Paving the Way to Corporate E-Learning Adoption and Sustainability

Prof. Dr. Andrea Back
Applied research and services
„E“ as driver and enabler of future work
From single E-Learning-Courses to Learning as usual

E-Learning as single initiatives and projects

„E“ naturally „embedded“ in learning culture

Ad-hoc „Lone Ranger“ Institutional
eLearning: „as it is“ - in German firms

- eLearning reaches only few employees. It accounts for only a small part of the overall training budget and learning hours.
- The dominant media are training videos and CBTs; Web-based Trainings are not yet widespread.
- eLearning rarely is embedded in the corporate strategy. Often, Corporate eLearning is a number of singular eLearning projects for ad-hoc needs.
- IT-driven offers often lack adequate usage rates. eLearning is driven decentrally, in uncoordinated, parallel initiatives.

(e.g. UNICMIND 2001 und 2002)
Our publications in E-Learning

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Newsletter E-Learning:

Learning Center
Lehrstuhl Prof. Dr. Andrea Back
Universität St. Gallen
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2.300 Abonnenten

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1. Kolumne des Monats

2. Nachrichten aus aller Welt

el.ia – Rechtsfragen des E-Learning: Wissensportal
E-Learning Gewinnspiel
Virtuelles IT-Sicherheitslabor entwickelt: „Tele-Lab"
Nestlé macht Mitarbeiter fit – Wissen ganz nach Ge
E-Conferencing: Avinci und Interwise schliessen Pa
Lernen im Netz: Konsequenzen für das betriebliche
Elite-Uni Online?
E-Learning ist individuell – E-Learning Anwendungspl
E-Learning wird strategisch
A Business Engineering Approach
IT-enabled and -driven Transformation

E-Learning reference model

- E-Learning strategies
- Learning processes
- Learning systems and technologies

Project and change management
I. Technology and systems layer

**eLearning reference model**

- eLearning strategies
- Learning processes
- Learning systems and technologies
- Project and change management
Corporate Learning Hype Cycle in 2004: Growing Up

Key: Time to Plateau
- ○ Less than two years
- ○ Two to five years
- ▲ Five to 10 years
- ▲ More than 10 years

As of December 2003

Gartner 2004: Lundy, J. u.a.: Knowledge Management: Top 10 Technologies to watch, Barcelona.
Convergence: eWorkplace Infrastructure lays ground for E-Learning

E-Learning Suite

Authoring

LMS

LCMS

Collaboration

SES: Smart Enterprise Suite

Portals

Content Management

Gartner 2004: Logan, D.; Lundy, J. u.a.: E-Learning and Content Management: What’s Next, Barcelona,
„Content is King“ – „Context is King“:
Will we ever see reusable learning objects?

Some specific problems:

- with learning interactions?
- consistent terminology?
- uniform presentation format?
- customizable?
- (Hyper)Links and references?
- incentive to produce ELOs?
- incentive to use ELOs?
Enablers and Barriers all-in-one

• Technology innovations advance at much faster pace than innovations of processes & organisation, of markets and of social factors
  + continuous improvement
  - continuous legacy investments

• Immature market, convergence of segments, heavy vendor consolidation expected
  + potential first-mover advantages
  - follower-strategy might pay off

• Open Source LMS
  + reduces barrier of entry-level cost
  - Life-Cycle-Costs of IT-Systems count
II. Processes layer

- eLearning reference model
  - eLearning strategies
  - Learning processes
  - Learning systems and technologies
  - Project and change management
Three pillars for designing new-media based learning processes

Hybrid / Blended Learning Designs

Learning Processes & Methods

E-Human-Resources
- Skill Management
- Competency Management
- HR administrative systems integration

E-Training
- E-Tutorials
- E-Teaching
- E-Assignments
- E-Discussions
- E-Simulations

E-Collaboration
- Kollaborative settings for learning and working

JIT-E-Learning
- Performance Support
- Personal IM
- Personal KM

IM: Information management
KM: Knowledge management
Didactically sound quality, didactical added value, and more …

Quelle: Back/Bendel/Stoller-Schai, S. 175

SE: synchronous event
Barriers: Complexity/Ease of Use

The learning process innovations

• require the adopter to develop new understandings, e.g. mental models
• require the adopter to develop new skills in using the innovations
• require the adopter to manage the complex task of implementing the innovation
Who cares and where in the organisation?
A complex task: „Team Match Making“

Organisational development

Knowledge-Management
CKO

• Internal Consulting-Group
• Business-Unit Knowledge Manager
• Knowledge Activists of corporate headquarters

Educational-Management
CLO

• HR-Unit
  • Personnel Developm.
  • Corporate University
  • Training-Unit
  - in corp. headquarters
  - market organisations
Enabler: Ad-hoc workplace learning is close to the familiar Web-Experience

Coaching for Performance
Growing People, Performance and Purpose

by John Whitmore
Nicholas Brealey © 2002 (Third Edition)
180 pages

Focus
Leadership
Strategy
Sales & Marketing
Corporate Finance
Human Resources
Technology
Production & Logistics
Small Business
Economics & Politics
Industries & Regions
Career Development
Personal Finance
Self Improvement
Ideas & Trends

Take-Aways
- The main barriers to optimal performance are fear, lack of self-confidence, self-doubt and low self-esteem.
- A coach’s job is to make the client believe that he or she can accomplish any goal.
- Coaches must create a supportive relationship with their coachees.
- Your goal is to help the coachee find the right answers within himself.
- Encourage the coachee to develop a sense of awareness and responsibility.
- The only way to accept responsibility is to choose responsibility, so coaches must let their clients choose.
- Coaches must ask targeted questions to enable the coachee to recognize the correct path.
- Ask questions that begin with what, when, who, how much, and how many; avoid “why” questions.
- Follow the GROW formula: goal setting, reality checking, options and “W” questions.
- Conclude coaching sessions with “will” questions: What will the coachee do now?

Rating (10 is best)
Overall: 9
Applicability: 10
Innovation: 8
Style: 8

Topics e.g.:
- Budgeting
- Coaching
- Delegating
- etc.
Instant Messaging Goes Mainstream:
Enabler: Collaborative communication that is familiar to the E-Mail-Experience

Robert

Robert: I need to know when to release the announcement
Dilbert: I’m talking to Joyce now
Robert: We need to get approval from Legal on the brochures
Dilbert: Hold on - I’ll ask her
Robert: OK, I’ll be right here

Joyce

Dilbert: How soon can we get the marketing brochures?
Joyce: They’ll be ready on Wednesday
Dilbert: Has Legal approved all the language?
Joyce: Yes, they reviewed it yesterday
Dilbert: OK, I’ll tell Robert to give the go-ahead

Enterprise Instant Messaging Features
(missing from consumer products)

- LDAP integration
- Expanded presence
- Strong security
- Local hosting
- Server archiving
- Persistence
- Integration with e-mail
- Integration with folder-based collaboration tools

Gartner 2004: Lundy, J.: Emerging Realtime Collaboration Technologies – Where to Invest, Barcelona,
Trends in new-media based learning processes

**E-Training:**  
Experience-based Training with Cyber-Games, Game Edutainment and Game Advising; „Blended Simulation“; Docu-Stories; Webcasts

**E-Collaboration:**  
Templates for didactical set-ups; Interactive learning in the virtual classroom; „Jam“ in Corporate Communications; eConsulting Expert Communities

**JIT-E-Learning**  
Text-oriented, brief WBTs; „Google-Style“ E-Learning; Instant Messaging; Pedagogical agents
III. Strategy Layer

E-Learning-Reference Model

E-Learning-Strategies

Methods for Learning processes

Learning Technologies and Learning Systems

Change Management
Enabler: Thinking in Business Alignment and Talking Business

**Business Goals**
- Cost reduction
- Revenue increase
- Risk reduction
- Customer intimacy/relatiion
- Growth (scaling, merging, …)
- Time (realtime enterprise)

**Training Goals**
- User acceptance of training
- Timeliness of training
- Cost reduction and/or cost neutral growth of …
- Revenue increase of training
- Effectiveness of training

**Learner/Worker Needs**

**eTools**

**Business (Processes) Needs**

**TVO**
- Total Value of Opportunity of learning/training

**high**

**low**

**I-Know Graz Keynote**
July 2004
Seite 21

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www.learningcenter.unisg.ch
Risk reduction

Compliance training, e.g.

- Rules of conduct
  - Privacy and security
  - Corporate Culture
  - Customer contact & communication

- Standard processes
  - Regulatory Agencies
Time / speed up business processes

Faster, JIT delivery of the training
Time to productivity of new hires (e.g. call center)

What is your business, who are your customers/learners? (Computer training):
- engineers in all business units
- application developers and IT service providers in the IT department

What type of content serves the learner need: the business? -
type of tasks - an expert is online for QA - ...
IV: Change Management Layer
Stakeholders, Strategic Alignment and Measurement

E-Learning-Reference Model

E-Learning-Strategies

Methods for Learning processes

Learning Technologies and Learning Systems

Change Management
Effectiveness of Learning from a Business Perspective: Balanced Scorecard

Innovation and Learning
- number of eL-module launches
- time in eLearning modules

Internal Processes
- distribution cost of product info
- distribution time
- error rate

Customer
- customer satisfaction
- number of customer visits till contract

Finances
- cost reduction
- increased revenue
- profit increase

BSC: Balanced Scorecard
Enabler: The value of metrics or „Measuring the Un-Measurable“?

• Gain Management Support
• Allocate Appropriate Resources
• Motivate Stakeholders
• Prove the Benefits
• Diagnose Problems and Identify Solutions

Quelle: Newsletter: Research@imaginatik.com
17.6.2004, Deep Dive: Show me the Numbers – A Look at Innovation Metrics
An Innovation Diffusion Approach: Factors Predicting the Use of E-Learning

Potential Factors Influencing the Intent

- intent to use technology
- attitude toward using the innovation
- subjective norms or believes about others expectations
- perceived voluntariness

Factors:
- voluntariness (-)
- image (+)
- relative advantage (++)
- compatibility (+)
- ease of use (?)
- belief negative effects IT (-)

Theoretical framework and prior research by:

Hebert, Benbasat 1994

Source: Heesen, Bernd (Ph.D. Thesis; Research in Progress, June 2004)
The next levels for the innovative reach of E-Learning

Management issue of:

<table>
<thead>
<tr>
<th>Trainers</th>
<th>CLO/CKO</th>
<th>CEO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Engineers</td>
<td></td>
<td></td>
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</table>

Lessons from Earlier Media

<table>
<thead>
<tr>
<th>Year</th>
<th>Film</th>
<th>Director</th>
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<tbody>
<tr>
<td>1904</td>
<td>The Great Train Robbery</td>
<td>D. W. Griffith</td>
</tr>
<tr>
<td>1894</td>
<td>Fred Ott's Sneeze</td>
<td>Thomas Edison</td>
</tr>
<tr>
<td>1915</td>
<td>The Birth of a Nation</td>
<td>D. W. Griffith</td>
</tr>
<tr>
<td>1916</td>
<td>Intolerance</td>
<td>D. W. Griffith</td>
</tr>
<tr>
<td>1920</td>
<td>Modern Times</td>
<td>Louis B. Mayer</td>
</tr>
<tr>
<td>1927</td>
<td>The Jazz Singer</td>
<td>Louis B. Mayer</td>
</tr>
<tr>
<td>1925</td>
<td>Potemkin</td>
<td>Louis B. Mayer</td>
</tr>
<tr>
<td>1931</td>
<td>City Lights</td>
<td>Louis B. Mayer</td>
</tr>
<tr>
<td>1933</td>
<td>King Kong</td>
<td>Louis B. Mayer</td>
</tr>
<tr>
<td>1938</td>
<td>Gone With The Wind</td>
<td>Louis B. Mayer</td>
</tr>
<tr>
<td>1939</td>
<td>The Wizard of Oz</td>
<td>Louis B. Mayer</td>
</tr>
</tbody>
</table>

Quelle: J. Menon 2003, Guest Lecture HSG