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Research, Tools and Best Practices

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Notes from the Road

CUX's Chairman reports from Dubai, Berlin and more

Overseas companies turning to corporate universities and performance management

Alan Todd

The message couldn't be clearer. The corporate university model, which couples learning closely to business strategy, is taking hold far beyond the borders of the United States.

During recent travels to the Leaders in Dubai conference, Online Educa Berlin, and some of the countries of the Gulf Cooperative Council*, I heard the same things over and over: We need to attract and train the next generation. We have a leadership shortage and need people with a global outlook. We are too reliant on one product and need innovative thinking to move forward.

All of us have heard similar comments from the leaders of U.S. companies. But rather than look for "flavor-of-the-month" quick fixes, the leaders I've talked to are looking to transform the way people lead and learn. They are investing in enterprise learning strategies with a clear mandate to develop people at all levels to meet the challenges ahead.

LEADERS IN DUBAI

The Leaders in Dubai conference on November 28-29 was a gathering of the Gulf region's business elite, with speakers like Lou Gerstner, Michael Eisner, Queen Noor and Colin Powell. There were more than 1800 delegates from more than 40 countries. One of the keynote speakers, C.K. Prahalad, talked about the innovative strategies that will be needed to reach a developing world with 5 billion potential consumers. This set the tone for the meeting. Some of the other issues on the minds of the executives attending the meeting included the phenomenal growth in places like Dubai, Abu Dhabi, and Qatar, the relationship between government and business, and how to develop an educational system that prepares people properly.

Although some countries in the region are still tribal, and many of the businesses are family owned, the Arab world is rapidly being thrust into the global marketplace. Global leaders, people who can traverse cultures, develop relationships, communicate well outside their native country, and



The Dubai skyline



Alan Todd in Dubai

Mingling at Online Educa



Berlin Hotel

set a good example for others to follow, are critically needed. The businesses in the region know this and are starting to identify high potential candidates and move them through programs. They recognize that development processes must be based on merit, not on length of time on the job, family name, or ethnic origin. They also recognize that there is a role for business, government, and universities to collaborate in order to develop leaders in great numbers.

In some ways, the area is a victim of its own success. Petroleum was the fuel that fed corporate success. Innovation wasn't an issue, nor was efficiency or learning. But now companies feel that they have a socio-economic responsibility and can't rely on the government for what they need to succeed in business. And foreign investment is also changing the rules, though not completely. Lou Gerstner's Carlyle group has committed to investing \$1 billion dollars in the region and there is money pouring into infrastructure and hard assets. But there still needs to be more investment in technology, scientists, innovation, ideas, and other human capital or soft-side areas. And businesses are stepping up to make those investments - starting with strategic learning.

ONLINE EDUCA BERLIN

Online Educa brought together over 2,000 delegates from 93 countries. Industry, government, and higher education were broadly represented. The global audience (the conference is conducted in English) represented a real mix in terms of

tools and technology. Fronter CEO Roger Larsen said this is the only place where half the attendees are discussing web 2.0, blogs, and wikis, while the other half don't have broadband Internet and only occasionally have electricity. But all of the people I spoke to were optimistic about their learning initiatives, with the most popular topics discussed being podcasting, and the afore-mentioned blogs and wikis.

If there was a key word at this year's conference it was RAPID. Tools that create Rapid content,

Rapid conversion of PowerPoint files to Flash, Rapid Podcast creators, Rapid, Rapid, Rapid. I couldn't find any products that claimed to be slow or complex!

During my session on management and leadership development, we discussed the role of senior executives in rolling out a leadership development or e-learning initiative. Everyone agreed that senior management must sponsor the initiative and there must be a solid business rationale. And it isn't always necessary to show senior executives a thorough financial model with ROI projections. Many times, projects can get carried forward based on a belief that it is critical to the organization to have a pipeline of people able to fill key leadership positions.

MORE EVIDENCE

Meetings in December in Kuwait and Saudi Arabia cemented the impression gathered at Leaders in Dubai and Online Educa. Companies are hoping that well-designed enterprise learning strategies coupled with performance management will jumpstart their emergence as true global companies.

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*Gulf Cooperative Council: Kuwait, Qatar, Oman, Saudi Arabia, Bahrain, United Arab Emirates.

Attending ONLINE EDUCA

Attend Online Educa if you want to join in the global dialogue on Learning and Technology. The conference venue is set up nicely for lots of mingling, chatting, and networking. The trade show booths are scattered all throughout the hotel, as are the meeting rooms. I really like that layout better than having all vendors in one giant exhibition hall because it fosters much more intimacy. And, the coffee stations were spread out in different sections near the booth areas (see photo, above). I noticed many people getting their coffee or tea and then watching a demo or learning about some new learning technology.

SERIOUS GAMES

Getting Serious About Digital Games in Learning

John A. Purdy

Thousands of users complete your online training...hundreds come back multiple times for the same subject matter...many use your computer-based learning for hours longer than you had ever dreamed. Is this just a corporate learning professional's fantasy, or is someone playing games with your mind?

Actually, the answer to both questions is "yes." Modern "serious games" are making these scenarios happen in corporate learning settings worldwide. As an arguably powerful new item in the learning toolbox, serious games warrant an in-depth look. In this article, we'll review what serious games are, why they work, their value to corporations and where they work best. We'll also give you some tips on how to get started with serious games, and resources to help you along the way.

WHAT ARE MODERN SERIOUS GAMES?

The term "serious games" is used most commonly to mean "games that have serious purposes," that is, not solely for entertainment. These are digital learning games that use modern gaming techniques. There are many categories of serious games, but for this article we are talking about

those used in corporate settings. Serious games are games that are highly immersive and interactive, and can lead to deeper learning. From a technical viewpoint, we're talking about digital games playable on PCs and Macs, though some games can be ported to handheld devices as well.

The most common technology used to create games in corporations is Adobe's Flash software. This browser-based delivery tends to be lighter in load time and file size, and has been widely accepted by corporate IT groups. Flash technology allows you to create games with sound, voice-overs, photos, videos, animations, sophisticated interactivity, and 2D and pseudo-3D visuals.

Although not as common, the other primary method for delivering corporate serious games is via gaming engine technology. These 2D and 3D games are developed with modern applications specifically designed for game development. A good example is Garage Games' Torque engine. These games are downloaded from a corporate web site as a separate application. They have much more gaming-specific power and functionality than Flash and are often used for virtual world games and simulations. These games offer

all of the same media as Flash games plus 3D characters, objects and environments that become virtual learning worlds. Most game engines have built-in functionality for more than one player. This multiplayer element has proven to be one of the most powerful aspects of entertainment games and has great potential for serious games.

There is, as mentioned above, also a growing interest in PDA-delivered serious games. Several corporations are starting to distribute learning games to their people in the field for new product training, impromptu continuing education, etc.

Conceptually, the real differentiator between traditional

The Name Game

Some of those implementing serious games in corporations have found initial resistance when the term "games" comes up.

Mark Conger of Northrop Grumman found that once most people learned more about his projects, they were fine with calling them games. "People don't understand what serious games are, so what we're doing is a lot of education," said Conger. "However, I think you need to use the term 'serious games.' It's better to educate people about what they are and get them used to games in corporations."

Nader Nanjiani of Cisco Systems began developing serious games for Cisco's certified engineering community back in 2003. Once the first game launched and became an instant success, much of the uncertainty about using games in the corporation changed to strong support by upper management. Nanjiani and others suggest that, if needed, you start by identifying the efforts as "simulation challenges" or "e-learning simulations"; these may be more suitable for your organization.

The serious games industry that is growing around these newer learning experiences is helping to legitimize games in corporations as well. There are several organizations and conferences for the industry; see "Resources" at the end of this article.

computer-based training and serious games is that well-developed serious games use solid learning methodologies combined with modern game design techniques to create a hybrid – a highly engaging and entertaining learning experience, where the sum is greater than the parts.

The key is in combining the two successfully in an educational and engaging way that changes learners' behaviors and ultimately benefits the corporation.

Clark Quinn, in his book *Engaging Learning* (Pfeiffer, 2005), points out that the same elements that make learning highly effective are also the ones that make up highly engaging experiences. And that modern computer games, being highly engaging, share those elements: clear objectives, a relevant frame of reference, challenging, interesting and interactive. Quinn says, "Doing good engagement is hard, as is doing good education. Doing both together is even more difficult, but even if the effort is double, the product is more than doubly worthwhile."

WHY DO SERIOUS GAMES WORK?

Hard Fun. Quinn goes on to say that "Learning can, and should, be hard fun." Serious games, when done right, are hard and challenge the learner. When the player fails, they learn something about why, are motivated enough by the story to try another approach, and ultimately get rewarded in a fun way.

Deep Learning. Highly engaging learning games also work because they have the potential to assist in deep learning. Dr. Merrilea Mayo of The National Academies has presented it this way:

- **Learning by doing:** Players make decisions that have consequences; they actively participate in the game environment.
- **Learning by experimenting:** Players can safely try out multiple solutions, explore and discover information and skills.
- **Life-like learning situations:** Virtual worlds can provide environments that respond the same way the real world responds, allowing the player to transfer knowledge and experience between the two.
- **Believing in abilities:** Rewards and levels in games foster the belief you can achieve goals. This generates a positive attitude towards overcoming obstacles and increases the player's success rate.
- **Clear objectives:** Well-defined game goals allow players to make more progress toward learning objectives.
- **Team learning and skills:** Multiplayer games allow for group problem solving, collaboration, social interaction, negotiation, etc. Players learn not only from the game, but from each other.

- **Learning without limitations:** Game environments naturally transcend barriers of language, geography, race, gender and physical abilities. Players who are self-conscious in real life because they are "different" have no way of being set apart online.

THE VALUE OF SERIOUS GAMES IN CORPORATIONS

While there is not yet a great deal of research on the effectiveness of serious games in corporations, there is plenty of anecdotal evidence. Here's what several corporations have seen so far when they have implemented effective serious games:

Starting training: Telling employees they can take a learning game gets more people to start the learning in the first place; they are more willing to jump in because they assume a game will be interesting.

Completing training: Engagement improves completion rates. Studies show only 20-30 percent of users of online training complete the courses. What if you could not only get a much higher completion rate, and also get the same players to come back and play again? And again? This happens with engaging serious games.

Faster learning: Because they are engaged, learners spend more time each time they play the game and complete the training sooner.

More knowledgeable people: When the learner has to make decisions that have consequences, and the setting of the story is relevant, a better transfer of meaningful knowledge to the employee's situation occurs and ultimately leads to better performance for the organization.

Better retention over time: The use of humor, fun, challenges, and choices makes the learning experience more memorable.

A natural media for younger employees: An emerging crop of employees coming into corporations grew up on games; they are comfortable with this media, and have already used interactive media for learning.

Matches the experiences of many learners: Studies show that in the explosive area of casual games, the players are males and females of all age groups. As more people get into games outside of work, they have an increasing comfort level with the technology, game play, and interactivity that goes along with games.

Corporate image: The corporation is seen as a leader by providing state-of-the-art learning.

Learners' motivation and morale: Because games are more interesting and engaging than most traditional training methods, employees are more motivated to learn and come away feeling better about the learning experience.

WHERE DO SERIOUS GAMES WORK BEST?

Serious games can be effective in several corporate areas. Mark Conger, professional project manager for the Video Game Technology Project at Northrop Grumman Integrated Systems says, "We canvassed the entire organization to see where games would be a fit and actually found many possibilities." Here are some examples of where and how games are being used:

Training and Learning: Games are being used for both high-level and detailed learning and training. Some serious games introduce learners to topics at a high level, piquing their interest in the subject matter. Players are then encouraged to learn more via links to other training and information. These games are best utilized when the goal is to introduce a product or service, provide an overview, promote an organizational initiative, or motivate employees to learn more deeply about a subject through other methods.

Other types of serious games go deep and get very detailed on a subject or skill. These are often simulation-style games, where the focus is on teaching skills that can be immediately applied in the employee's work domain: customer service scenarios, operation of equipment, controlling waste and costs, etc.

Serious games are used mostly for internal training, but some corporations use them to fulfill contractual training requirements; for example, Northrop Grumman is evaluating games for training their military users.

Recruiting: The U.S. Army's America's Army game is hugely successful: there are more than six million registered users, most of whom play regularly. It takes players through basic training, introduces them to Army life, and allows them to participate in simulated real-world battle scenarios in real time with other players. The game is used for training, but is primarily a recruiting tool.

Many corporations are facing a "graying of the workforce" and are particularly interested in recruiting a new generation of employees. For the first time, we now have a generation of young adults who have grown up since birth with video games. They live in a world where their communications and interactions are already virtual. They integrate cell phones and iPods seamlessly into their daily lives, and use their computers to learn, purchase, socialize and be entertained - mostly via games. The virtual worlds of modern video games are uniquely suited to young adults' lifestyles and can be another tool for both getting them interested in a corporation, as well as providing them engaging learning once they are there.

Resources

Here's a list of corporate serious games resources. Some of these are focused on broader e-learning, but have serious games initiatives. With the pace the industry is growing, this is not a comprehensive list, but it will get you started.

Groups:

Serious Games Source: www.seriousgamessource.com
Serious Games Initiative: www.seriousgames.org
The eLearning Guild: www.elearningguild.com
NASAGA - North American Simulation and Gaming Association: www.nasaga.org
SAGSET - The Society for the Advancement of Games and Simulations in Education and Training: www.simulations.co.uk/sagset

Events and Conferences:

Serious Games Summit:
www.gdconf.com/conference/seriousgamessummit.htm
Apply Serious Games: www.applyseriousgames.com
ASTD's TechKnowledge: tk07.astd.org

Books:

Engaging Learning: Designing e-Learning Simulations Games, by Clark N. Quinn, (Pfeiffer, 2005).

Game Sites on the Internet:

Pop Cap Games: www.popcap.com
Microsoft Casual Games: games.msn.com
Shockwave: www.shockwave.com
KewlBox: www.kewlbox.com
Gametrust: www.gametrust.com

Marketing: Games have been used for marketing for some time. Some marketing groups are now experimenting with serious games - keeping the fun factor and marketing messages, but also educating clients and consumers about why their products and services are better. Marketers can also show the corporation in a good light by creating a game about a social issue the company supports. It's a way to leverage customer engagement and instill brand loyalty.

BRINGING SERIOUS GAMES INTO YOUR ORGANIZATION

So how do you decide if serious games are right for your organization? And how do you get started?

Evaluate your audiences. If you are targeting a younger group, serious games are a good bet. However, remember all age groups can be amenable to games and everyone likes interesting and effective learning.

Play some games. If you're not familiar with games yourself, it's going to be hard to be an advocate. There are many sites on the Internet that offer free or inexpensive games that can be easily and quickly played. Do a search for "casual games" or "online games," etc., and see the "Resources" list (page 5). Experiment with several game genres, and discover the kinds of games that you find fun.

Start at the top. Conger of Northrop Grumman says, "Start with leadership. Usually they are open to new ideas; that's why they are in those positions." Ask company leaders if they have ever watched anyone play video games. That's usually a good lead-in to the discussion about engaging experiences and engaging learning.

Start small and wide; go deep later. Games that are deep in specific learning tend to be more complicated and expensive. Start with a small game that introduces a subject on a high level and points the learners to other training material for additional learning. After your first success, it will be easier to justify deeper serious games.

Design experiences, not content. Get into the frame of mind that your team must learn to design experiences, and not focus only on the content. Quinn says, "You have to start thinking about putting the learners into a context where they have to make the decisions they need to be able to make after the learning experience, understand why those decisions are important, want to make those decisions, and know that there are consequences of those decisions."

Suspend reality. Be willing to think different and suspend reality when it comes to game ideas. How about building a computer network on Mars by driving a Mars Rover? Cisco Systems created just such a game and it was a hit. (Figure 1)

Get instructional designers and game designers to see they are both designers. Getting these two disciplines to use a common language can be one of the toughest challenges. However, if you help them understand they both are interested in creating valuable experiences, there can be common ground.

Utilize game designers that know serious game development. One way to help solve the instructional design versus game design challenge is to use game designers who've developed serious games. The industry is growing rapidly so you have many good developers from which to choose.

Invest in game design. If you're going to put your money anywhere, put it in game design. You probably already know the instructional design part of the equation, but may need help designing engaging game play and game mechanics. Remember, no matter how good the learning, if it's not fun, they won't play and will never get to the learning.

GAME NOT OVER

The promise of e-learning may finally be coming of age with serious games. Their power to immerse and engage the learner and their potential to provide deep learning is worthy of notice by corporate learning professionals.

As serious games move from a cutting edge to mainstream learning tool, the game has actually only just begun. As Nanjiani of Cisco Systems puts it, "The increase in games for corporate learning is inevitable."

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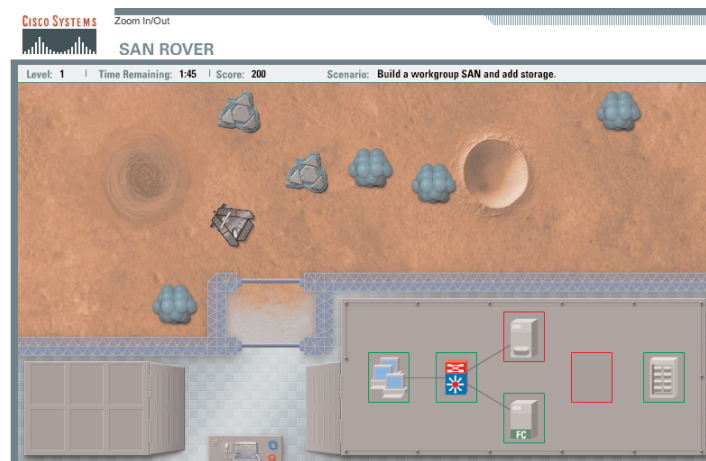


Figure 1: Cisco's Computer Networking Game



Participate in Corporate University Xchange’s 8th Annual Study — the most comprehensive survey ever on enterprise learning strategy

Incorporating Special Targeted Section on Learning in the Middle East, India and other critical regions around the world

Corporate University Xchange (CUX), the global leader in enterprise learning strategy, is launching its preeminent annual study to assess organizational learning and development programs around the world, and the extent to which those programs are improving an organization's ability to execute its business strategy. The CUX study is the most in-depth of its kind, providing benchmarks on more than 100 dimensions of corporate learning. This year, the study also will include expanded focus on corporate learning in companies around the world.

The report generated through the CUX study is the most complete look at all the dimensions of corporate learning and is considered an essential tool for starting a new learning organization and for fine-tuning enterprise learning strategy. The report also provides critical insights to organizations that want to transform their current training organizations to improve the strategic value and leverage of their learning and development (L&D) investments.

KNOW WHERE YOU STAND

If you want to build support within your organization to increase investments in learning, involve senior leaders in learning initiatives through a formal governance structure, show the increasing strategic value of learning and development programs, and more, you need solid information about how other organizations tackle issues of alignment, staffing, measurement, funding, use of technology and more. Participating in the study will give you that information.

The Corporate University Xchange (CUX) 8th Annual will show you how your organization rates in comparison with your peers, and how best-in-class, strategically aligned enterprise learning organizations get things done.

YOUR REWARD

Participants in the 8th annual study will receive a copy of the finished report valued at \$1,695 (US Dollars). The 200-page report includes detailed analysis on more than 100 dimensions of organization learning and in-depth case studies on best practices in learning and development. This year's report also will include a special section on trends in organizational learning in critical areas around the world.

If your organization is already a member of CUX, you already receive a free copy of the report as a member benefit. However, by filling out the report, you will gain access to a new online reporting engine that offers access to the comprehensive data repository collected through the survey. Members will be able to query survey data to generate unique and custom views of the data for their own organization by industry, organization size, region, age of their learning organization, and other variables.

APPLY NOW

Don't miss out on this important global study. CUX members will be receiving invitations to participate. If your company is not a member of CUX, go to www.corpu.com/8thannualstudy/application and see if you qualify to participate. Learn what you need to create an enterprise learning organization that is a strategic asset to your company.

Take Part In The Largest Global Learning Collaboration... Through CUX Membership

We All Know Things Are Changing Fast – But You Don't Have to Go It Alone

- ☒ **An Online “Collaboratory”** – to share best practices, tools, program ideas, and research
- ☒ **Anytime Access to Research Analysts** – for instant insights, answers and feedback on L&D best practices
- ☒ **Facilitated Networking with YOUR Peers** – when you just need to ask, “How did you do it? Or, “Do you think this will work?”
- ☒ **Web Seminars Featuring World-leading Organizations** – member organizations share their industry best practice programs
- ☒ **Unbiased, Neutral Guidance** – on learning industry vendors based on real world customer satisfaction
- ☒ **Industry Benchmarking Report** – highlighting data and case studies for all areas of strategic organizational learning

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What if training really had to work?

Robert Brinkerhoff

A wise man is purported to have said that the more things change, the more they stay the same. The challenge that training leaders face today is both the same, and is changing. What remains the same is that training leaders must produce worthwhile business results. The change is that they must produce them faster than ever, with greater impact from decreasing resources.

But training as an organizational function remains stuck with the fundamental weakness it has had for decades. Almost all organizational training is a marginal intervention, and has only slight effects on performance improvement. Research, and our own evaluation studies, show that less than 20 percent or so of trainees take what they learned in training back to the job and use it to achieve worthwhile results for their businesses.



If we look at training as only a sort of staff benefit, then maybe these results are tolerable. But, in many business scenarios – a merger, a new product launch, a new strategic direction – companies may be betting the business on effective training. When it truly has to work, training as usual will not fill the bill.

GOOD NEWS AND BAD NEWS

In the past few years, we have dug a little deeper into the depressingly poor results shown by a lot of training and development, and we've found a glimmer of good news, and a hopeful direction for the future. The good news is that these marginal results are not uniformly dispersed across all trainee audiences; it is not the case that every employee gets just a slight improvement, if any, from training. The reality is quite different.

When we explore the impact of training we almost always find that some percentage of trainees will apply some parts of their new learning in improved job performance and get powerful results, making substantial contributions to important business goals and strategies (see chart above). The problem is, it doesn't work this well enough of the time with enough trainees, and so – on average – it produces dismally marginal results. Put another way, the typi-

cal training or leadership development initiative leaves a lot of impact – and thereby a lot of money – unrealized; on the table, so to speak.

There is more good news. The reasons why this larger percentage of trainees do not effectively apply their training is NOT that the training itself is a failure – we already know it works for some people, very well. Instead, these non-impactful people often encounter a negative performance system environment. That is bad news, but the good part of this news is that if we do a better job of managing these factors, we see dramatically improved results: more people using their training as well as the few best ones did. This means more ROI from exactly the same training investment without changing the training itself. Here are just a few of the factors we consistently find:

- Trainees were sent to training without adequate preparation; they did not have a clear line of sight as to why the training was important, exactly what they most needed to learn, and how they could use it to drive their (and their business unit's) performance
- Trainees got trained at the wrong time, when they were not positioned to make the most of it in their work
- Managers did not support or reinforce or hold employees accountable for new learning and performance
- Incentives and other performance factors were misaligned with applying the learning in new job behaviors

GETTING OUT OF THE MORASS

There are two fronts on which we must fight the battle to turn training results around. First, with any important initiative, we have to expand our thinking beyond simply delivering a powerful learning event, and manage the larger process of getting senior leaders involved, getting managers to prepare and support trainees, and so forth. This helps us improve results, for a while. But even when we provide the very best High Impact Learning tools and methods in our arsenal, we still have large numbers of managers who do not participate, or pay lip service only to our requests for cooperation.

This takes us to the second battle front. We must begin a long-term strategy to educate the larger organization and change the way that training is perceived and managed.

The reality is that getting impact from training is the responsibility of the whole organization. Accountability for training impact cannot be delegated to a training department. Teaching this lesson and beginning the cultural transformation, however, lies squarely in our accountability laps.

Evaluation and measurement are the tools that can best help us begin and complete the journey. First, we have to stop simply delivering training, and redesign the way we plan, communicate about, and manage training, so that is a seamless process from aligning senior leaders to preparing managers to building employee skills to coaching and supporting their ongoing efforts to continue learning and performance improvement. Here, the suite of High Impact Learning methods and tools are a huge help.

Success Case: ROI made simple, credible, and effective

Rob Brinkerhoff and Tim Mooney presented a webinar on October 18, 2006 that talked about the use of the Success Case Method to determine what factors contribute to learning success. CUX members can view this webinar by logging into the CUX website at www.corpu.com.

Secondly, we have to be relentless in measuring and evaluating the results we get; not only measuring the business impact of the training, but assessing who did what, and providing the feedback to all of the stakeholders in the learning-to-performance process. We will not evaluate training; we evaluate how well the organization is using training to get results, what's working, and what is not. If some managers really did their jobs in preparing trainees, for example, then our evaluation should dig these facts out, and document the good work they did and the results it brought them, their employees, and the business. And we must show also what was lost when the performance support chain was broken, so that senior leaders can see that there is a true business case for holding their managers accountable for supporting training and development.

THE PRESCRIPTION IS SIMPLE:

- Stop delivering training; start building methods and tools for the organization to use to be sure training sticks and gets results.
- Educate senior leaders and managers about their role in making training work. Show them what's at stake when it works, and what's at risk when it doesn't
- Relentlessly measure the results you get, and show how the performance system factors were the make-or-break factors in success
- Provide feedback to all the stakeholders in the value chain so they can clearly see how their support (or lack of it) makes a difference

Tell the story loud and clear. When you make a strong business case for managing training as a process – and only then – will you build the organization that gets consistently great results.

Robert O. Brinkerhoff is a professor emeritus at Western Michigan University's College of Education, a senior consultant with Advantage Performance Group, and an expert on training and organizational effectiveness and evaluation. He has consulted for many years with global companies, has authored 13 books, and has been a keynote speaker at dozens of major conferences and institutes. He can be reached at robert.brinkerhoff@wmich.edu. This article is © 2006 Robert O. Brinkerhoff Advantage Performance Group.

CUX Members: Learn more about the ideas in this article

Attend the Robert O. Brinkerhoff "Guaranteed Results from Training" Workshop which will be held on Tuesday, January 23, 2007, at the Doubletree Hotel at O'Hare Airport. The session starts at 8:30 - 4:30 with continental breakfast starting at 8. The regular price of the one-day workshop is \$295; CUX members get a discounted price of \$250. For more information and/or to register, go to: <http://www.advantageperformance.com/rsvp/workshop/>.

8th ANNUAL Awards For Excellence and Innovation in Corporate Learning



Finalists Announced.

Awards Gala to be held Tuesday, February 27, 2007

We are excited to announce the finalists for this year's CUX award program. We are also pleased that, as part of the continuing partnership between CUX and Training 2007, the Awards Gala to honor winners of the Corporate University Xchange 8th Annual Excellence and Innovation Awards will take place on Tuesday evening, February 27, 2007. The gala will be part of Training 2007 at Disney's Coronado Springs Resort Convention Center in Orlando, FL. For more information on the Gala, contact khanson@corpu.com.

The Finalists (In Alphabetical Order):

Alignment	Boeing Credit Suisse Farmers Insurance Hitachi Data Systems Mars (Masterfoods) MasterCard Worldwide	Leadership	Central Bank of Malaysia Coles Group Limited Convergys EDS Staples Trinity Health UBS
Judged by:	Dave Vance Cal Wick Anne Walker	Judged by:	Kuldeep Singh Pat Keating George Hathaway
Alliances	Cisco Hitachi Data Systems Mars (Masterfoods) Trend Micro	Learning Technologies	Cerner Cisco Coles Group Limited HSBC
Judged by:	Marcia Dresner Randi Sweet	Judged by:	Cedric Coco Patti Shank
Corporate/ College Partnerships	Boeing / University of Washington Department of Aeronautics and Astronautics Coles Group Limited Florida Power & Light National Defense University	Marketing	Caterpillar Farmers Insurance John Wieland Homes & Neighborhoods Mars (Masterfoods) Tenaris
Judged by:	Dana Hart Robert Ubell	Judged by:	Linda Slawinski Rich Skaare
Launching	Cerner Farmers Insurance Mars (Masterfoods) National Geographic Society Robbins-Gioia	Measurement	Caterpillar Cerner Farmers Insurance Lufthansa German Airlines
Judged by:	Carol Anderson Dave Cooke	Judged by:	Doug Trainor Mark Dana Robert Brinkerhoff Regina Nowlan

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

117 08:00 AM - 09:00 AM

CUX Best Practice: Furthering Corporate Goals Through Learning and Development —

Annette Thompson, Farmers Insurance

Discover the tools and techniques used by a best-in-class program to assure that business strategy is the driving force behind everything that corporate learning does. Hear about what Alignment really means from a winner in the Corporate University Xchange 8th Annual Awards Program.

217 09:15 AM - 10:30 AM

CUX Best Practice: Addressing Critical Business Challenges with College or University Partners —

Mike Richey & Kuen Lin, Boeing/Department of Aeronautics and Astronautics University of Washington

Learn how to develop and nurture these partnerships to create win-win relationships. The Corporate University Xchange 8th Annual Awards Program winner in the Corporate/College Partnership category will show how their company leverages the wealth of content and other resources available through a college or university to create programs that enhance learning throughout the enterprise.

317 02:45 PM - 03:45 PM

CUX Best Practice: Impacting Leaders — Willia Cooper & Nancy Persson, Staples

Developing a "bench" of well-qualified managers, high potential, and senior executives is critical to the future of business. The Corporate University Xchange 8th Annual Awards Program winner in the Leadership Development category will show how the winner guides the process of creating those leaders.

TUESDAY, FEBRUARY 27

417 09:15 AM - 10:15 AM

CUX Best Practice: Successful Corporate University Beginnings — Lynn Davis, Mars, Inc.

Hear how one CUX award winner succeeded in starting a new corporate university, leadership academy, or a newly branded component. The Corporate University Xchange 8th Annual Awards Program winner in the Launching category will show how careful planning, executive support and a clear vision of the goals of the new entity were keys.

515 02:45 PM - 03:45 PM

CUX Best Practice: Innovative Communications and Branding — Fred Goh, Caterpillar, Inc.

Learn how the best develop and implement programs that encourage learning within their organizations. The Corporate University Xchange 8th Annual Awards Program winner in the Marketing category will show how to get your organization noticed, and how to sustain interest.

516 02:45 PM - 03:45 PM

CUX Best Practice: Using Technology Effectively — Regina Nowlan, HSBC

New technology creates opportunities to expand learning beyond the classroom, but how do you get started? The Corporate University Xchange 8th Annual Awards Program winner in the Learning Technologies category will show how the winner chooses and uses that technology as part of an effective learning environment.

WEDNESDAY, FEBRUARY 28

617 08:30 AM - 09:30 AM

CUX Best Practice: Measuring the Value of Learning — Mark Eaton, Cerner

Creating tools and techniques to measure the value of an organization's investment in learning is essential. The Corporate University Xchange 8th Annual Awards Program winner in the Measurement category will describe how to show the value of learning.

713 09:45 AM - 10:45 AM

CUX Best Practice: Using Alliances for Learning — Jim Turner, Hitachi Data Systems

Making the best use of external providers can extend the reach and offerings of even the best learning organization. The Corporate University Xchange 8th Annual Awards Program winner in the Alliances category will describe how to partner with those providers to enhance your programs.

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. In the past few months, we have heard presentations from J&J, Cisco, Advantage Performance Group, Caterpillar, and more. CUX members can view the recorded sessions by accessing them through the CUX collaboratory or the webinar archive pages of the CUX website (www.corpu.com).

CISCO SYSTEMS: BUILDING LEADERS TO CREATE THE FUTURE



Pat Keating, Director, Worldwide Leadership Education at Cisco Systems described how Cisco Systems' worldwide Leadership Education team designed and developed "high-impact" leadership programs that provide strong grounding in leadership foundations and that accelerate major transitions, both business and personal. The webinar also described the methodology Cisco's team employs to design and evaluate their programs for high business impact.

STEVENS AND CON EDISON: CREATING AN ON-LINE PROGRAM FOR SENIOR EXECUTIVES



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. **Robert Ubell**, Dean of the School of Professional Education at Stevens, and **Luther Tai**, Senior Vice President of Central Services for Consolidated Edison Company of New York, Inc. described the custom course, "Analytic Capabilities for Business Improvement," which offered Con Edison key executives structured methods for decision making and business improvement processes. They also described how they created a collaboration that delivers value to both the corporation and the college.

CISCO SYSTEMS: LEARNING TECHNOLOGIES TO ENABLE PRODUCTIVITY



Cisco has consistently been on the leading edge of learning technologies and continues to evolve to meet emerging business challenges. **Don Field** and **Mike Mitchell** described how Cisco implemented the three components of organizational learning: communication, training and assessment to net bottom-line results including how Cisco uses video on demand to maintain intimacy, accuracy, and speed in accessing information and how learning technologies such as games and simulations help to provide a comprehensive understanding of technologies, tools and terminologies.

ALIGNING LEARNING: THE ROLE OF PORTFOLIO MANAGEMENT



Corporate University Xchange
BUILDING A BRIDGE BETWEEN BUSINESS AND LEARNING

CUX consultant and contributing researcher **Mark Linnehan** described how portfolio management can help with the critical struggle to align learning to the strategic needs of the business. Portfolio Management is a systematic tool for making choices that takes the guesswork out of the prioritization process. He showed how the discussions that go into populating a Portfolio Management tool can open the door to a shared corporate understanding of what really matters.

SUCCESS CASE: ROI MADE SIMPLE, CREDIBLE, AND EFFECTIVE

Robert Brinkerhoff, professor emeritus at Western Michigan University's College of Education, and author of *The Success Case Method*, and **Timothy Mooney**, Practice Partner with Advantage Performance Group addressed the issue of learning that isn't necessarily transferred to the workplace, and described how the Success Case Method can enable learning and development professionals to find out what works and doesn't, and what the value of that learning is.

LEARN HOW JOHNSON & JOHNSON BLENDS LEARNING WITH VIRTUAL 3D TECHNOLOGY



Paul A. Bejgrowicz, **Andrea G. Procaccino**, and **Jo-Ann C. Sebastiano** from the learning team at Johnson & Johnson Pharmaceutical Research and Development (J&JPRD) described how they created a virtual, on-demand, "meeting" experience that incorporates real-time Instant Messaging, voice-over IP, and Internet Explorer into one browser to facilitate accessing information on the web and behind the corporate firewall. They explained how this solution, which won a CUX Best Practice award, allows the flexibility of holding both live instructor/avatar-led training and hosting of e-learning modules in one central environment and how the use of avatars resulted in a less expensive, more efficient way to deliver training to a global audience.

LEARNING AND EMPLOYEE ENGAGEMENT AT CATERPILLAR: MAKING THE CONNECTION



Research has shown that strong employee engagement is key to getting and keeping employees that contribute to improved performance and business results. However, despite a commonly held belief that L&D increases employee engagement, little research exists on the correlation between them. **Fred Goh**, Manager of Strategic Learning, Caterpillar University, described a groundbreaking study into the relationship between L&D and employee engagement, and how that study is beginning to influence Caterpillar's learning effort and take it to a new level.

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Upcoming WEBINAR

Onboarding at Sioux Valley Health System: It's All About Relationships

What You Will Hear: Onboarding is a critical issue for all businesses, but is particularly critical for health care organizations, many of which face severe shortages of qualified staff. Sioux Valley Health System, a group of hospitals, clinics and nursing homes, provides interactive learning sessions, opportunities for dialogue, and regular follow-up sessions between clinical educators and new hires facilitate the nurturing of relationships. Most important, new nursing employees are supported by Clinical Nurse Educators who serve as faculty advisors and mentors for twelve months following their hire date. In addition, the group responsible for onboarding is developing a strong relationship with hires at other levels, a key factor in increasing retention rates.

What You Will Learn:

- What core curriculum is provided early in the onboarding process
- How Clinical Nurse Educators interact with nurses for the first year
- What effect these relationships have on retention
- What Sioux Valley is doing to address retention of other staff

When: Thursday, February 15, 2007 at 1 PM ET*

Presenter: **Deborah Letcher** is the Clinical Academy Education Manager at the Center for Learning and Innovation at Sioux Valley Hospitals & Health System in Sioux Falls, South Dakota.

Details: Please register for the event using this link: <http://eventplus.ilinc.com/client/index.php?cmpld=35>
If you have any questions about registration, please send an e-mail to events@corpu.com or call 717-761-0363. All times Thursday, February 15 unless indicated.

12 Noon Central Time	10 AM Pacific Time	Friday, 5 AM in Sydney	6 PM in London	9 PM in Riyadh	Friday, 3 AM in Tokyo
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Did You Know....

- ☒ CUX provided information on corporate libraries for a member company.
- ☒ CUX facilitated a workshop with a company in the health insurance industry to jump-start development of their corporate university.
- ☒ CUX participated in strategic visioning sessions for two member companies.
- ☒ CUX enabled a member company to benchmark the marketing of learning with other members.
- ☒ CUX helped a company redesigning its learning organization learn about Advisory Boards.
- ☒ CUX facilitated a workshop on corporate universities in the Middle East.
- ☒ CUX provided benchmarking opportunities and research for a manufacturing company developing plans for a training facility

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.

Our Consultancy Is Like No Other