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Sharing the Best Practices of Corporate Universities and Institutions of Higher Education Worldwide

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Communicating the Value of the Corporate University

If the value of strategic education and organization-wide performance improvement as a key means of sustaining competitive advantage are taken for granted, then the importance of communicating this value becomes central to the corporate university's mission. Without employee participation, the arduous tasks of achieving senior management buy-in and creating a strategic learning infrastructure are practically moot. In other words: What if they gave a class and nobody came? Thus, if training is paramount (strategically) to business, then marketing is paramount to training.

Marketing takes on an added importance when one examines the changing nature of corporate training. As more corporate universities make the transition from cost centers to profit centers, their parent organizations, in a bid to transform education into an even more market-driven phenomenon, are frequently stipulating that the entire training function be open to the competitive marketplace. That is, some corporate universities are not automatically granted the opportunity to train their own organization's employees; they must contend with other vendors vying to deliver the most efficient and cost-effective education. This has increased the need for corporate universities to undertake aggressive marketing campaigns and further distinguish themselves from the traditional training department.

Corporate University Marketing Challenges

To truly impact the performance of an organization and become profitable, a corporate university must be sold

both internally and externally through traditional and emerging marketing techniques. Internal marketing of the corporate university carries a host of challenges because of the multiple constituencies involved in the process. One target of internal marketing consists of the customers—the employees who stand to directly benefit from education offerings. This customer base needs to know about the strategic importance of the corporate university, the benefits that accrue to both the company and themselves by their participation, and the specific curriculum available.

Another focus of internal marketing might be called the "patrons," or the senior executives and business unit leaders charged with implementing learning initiatives that are aligned with business goals. To this group, the corporate university must demonstrate that it is not a stand-alone entity, but rather an integral and indispensable part of the business. Management support, an acknowledged key to the success of any learning initiative, is important in selling a corporate university because it will eventually function as a powerful internal marketing vehicle that, among other benefits, motivates employees and managers to take training seriously. Ultimately, management support of a corporate university and a corporate university's attentiveness to management's concerns is a reciprocal relationship that requires some degree of ongoing marketing.

PeopleSoft University

PeopleSoft University, the learning organization of PeopleSoft, Inc., which develops applications for e-business, employs a wide variety of marketing techniques. Using direct mail, broadcast e-mail, posters, a newsletter, an intranet site, and more (see Figure 1, page 4), PeopleSoft University markets itself for the following reasons: to generate awareness about training, position existing training within employee/partner audience needs, provide direction for the evolution of training, and improve employee retention.

PeopleSoft University has programs for both internal employees and business partners, and markets to both in distinctly different ways—which is characteristic of many corporate universities with diverse constituencies. Shelley Olson, vice president of PeopleSoft University, says, "We

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CORPORATE UNIVERSITIES INTERNATIONAL

The goal of *Corporate Universities International* is to share the best practices in corporate education and training among corporate universities and institutions of higher education worldwide; to identify state-of-the-art training programs, books, videos, workshops, and technologies; and to be a resource for improving the effectiveness of organizational and individual learning.

Founder/Publisher

Jeanne C. Meister

Editor in Chief

Adam Eisenstat

Associate Editor

Tom Fitch

Design

InkWell, Inc.

Copy Editor

James Harrison

Director of Marketing

David Berk

Board of Advisers

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- Lenore E. Sack, Director for Academic Affairs, Defense Acquisition University
- John Conè, Vice President, Dell Learning, Dell Computer Corp.

Editorial Offices

Corporate University Xchange, Inc.
381 Park Avenue South
Suite 713
New York, NY 10016
(212) 213-8650
(212) 213-8621 (Fax)
info@corpu.com
www.corpu.com

Subscription inquiries, change of address, and bulk rate prices: (800) 267-7855

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Communicating the Value of the Corporate University

maintain two different tag lines and two different kinds of brandings between those audiences. For partners it's 'Do more, go farther' and for employees it's 'Your future starts here.' We also have different intranet sites for employees and partners."

Even within the employee population of the company, PeopleSoft uses a targeted marketing approach reminiscent of standard b-to-b methods: "If we have a program geared toward a specific technology or skill set, for example like HTML," says Olson, "we would target specific business areas where it's relevant, like to our consultants or to IT."

Methods Used to Market PeopleSoft University to Employees and Partners

Direct Mail

- Quarterly newsletters
- Quarterly course announcements (print, e-mail, online)
- High-impact direct mailer

E-mail Communication

- *PeopleSoft Times* (weekly)
- *Partner News* (biweekly)

Source: PeopleSoft

Posters

- Employee posters
- Partner posters (training rooms, and partner facilities worldwide)

Web Marketing

- Employee intranet site
- Alliance partner intranet site

Tools

- Newsletter
- New course announcements
- Mini course catalog
- Postcards

Figure 1

Few marketing vehicles are as potent as CEO support, and PeopleSoft's chief executive, Craig Conway, has been solidly behind PeopleSoft University from the start. He regularly talks about it at customer events and has declared it to be one of the top five strategic areas for the company. This support has been deftly integrated into the university's marketing effort through a direct mail campaign. "Now every single employee knows the CEO's stand on education and how important this is to all of us," says Olson.

Cutler-Hammer University

Cutler-Hammer University (CHU), the corporate university of Milwaukee-based Cutler-Hammer—a division of the Eaton Corporation, which manufactures electrical distribution equipment controls components—is quite aggressive in its approach to marketing. In addition to standard marketing vehicles (e-mail announcements, posters, a brochure, a printed/electronic course catalog, and a web site), CHU also markets its programs through trade shows, open houses, videos, CD-ROMs, extensive branding (see Figure 2), and PR targeted to both specific industry publications and universities from which it recruits.

CHU is also regularly promoted through a column in two company newsletters—one for employees, and one for distributors. "We make sure that we're included in all of our corporate marketing programs," says Molly Murphy education manager of Cutler-Hammer University. This type of "co-op marketing"—with both internal and external (vendors, etc.) business partners—is becoming increasingly common as corporate universities establish relationships across parent organizations' business units and the entire value chain.

A joint marketing approach is important to a corporate university like CHU that serves four different audiences—employees,

channel partners (distributors), industry (trade associations and customers), and academia (faculty who use CHU's online programs and campus recruiting offices). Such an approach allows the corporate university to expand its reach and more effectively tailor its marketing message to different audiences.



Figure 2: Cutler-Hammer University's "busy bag"

The marketing vehicles used to communicate to these different groups vary because the message varies; also, access to the different groups varies, so some tools work better than others. For example, CHU has more access to Cutler-Hammer employees, so posters found throughout company facilities and the firm's intranet are effective vehicles. For the distributors, ads and articles in their newsletters have proven to be a successful marketing vehicle.

NCR University

NCR University, a division of the Global Learning organization of Dayton's NCR (which manufactures ATMs, scanners, and provides data warehousing solutions), is a globally focused corporate university whose marketing strategy is appropriately broad in its scope and methodologies. One of NCR University's most notable marketing vehicles is its satellite broadcasts of self-produced commercials. These one- to two-minute spots employ scenarios that begin with titles and end with tag lines that communicate the corporate university's values, such as "Work Smarter"; "You've Got Plans, That's Why We're Here"; and "Success Through Sharing." The company screens these commercials on monitors deployed throughout its facilities around the world. In addition to commercials, the broadcasts include schedules of upcoming events and other training information. NCR University also holds open houses around the world where representatives demonstrate the online component of the university.

NCR University, like some other corporate universities, makes extensive use of other marketing resources at the company that are not directly related to learning. "We leverage all of the company's communication vehicles," says Bradley Luckhaupt, vice president of global learning. "We have our own newsletter, *The Learning Curve*, that we customize for each business unit, but we also do a lot of cross-linkage. We're a part of human resources and we're linked—through a database—to all HR communications, so programs we're doing are automatically put into HR communications as they go out."

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Communicating

Developing a unique brand identity is a key factor in successfully marketing a corporate university, a fact of which NCR University is well aware. "The NCR University logo has been critical in increasing awareness and use of its programs and services," says Luckhaupt. "The logo is based on the belief that professional development is a journey, and NCR University is the path to making the journey successful, thus it contains a swooping path along with a beacon." (See Figure 3.) To build brand awareness, NCR University puts its logo on a wide variety of items such as pens, CD-ROM cases, mouse pads, memo pads, etc. The logo has been used, most importantly, to distinguish NCR University—whose focus is on self-development and online learning—from the broader mandate of NCR's Global Learning organization.



Figure 3

★ ★ ★ ★ ★

The importance of marketing corporate universities has increased in lockstep with the growing importance of corporate universities to the competitive health of businesses. Also, as corporate universities have expanded their purview to include the entire value chain, the emphasis on marketing has increased even more. Another development in marketing corporate universities is how, as learning organizations are being run more like separate business entities within the parent organization, marketing techniques are becoming more sophisticated; corporate universities are creating their own media—publications, videos, CDs, etc.—to communicate with internal and external customers. Maria Sturgeon, global learning marketing manager at NCR, succinctly puts the whole issue in context: "Our company's Number 2 objective is focusing on the business impact of learning, and our Number 3 objective for the whole year is to increase understanding and utilization of learning resources through customer-focused marketing. We're very proud of the learning system we have, but it's worthless unless we can get all of our employees out there to understand the value and then understand how to use it intuitively."

Part II of this article, on how university executive education departments market their programs to business organizations, will appear in the July/August issue of Corporate Universities International.



Benchmarks for the New Millennium: A Jackpot of Innovation

LAS VEGAS, April 30–May 3, 2000—Vegas sure has changed a lot from its heyday as an adult playground, when wise guys manned the tills, the Rat Pack reigned supreme, and the whole town pulsated with sophistication, menace, and a tawdry glamour. Now, the fabled Strip is an unbroken string of theme parks, replete with choreographed fountains, simulated pirate battles, faux Euro elegance, and enough family entertainment to make Frank Sinatra spin in his grave. But Vegas is a reflection of the country's—if not the world's—growth, prosperity, and democratic impulse for value and variety. The world of corporate training is a lot different today, too. No longer a stepchild of the HR department, the training function is steadily rising to the level of key strategic partner in the organization and training executives are increasingly being considered serious players in the business world. At CUX's spring symposium and expo, Corporate Universities 2000: Benchmarks for the New Millennium, held at the Rio Suite Hotel & Casino in Las Vegas, these changes were vividly on display and the noises being made by innovators in the field were as loud and distinct as a roomful of jackpot-spewing slot machines.

Management Lessons from Shakespeare

The symposium kicked off with a memorable presentation by renowned theater director Richard Olivier—son of the legendary actor Sir Laurence Olivier. He discussed his work with Mythodrama, a creative management development partnership between the Globe Theatre and England's Cranfield School of Management (part of Cranfield University). Mythodrama is a form of arts-based learning that uses experiential exercises, poetry, and Shakespeare's plays to stimulate inquiry into the human nature of leadership.

Olivier spent the bulk of his presentation drawing parallels between Shakespeare's *Henry V* and the modern corporate world. By the end of his discussion, few had any doubts that a 400-year-old play could have direct applications to situations regularly faced by contemporary business executives (see Figure 1).

Shakespeare often wrote about people in positions of authority, and displayed masterly insights into the human nature of power, including how to guide a project from inception to completion. *Henry V* is probably his most successful treatment of this subject and functions as both a critique of power and a template for successful leadership. The character of Henry V represents a paradigm of leadership, because of his progressive journey from uninspired layabout to visionary leader to successful ruler. The story begins with his ascendance to the throne and his increasing capacity as a visionary, imaginative ruler. He

is an inspired figure because he is able to see life (and by extension, the political fortunes of Britain) for what it could be while dealing with it as it is; Henry proves his ability to transcend the boundaries of his upbringing and previous inclinations.

The main action of the drama centers around Henry's tumultuous decision to invade France. Olivier, using modern corporate parlance (itself derived from ancient battle metaphors), said: "Henry V had to put his vision into action on the ground. This decision involved communicating his vision to others." Another of the king's obstacles, not unlike those encountered in business organizations, were "the three forces of disagreement: naysayers, critics, and traitors." An effective leader, Olivier said, must differentiate between these types and deal with them appropriately.

Olivier went on to connect the political and moral dilemmas of the play (especially Henry's "dark night of the soul") to general, ongoing business concerns. The effectiveness of this metaphoric, literary approach to examining leadership was evident throughout the symposium as speakers and attendees repeatedly referred to Olivier's presentation and related points he had made to their own leadership challenges.

Cisco Systems: Putting Technology at the Forefront of Learning

Olivier's literary presentation on soft skills quickly gave way to hard business truths from an envoy of a preeminent technology kingpin. Tom Kelly, Cisco Systems' vice president, worldwide training, discussed the crucial importance of e-learning for the future of business. And he should know, since his company recently became the most valuable business in the world (according to market capitalization figures). Kelly lucidly discussed the necessity of a company to have a sound Internet strategy, consisting of e-commerce, supply chain management, customer care, and workforce optimization.

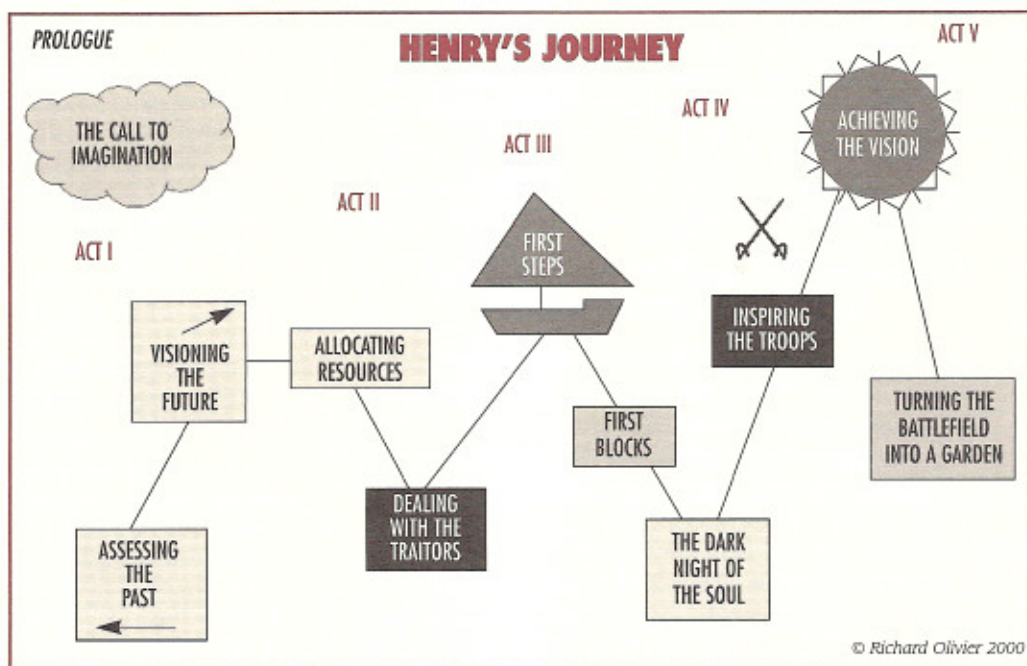


Figure 1

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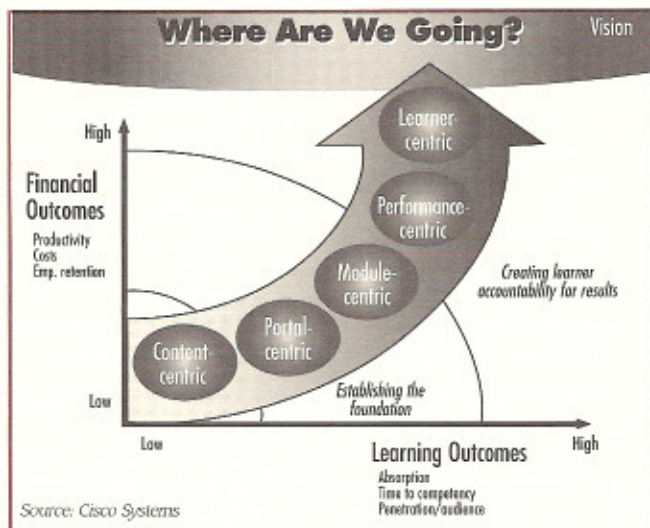


Figure 2

Kelly described a common scenario where the expansion of a growing company's learning infrastructure makes it impossible to keep up with necessary training operations through traditional methods. "Any organization with more than 200 people gets too spread out and lecture/lab training just doesn't work. With e-learning, you can tie the company's entire Internet strategy together."

Kelly said Cisco is an extremely web-centric company, with 10 million pages of all varieties on its site. What started as a content-centered training environment has been transitioning to more advanced web models, including a portal-centered environment consisting of portals for sales, partners, and management. The next step is a module-centric environment in which content is thoroughly chunked and tagged through a standardized process. Following this is a performance-centric competency model which reports where people are in their development. The most advanced stage, and a goal at Cisco, is the learner-centric model. This system, akin to the My Yahoo concept, is dynamic and generates a tailored curriculum, depending on the usage profile—i.e., if certain elements are not used they will be discontinued (see Figure 2).

Kelly, like many speakers at the symposium, stressed not only the importance of an Internet strategy, but also the necessity for training to forge a partnership with the IS department. "The whole point of training on the web," Kelly said, "is to have a consistent message and fast global deployment. If content is king, infrastructure is God. If you can't deploy content effectively you don't have a solution. Cisco Learning engages IT in a true partnership because a good partnership ensures consistency, the kind of consistency that's possible only with a centralized deployment infrastructure . . . at Cisco we've decentralized content development and centralized deployment infrastructure."

Another of Kelly's powerful messages—also echoed by several other speakers—was the necessity for training to be perceived by key elements of the organization as strategically imperative. "You must take training to a different level and convince management that it is strategic," said Kelly. "Right now, in many organizations, training is where IT was in the 1980s, with its multiple, feuding, proprietary systems. You have to move from the classroom to the boardroom as a strategic partner. Until then, you'll have to constantly justify yourself with needs analyses and ROI and efficiency studies. This mentality guarantees you'll remain a cost center."

"You need to find a way to attach yourself to the most important business issue, not a training issue. The key focus is on how you affect the company's revenue stream; that's when training becomes strategic. When this is done, the problem of constantly selling yourself [to upper management] is solved and funding is no longer a problem."

The 2nd Annual Corporate University Xchange Excellence Awards

In only its second year, the Corporate University Xchange Excellence Awards—which honors six top learning organizations—drew a 50 percent increase in applicants. Ranging across the spectrum of industries, entrants sent in applications and supplementary materials that filled more than 10 large boxes in the CUX offices.

The ceremony began with a rousing tribute to the contestants from CUX president Jeanne Meister, followed by an in-depth presentation by IBM's Rick Horton. He was followed by emcee Adrian Michaels, a writer from the *Financial Times*, which cosponsored the awards and published an extensive piece about the winners and the state of corporate education today. Michaels was in fine form and his performance was worthy of a town that has been home to some of the most legendary emcees in showbiz.

Michaels' presence, along with other English corporate university thought leaders—as well as Richard Olivier—is evidence that the British influence in this field is akin to the relationship of the Stones and Beatles to American pop and blues music in the early 1960s: They are innovators in their own right and have created an original synthesis from a concept whose origins are American.

Following is a summary of the winning organizations (including their parent organizations and the categories in which they won):

Milliken University (Milliken & Company)

Aligning Corporate Learning to the Business Strategies of the Organization

The Spartansburg, South Carolina-based textile company (which, incidentally, is the maker of many of the fabulous carpets in the casinos of Las Vegas) fields a learning organization whose stated mission is to "help and encourage our associates to reach their full potential and ensure the profitable growth of the company." Milliken University has a significant impact on the organization because education is an essential key to the success of the company's associates and the company as a whole.

ISG University (Highmark)

Successfully Launching a New Corporate University

In a new category this year, Highmark Blue Cross Blue Shield's ISG University took the prize. The Camp Hill, Pennsylvania health organization's corporate university offers IT courses that serve the 1,300 Information Systems Group employees. One year after implementing ISG University, the organization has realized dramatic improvement, including: cost savings, a significant reduction in turnover rate, an increase in student participation, a demonstrable influence in recruitment, and additional funding of training by senior management.

Symbol University (Symbol Technologies, Inc.)

Developing Learning Alliances with Universities

This Holtville, New York manufacturer of scanners and other hardware has an array of effective learning alliances which garnered it the prize in this category. At Symbol

University, alliances with institutions of higher learning are built around employees' development needs as they are defined by Symbol's requirements, while taking into account his/her personal needs. Symbol University, in partnership with a variety of schools, offers the following: MBA degree and management certificate programs; a course in bar coding; and undergraduate engineering programs.

PeopleSoft University (PeopleSoft)

Developing and Implementing Innovative Marketing and Branding Techniques

This California software company won in a category that represents an aspect of corporate universities that is becoming increasingly important (see cover story). PeopleSoft University is focusing on new marketing strategies to encourage more employee/partner involvement in training. Deploying an array of marketing vehicles, this learning organization proves that marketing is a key part of the learning organization's engine, just as learning is crucial to the company's competitive advantage.

TMG Training (Intel)

Measuring the Value of an Organization's Investment in Education

TMG, the Chandler, Arizona-based corporate university for one of the computer chip giant's business units, triumphed in a category that represents one of the more elusive goals in learning: measurement. Although TMG is a virtual entity that doesn't appear on an organization chart and has no single point of hierarchical accountability, it has nevertheless established a training benchmark program that has, among other accomplishments, successfully determined key indicators to support managing Intel's training more like a business.

BAE Systems Virtual University (BAE Systems)

Utilizing Technology to Create a Continuous Learning Environment

The UK-based BAE (formerly British Aerospace) convincingly won in a highly competitive award category. The BAE Systems Virtual University has dramatically spread all over the world and has helped make BAE Systems a true global force in its industry. Technology is the primary force in giving the company a single strategic, coherent, and integrated companywide focus on learning, development, and research that promotes and delivers local learning solutions linked to business needs.

Honorable Mentions

National Defense University (Information Resources Management College)

Humane Society University (Humane Society of the United States)

BI University (BI)

SCT University (SCT)

CLO Panel: Getting Management Commitment for Your Corporate University

The final day of the symposium began with a panel of eminent chief learning officers discussing the all-important topic of senior management buy-in. The panel consisted of:

- John Coné, vice president, Dell Learning (Dell Computer Corp.)
- Lee K. Dailey, director of education and development, United Technologies Corp.
- Lynn M. Hodges, manager, external programs, TVA University (Tennessee Valley Authority)

- Sheldon Ellis, vice president, Buckman Learning Center (Buckman Laboratories)
- Jeanne Meister, president, Corporate University Xchange

Most of the panel members agreed that the nature of the CLO job is changing in major ways. It has become a more entrepreneurial, consultative position that relies on building a relationship with the CEO and other executives—unlike the traditional head-of-training position. One of the CLO's responsibilities is to create an environment for learning through a variety of means, such as fostering networks and communities both inside and outside the organization.

The CLOs each discussed some of the unique issues they faced as a result of the idiosyncrasies of their respective organizations. John Coné, for example, talked about Dell's emphasis on e-learning and how this has enabled them to practice "stealth learning"—i.e. integrating employee learning into the job through web-based tools so that employees don't even realize they're learning. Sheldon Ellis and Lynn Hodges discussed the challenge of doing more with less, while Lee Dailey talked about the formidable task of developing integrated training solutions in a \$27 billion company with 160,000 employees and several major divisions.

Coné, in particular, echoed Cisco's Tom Kelly when he stated emphatically that training will be perceived as a priority only when it is directly linked to business imperatives. "Find out what the CEO cares about and determine if there's a learning angle to it and craft a learning organization around it," said Coné. "At Dell, for example, there was massive growth—far beyond the reach of the CEO—so Michael Dell had to find a way to keep the company connected. This had a learning angle associated with it and spawned our current learning organization. Now Michael Dell is heavily involved with Dell Learning—he's actually faculty."

Coné continued: "You really can't convert or 'teach' your CEO, you have to build a learning organization around his or her priorities. A key to the CLO job is knowing what your company's business is and determining what it needs . . . The whole ROI issue can be a snare when you have to constantly justify learning in the face of organizationwide indifference."

The Rio Academy of Excellence

Rio Rita, mascot of the Rio Suite Hotel & Casino, bedecked in faux fruit headgear—Carmen Miranda as a Vegas showgirl—introduced Wade Roberts, director of the Rio Academy of Excellence. Roberts convincingly showed the parallels between the success of the Rio and the development of its corporate university. The Rio started as a relatively small (800 employees) hotel, struggling in a viciously competitive market. Now, through expansion (including an increase to 5,200 employees) and its acquisition in 1998 for almost \$1 billion by gaming industry giant Harrah's, it has become a larger-than-life phenomenon and one of the world's top resort destinations. Roberts, who started at the Rio in 1996 when training at the hotel-casino was practically an afterthought, had once attended a Corporate University Xchange event, which inspired him to step up his transformation of the Rio's training function. Like several other speakers at the symposium, he started his journey in the audience of a CUX event and moved to the podium in just a few short years.

After his presentation, Roberts led the audience on a tour of the Rio Academy of Excellence, a complex of training rooms and offices beneath the massive property. One of the highlights of the tour was a session with Russ Terbeek, table games division training manager. Terbeek held forth in the "Excellence Room" where an array of gaming tables were arranged around the space. He said all dealers and supervisors who work at the Rio must have at least three years of experience and go through rigorous training. The range of bets at the Rio's table games is \$5 to \$10,000. Few casino positions require more training than that of a dealer because mistakes can be costly, especially in the shuttered high-limit rooms where wealthy celebrities, moguls, and other high rollers—catered to with deluxe amenities—wager enormous sums by the minute. "Occasionally we get calls from private jets where someone will say 'I've got two hours in Vegas,' so we send a limo to pick them up and they might win or lose \$2 million," said Terbeek. "I was working one game with Michael Jordan, Glen Frey, and a multibillionaire who's one of the richest men in the world. They were playing for \$25,000 a hand and I was saying to myself, 'There goes my condo, there's my kids' college tuition.' For dealers, handling that level of money requires serious experience—and training."

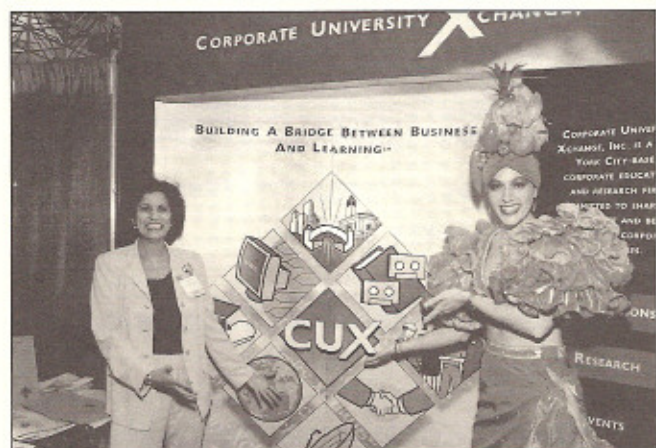
The table games division of the Rio Academy of Excellence includes a library of gaming books and computer programs that track betting systems (in order to better identify card counters and other cheaters). The academy also has a video studio to make training tapes on such topics as dealing procedures and game protection (preventing dealer mistakes and identifying cheaters). The academy also has a program for recruiting former cheaters as consultants on game protection.

The Future of Corporate Training: No Limit, Let It Ride

This Corporate University Xchange symposium, through the enthusiasm of the participants; the high level and sagacity of the speakers; and the fact that this was CUX's most successful event ever, is part of a growing body of evidence indicating that the world of strategic learning is finally coming into its own and must now be seen as an essential business discipline whose necessity to the health of any organization cannot be denied. It was a long time coming, but—ironically—what better place than the capital of good times and frivolity to send a clear message to the boardrooms across the world: betting on employee learning and strategic corporate education is a sure thing.



Scene at the Symposium: Viva Las Vegas



CUX President Jeanne Meister cavorts with Rio Rita.



Cocktails in the Expo Hall.



Winners of the Corporate University Xchange Excellence Awards.



Three cheers and more for the winners.



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A group of elite corporations are now initiating a torrent of real-time knowledge transfer, increasing productivity, slashing costs, and bringing products to market faster. Their secret? The Performance Learning System (PLS) from VuePoint Corp. PLS is a revolutionary new e-learning and knowledge sharing software application for rapidly creating, sharing, and managing knowledge in the new Internet economy. Leading corporations such as Bell Atlantic, Deloitte Consulting, The Hartford, 3Com, and Toyota have discovered the advantages of VuePoint's technology.

"PLS is the most comprehensive platform I've seen. From pre-testing to instructor-led training, PLS provides it all," says Bob Zeinstra, manager of learning technologies, University of Toyota. The system consists of three components—one for easy and rapid course creation, one for non-technical deployment, and one for compre-

hensive management and administration. It includes every feature necessary for true distance learning, including pre/post-testing environment, learning environment, researching environment, and a synchronous and asynchronous collaboration environment. PLS runs entirely within the browser, so there's no complicated installation for the user.

PLS allows clients to transfer knowledge at a fraction of the cost of traditional solutions using fewer resources than standard web-based training authoring tools require. With existing frameworks and pre-built templates, authoring is as easy as 1-2-3 for anyone in the organization from the programmer to the president. Delivery is automated through the click of a button. "PLS is a rare marriage of authoring capability and delivery system," says Tom Bailer, AVP of corporate education and organization development at The Hartford Financial Services. "PLS's authoring capability allows for rapid development time. It is a holistic learning environment."

VuePoint offers instructional design services from an in-house team of experts. All of its methodology is developed in collaboration with Dr. James Moshinski, a leading authority on adult learning through computers and the Internet.



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Subscription inquiries: (800) 946-9210