Resources, Legal, Information Technology), with PCU validating the courseware and assuring that appropriate assessments are attached. PCU is also responsible for maintaining the knowledge base that employees can return to for answers to specific compliance questions.

Kaiser Permanente has to deal with many of the same issues as the pharmaceutical companies. They have a CCO who assures that training takes place and the curriculum is developed by a national Compliance Office, but the actual compliance training is the responsibility of eight regional compliance officers around the country. Employees are given the opportunity to choose how they want to complete their training – either in-service (i.e. classroom-based) training or online. Last year, approximately 40% of all compliance training was completed online, a significant increase over the previous year.

Everyone Needs It

Even companies like UPS deal with compliance issues – a daunting task given their 265,000 employees. There is no formal Corporate University, so Learning & Development within Human Resources develops and manages the training and education of employees firm-wide. Regional training managers account for compliance training to the CCO in the Corporate Compliance Office. As befits a company of its size and reach, all of UPS's compliance training is intranet- or CDROM-based. Tracking is done within the corporate-wide PeopleSoft system.

Obviously there are many different ways to deal with the issues of ethics and compliance - with a CCO or without, with

an Ethics Officer or without, with centralized learning or functional silos teaching what they know best, using technology or with instructors in a classroom. What has to happen, though, goes beyond any of those questions. Learning and Development professionals have to provide experiences that lead to informed employees behaving according to the highest standards of conduct; nothing less than the survival of their companies is at stake.

Marcia Dresner & Christine Janssen are Senior Researchers at Corporate University Xchange.

CUX Member Organizations Present at Training Director's Forum

Corporate University Xchange (CUX) will feature world-class organizations like Northrop Grumman, Mars, Inc., Masco and other member companies at this year's Training Director's Forum and Executive Learning Summit. Details on speakers and their sessions will be provided through eMail and on the CUX web site. Please don't forget that all CUX member companies receive a 33% discount on the registration fee for TDF and the Executive Learning Summit as a result of the new partnership between CUX and VNU Learning. (See details on page 14)



Monday, May 23

9:45 AM - 10:45 AM

108 Corporate University Xchange: Essentials for a Forward-looking Leadership Development Strategy **Dardis**

11:00 AM - 12:00 PM

209 Corporate University Xchange: Who Moved My Leadership? Using Leadership Development As a Strategic Lever for Performance Excellence At Northrop Grumman **Thomas**

2:15 PM - 3:15 PM

308 Corporate University Xchange: Masco University -- Continuous Learning, Superior Performance **Santo Frayer**

Tuesday, May 24

2:00 PM - 3:00 PM

508 Corporate University Xchange: Implementing an Enterprise-Wide Learning Infrastructure for Global Organizations **Todd**

Getting Past Go

How to jumpstart the process of creating a Corporate University

Greg Dardis



The success stories are everywhere. Award-winning corporate universities are creating value by integrating learning, establishing standards for courseware, and aligning learning to business strategy. GE, long known for its leadership development activities at Crotonville, now has a CLO and a corporate university that provides core curriculum throughout the company. Caterpillar University wins awards (including this year's CUX Excellence Award for Best Overall CU) for its contribution to business growth in a tough economy. Even the Greater Chicago Food Depository, a non-profit, is improving the skills of its volunteers through centralized learning programs.

But the creation of this kind of aligned, integrated learning environment seems to be a perplexing and elusive goal to many of the learning and development professionals we meet and talk with every week. The questions and concerns vary depending on where the organization is in the process of creating that integrated learning strategy. Some already have executive buy-in and are trying to figure out how to organize for maximum efficiency; some have an idea that centralizing learning would be a good idea, but still have to "sell it" to management. Some organizations are trying to do what GE did, and move from just teaching leadership to developing a broad-based offering that transcends business units. Others simply want to establish consistent leadership development across the entire company, much like UBS did with its award-winning UBS Leadership Institute.

What all of these L&D professionals have in common is the need to articulate a goal and a structure for the new learning and development entity, and to develop a strategy for its creation. CUX has been helping them do that by talking to the stakeholders - executives, business leaders, and learning groups - and then assembling small groups for a two-day planning session to explain how a corporate university, with its emphasis on business alignment and buy-in, is a valid model for these professionals to consider. The specifics of the conversations differ from one organization to the next, as we suggested above, but all of them emerge from the conversation with a clear picture of what a corporate university would mean for their own organization, a shared understanding of the challenges and rewards of going in that direction, and an action plan for moving forward.

This interview/conversation format has proved so valuable, that CUX is now offering it to other organizations as the Corporate University Workshop. This facilitated discussion can jumpstart the thinking of an organization just getting started, or focus the thinking of one that's already started down a path. Here's how it works. A CUX Executive or Senior Consultant will spend a day interviewing the L&D team, business leaders, executives and other stakeholders to determine how the organization views learning and this initiative, and each of those interviewed views his or her role in the process.

The results of those interviews feed directly into the customized two-day workshop for L&D professionals and other stakeholders. During that workshop the structure and governance of a corporate university is described, along with what's needed to make it succeed - from best practice examples to what can derail the process. But this is not designed as a classroom experience. Instead, it is an extremely interactive session that takes into account the special circumstances of the participant's organization and that therefore leads to the shared vision described above.

If you think that your organization is ready to embrace change and create a learning organization that helps the business move forward, please contact us.

Greg Dardis is Senior Vice President of Services and CLO for Corporate University Xchange. He can be reached at gdardis@corpu.com.

The Future of Learning Intel Reaches Beyond the Classroom



Corporate University Xchange's benchmarking events showcase best practices in learning, in an atmosphere that encourages conversation and information sharing. The upcoming event, taking place June 14 and 15th at Intel in Chandler, Arizona, promises to be one of the most stimulating and forward-looking events in CUX history. Intel's commercial success is well-documented, and learning has played a critical role in assuring that success. Attendees at this exciting meeting will learn about Intel's on-demand factory learning environment, internal learning award winners, courseware developed for global customers, the Intel Innovation Centre, and the company's outreach program to help create the workforce of the future.

Please join Corporate University Xchange (CUX) and Intel to share the excitement; we're sure you will come away inspired!

You Can Still Learn Even if You Can't Leave the Job

Employees in production facilities can't come off the job to learn without affecting productivity. Intel's innovative learning program for factory employees, "Express Train" has helped change learning at Intel factories by creating an "always-there" interface that encourages information sharing and easy retrieval. Express Train is a web-based training resource for manufacturing technicians and training specialists that can be accessed at computer labs or on wireless devices and facilitates content delivery to multiple devices from a single platform. Components of Express Train include:

- Custom courseware based on the tacit knowledge of experienced technicians
- Simulations that graphically depict process tools
- Online Job Aids produced by the technicians themselves and delivered at the point of use
- Authoring tools that enable experienced technicians and training specialists to create and maintain job aids in a systematic and standardized format

Best Practices Expo

This mini-expo of learning best practices from Intel locations around the world is sure to be a highlight of this event. The demonstrations and exhibits feature programs that have won Intel's own internal awards for original learning programs. Event participants will see demonstrations and have an opportunity to speak with award winners about how these innovative programs were put together and the business impact they've had.

Reaching Beyond Your Own Industry For Learning Innovations

Even more than other industries, healthcare confronts extreme pressure to reduce costs while improving the quality of care. Joe Stewart, CEO of Butler Health, believed his team could discover and adopt new methods to improve the services they provide. Mr. Stewart teamed up with the Intel Innovation Center to explore new designs for the hospital of the future and to understand how Learning & Development plays a role in the conversion. Hear how this innovation project unfolded and how it is making a difference at Butler Health.

Confronting the Globalization Challenge for Learning Content

Organizations doing business in developing countries have to meet the needs of people of different cultures and find new ways to develop relationships with a diverse customer base. The Intel Sales and Marketing Group (SMG) worked



THE DETAILS

Who:

Senior Executives in Corporate Learning who want to network with their peers in order to build credibility within their organizations and create enterprise learning strategies that develop the work force for today's and tomorrow's challenges.

What:

The Future of Learning: Today's Best Innovations and Ideas Line Up at Intel

Where:

Most of the meeting will take place at Intel Corporation; 5000 West Chandler Blvd., Chandler, Arizona 85226, 866-837-4156. Please contact CUX Events at 212-213-2828 for hotel information.

When:

June 14-15, 2005. We suggest that you plan to arrive the evening of Monday, June 13 (or even earlier if you want to enjoy all that the Chandler, AZ area has to offer), and depart after 4pm on Wednesday, June 15.

How:

To sign up for this event, please fax or e-mail the registration form (see next page) to Corporate University Xchange Events at 717-766-4459 or events@corpu.com by June 3, 2005.

How Much:

Please note that the attendance fee of \$250 per person for members or \$895 per person for non-members will be charged to your credit card. For more information about the event, please contact Events at 212-213-2828. Attendees are responsible for their own accommodations (see above).



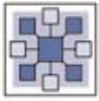
with the Learning and Development team to create a presentation on PC Basics courseware in 12 languages that went a long way to bridging cultural gaps to reach new customer segments. The PC Basics course originally debuted in 12 languages but has been expanded to include other languages and to include a follow-on course, PC Basics 2, that includes new content and supports other Intel technologies.

The Intel Innovation Centre

You'll also learn about successes at Intel's self-funded Innovation Centre, an internal think-tank whose own discoveries and improvements in learning and performance generate more than enough revenue to keep the center in business. The Innovation Centre exposes visitors to innovative technologies and helps them to generate new ideas, opportunities and needs. The Innovation Centre manages a knowledge base where each month more than 1000 new innovations are proposed by Intel employees and evaluated for merit and action.

Reaching Out To Your Extended Community

Corporations understand the skills and knowledge they need to remain competitive today and in the future. By partnering with local schools, organizations can help guide the development of students and new graduates who will be able to contribute in new ways. Intel Ireland partnered with the Bank of Ireland and the Ireland Daily News to do just that. They built and sponsor an online education solution called Skool, which supports local schools by providing services to students and their parents, and even to entrepreneurs who want to learn the basics of running a business. The Skool initiative positions Intel as a contributor to a strong economic future in Ireland, and enables the company to acquaint students and parents with new career paths, and helps develop the skills the company will need to succeed.



Corporate University Xchange
BUILDING A BRIDGE BETWEEN BUSINESS AND LEARNING



Yes No I am a member of the CLO Xchange

The attendance fee is \$250 USD for CLO Xchange Members and \$895 for Non-members.

Yes No I will attend the CLO Xchange meeting on June 14th - 15th

Name (please print): _____

Title: _____

Company Name: _____

Address: _____

City: _____ **State:** _____

Zip: _____

Phone: _____

Fax: _____

Email: _____

Signature: _____

Payment Details:

Credit Card (Circle One) AMEX Mastercard Visa
(\$100 cancellation fee)

CARD NUMBER: _____

EXPIRATION DATE: _____

Name as it appears on credit card: _____

Billing Address: _____

(For PO requirements, please call 212-213-2828)

PLEASE FAX or EMAIL the registration form by June 3, 2005
events@corpu.com

FAX: 717-766-4459 PHONE: 212-213-2828



Announcing a New Partnership

CUX is excited to announce a new partnership between CUX and VNU, the publisher of Training Magazine and producer of training events such as the upcoming Training Directors' Forum. The new partnership enables CUX to offer its members special access to VNU's well-regarded training events, and enhances those training events through the addition of corporate university success stories and tracks that describe how corporate universities add value to the corporate bottom line.

The first partnership effort involves the upcoming Training Director's Forum. For twenty-one years, Training Directors' Forum has been providing learning practitioners an opportunity to learn from their peers and from industry leaders. This year's program will take place May 22-25 in Phoenix, Arizona. The new partnership enables CUX to offer all of its members a 33% discount off the attendance fee for this event. The discount offer is available to anyone in a member's learning organization. Interested members can access the program at www.trainingdirectorsforum.com and, if necessary, contact CUX at 212-213-2828 for the discount code.

In addition to the learning sessions shown in the meeting program, CUX is adding an exciting track on the elements and value of the corporate university structure. Based on their well-received Orlando awards event in January, this track will feature CUX Excellence Award winners talking about their successful alignment, alliance, e-learning, measurement, marketing and launch strategies.

CUX is also going to participate in the Executive Learning Summit, a separate track of the Training Directors' Forum designed for the most experienced and senior learning executives, and expect to have a significant role in shaping the agenda for that venue in the future.

A vertical promotional graphic with a light blue background. At the top is a red circle containing the text '33%' in large white font, with 'discount off attendance fees' written in a smaller white font below it. Below the circle, the text 'training directors' forum' is written in a bold, black, sans-serif font. To the right of 'forum' is '21st annual' in a smaller red font. Below this, '2005' is written in a large, bold, red font. Underneath, 'May 22-25' and 'In Phoenix, Arizona.' are written in a blue font. At the bottom of the graphic is a small rectangular photograph of a scenic landscape with a body of water, green grass, and hills in the background.