

## CONTENTS

Leadership In a Flat World . . . . .	1
Cisco plays games ... and everyone learns . . . . .	3
Course Approval: How Many People Should it Really Take? . . . . .	4
Enter For a Chance To Win The Most Prestigious Award for Corporate Learning . . . . .	6
WebCampus.Stevens: Developing Relationships . . . . .	7
What Should We Do, and Do We Have the Resources to Do It? . . . . .	8
Did You Know? . . . . .	9
CUX Webinar Series . . . . .	10
Corporate University Xchange: Significant trends in corporate learning . . . . .	11

## Leadership In a Flat World

By George Hathaway

Leadership in a flat world is more than just a transition to the 21st century. It is not a minor modification of what we learned in 1999. It is different. That is the message that Tom Friedman is sending, loud and clear, in his recent book, *The World is Flat (1)*. It is not business as usual, and the flat world is going to require that we do things differently in order to succeed. Here we will examine what created the flat world, and discuss what it means, not just for leaders, but for those who are tasked with developing those leaders.

### THE FLAT WORLD HAS RESULTED FROM THE CONVERGENCE OF THREE PHENOMENA:

The creation of a global Web-enabled playing field that allows for multiple forms of communication – in real time – unconstrained by geography, distance, or language. This removes barriers to commerce and enables the entry of new competitors in many markets where companies were comparatively exclusive. Many of these companies have legacy systems and commitments (think the big auto companies and their pension systems) that are not borne by the new entrants. They must learn to cope, to change, or they will not survive.

### A set of business practices and skills that get the most out of the flat world.

These business practices are already being used to a much greater extent by the younger generation in their personal lives and have yet to be adopted by “those in charge”. The flat world has little tolerance for command and control management practices, decisions arrived at without sufficient rationale, unreasonable policies and procedures that do little to enhance the work.

The younger generation want to network, share information using any number of new technologies (this week it’s mySpace), and develop a personal set of marketable skills. The flat world gives these people the ability to join any organization that will fulfill their needs. This is not likely to be a company that continues to do business according to the old rules. Traditional companies are not likely to find very many “organization men” (to go back to the ‘50s) in a world of individualists.

**Three billion new people are now actively participating in the world economy.** The populations of China and India are becoming part of the world’s middle class. They can travel anywhere and buy goods from anyone. They use the Internet with aplomb. They want to acquire goods that show their status. Countries like Vietnam, Egypt and Indonesia are nipping at their heels. Organizations with truly global outlooks and strategic vision can recognize and capitalize on this incredibly huge market for goods and services.

*“They must learn to cope, to change, or they will not survive.”*

## IMPLICATIONS FOR LEADERSHIP

These change everything. Some of the leadership practices used in the Western world have already become obsolete in the flat world, and there's more to come.

**The power base of leaders will change.** The power of position will wane while personal power will grow. There will be increased emphasis on expertise and ability, although some "traditional" leadership skills like the ability to build relationships will continue to be key. New generation employees will be increasingly mobile and their portable skills will be saleable to the highest bidder that also provides an environment compatible to their needs. That means that simply having a title will be relatively meaningless unless the person can use his/her power of relationship to influence employees and free agents. Organizations that have a tradition of command-and-control, top-down management will need to change or they will suffer the inability to hire enough quality workers to replace those leaving the workplace.

**The need for strategic thinking will increase.** At the end of the 20th century, emphasis was placed on the need for senior leaders to be strategic thinkers. In the flat world, that isn't enough. In the flat world, as the market, and even the nature of organizations is changing rapidly, everyone must think strategically. At the same time, it will be necessary for everyone (not just the people on the front lines) to use tactical skills. Execution does matter (2). So leaders must be able to understand and manage day-to-day and week-to-week. Simultaneously, they need to be strategic enough to see the changes beyond the next change and respond to them now.

The concept of strategic thinking has implications for organizational communication. Strategy must be a dynamic thing. It can't be just a document waiting for next year's update. Strategy must be understood by every leader in the organization in order for each to act on it. Every leader in the organization must be empowered to communicate upward regarding information critical to execution. At the same time each leader must be given enough flexibility to establish his/her own strategy and be empowered to execute it. Accountability comes with this territory. The people coming into the workplace today are impatient; they want responsibility and expect it. Flat world organizations will find a way to give it to them.

**People development is more critical than ever.** More and more individualists are joining the workforce. These are not only the younger generation in the U.S., but also the billions of new workers from India and China. There is a paradox at work here. People at all levels of an organization need to be well-rounded in order to respond quickly to different challenges. Friedman said that they must be the equivalent of Swiss Army knives. At the same time they must retain (and grow) their core expertise because that will be their source of marketability in the flattened world. Developing a cadre of well-rounded experts is not an easy task, but any organization that doesn't will quickly fall behind.



**Leading change and dealing with change will be paramount.** Leaders create change. And ideally, other organizations are being forced to respond to that change. This is what is expected in the round world. However, in the far more chaotic flat world, leaders need to be equally accepting of and responsive to change that happens to them. It is important to remember that change happens not only in the marketplace. The organization itself will be in a constant state of change. New alliances, new reporting relationships, and new relationships with customers and suppliers will attack a leader from all sides.

## IMPLICATIONS FOR LEARNING

Leaders will have to understand and manage the cultures of their organizations. This is not a passive thing to be left to the "HR folks" or even just L&D. Rather, it means that the culture must be shaped through clearly articulating organizational values and ensuring that all leaders exemplify them. They must be active coaches. Employee development must not mean training events. In fact, cultural management must be as key a management strategy as marketing and finance. And creating a learning, collaborative culture is the way forward.

**All associates will need to be steeped in systems thinking.** They will need to know the implications of their actions with respect to all stakeholders. This applies to everyone, not just management and so-called "key" people. This will help to facilitate the learning organization that the leadership is establishing.

**Traditional problem solving will not work any more.** It is too linear and takes too long. Associates must now leap ahead rather than just determine how to maintain the status quo. This must be something that everyone can do and in which everyone participates (including management). It should be a continuous process rather than something that is done when things are broken. Learning has a significant role to play in making sure that the information and tools are there to enable that leap.

## IT'S HERE

What makes Friedman's message so compelling is that he's not talking about some far-off change. The title of his book is *The World is Flat* – not *The World Will Be Flat* and the evidence is all around. Established companies, with no desire or ability to adapt to the new flat world, are being

attacked now. Someone has to recognize that change is needed, and respond. The alternative is obsolescence. It's a perfect role for a learning organization that can act as an internal advocate for new flat world ways of thinking and developing people.

*George Hathaway is a consultant specializing in leadership of organizations and the development of leaders in organizations. He has over 20 years of experience in the field and has recently retired as Director of Leadership Development for American International Group (AIG).*

- (1) Thomas L. Friedman. *The World Is Flat: A Brief History of the Twenty-first Century*, 2005, Farrar, Straus and Giroux.
- (2) Larry Bossidy, Ram Charan, Charles Burck. *Execution: The Discipline of Getting Things Done*, 2002, Crown Business.



## Cisco plays games ... and everyone learns

If you think that games are too frivolous for your organization's learning program, think again. Cisco Systems has used them effectively by first applying the following six criteria to determine if various games will enhance their program:

1. **What will the gamers learn from the experience?**  
Program managers define both learning objectives and the experience that the game will deliver, and whether a game will be appropriate and appealing to the target audience.
2. **What kind of a game play will be used?**  
A game's techniques must align with learning objectives, as well as absorb learners cognitively and emotionally. For example, if depicting real-life challenges is needed, then the game might involve maneuvering characters through scenes.
3. **Which game scenario will facilitate learning?**  
Current news, a pop culture setting, fictitious role-playing, or even a carnival or haunted castle, all work if they fit the audience demographics and can capture and hold their attention long enough for them to learn.
4. **Will the game present an engaging storyline?**  
Cisco's experience has shown that gamers will suspend their disbelief of a story's premise, but will not keep it suspended if the story goes awry. Too many bells and whistles with no justification as to why they appear can make the game feel like a movie with no plot.
5. **Will the game concept be easy to promote?**  
Can the game be explained in 30 seconds or less?  
Does the game concept stir emotions when described?  
Does the learning value become self-evident in the first few minutes?
6. **Will the game be sticky enough to keep everyone playing?**  
Serious gamers require complex challenges to keep them involved longer. To attract and hold casual gamers and non-gamers, tips and hints should be incorporated early and frequently.



Cisco's use of games was a 7th Annual CUX Award Best Practices winner for Learning Technologies. The program will be discussed in more detail during an upcoming CUX webinar.

Got time to play? You can access Cisco games by visiting: [www.cisco.com/go/prepcenter](http://www.cisco.com/go/prepcenter).

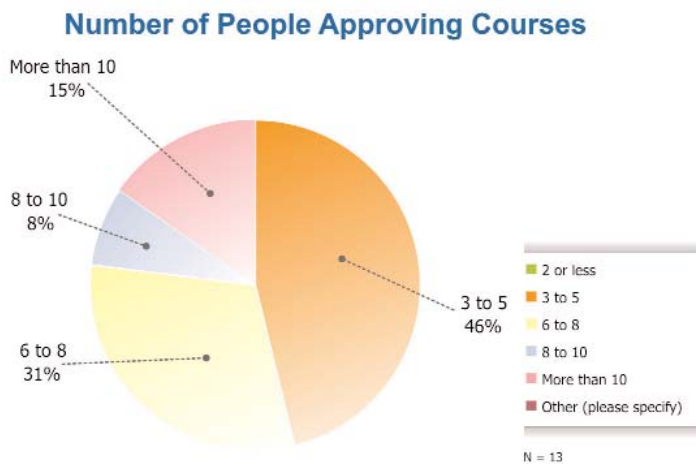
The site explains how to obtain an ID and password to play the games.

# Course Approval: How Many People Should it Really Take?

In May and June of 2006, CUX undertook a benchmarking study of companies with environments that required distributing learning, often in a regulated environment, to associates, sales people and others, in branches, dealerships, sales centers, etc. The work was sponsored by HSBC Consumer Lending.

The full report deals with all aspects of distributed learning, from infrastructure to learning design and development, to delivery issues. The issue of course approvals, how many people are involved and at what levels, is one that every company developing courseware faces. This excerpt describes CUX's findings and recommendations in this critical arena.

The majority of respondents – 46 percent – say they involve between 3 and 5 people in course approvals, and 31 percent says their process includes 6 to 8 people. There are some companies that report more than 10 people involved in course approvals.



Although there certainly are numerous considerations for ensuring course integrity in a regulated environment, including more than 10 people in the approval process undoubtedly lengthens course development time. One survey respondent said during her telephone interview that her organization's approval process takes longer than the entire process for course design and development. If this level of effort is required to ensure course integrity, it strengthens the argument for delivering content over the Web where it can't be altered by the delivery network. It also points to the need for significant accountability, oversight and auditing when courses must be delivered by parties other than those involved in the course design and development processes.

The analysis of how various senior leaders, design team members and others participate in approval processes reveals some interesting points. For example, the table below shows that more than half of the respondents do not include business leaders in the process of signing off, giving verbal approval or putting the final stamp on business requirements. This activity is generally left up to a project manager from the business unit. However, 71 percent of the organizations say their training managers must sign-off or approve requirements. Authority is granted at a lower level in the business unit but at a higher level in the L&D group. Considering the higher level business unit roles of Director, General Manager or Vice President, less than 25 percent of respondents say these roles have a written or verbal signoff before development begins.

This is indicative of weak business relationships in the initial stages of the design process. If an organization works with an outside vendor, defining project requirements is a very important step to gaining agreement on both sides for what the final product must do to meet business needs. Internal L&D teams must think about the business unit as a customer, and should put significant emphasis on making sure both parties agree on requirements.

Business Requirement	Training Mgr.	Training Sr. Exec CLO	Bus. Unit PM	Bus. Unit Dir	Gen. Mgr.	Div. VP	HR Exec	Other Sr. Exec	Other Design Team Member
Not involved	–	37%	–	11%	25%	37%	50%	71%	–
Informed only	28%	25%	12%	44%	50%	37%	37%	28%	66%
Must sign off	57%	25%	37%	22%	12%	12%	–	–	22%
Provides verbal approval	–	12%	12%	22%	12%	12%	12%	–	11%
Is a final approver	14%	–	25%	–	–	–	–	–	–
	100%	100%	100%		100%	100%	100%		100%

The Storyboard provides another opportunity for others to get a sense of how course material will handle a particular learning topic. Content development companies ask clients to sign off on the storyboards as an affirmation that the development team understands the information the course will impart, the activities that will demonstrate and encourage new behavior, and the flow in which ideas will be presented.

Only 14 percent of respondents get sign-off approval from a business unit leader and none get a verbal approval. This again hints to either a lack of commitment by business leaders or a weak relationship between the business and L&D.

Another 14 percent of respondents say that HR executives are required to sign off on storyboards in addition to 44 percent who have Training Managers signing off. It seems unusual that an HR executive would have the familiarity to sign off on storyboards for anything other than management, soft skills or core value programs.

Storyboard	Training Mgr.	Training Sr. Exec CLO	Bus. Unit PM	Bus. Unit Dir	Gen. Mgr.	Div. VP	HR Exec	Other Sr. Exec	Other Design Team Member
Not involved	11%	71%	14%	43%	66%	57%	42%	66%	–
Informed only	11%	14%	–	43%	33%	28%	42%	33%	37%
Must sign off	44%	–	71%	14%	–	14%	14%	–	50%
Provides verbal approval	22%	14%	–	–	–	–	–	–	12%
Is a final approver	11%	–	14%	–	–	–	–	–	–
	100%	100%	100%		100%	100%	100%		100%

The prototype gets to an even deeper level of specificity in the course design process. The participation and approval levels displayed in the table below appear to be appropriate for engaging others in reviewing program prototypes. However, if the prototype becomes the actual program that undergoes beta testing, this would be an opportunity to get feedback from other SMEs who were not part of the development team to provide a fresh set of eyes to review the material and catch mistakes or distorted perceptions in the course material.

Prototype	Training Mgr.	Training Sr. Exec CLO	Bus. Unit PM	Bus. Unit Dir	Gen. Mgr.	Div. VP	HR Exec	Other Sr. Exec	Other Design Team Member
Not involved	11%	43%	28%	42%	66%	71%	50%	66%	–
Informed only	11%	43%	–	57%	33%	28%	37%	33%	42%
Must sign off	55%	–	57%	–	–	–	12%	–	57%
Provides verbal approval	11%	14%	–	–	–	–	–	–	–
Is a final approver	11%	–	14%	–	–	–	–	–	–
	100%	100%	100%		100%	100%	100%		100%

As the course moves through final approval prior to rollout, the number of people involved in approvals significantly increases. This means that a significant number of people are reviewing the final product before it is released as a quality check. But if these people were not asked to approve business requirements when they were developed up front, it seems their approval on the final course can only validate that these people have not detected errors and not that the course meets its intention as stated in business requirements.

Final Course	Training Mgr.	Training Sr. Exec CLO	Bus. Unit PM	Bus. Unit Dir	Gen. Mgr.	Div. VP	HR Exec	Other Sr. Exec	Other Design Team Member
Not involved	–	25%	12%	14%	50%	42%	25%	42%	–
Informed only	–	37%	–	57%	50%	42%	62%	42%	42%
Must sign off	62%	25%	75%	28%	–	14%	12%	–	42%
Provides verbal approval	12%	12%	–	–	–	–	–	14%	–
Is a final approver	25%	–	12%	–	–	–	–	–	14%
	100%	100%	100%		100%	100%	100%		100%



# 8<sup>th</sup> ANNUAL Corporate University Xchange Awards For Excellence and Innovation in Corporate Learning



## ENTER NOW FOR A CHANCE TO WIN THE MOST PRESTIGIOUS AWARD for CORPORATE LEARNING

No, we're not talking about a drawing, or a sweepstakes. We're talking about the recognition that comes with having your corporate learning program recognized as the best by the awards program that has set the standard for corporate learning since 1999. The Corporate University Xchange Awards for Excellence and Innovation in Corporate Learning salute corporate and government learning organizations that demonstrate programs and practices that improve employee and business performance.

The rigorous judging criteria and distinguished panel of judges – former award winners and industry experts – make the CUX awards program the most respected in the world of corporate learning. And, unlike other awards programs, CUX does not segregate companies by size or industry, and small companies like LandAmerica Financial Group, Simonton Windows, and New York Hospital Queens were among prize winners of the 7th Annual Awards.

The process is simple; the rewards are great. Winning companies are honored at a black-tie Gala Awards dinner and presentation and can tell the world (and their corporate leaders) that their learning organizations are doing best-in-class work. The work is also featured in webinars and case studies throughout the year. Even non-winners can request judge's feedback on how to improve.

Awards will be given in the following eight categories:

**ALIGNMENT:** *Furthering corporate goals through learning & development efforts*

**ALLIANCES:** *Making the best use of external providers*

**CORPORATE/COLLEGE PARTNERSHIPS:** *Addressing business challenges by leveraging the content, resources or expertise of a college or university*

**LAUNCHING:** *Successfully creating and operating a new corporate university, leadership academy, or a newly branded component of the learning organization*

**LEADERSHIP DEVELOPMENT:** *Implementing high-impact learning and development programs targeted to managers, high potentials, and senior executive leadership*

**LEARNING TECHNOLOGY:** *Creating an effective learning environment through the use of technology*

**MARKETING:** *Developing and implementing innovative communications and branding strategies*

**MEASUREMENT:** *Creating tools and techniques to demonstrate the value of an organization's investment in learning.*

We hope that this year you'll be part of the excitement as you join past winners like Cisco Systems, Caterpillar, Coast Capital, Sioux Valley Health System, Pfizer and many more.

To start the awards application process, go the Corporate University Xchange web site at <http://www.corpu.com/awards/registration.asp> to receive your application code. Additional information on the application process can be found at <http://www.corpu.com/awards/instructions.html> and in the FAQs at <http://www.corpu.com/awards/faqs.asp>.

## WebCampus.Stevens: Developing relationships

In building WebCampus.Stevens into the dynamic, growing entity that it is (it will enroll its 10,000th student this Fall), there has been an emphasis on making connections with business and learning what it needs. This excerpt from the longer article on the CUX Web site (<http://www.corpu.com/news/writings/2006-stevens.asp>) describes how.



Graduating students need jobs, which means you better know what employers need. Stevens has supplied educational programs and built learning relationships with Boeing and other Fortune 500 companies. Interesting, however, is that WebCampus.Stevens also tapped an invaluable source of market research, of sorts, and feedback: professional societies such as the American Society of Mechanical Engineers and the Institute of Electrical and Electronics Engineers. IEEE was so convinced of the merits of the online program that the group contributed funds and its members became customers, along with about a dozen other professional groups.

Funding also came from the Sloan Foundation, named after the former General Motors CEO and management maven.

The WebCampus.Stevens leaders knew something else about markets. They knew that lots of growth and lots of money could be found in China. Consequently, with the Chinese government's encouragement in recent years of anything American when it came to education, Stevens exported a portion of its Hoboken telecommunications curriculum – two-third classroom, the rest web-based tutorials – to the Beijing Institute of Technology. The 18-month program cost each student \$12,000, a significant premium over the standard two-year master's programs in China. The price held primarily because of the prestigious advantage of an American degree when hunting for a job in a market glutted with technically trained workers. Another reason was the surge in telecommunications in that country. Finally, one student, quoted in last June's IEEE Spectrum magazine, said, "Chinese education is usually very theoretical. But here, every class is suited toward applying the information to a job." Stevens is expanding its China presence by linking with universities in Shanghai and three other campuses.

### Stevens Institute of Technology

#### **HEAR MORE During the Upcoming Stevens/Con Edison Webinar**

##### **Stevens and Con Edison: Creating an On-line Program for Senior Executives**

**Who Should Attend:** Leadership Development professionals who want to hear about a corporate-college partnership that works.

**Hear:** How Stevens and Con Edison created a program for Con Edison's senior executives designed to give them the analytical skills they need to improve the company's workflow.

##### **What You Will Learn:**

- How your company can generate virtual teams for your learning events
- How to engage top executives in strategic learning programs
- How to manage an instructor-led online course with senior executives
- How to create a collaboration that delivers value to both the corporation and the college

**When:** Thursday, July 27, 2006 at 11:00 AM EDT

**Presenters:** Robert Ubell, Dean of the School of Professional Education at Stevens, and Dr. Luther Tai, Senior Vice President of Central Services for Consolidated Edison Company of New York, Inc.

**Details:** This iLinc meeting is open to Corporate University Xchange member companies and invited guests. Please register for the event using this link:

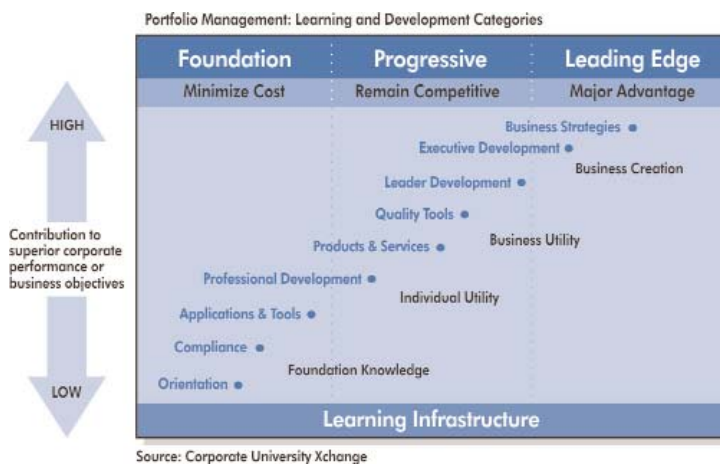
<http://eventplus.ilinc.com/client/eventQuantity.php?eventId=247&orderTypeId=50&memId=&cmpld=35>

# What Should We Do, and Do We Have the Resources to Do It?

Borrowing tools from the world of manufacturing and IT can benefit corporate universities that want to go beyond the “order taker” role in the development of their learning portfolios. Corporate University Xchange has developed two tools that, together, can start a learning organization on the path to delivering the right learning at the right time, and making decisions based on business requirements and resource constraints.

## PORTFOLIO MANAGEMENT

Both portfolio management and capacity planning are based on the simple fact that there are never enough resources to do everything that a company would like from its learning organization. The figure here shows what learning is required at various stages of employee and corporate development, and can be used to categorize requests.



But what do you do then? You have to prioritize. And that prioritization should be based on established selection criteria such as alignment to business strategy, building toward future organization capabilities or reducing business risk. Portfolio management can provide clear insight on the results of the priority setting and also can be an effective method for tracking performance of the investment in the learning developed and delivered. Corporate universities and learning organizations can make effective use of portfolio management methods and tools. Realizing that learning initiatives are using corporate capital and are therefore “investments” creates a focus on return, risk, and business alignment that is often missing in learning decision-making processes. Portfolio management shifts the thinking of those using it from an expense thought process to an investment mindset, something that

will provide great benefit to companies. Showing business acumen in the selection of investments will increase the credibility of learning organizations and will highlight the financial benefits of learning initiatives. (For more on portfolio management, see the CUX article, Portfolio Management: A Tool for Corporate Universities, [http://www.corpu.com/membersarea/portfolio\\_mgmt.asp](http://www.corpu.com/membersarea/portfolio_mgmt.asp).)

## CAPACITY PLANNING

The goal of capacity planning is to determine if the organization has the resources to meet its objectives. When the answer is determined to be “no” then we will look for the bottlenecks that inhibit our success, and concentrate on resolving them.

Capacity planning is extensively used in the communications industry where bandwidth is often the limiting factor and is used when discussing the capacity of almost any shared resource including telephone lines, toll booths on bridges or highways, and the checkout line in the local supermarket. People offer a different set of parameters to account for to do capacity planning that makes sense. They differ in the rate at which they can complete a task, require dealing in intangibles such as the time it takes for creative work like writing or invention, have multiple tasks going on at the same time, etc. That doesn’t negate the value of capacity planning, but it does complicate it. The purpose of capacity planning in learning organizations is to ensure that the required programs are developed and delivered in the necessary timeframe for optimal business improvement. This requires attention to three areas where capacity planning can help: development resources, delivery resources, and facilities (including equipment). There may be a fourth area, the technology capacity associated with e-learning delivery, LMS functions, web-casting bandwidth, or other electronic limitations, but those are issues for IT to resolve.

There are numerous benefits to be gained from an ongoing capacity planning process. These benefits increase with continued use as the actual amount of time for tasks to be accomplished is refined and as the resources increase in skills and capabilities. These include on-time project delivery, a more balanced workload, validating the “right size” of an organization, and early identification of trouble areas.

For more information on capacity planning, see the CUX article, *Capacity Planning: An Introduction*, [http://www.corpu.com/membersarea/capacity\\_planner.asp](http://www.corpu.com/membersarea/capacity_planner.asp)

## THE TOOLS

Resource Name	Work	Details
Review Level 1	8 hrs	Work
Document Set	8 hrs	Work
Response to pr	8 hrs	Work
Peggy Thomas	56 hrs	6.4h
Supplier visits	8 hrs	6.4h
Supplier review	8 hrs	Work
Supplier comb	8 hrs	Work
Supplier comb	8 hrs	Work
Review comba	8 hrs	Work
Re-negotiate 1	8 hrs	Work
Issue new con	8 hrs	Work
Kelly Schell	528 hrs	6.4h
Mark Axel	16 hrs	6.4h
Beth Bledsoe	416 hrs	19.2h
Kong Chin	56 hrs	6.4h
Amber Course	8 hrs	6.4h
Determine Tr	8 hrs	Work

Corporate University Xchange has developed toolkits to enable companies to begin using portfolio management and capacity planning. They are free to member companies, and available for purchase by non-members. For more information, see the CUX website, [www.corpu.com](http://www.corpu.com).

# Did You Know....

- ❑ CUX advised a new member on the naming of their internal learning organization by providing a report of examples and recommendations
- ❑ CUX conducted a benchmarking study on distributed learning for the financial services industry
- ❑ CUX is assisting a large petrochemical company in the Middle East to create an end-to-end learning organization
- ❑ CUX is designing a leadership academy and supporting business case for a well known hospitality organization
- ❑ CUX is presenting a business case on creating a corporate university for a growing manufacturing organization
- ❑ CUX conducted a benchmarking study for a global non-profit agency on their leadership development efforts
- ❑ CUX provided financial metrics for a diversified manufacturing firm.
- ❑ CUX helped an energy company develop a business case for executive development

These companies and more have benefited from CUX's expertise. Having focused on strategic learning and development initiatives since 1997, CUX has more experience in research and best practices than any other organization. If you would like to explore how CUX can benefit you, contact us at [research@corpu.com](mailto:research@corpu.com).

## Our Consultancy Is Like No Other

# The CUX Webinar Series

View Recording



CUX Webinars are designed to showcase the work of member companies that is having a significant impact on the business. Already this year we have heard presentations from Air Products, Cisco Systems, Coles Myer and DeakinPrime, and Caterpillar.



## PROCESS IMPROVEMENT AND THE ART OF SALES

Air Products described its new corporate university structure and the process improvements it was expecting as a result. They are organized around eight global process leaders for Align, Innovate, Plan, Source, Make, Build, Sell and Fulfill, and a shared services center to serve the company's 17 unique business units. In addition, listeners learned why global conditions are having a dramatic impact on corporate sales organizations; how to align skill and behavior requirements and how continuous improvement process justifies the need for a sales academy.



## LEARN FROM THE WINNER OF THE CUX AWARD FOR BEST OVERALL CORPORATE UNIVERSITY

Cisco Systems, Inc. shared its CUX award-winning story. The company links learning - with an emphasis on e-learning - directly to its business strategy. The learning reaches both internal and external audiences and helps the company create and enhance its competitive advantage.



Coles Myer Ltd.

## LEARNING AND DEVELOPMENT: HOW AUSTRALIA'S LARGEST RETAILER BRINGS ITS BUSINESSES TOGETHER

Coles Myer, the largest retailer in Australia, along with its university partner DeakinPrime described programs built for a cross-section of Coles Myer learners from all brands that overcame the initial resistance of brand leaders to participating with a heterogeneous population. They also described a unique program that identifies high potential women leaders from each brand who participate in team-based, action learning programs.



## KNOWLEDGE SHARING AT CATERPILLAR: MOVING THE BUSINESS

Listeners heard the exciting story of how Caterpillar harnesses the power of people around the world to solve pressing problems, using 3000+ communities of practice involving 35,000 employees. They learned how the communities are set up, governed, and even eliminated when they are no longer needed; how ROI is calculated; and how the Caterpillar-built Knowledge Network software that automates much of the process actually works.



Upcoming webinars will provide information on Cisco Systems award-winning leadership programs ([http://www.corpu.com/news/webinar\\_sched\\_cisco.asp](http://www.corpu.com/news/webinar_sched_cisco.asp)) and learning game technologies (see page 3), and on the partnership between Stevens Institute and Con Edison (see page 8).

CUX members can view recorded sessions of all of these by accessing them through the CUX Collaboratory or the webinar archive pages of the CUX website.

# Corporate University Xchange:

## Significant trends in corporate learning

### General

- 1) Learning is being asked to become a strategic partner to solve many of a company's most critical problems. This is a real change from the days when learning had to fight to keep from having budgets cut.
- 2) Executives realize that learning and development should be a critical competitive advantage and are willing to be part of the process to make it so.
- 3) Culture change is considered to be part of L&D's "job".
- 4) With all the emphasis on learning, however, there is also an increased realization that most real learning does not take place in a course of any kind.
- 5) Performance consulting, needs analysis and ROI projections are creating a new role for L&D professionals as they move away from their previous role as "order takers".

### Leadership

- 6) Leadership training organizations are being asked to address the serious gap between the leadership needs of organizations and the pipeline in place.
- 7) Executive development is key for many organizations and is being handled in some new and innovative ways. Learning organizations are providing opportunities for executives to learn about the challenges and competitive issues facing their companies through yearly meetings, executive involvement, real-world project work, and a variety of coaching and mentoring opportunities.
- 8) Leadership development is increasingly focused on the transition points or "teachable moments" that are key to success.

### Training Methodology

- 9) Instructor-led training still dominates, but new forms of learning like iPods, simulations, performance support systems are increasing in importance.
- 10) Asynchronous online learning programs using tools like Blackboard and Web are posting higher course completion rates due to the more formal structure with an established timeframe for the course, an assigned

instructor and learners organized as a cohort. While these are currently used for customer training, the model will eventually catch on in internal programs.

- 11) A trend toward "your learning, your way" is forcing learning organizations to develop multiple channels for content.
- 12) Knowledge sharing solutions are considered part of L&D's responsibility and function as teaching tools and repositories for information. Knowledge management strategies are being aligned with L&D strategies.
- 13) Development of courseware is schizophrenic. The tools for developing learning in-house have gotten much better, and are usable by subject matter experts with little instructional design experience. On the other hand, the proliferation of simulations, lab-type experiences, and such often requires outside expertise for development.
- 14) L&D organizations are reorganizing to create "shared services" to eliminate redundancy and waste but still provide flexibility to business units to implement local customizations and modify delivery methods.

### Learning Management Technology

- 15) Hosted learning management and content solutions are increasing in popularity due to the difficulty of installing enterprise-wide learning management software, and the improved ease of setup and operations of hosted solutions.

### Corporate/College Partnerships

- 16) Fewer and fewer companies are sending executives and hi-potential employees to off-site training at leading business schools for days or weeks. They are engaging thought-leaders from the academic world to participate in topical programs and workshops that are customized to the organization's industry and market.
- 17) Organizations will partner with colleges and universities that are able to offer a consistent program for their employees around the world, making those with high-caliber distance learning programs more suitable partners.