



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



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.

Our publications in E-Learning

Newsletter E-Learning:

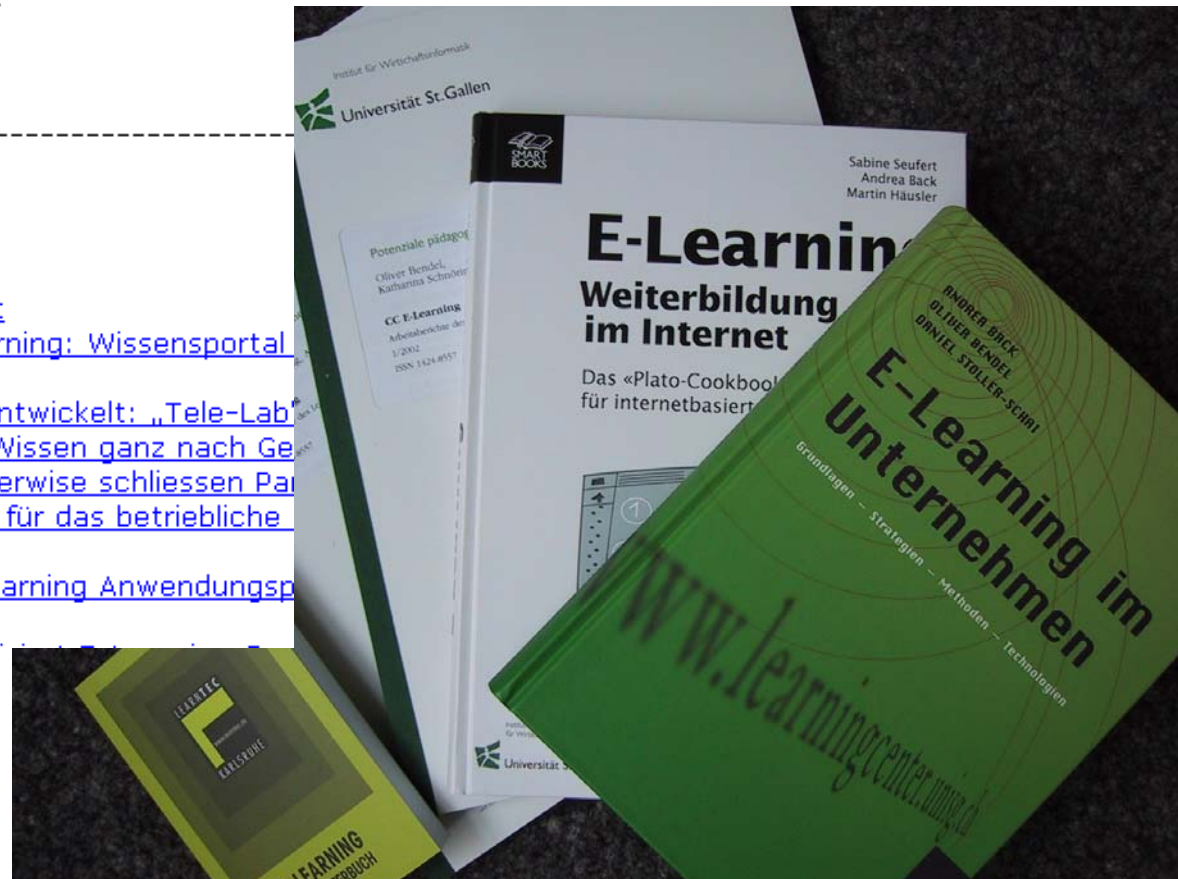
Newsletter E-Learning 2/2004, 4. Jahrgang
Learning Center
Lehrstuhl Prof. Dr. Andrea Back
Universität St. Gallen
ISSN 1660-5039
2.300 Abonnenten

1. Kolumne des Monats

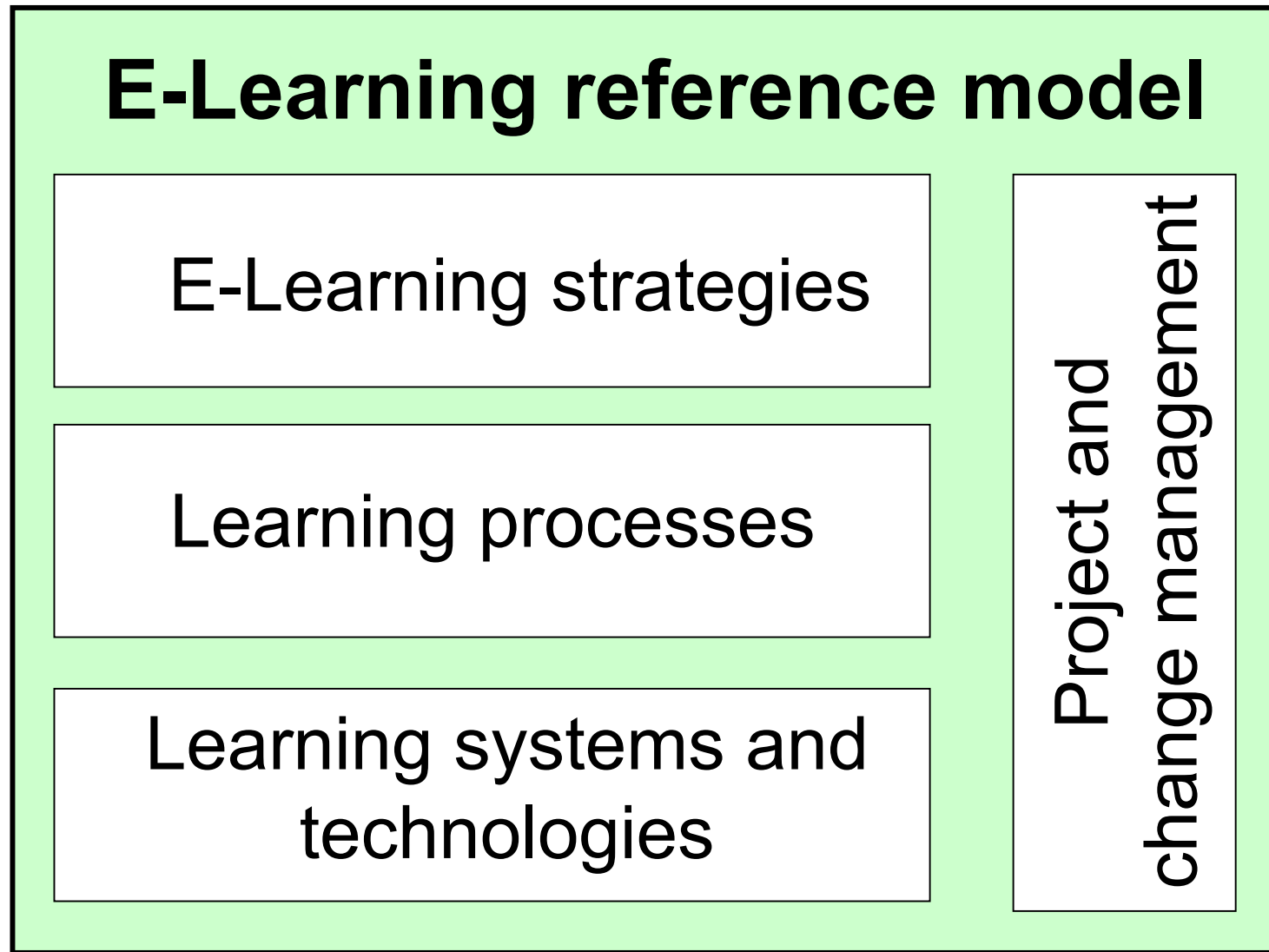
2. Nachrichten aus aller Welt

[el.la – 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 Anwendungsp](#)
[E-Learning wird strategisch](#)

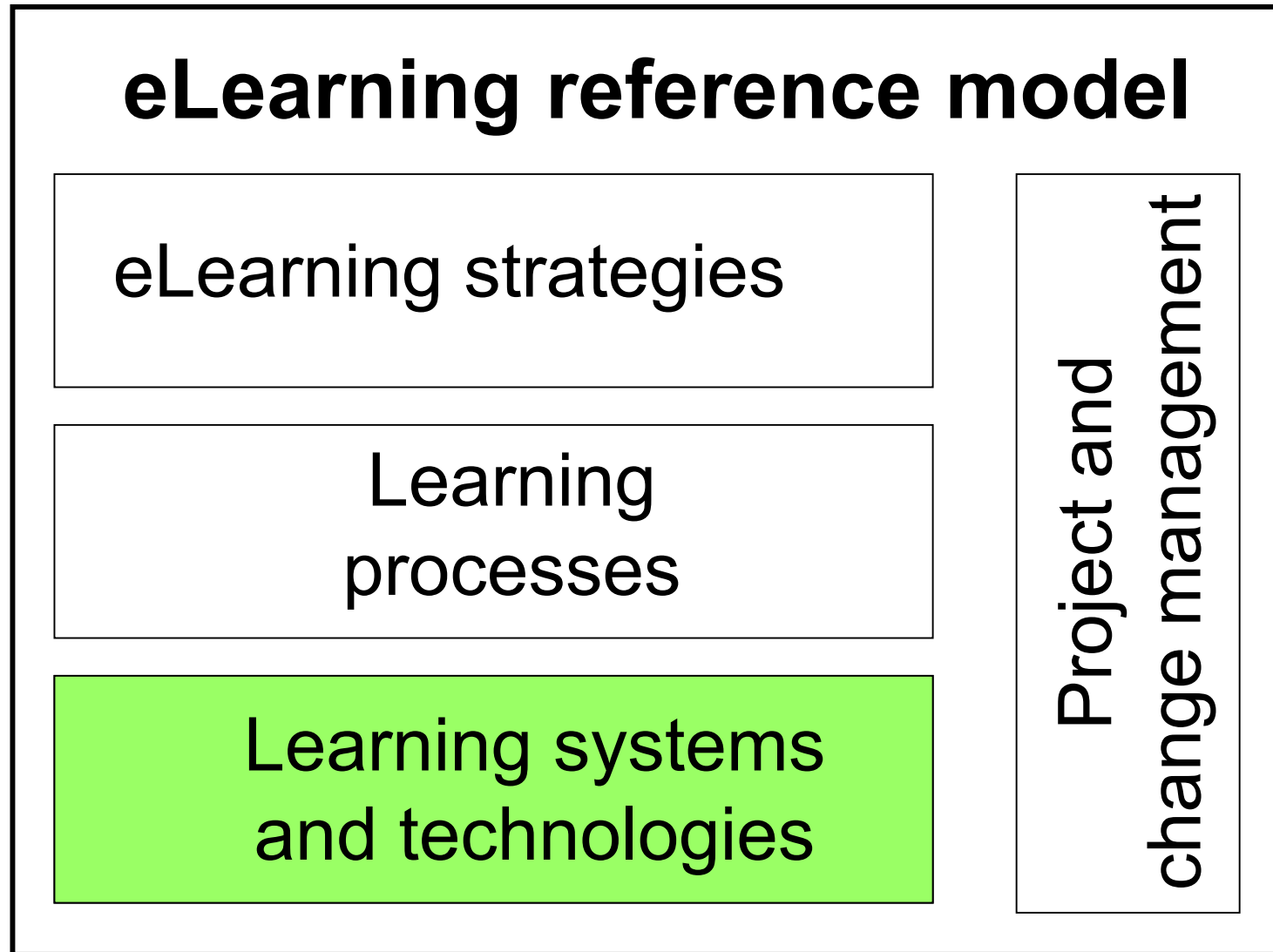
Publications:



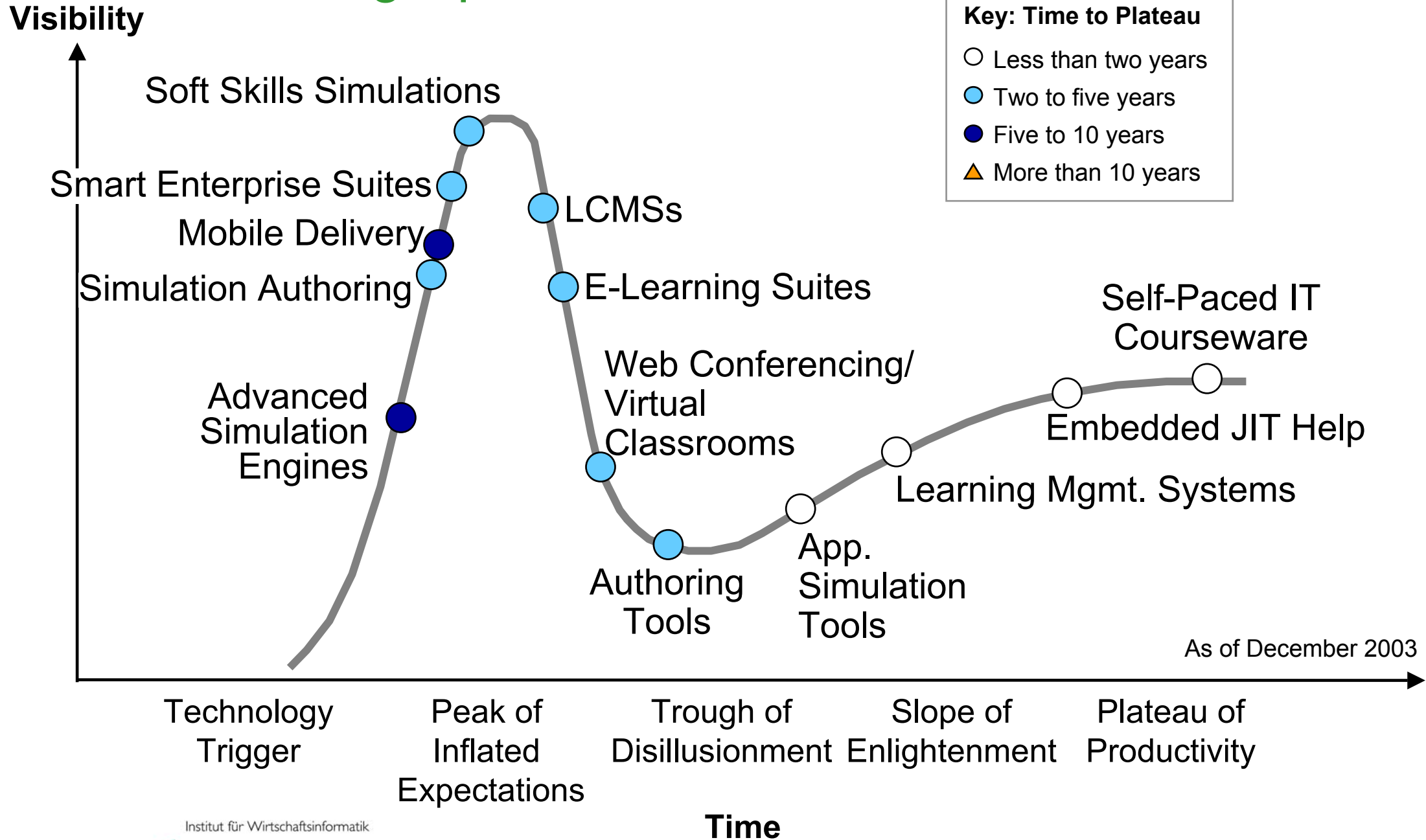
A Business Engineering Approach IT-enabled and -driven Transformation



I. Technology and systems layer



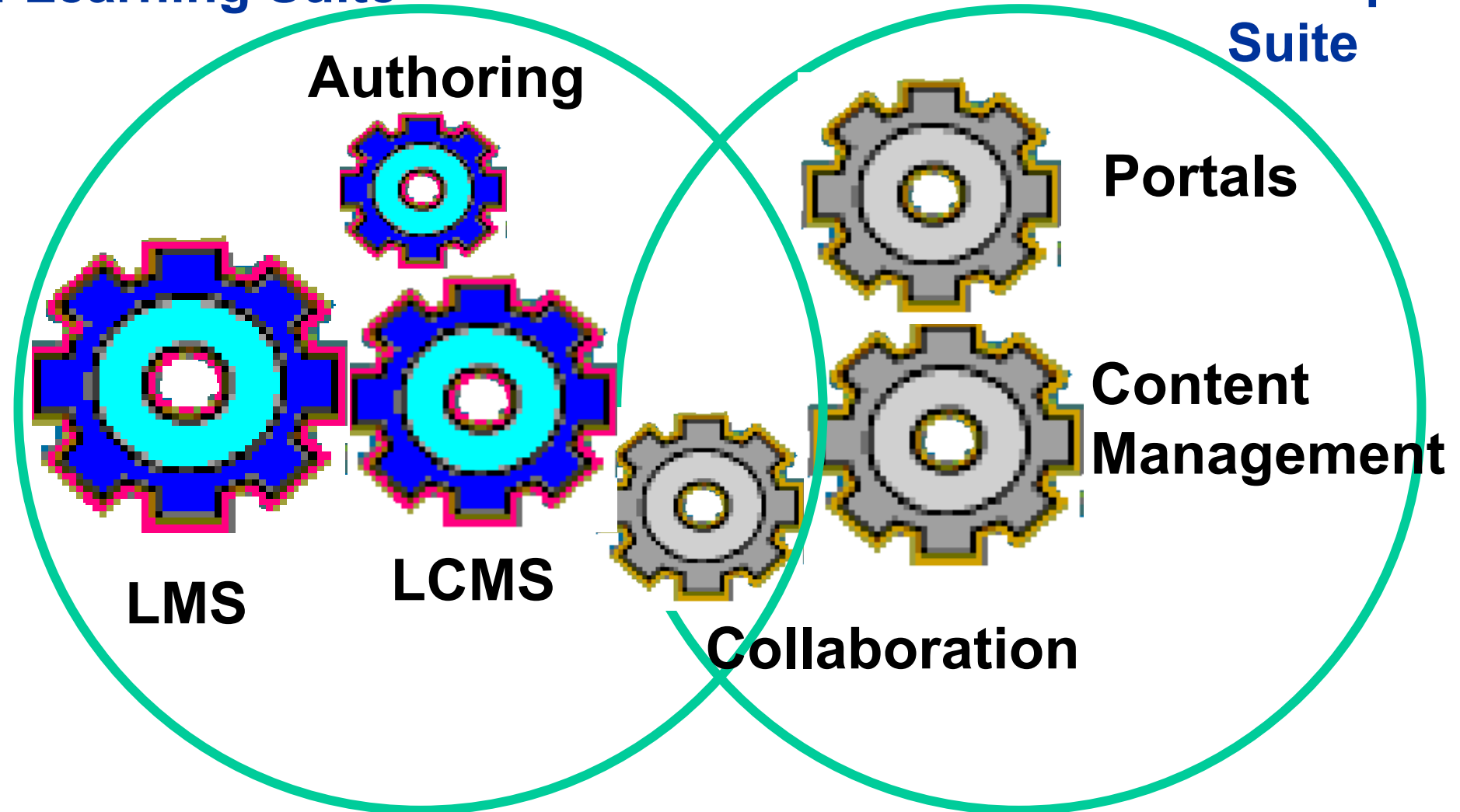
Corporate Learning Hype Cycle in 2004: Growing Up



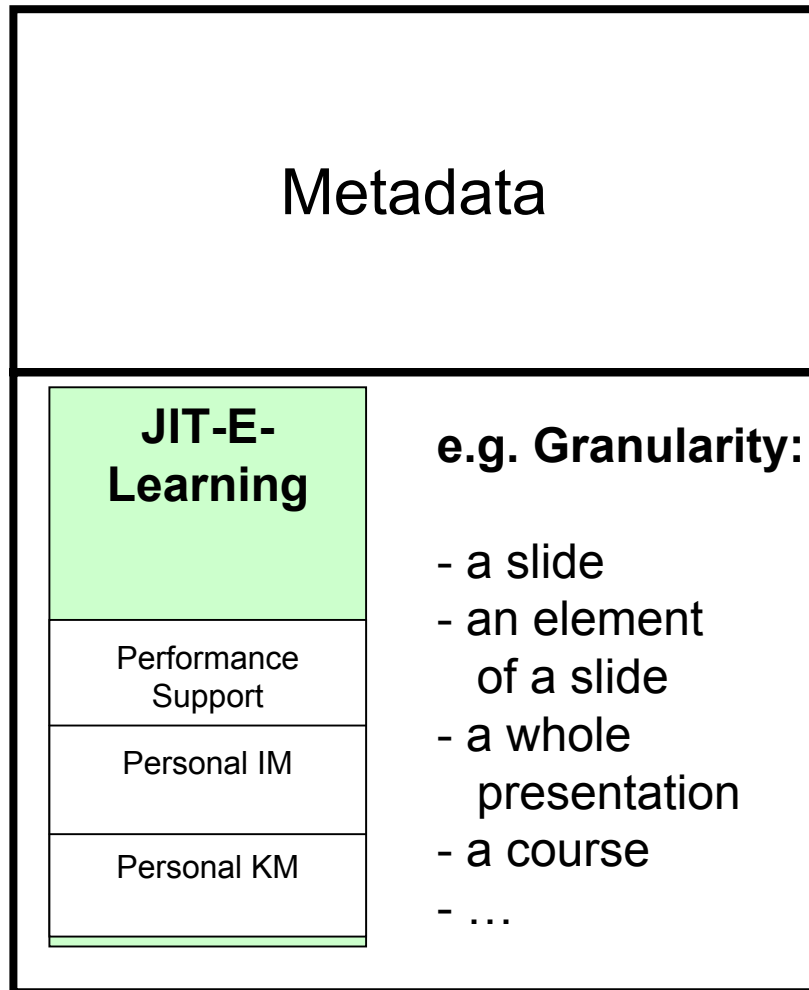
Convergence: eWorkplace Infrastructure lays ground for E-Learning

E-Learning Suite

SES: Smart Enterprise Suite



„Content is King“ – „Context is King“: Will we ever see reusable learning objects?



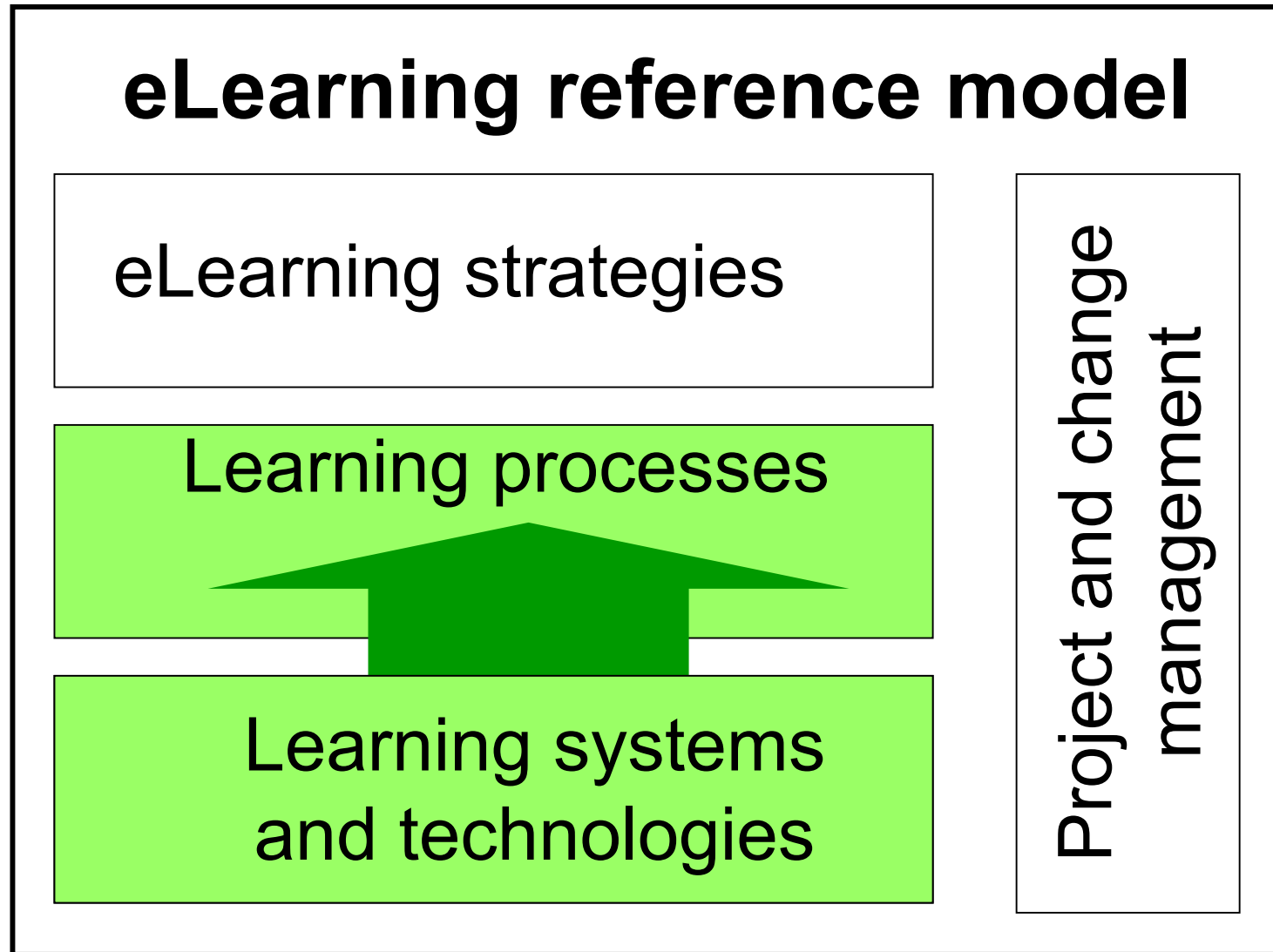
Some specific problems:

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

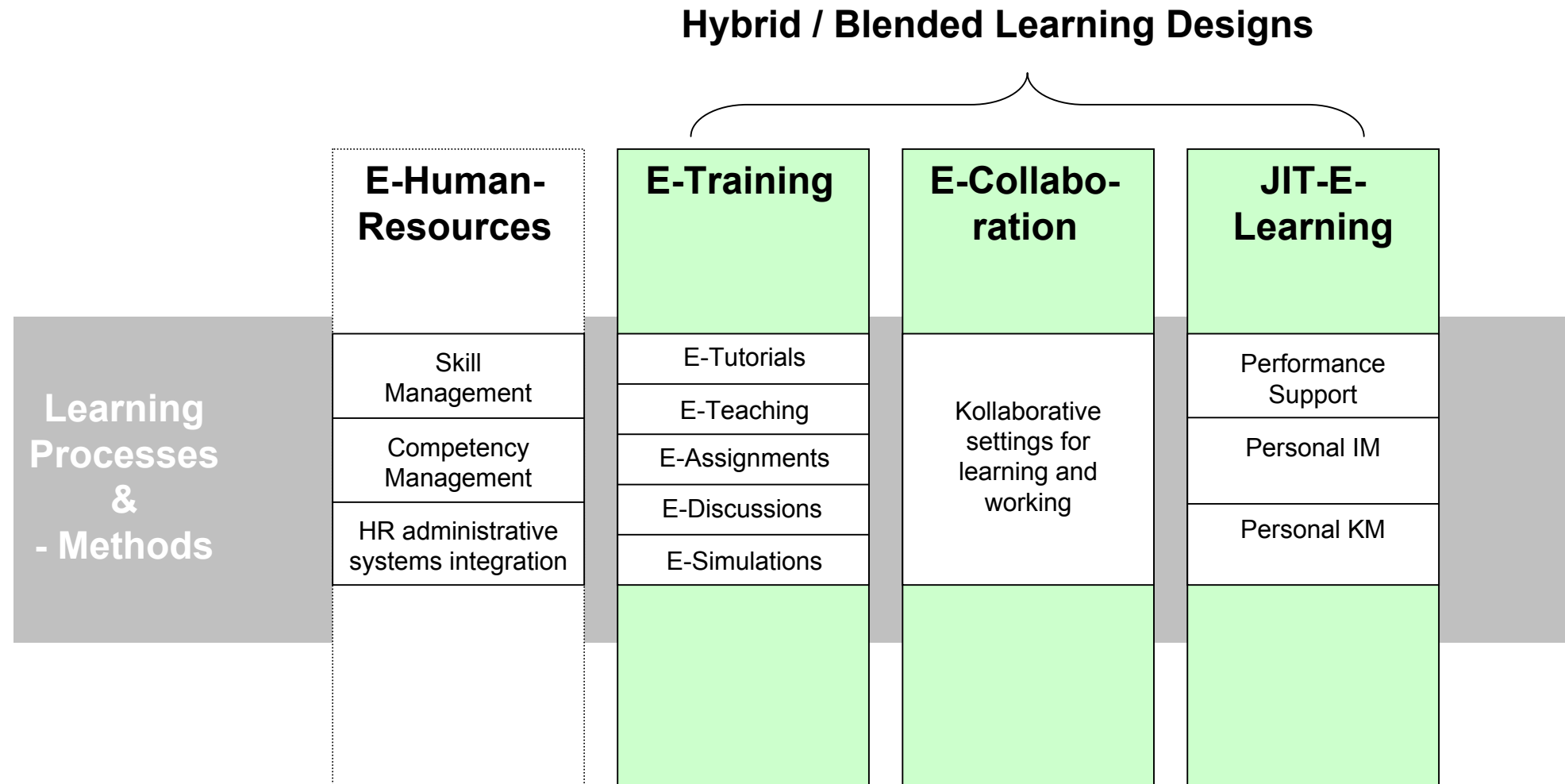
Enablers and Barriers all-in-one

- 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

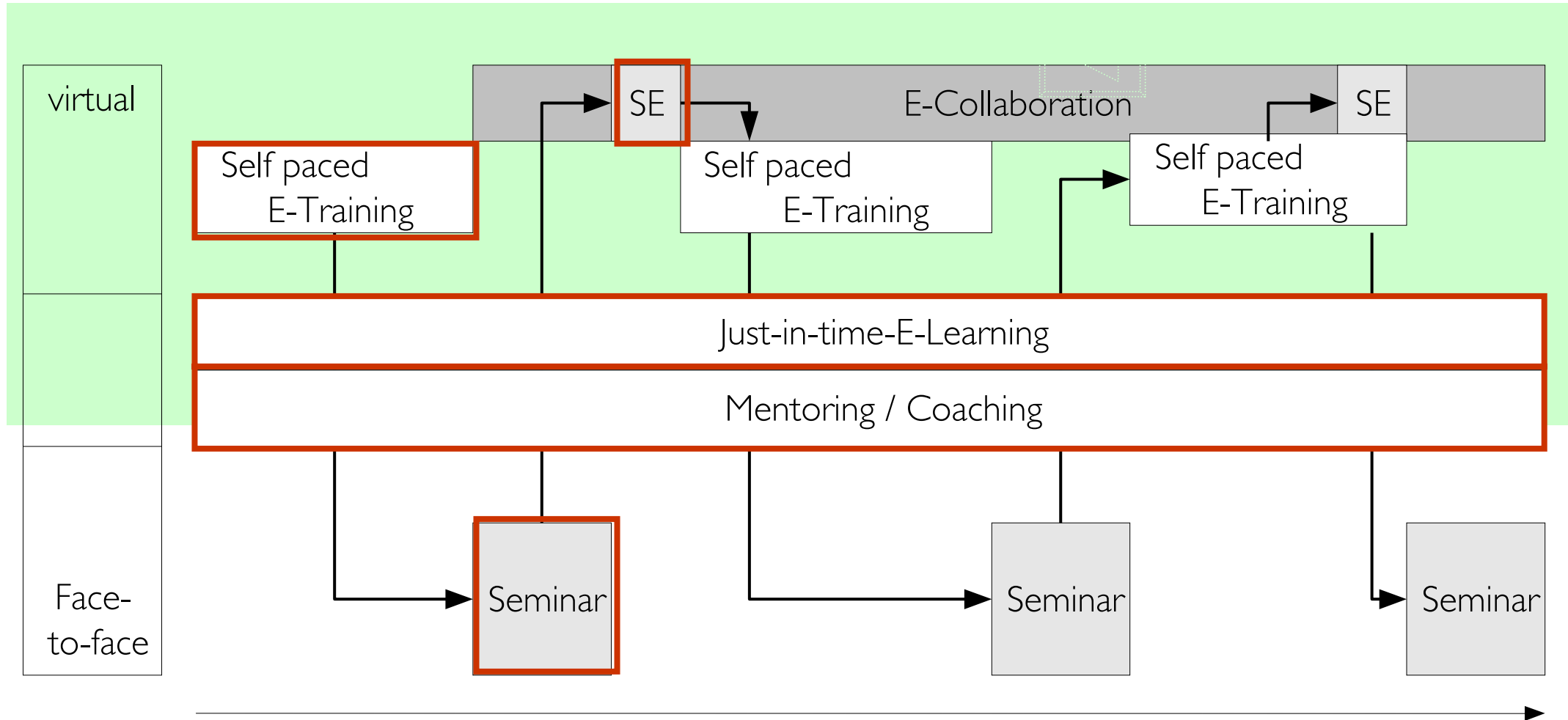


Three pillars for designing new-media based learning processes



IM: Information management
 KM: Knowledge management

Didactically sound quality, didactical added value, and more ...



SE: synchronous event

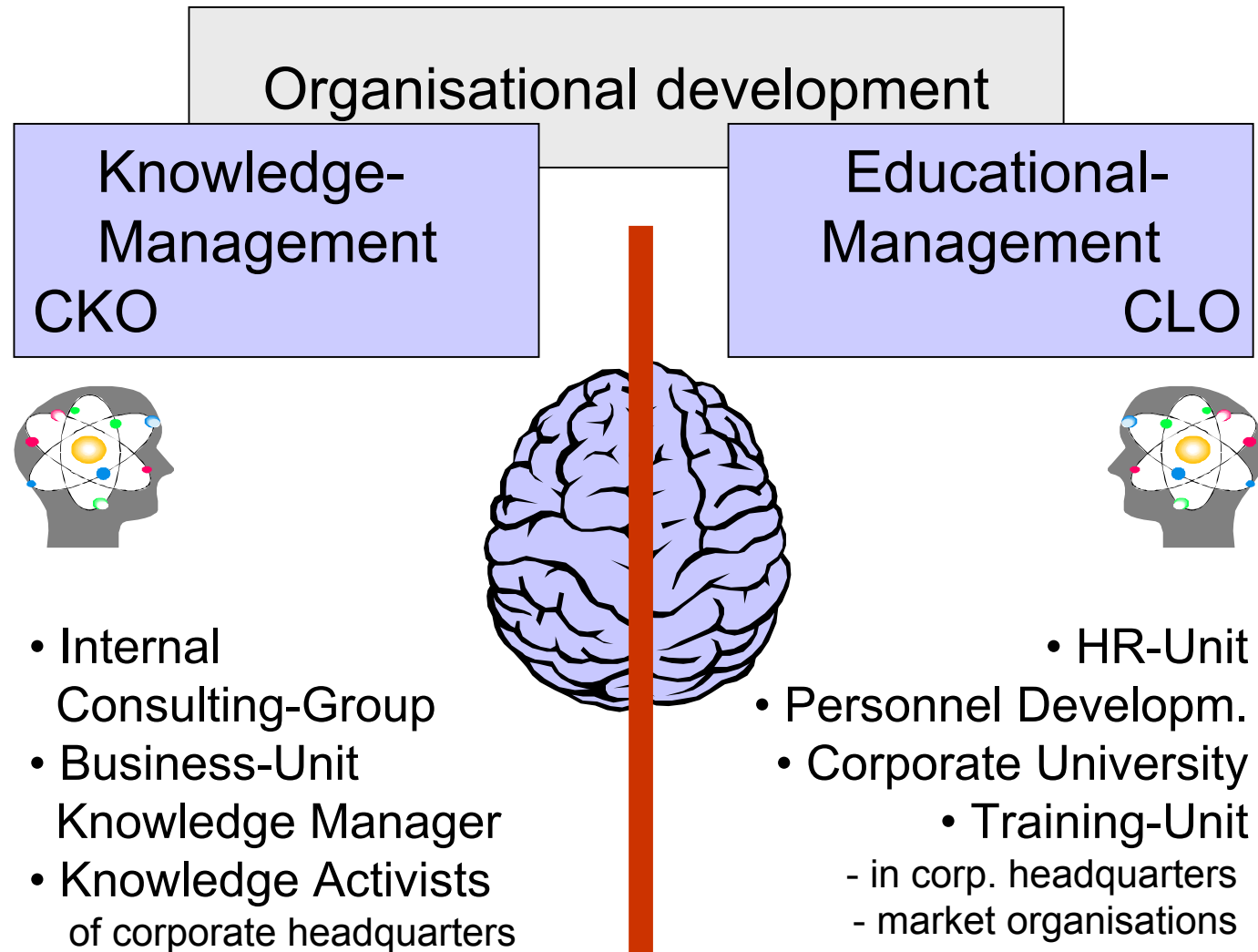
Barriers: Complexity/Ease of Use

The learning process innovations

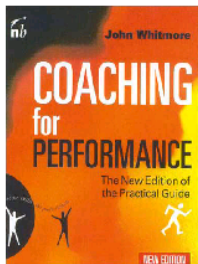
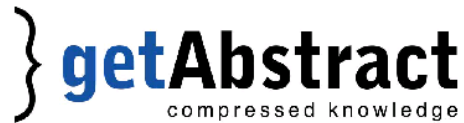
- require the adopter to develop new understandings, e.g. mental models
- require the adopter to develop new skills in using the innovations
- require the adopter to manage the complex task of implementing the innovation

Who cares and where in the organisation?

A complex task: „Team Match Making“



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	Applicability	Innovation	Style
9	10	8	8

ASK HOW &



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

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**

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:

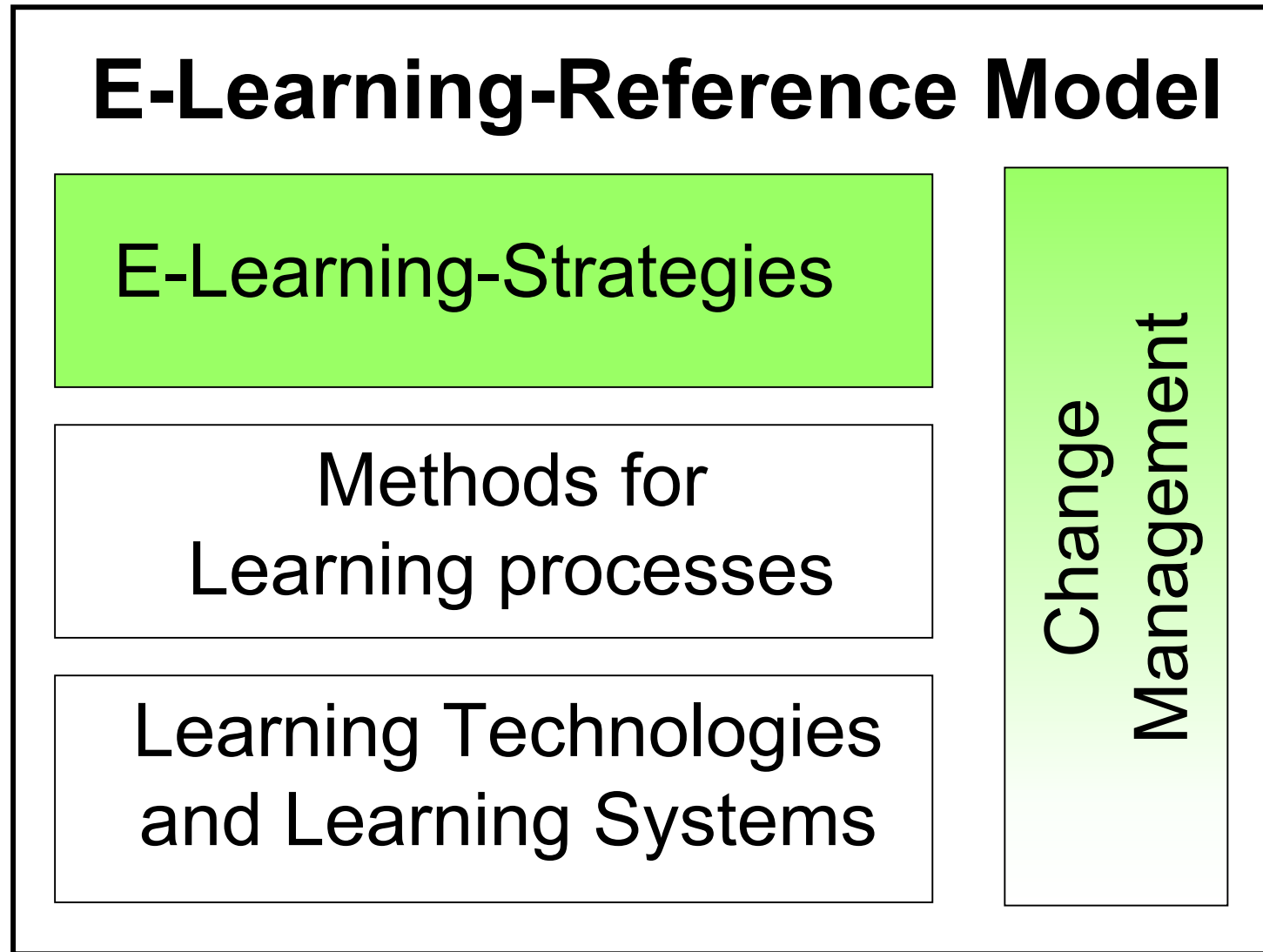
Templates for didactical set-ups; Interactive learning in the virtual classroom; „Jam“ in Corporate Communications; eConsulting Expert Communities



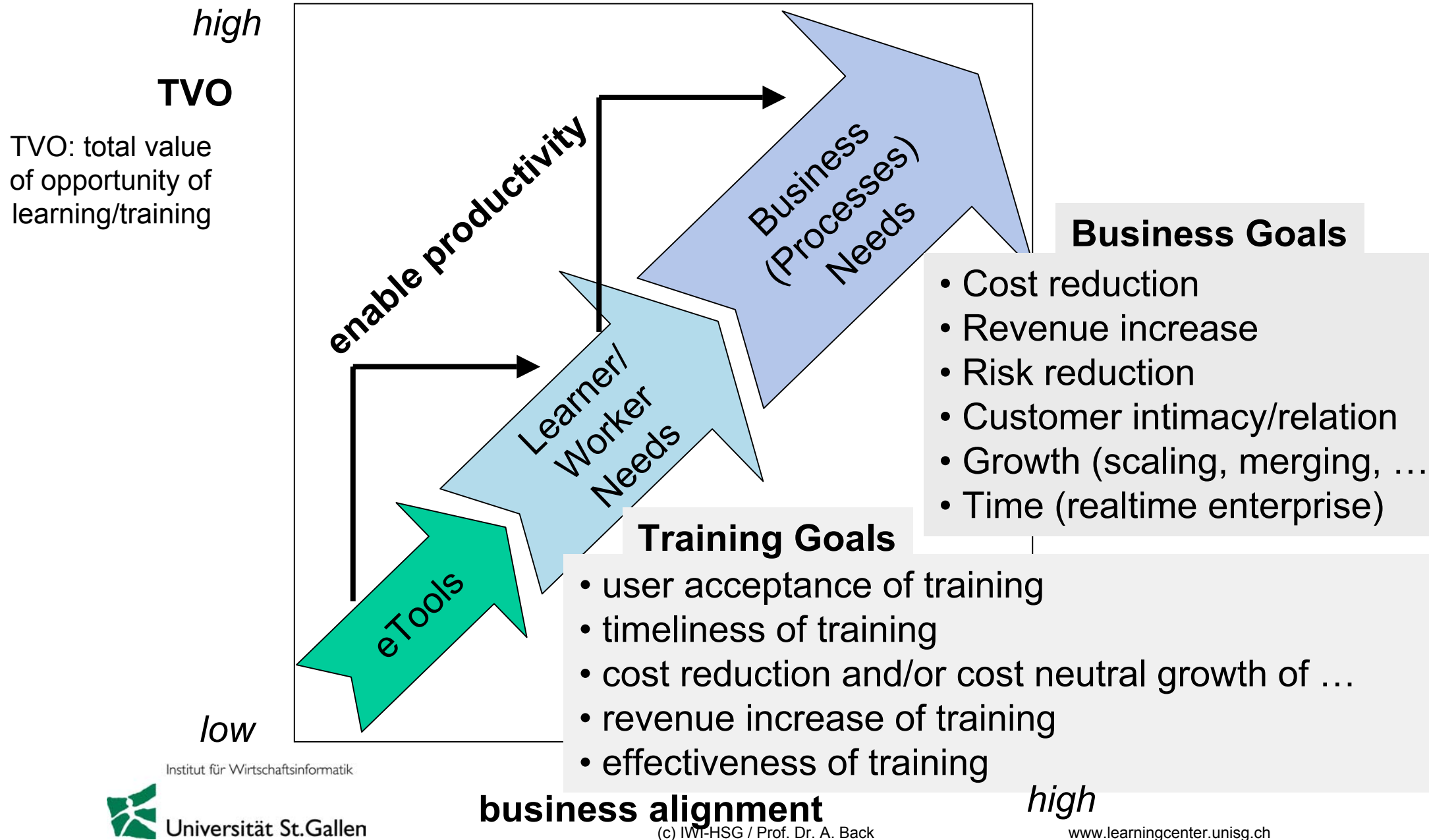
JIT-E-Learning

Text-oriented, brief_WBTs; „Google-Style“ E-Learning; Instant Messaging; Pedagogical agents

III. Strategy Layer

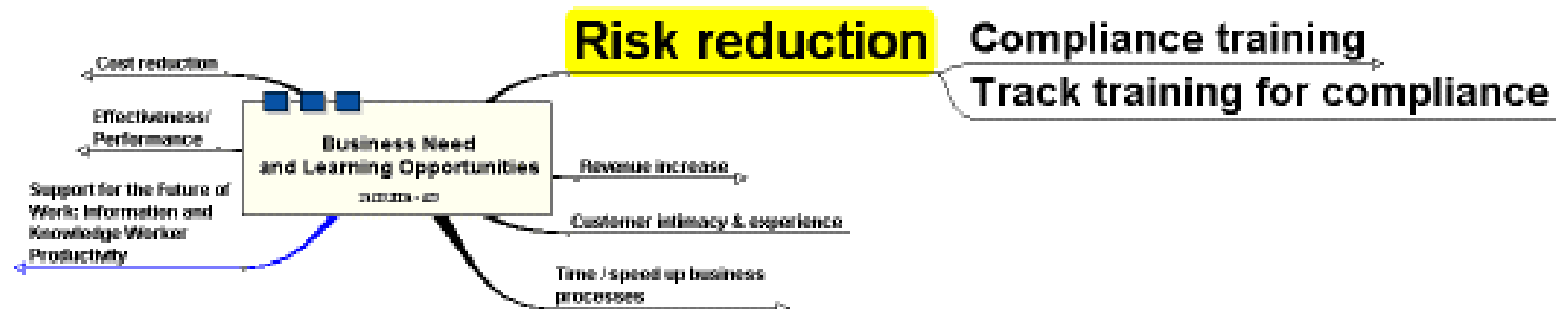


Enabler: Thinking in Business Alignment and Talking Business



Risk reduction

We are hearing the business tell us
they need ...



Compliance training, e.g.

- Rules of conduct
 - Privacy and security
 - Corporate Culture
 - Customer contact & communication
- Standard processes
 - Regulatory Agencies

What is your business, who are your customers/learners? Computer training:
- eWorkers in all Business Units
- application developers and IT service providers in the IT department

What (new) types of content serve the learners' need, the business?
- tips & tricks - an expert is online for Q&A - ...

Time / speed up business processes

We are hearing the business tell us they need ...



What is your business, who are your customers? (e.g. "Computer training")
 - Workers in all Business Units
 - application developers and IT service providers in the IT department

What (new) types of content serve the business need, the business?
 - types of content - as expert in online for Q&A ...

IV: Change Management Layer

Stakeholders, Strategic Alignment and Measurement

E-Learning-Reference Model

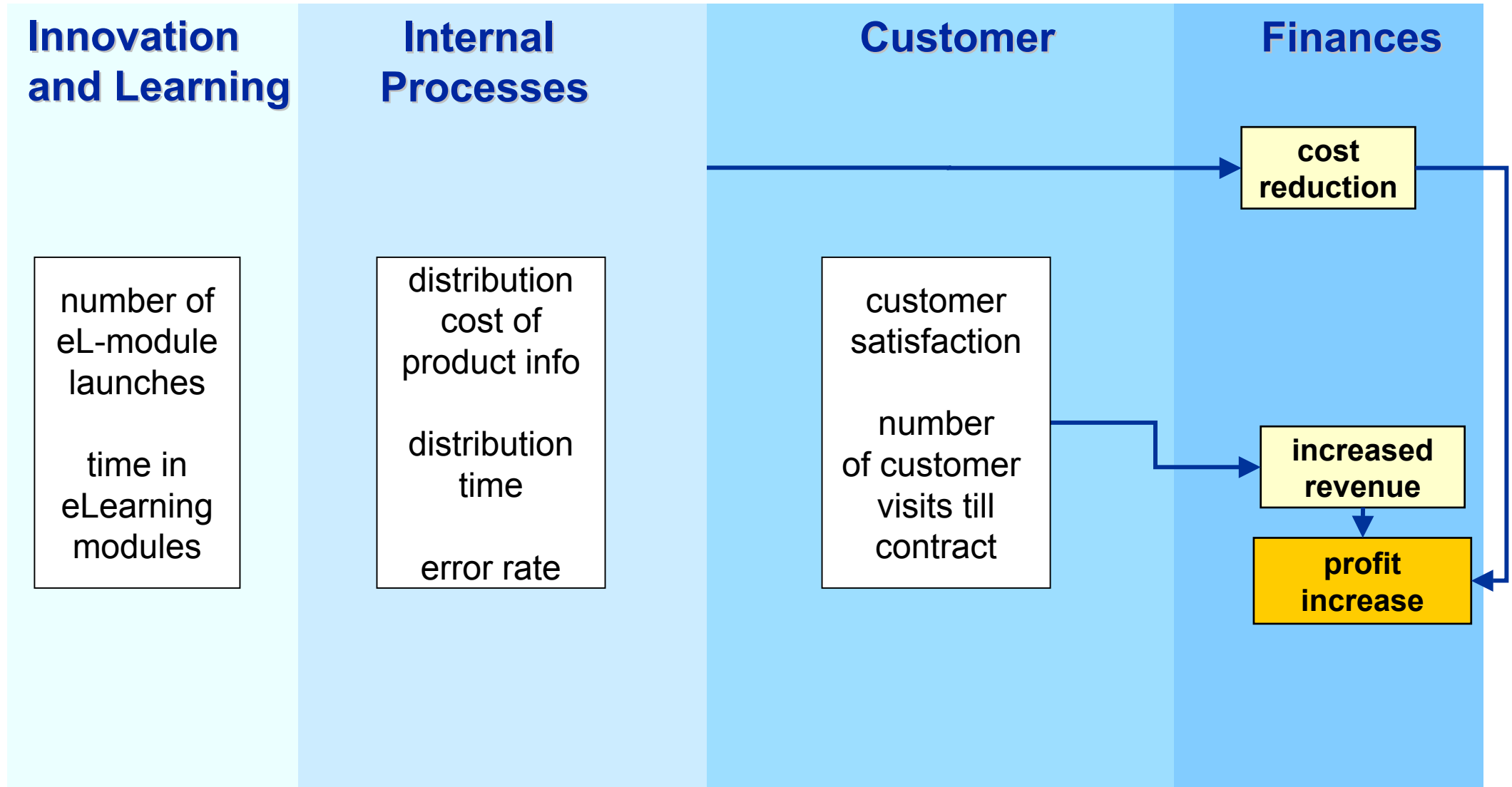
E-Learning-Strategies

Methods for
Learning processes

Learning Technologies
and Learning Systems

Change
Management

Effectiveness of Learning from a Business Perspective: Balanced Scorecard

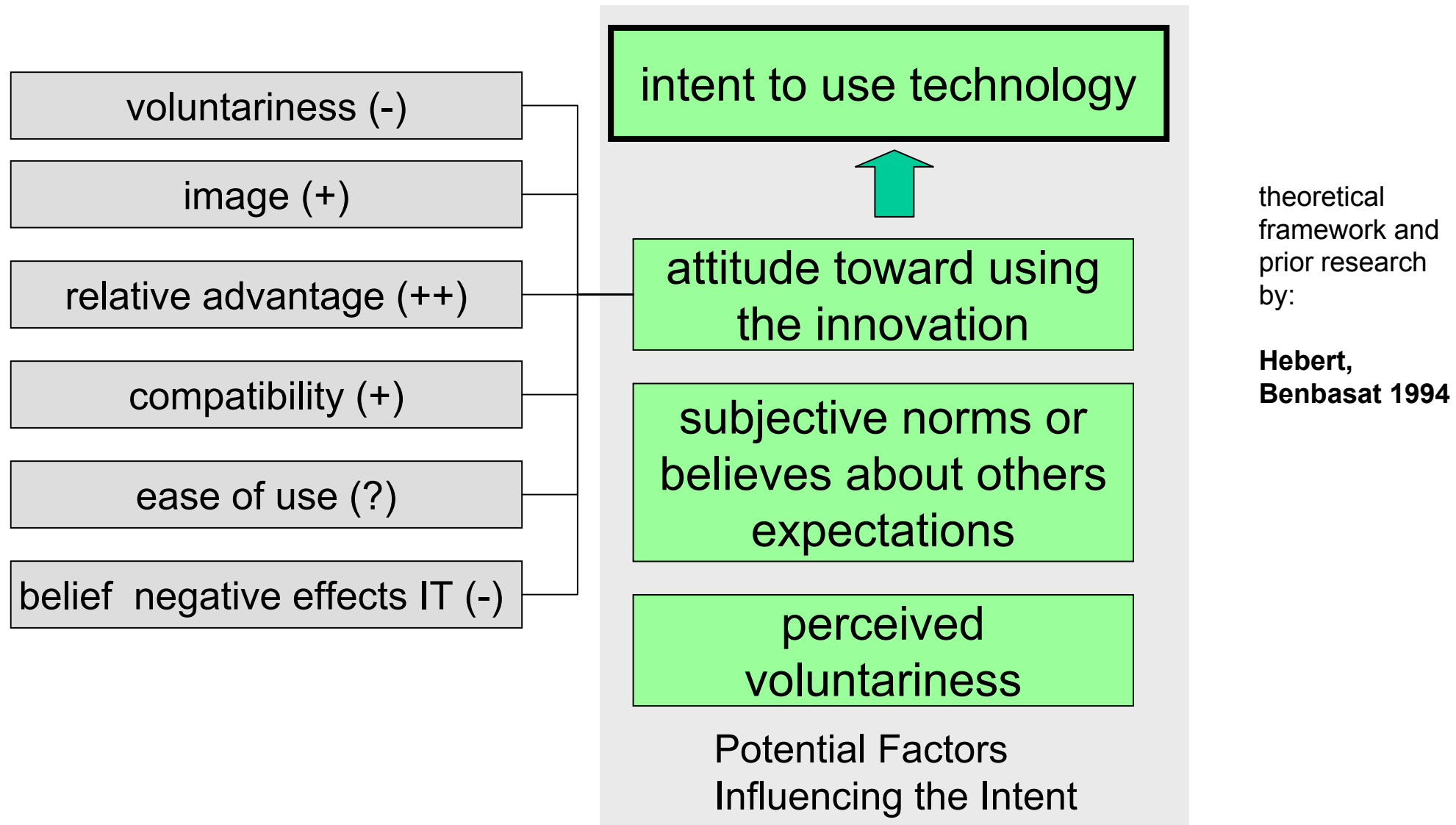


Enabler: The value of metrics or „Measuring the Un-Measurable“?

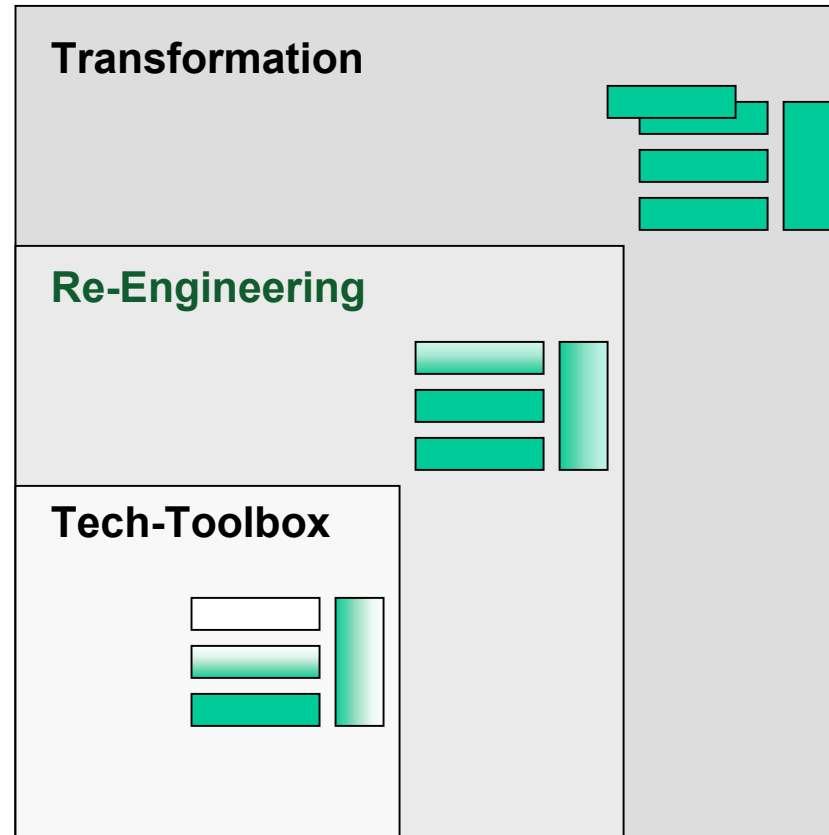
- Gain Management Support
- Allocate Appropriate Resources
- Motivate Stakeholders
- Prove the Benefits
- Diagnose Problems and Identify Solutions

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



The next levels for the innovative reach of E-Learning



**Management
issue of:**

Trainers	CLO/CKO	CEO
	Business Engineers	

Quelle: Andrea Back, Oliver Bendel, Daniel Stoller-Schai: *E-Learning im Unternehmen: Grundlagen - Strategien - Methoden - Technologien*. Zürich 2001.



Lessons from Earlier Media

