Corporate University Journal
Research, Tools and Best Practices
Fall 2006
Issue #3

CONTENTS

Greater Efficiency: How Learning and Development Can Contribute

By Sue Todd

Improving efficiency and driving costs out of operations are at the top of every CEO's "to-do" list. And there is no part of a company that is immune to the need to look at their operation and see what they can do more efficiently. Learning and Development (L&D) is certainly being asked to do its part. In this article, we describe the CUX CASE™ (Consolidation, Automation, Standardization and Evaluation) method for finding ways that L&D can make a difference along with examples of companies that have been successful in applying the steps of the method to their organization's learning operations.

SUCCESS IN A DECENTRALIZED MODE

Many successful corporations have been purposely operating in a decentralized mode to grant business units (BUs) significant autonomy in their pursuit of delivering value to customers. Business units often can adapt more quickly to market changes than if they were waiting for approval at every step by an authoritative central headquarters.

The theory is that astute General Managers can assess threats and shift operations to head off competitive strikes or can adjust to local and regional needs while remaining within the context of the business strategy and without waiting for an okay from the larger entity.

Another driver behind decentralized operations is to avoid disturbing the success of an acquired company. In 2003 alone, there were nearly 8800 acquisitions and 5800 mergers of which 48 percent resulted in failure within 24 months.* The promises of synergy and leverage rarely materialize as planned, and worse yet, the efforts often result in financial harm to one or both organizations. Some organizations take a hands–off approach to minimize those risks. If an acquired company is delivering good results, let it continue. Don't impose adherence to ad hoc controls emanating from the center.

DRIVING COST OUT OF THE MODEL

But there is a shift in progress. And it's not toward centralization but toward establishing common processes, structures and methods across the enterprise that each of the decentralized operating units can share and benefit from.

While companies loathe impeding the progress and track records at their BUs, they are always under pressure to squeeze costs out of their systems. The most logical targets for the squeeze are the supporting or enabling business functions such as finance, technology, purchasing, human resources and L&D.

CUX developed a CASE™ model depicted in the graphic on page 2 to illustrate how L&D organizations can drive cost out of their own operations.

The concepts behind the CASE model are not new but the method offers a more holistic way to think about creating efficiencies within the L&D operation. The method also presents an effective way to think about what could or should be offered within a Shared Services organization for L&D.

Let's look at each area of the graphic to get a deeper understanding of what you would do and how you would do it.

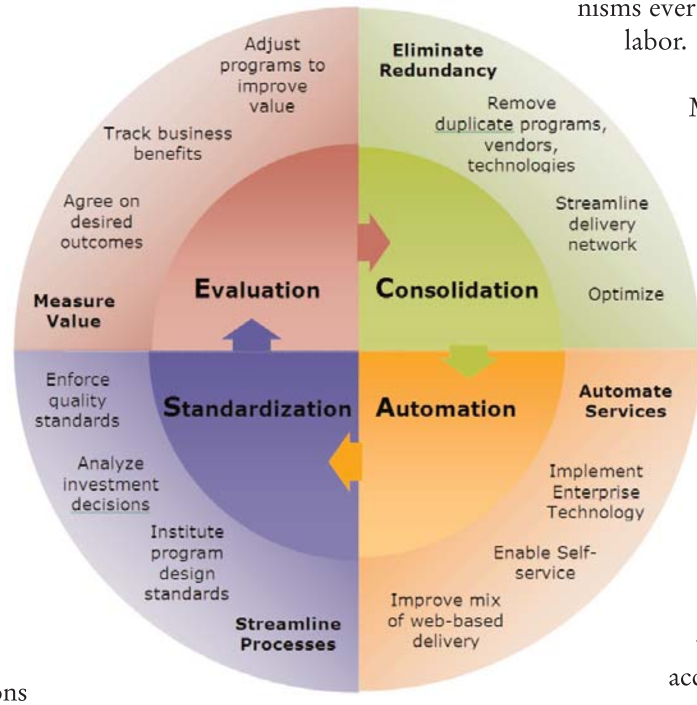


Diagram is © 2006 Corporate University Xchange

CONSOLIDATION

Many L&D teams recognize that there are significant redundancies in their programs across the enterprise. A classic story is told about General Electric who reviewed curriculum across the enterprise to find 50 different versions of PowerPoint training. Whether it's obvious or not, having numerous versions of the same course can mean that people's time is being wasted by managing numerous vendors, performing maintenance on duplicate courses, or simply managing and updating catalogs or links to competency models.

There also is a possibility that offering numerous versions of the same thing can be very confusing to the workforce who are trying to sift through the volume of material to figure out what they need.

Consolidation doesn't just apply to courseware though. It also means eliminating duplicate processes, technologies, vendors, partners, staff and operational functions. To begin to get visibility into this area, an organization should perform a comprehensive current state assessment. (Corporate University Xchange members can find a variety of Current State Assessment tools in the Collaboratory.)

AUTOMATION

Every industry – from finance to retail to technology to automotive and others – is recognizing significant cost savings by pushing the labor into the hands of consumers in a business-to-consumer model or to another business in the business-to-business model. We pump our own gas, pour our own sodas, and design our own laptops from a library of parts. We drop-ship supplies and materials to disaggregate the middle man, we integrate purchasing systems and RFID technologies to streamline ordering, and participate in online reverse auctions to win business. The concept of self-service has to be one of the greatest cost savings mechanisms ever conceived because it redistributes labor.

Many L&D organizations are capitalizing on the same principles by implementing Learning Management Systems, offering web-based courseware and developing learning portals. But putting those systems and tools in place should not be the end game. L&D must continually consider how it can expand the number of automated services it can provide.

Certainly the learning architecture should support self-service access to learning programs for enrollment and registrations and all the associated communication on logistics, pre-work, and other details. The technology infrastructure also should enable collaboration between managers and employees for Individual Development Planning (IDP) and approval processes and to provide self-serve access to learning histories, completion reports and certifications. The architecture can expand to include supporting Communities of Practice, finding subject experts, capturing and organizing experience-based learning. These activities are somewhat obvious.

But what else can be done to automate the business of learning?

For one, Cisco has done a brilliant job of enabling its product managers to produce, from their desks, video-based learning objects that describe product features and capabilities. They've been provided with systems and processes to record and distribute powerful content in a very automated way with little or no reliance on the corporate learning team.

Bank of America, HSBC and others are working to integrate learning objects into work tools so that their knowledge workers don't have to stop what they're doing, log into an LMS and search for a chunk of content to refresh their knowledge of a topic.

Automation can take on many forms and L&D teams need to carefully consider how they can adopt and adapt it to the hundreds of activities they perform on a regular basis.

STANDARDIZATION

It's very hard to drive continual improvement in any operation if there are inconsistent processes, measurements and methods. The entire notion of Six Sigma is about driving errors out of a process so that the process yields a predictable and successful result every time it is performed.

L&D organizations will significantly improve the quality and fidelity of their programs by agreeing to adopt a consistent set of processes around their programs. And they should agree on the priority for which they must implement common practices.

For example, is it more important to have each L&D group use a consistent set of variables for ranking priorities on new project development so that the organization's investments are properly managed across the enterprise? Or, would greater value come by creating standard processes for documenting the content development history of courseware that's related to regulatory requirements?

Standardization is tough for groups who have significant trouble giving up the methods they've created. But it's absolutely essential if the L&D operation is ever to be treated like other critical business processes that can be finely tuned for maximum efficiency.

EVALUATION

A few short years ago, training organizations were good about measuring the number of hours of training they delivered and the number of employees who completed courses. Eventually, business pushed back and said those numbers don't help us see the value you are delivering. Many L&D organizations started to conduct ROI studies that could document some type of quantifiable benefit.

And there really are two sides to the equation.

It's not enough to run training *like* a business; L&D also has to run training *for* the business. That requires making keen business decisions to balance the need for operational efficiencies in L&D programs with the demands of the business to shorten time to competence, reduce time to market, and drive customer loyalty.

The inclusion of Evaluation as part of the CASE method emphasizes the importance of L&D teams' implementing a two-pronged measurement strategy. The first prong of measurement analyzes the overall effectiveness of the L&D operation itself and applies the discipline of continuous improvement to make the operation ever more effective as it operates.

The second prong focuses on defining consistent methods and approaches to measure the L&D function's impact on business performance. The "E" in case should always be pointing to greater refinements and improvements of "C" "A" and "S" along the way.

IT CAN BE DONE

And it has to be. For L&D to deliver learning that matters is not enough - there also has to be a constant emphasis on delivering that learning in the most efficient and productive manner possible. That's when the L&D team can be looked upon as the strategic partner that the business depends on to deliver knowledgeable, talented individuals at all levels of the organization.

* *"When to Ally and When to Acquire," Harvard Business Review, July/August 2004*

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

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 measurement, particularly as it relates to business performance, is one that every L&D organization faces. This excerpt describes CUX's findings and recommendations in this critical arena. The report is available to CUX members in the Collaboratory under Learning Strategies.

"the priority is to monitor outcomes rather than outputs."

MEETING BUSINESS REQUIREMENTS

Determining how customers do or don't value an organization's product and services has great relevance for L&D. To measure customer satisfaction, the organization analyzes product sales, market penetration and other such metrics to evaluate product success. L&D organizations also must employ methods to judge the value of the solutions they provide.

In the past, L&D, like most business functions, was a victim of industrial-age thinking and counted its outputs as a measure of success. The number of courses produced, the number of seat-days delivered in the classroom, the percentage of high ratings in student class evaluations have all been measures of training success. These metrics illustrate performance in tactical training operations and are valid in discussions related to throughput, efficiency, and cost. They are the factors that relate to the notion of "running training like a business."

But a much more important discussion is beginning to take shape, as L&D shifts its emphasis to "running training for the business." In this approach, the priority is to monitor outcomes rather than outputs. As L&D recognizes its higher purpose to impact business outcomes, new measures of success emerge. The first consideration for monitoring outcomes is to determine if L&D products and services are meeting business requirements that were defined prior to solution development. Organizations are employing numerous techniques to determine if their products hit the mark.

Measurement has always been difficult for L&D. Many factors contribute to good or bad performance and it often can be difficult to isolate the specific impact of training. However, there is tremendous new focus on this as L&D groups recognize the need to illustrate the value of what they do.

To that end, survey respondents said they use all of the following methods to decide if their programs meet the business requirement and are delivering desired results:
- Feedback from senior managers on success of strategic initiatives
- Monitoring key business metrics
- Business unit success in achieving objectives
- Supervisor's assessment of improvements by low and average performers
- Asking individual to assess their own level of improvement

The technique employed most frequently is monitoring business metrics, and yet only 27% of respondents are using this method. Unfortunately, L&D groups are not often doing a good job getting agreement with managers upfront before training occurs as to the optimal measure of success. This also is slowly changing as more groups begin to build this agreement on measurement into the design stage of the learning program.

MEASURING IMPACT ON THE BUSINESS

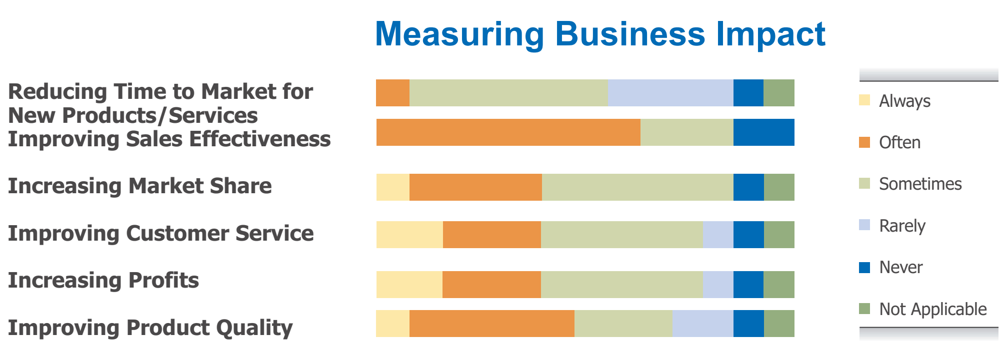
Learning organization goals have to be set based on the organization's business strategy, and not on some arbitrary list of impact measures. For that reason this table and the discussion of business impact measures below should be used, not as any kind of validation or benchmark that describes what an organization should be measuring, but rather taken as an idea of what could be measured and what other organizations are looking at.

Impact measurements being monitored	Always	Often	Sometimes	Rarely	Never	N/A
Reducing time to deploy new employees	—	14%	36%	21%	14%	7%
Reducing time to develop employee competency	—	14%	36%	21%	14%	14%
Employee productivity	7%	43%	36%	—	7%	7%
Completion of employee development plans	—	21%	36%	29%	14%	—
Employee certification	—	7%	64%	29%	—	—
Employee recruitment	—	—	50%	29%	14%	7%
Employee retention	7%	21%	43%	14%	14%	—
Business manager satisfaction with learning outcomes	7%	43%	29%	8%	7%	7%
Helping change company culture	—	14%	43%	21%	14%	7%
External client satisfaction	—	36%	21%	14%	14%	14%
External client retention	—	21%	29%	14%	14%	14%
External client advocacy (willingness to recommend company to others)	—	36%	21%	21%	7%	14%

Another survey question probed the measurements that relate directly to the business. These included:

- Reducing time to market for new products/services
- Bringing in new business
- Improving sales effectiveness
- Developing innovative products/services
- Entering new markets
- Increasing market share
- Improving customer service
- Increasing revenues
- Increasing profits
- Improving product/service quality
- Improving safety
- Reducing operating costs
- Increasing new patents

The ones of least importance to this benchmarking group were increasing new patents, improving safety and reducing operating costs. Not surprising for a group of companies in service businesses. Shown below are some of the measures deemed most important by this group.



The caveat, as stated earlier, is that the impact of the learning has to be measured according to what moves the company toward its strategic goals, and so this list, and even what others are measuring, is just an example.

Most L&D organizations are now following business performance measures in an attempt to gauge their impact on the business. Not surprisingly, the most frequently observed measure is customer satisfaction because that's one that most businesses track and because L&D can trace its impact somewhat directly through the impact on customer-facing employee populations like sales, services and customer support. Even though it ranked highest among measures, only 15 percent of survey respondents say they are tracking it. About 10 percent of the population track the following:

- Revenue
- Cost
- Employee turnover
- Quality
- Productivity
- Profitability

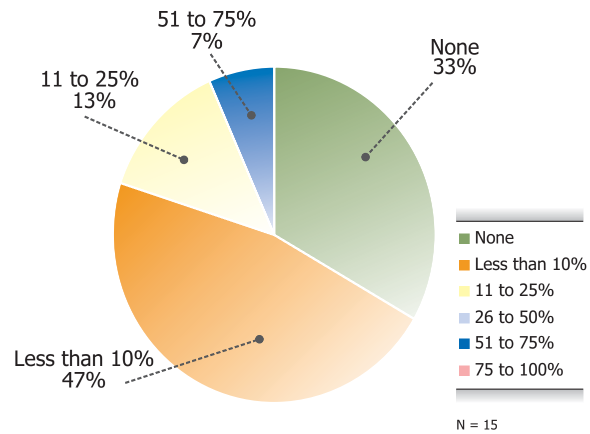
An even smaller percentage track risk and cycle time.

ROI

There is much discussion about organizations attempting to develop a Return On Investment (ROI) for their training programs. Most of training's ROI analysis is done after training has already occurred, whereas most business investments try to project ROI before making an investment decision. L&D should work with their business partners to forecast ROI and then to track the metrics used in the forecasting process to validate that results are delivering the expected return. Estimating ROI after the fact may provide some evidence of a training benefit but many business leaders will discount the validity of those post-course estimates and consider them anecdotal support for the value of training rather than hard numbers. And some L&D organizations are merely responding to pressure from the business to provide some evidence of their value.

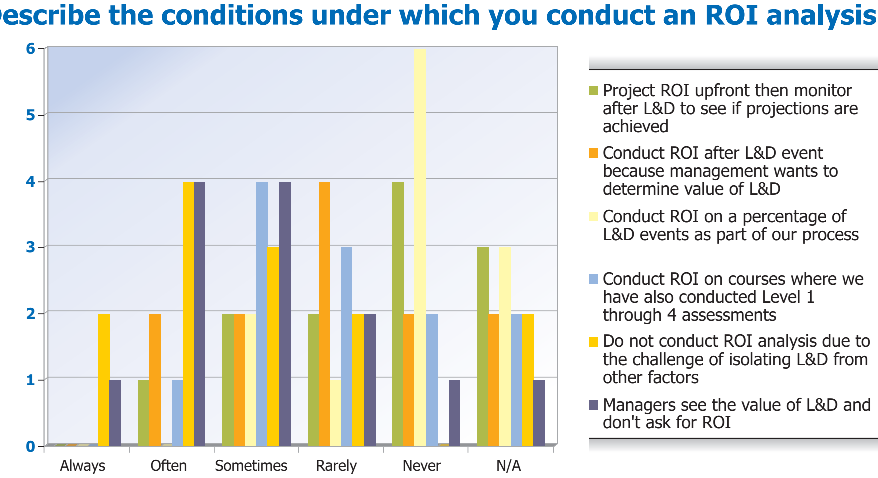
In the survey population, 47 percent said they do ROI analysis on 10 percent of their courses or less. Another 33 percent say they don't do any ROI analysis. Two survey respondents say they conduct ROI on up to 25 percent of their programs, and one person said they conduct this analysis on anywhere from 51 to 75 percent of their courses.

Percentage of Courses Subjected to ROI Analysis



The survey prompted participants for more information on the context of their ROI analysis. In agreement with the earlier discussion, 46 percent said they don't conduct ROI analysis because they don't believe they can accurately isolate the impact of training on performance. Nearly the same number of people say management doesn't pressure them for ROIs because they believe in the value of L&D without hard dollar justification. ❖

Describe the conditions under which you conduct an ROI analysis?



Important studies with the "duh" factor.

By George Hathway

I just got my copy of McKinsey Quarterly. There was a really interesting article called "Managing your organization by the evidence" by Keith Leslie, Mark Loch, and Willam Schaninger. It is a must read with a big "duh" factor (hint…I liked it).

The authors conducted a survey of more than 250 organizations (mostly businesses) to identify those factors that indicate sustainable organizational excellence. They verified what many in the academic and practitioners world have been saying for years: that certain key leadership practices account for sustained organizational performance. "The McKinsey research unambiguously identified the best practices for achieving [high levels of organizational performance]. Senior executives must provide for clear roles within a structure matched to the needs of the business (accountability), articulate a compelling vision of the future (direction), and develop an environment that encourages openness, trust, and challenge (culture)." They emphasize that the magic is doing these things in combination. They also prove that other practices that frequently appear in leadership competency models and in leadership literature are important in supporting these three things. Yukl, Kouzes and Posner, Blanchard, and others are now validated. Well, duh.

I am being a bit harsh. The study is important since it provides independent verification of what we have been saying for a long time. The twist is that if organizations don't use these three practices, but do employ the others mentioned in the article, then sustainable performance is much less likely to be attained.

There is another study about to be released that relates to this. Gary Yukl and Rick Lepsinger conducted a survey that validated what Larry Bossidy has been saying for a few years. Clear vision is not enough: organizations need to create a culture where execution is possible. There also need to be processes that are consistent with the direction and executives need to understand how to manage these. It is a combination of factors that leads to success.

What does this mean to the development of leaders?

1. Perfecting a set of leadership competencies is not enough. Managers must know how to use those competencies in the right combinations in order to achieve organizational success. It is like teaching someone to drive: just knowing how to steer, brake, clutch, shift, and use the throttle are not enough. You have to coordinate everything in order to get where you want to go. Our training must focus on using these together, not separately.
2. This is not all skill building. The right attitude is important. In order to manage the culture leaders need to be concerned about the behaviors and attitudes of their entire organization. That means that just putting levers through performance management and rewards/recognition is not sufficient (the McKinsey article said this explicitly). A bit of knowledge on what is culture and how to change it is also critical.
3. These are not things that are learned overnight. They must be integrated into a comprehensive, long term development process that reinforces the values and style of senior leadership. This means that the development process can't succeed without the active involvement of the senior management team.
4. Not everyone can employ these in combination. Certainly they are imperatives for senior management. The McKinsey study verifies that. However, leaders in front line or operational levels have little opportunity to shape their organization's culture. They should understand the nature of culture and how to utilize it effectively to enhance their own opportunity for success. More intense training can be given to the operational and process skills that are promoted by Yukl and Lepsinger. Careful attention to training for transitions is essential here. Competency models should have different areas of emphasis and different behavioral hurdles as one transitions from one level to another.
5. Using Corporate University Xchange's 24-step Leadership Development process is an excellent way to ensure that all the things relevant to developing at all levels occur. All too frequently we focus on only one or two development processes…at only one or two levels of management. A systems approach is really necessary in order to have a continuous flow of competent leaders that is consistent with the vision of senior management. The 24 step process enables one to cover all the bases but also to concentrate on those factors that are most critical to success.
6. The focus on culture means that there is no quick fix. Experience and experiences do count. As developers of leaders, we must understand the culture well enough to enable our "trainees" to use it.

So…thanks to McKinsey Quarterly for the "duh" –and for the validation. The article should be a useful reference for anyone who is in the process of installing or improving real leadership development with their organization.

References:

Leslie, Keith, Loch, Mark A, and Schaninger, William (2006),
Managing your organization by the evidence, McKinsey Quarterly, 2006 Number 3.

Personal communication with Rick Lepsinger. He can be contacted at rlepsinger@onpointconsultingllc.com.

George Hathaway is a consultant specializing in leadership of organizations and the development of leaders. He has over 20 years of experience in the field and recently retired as Director of Leadership Development for American International Group (AIG). He can be reached at ghathaway@corpu.com

Competency Models: A Work in Progress

Marcia Dresner

Competency models should be an integral part of a comprehensive talent management strategy that starts with needs analysis and includes hiring, learning and development, succession planning, and more. A recent CUX Research Study into the uses and integration of competencies shows that, while they are in use or in the planning stages in many member organizations, they are still not being used in a comprehensive fashion that would enable them to be the basis for "hire to retire" talent management.

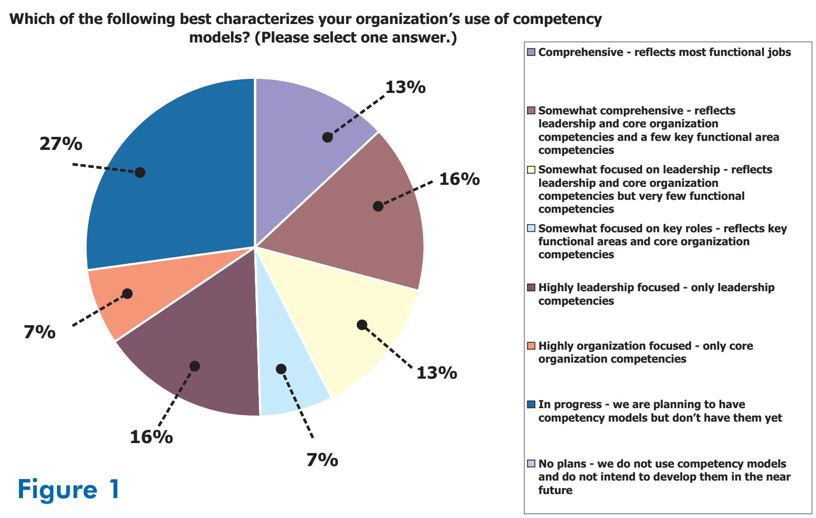


Figure 1

Asked what characterized their use of competencies, a quarter of member respondents answered that they were "in progress" – that is that they don't use them as yet, but are thinking about using them in the future (Figure 1). Thirty percent were using comprehensive or somewhat comprehensive models, with the rest somewhere in between. The respondents were mostly large companies with 40 percent between 10,000 and 50,000 employees and an equal number larger than 50,000.

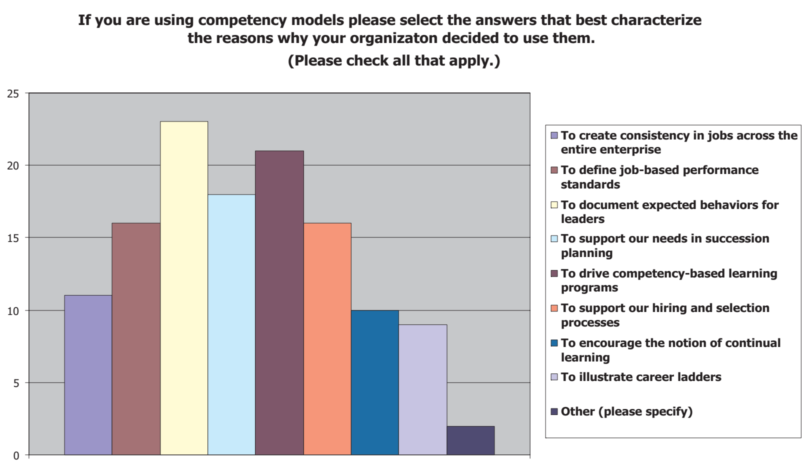


Figure 2

There was some evidence that companies were using competencies to support talent management. When asked what best characterized the reasons for implementing competencies, documenting leadership behaviors and driving competency-based learning were the most mentioned (Figure 2), but succession planning, job-based performance standards, and support for hiring ranked fairly high as well.

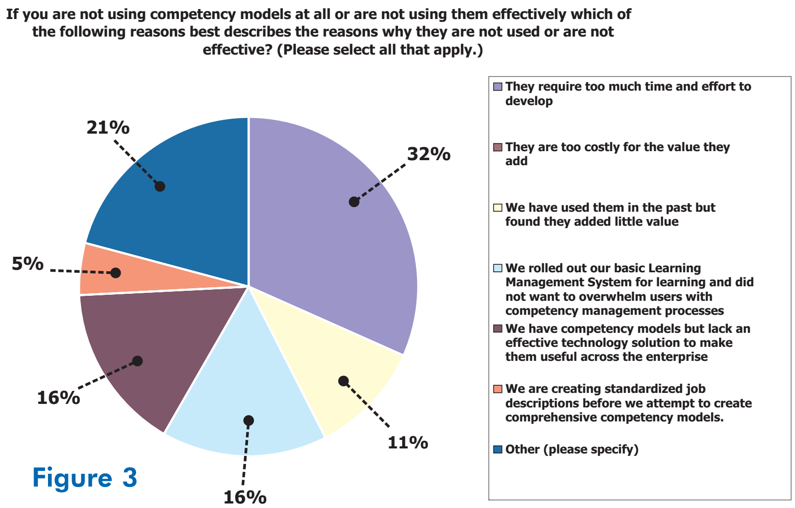


Figure 3

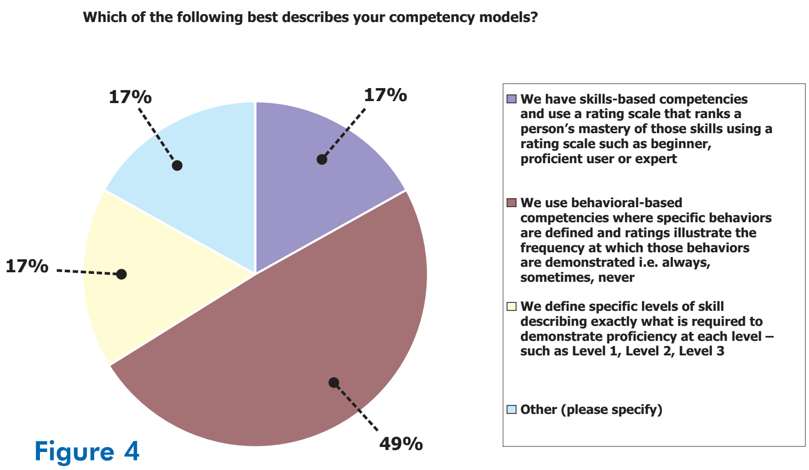


Figure 4

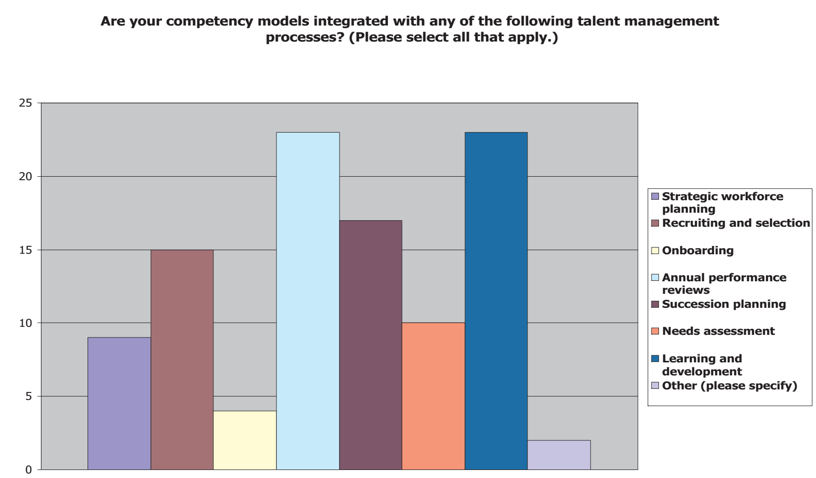


Figure 5

But not everyone has used competencies successfully. And those that haven't cited primarily the time and effort involved in development as the reason (Figure 3).

GETTING FULL VALUE

The competencies being used make it harder to apply them to comprehensive talent management. Almost half of respondents use behavioral-based competencies – where specific behaviors are defined and ratings illustrate the frequency at which those behaviors are demonstrated (Figure 4). These are difficult to assess during the hiring process, and may also limit the use of competencies as L&D decision-making tools.

Competencies play an important role in learning with that being the most often mentioned talent management process integrated with competencies. Annual performance reviews jumps to equal status, with succession planning and recruiting mentioned by about half of respondents (Figure 5)

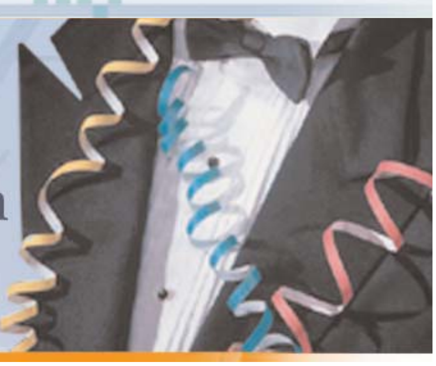
Interestingly, given the link between competencies and learning, most companies don't integrate their competencies into their learning management architecture. They use a separate performance management system instead.

A CRITICAL GAP

L&D doesn't stand alone. A well-developed set of competencies can further the integration of L&D into a comprehensive strategy that results in employees that are properly prepared, and function in a manner consistent with corporate expectations.

Marcia Dresner is Senior Researcher, Corporate University Xchange. She can be reached at mdresner@corpu.com.

8th ANNUAL Awards For Excellence and Innovation in Corporate Learning



AWARDS UPDATE: Now It's Up to the Judges

The distinguished panel of judges shown here has a daunting task. The CUX 8th Annual Awards for Excellence and Innovation in Corporate Learning attracted a record number of applications, and they have to choose the best.

The number of applications from companies headquartered outside the United States continues to grow. Last year, they represented twenty-five percent of applicants; this year that number's jumped to forty-three percent from thirteen different countries. Europe is represented by Poland, Germany, France, Spain and Switzerland; the Pacific Rim countries include Australia, India, Malaysia, China and Japan; and there were also applications from Canada, South Africa and Saudi Arabia.

Finalists for the awards will be announced in mid-November, and the Awards Gala and presentations will take place February 26-28 during the Training 2007 conference in Orlando.

The Judges:

ALIGNMENT: Furthering corporate goals through educational efforts

Dave Vance, Founding President, Caterpillar University

Cal Wick, Founder and Chairman, Fort Hill Company

Photo not available

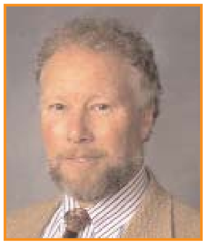
Anne Walker, Qualcomm

ALLIANCES: Making best use of external providers

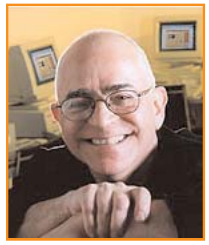
Carol McManus, Vice President, Learning Development and Infrastructure, Realogy

Randi Sweet, Learning and Development, Trans-Alaska Pipeline System, Alyeska

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



Dana Hart, Director, Leadership Institute, Syracuse University



Bob Ubell, Dean, School of Professional Education, Stevens Institute of Technology

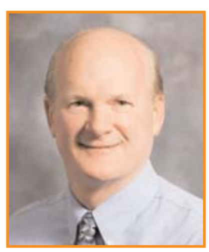
LAUNCHING: Successfully creating and operating a new corporate university, leadership academy, or a newly branded component of the learning organization

David Cooke, Chief Learning Officer, Federal Deposit Insurance Company

Carol Anderson, Senior Vice President of Talent & Learning Resources, LandAmerica Financial Group

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

Kuldeep Singh, Senior Manager of Organizational Effectiveness, Infosys Technologies Ltd.



Pat Keating, Director of Worldwide Leadership Education, Cisco Systems

George Hathaway, Vice President of the Center for Breakthrough Thinking, 3G Organization & Leadership Effectiveness

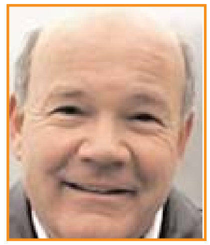
LEARNING TECHNOLOGIES: Creating an effective learning environment through the use of technology

Cedric Coco, General Manager of Engineering Excellence, Microsoft

Patti Shank, president of Learning Peaks, LLC

MARKETING: Developing and implementing innovative communications and branding techniques

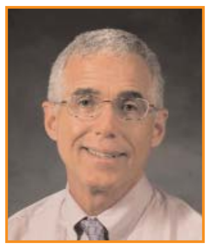
Linda Slawinski, Director of Organizational Development and Education, OhioHealth



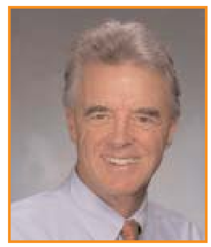
Richard Skaare, Marketing Consultant, Skaarecomm

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

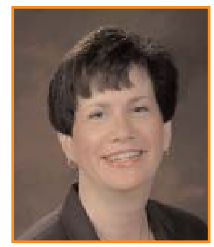
Doug Trainor Director and Team Leader, Pfizer



Mark Dana, Manager of Learning, Training and Development, Boeing



Robert Brinkerhoff, Professor, Western Michigan University's College of Education



Regina Nowlan, Group Director, HSBC Consumer Lending North America

For more information on the panel of judges, see www.corpu.com.

Did You Know...

CUX advised a member on its tuition reimbursement program.
CUX conducted a survey on competency management practices among member and non-member companies.
CUX is conducting workshops on needs assessment and learning organization design for global companies.
CUX is assisting a new member with its research into mobile learning.
CUX is supporting the creation of a corporate university for a growing manufacturing organization.
CUX researched e-learning development and created an e-learning development matrix for a member company.
CUX provided information on external training salaries for a large manufacturing firm.

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 sales@corpu.com.

Training Magazine's 30th Annual
training 2007 conference & expo

Disney's Coronado Springs Resort
and Convention Center ORLANDO, FL
CERTIFICATE PROGRAMS: February 23-25, 2007
CONFERENCE: February 26-28, 2007
EXPO: February 26-27, 2007

CUX is pleased to be able to share the award-winning programs and practices from the 8th Annual CUX Awards for Excellence and Innovation in Corporate Learning with participants at next year's Training 2007 conference. Those sessions, which will feature this year's winners, are listed below. There will be two additional sessions hosted by CUX.

CUX1: **Monday, February 26, 10:45 to 11:45**. *Benchmarking to Quantify World Class & Using the Results*
CUX2: **Tuesday, February 27, 11:45-12:30**. *The Growing Importance of the Corporate University*

Conference Schedule

MONDAY, FEBRUARY 26

08:00 AM - 09:00 AM
117 *CUX Best Practice: Furthering Corporate Goals Through Learning and Development*

09:15 AM - 10:30 AM
217 *CUX Best Practice: Addressing Critical Business Challenges with College or University Partners*

02:45 PM - 03:45 PM
317 *CUX Best Practice: Impacting Leaders*

TUESDAY, FEBRUARY 27

09:15 AM - 10:15 AM
417 *CUX Best Practice: Successful Corporate University Beginnings*

02:45 PM - 03:45 PM
515 *CUX Best Practice: Innovative Communications and Branding*
516 *CUX Best Practice: Using Technology Effectively*

WEDNESDAY, FEBRUARY 28

08:30 AM - 09:30 AM
617 *CUX Best Practice: Measuring the Value of Learning*

09:45 AM - 10:45 AM
713 *CUX Best Practice: Using Alliances for Learning*

OCTOBER WEBINARS

SUCCESS CASE: ROI MADE SIMPLE, CREDIBLE, AND EFFECTIVE

Substantiating the value of your training and development programs is necessary but rarely easy. In fact, the process can be complex, costly, and often not sufficiently credible or convincing. This webinar brings together two experts to describe how to conduct a conclusive evaluation effort over the course of a few short weeks and how to produce bullet-proof findings that will win buy-in even from your most skeptical stakeholders. The Success Case method they will discuss is already in use by many companies to demonstrate how L&D impacts business results, and if it does not, why not.

WHEN: Wednesday, Oct. 18, 2006 at 1 PM ET (10 AM PT)
PRESENTERS: Robert Brinkerhoff, a professor at Western Michigan University's College of Education, and author of The Success Case Method, and **Timothy Mooney**, Practice Partner with Advantage Performance Group.

To register for this webinar, go to http://eventplus.ilinc.com/client/listEvent.php?orderTypeId=50

Coming in November: The CUX award-winning team from Johnson & Johnson will describe their 3-D learning technology.

Cisco: Education is the Key to Recovery

A VARIETY OF PROJECTS BENEFIT SCHOOLS IMPACTED BY HURRICANE KATRINA

We first heard about the 21st Century Schools Program (21S) when Char Andrews, part of the CUX award-winning Cisco L&D team, told us that she was heading to Louisiana to help with a special Cisco program to help build a world-class education system in Louisiana and Mississippi. The 21S initiative aims to transform the approach to learning, creating a 21st century education model that improves the quality of education, prepares students with 21st century skills, and creates a foundation for economic opportunities and community success. Cisco believes that if it can be done in the Gulf Coast, it can be replicated across the country or around the globe.

Does it sound aspirational? It is clearly a big endeavor. Cisco has committed $40 million to this impressive program -- 50 percent of its investment in cash, and the other half in in-kind time, expertise and equipment. The cash contribution will be distributed to local schools through a grant program run through each school districts' respective foundation. Cisco's in-kind contribution includes ten "21S Fellows" or Cisco employees, deployed in the Gulf Coast area on a full-time basis for three years. The 21S Fellows are providing consulting and a range of expertise in educational governance, curriculum development, teacher training, e-learning and the use of technology in schools. Each Fellow is deployed for a year at a time, leaving home and families to relocate for a year.

Cisco's 21S initiative is a blueprint for reconstructing and improving schools that can be replicated across the country. The first phase of the 21S program began in Mississippi with the Mississippi Education Initiative (MEI) and includes seven school districts and 33 schools, reaching more than 20,000 students. The second phase of the 21S program-dubbed the Louisiana Education Initiative (LEI)- began with eight schools within the Jefferson Parish Public School System, reaching 5,200 students. Cisco's investment in the 21S program includes technology solutions aimed at improving student outcomes and economic growth opportunities for specific schools and communities in the selected schools. The technology provided will include highly secure broadband networks that foster better communication between schools, parents, local businesses and the community.

"This is an opportunity to show how technology can improve education and help to make our students competitive on the worldwide stage," says Bill Fowler, Cisco's Executive Director of the 21S Initiative explains. "This isn't technology for technology's sake; it's being used to improve the lives of students and their communities. The ultimate goal of the 21S Initiative is to build a 21st century education model that is scalable and replicable, in the future, and in other communities."

As the program moves ahead, Fowler is looking forward to seeing the students become more actively engaged in their schools. "Our goal is to help build a foundation for economic growth and community development that will provide young people who stay in the region real prospect." Fowler stated.

As the foundation for community engagement and development, the 21S team has partnered with One Economy, a Cisco non-profit partner, to bring affordable computer and Internet access to the families involved with the schools. In addition to improving communication between parents and schools, this program will provide distance learning and adult education opportunities to help individuals in the communities gain new skills.

"These schools are already doing incredible work simply in recovering from the hurricane - and yet they are committed and are embracing the effort necessary to make real sustained transformational change happen," Fowler says. "If we succeed, we will have proven a model that can be scaled, replicated and sustained in schools everywhere. What could be better?"