EXECUTIVE SUMMARIES

Built to Be Great

John Coné

T+D interviewed Jim Collins, researcher and author of *Good to Great: Why Some Companies Make the Leap and Others Don't.* Collins's team found these common threads among good-to-great companies.

Level 5 Leadership. Self-effacing, reserved leaders run the company instead of semi-celebrities.

First who, then what. The right people are brought on board before the vision is set.

Confront the brutal facts (yet never lose faith). Leaders see the reality but believe firmly in the company's success.

The Hedgehog Concept. The organization is the best in the world at its core business.

Culture of Discipline. The company doesn't need hierarchy, bureaucracy, or excessive controls.

Technology Accelerators. G-to-g companies pioneer technologies but don't use them as a means of igniting a transformation.

The Flywheel and the Doom Loop. Transformations at g-to-gs happen little by little.

For complete text, see page 22.
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A SCORM Odyssey

Bill Shackelford

SCORM (shareable content object reference model) promises to bring together the best of current e-learning standards and provide a common ground for the future. The Advanced Distributed Learning initiative draws from the work of several key consortiums to develop SCORM and provide industry specifications.

The first ADL Co-Laboratory opened in 1999 in Alexandria, Virginia. A Co-Lab serving the academic community was established in 2000 on the University of Wisconsin-Madison campus. Close contact with the ADL Co-Lab provides the University of Wisconsin Learning Innovations program the opportunity to participate in the Co-Lab's activities.

ADL's goals are to ensure that e-learning content is accessible, interoperable, durable, reusable, adaptable, and affordable. The efforts of UWLI will test whether those goals are achievable as people begin to embrace SCORM.

UWLI's CIO Mike Bestul created a SCORM taskforce to
● develop capacity to deliver SCORM-compliant content
● support a SCORM certification process
● develop the capability to deliver SCORM knowledge training and consulting.

The article goes on to describe UWLI's program in more detail.

For complete text, see page 30.
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How to Build an Online Learning Center

Kenneth M. Boxer and Bernardine Johnson

Online learning centers blend powerful new technology such as the Internet, intranets, and e-learning courses with traditional learning media, including audio- and videotapes, instructor-led courses, books, and articles.

W.R. Grace, a global specialty chemicals company, launched its Global Learning Center in 2001. Surveys had indicated a widespread desire for professional and personal development support employees could use on their own.

Available 24/7 to the company's 6000 employees in Europe, Asia, and Africa, the center is organized around core competencies, with lists of approved internal and external training programs; recommended reading lists; a rental library for audiocassettes, videotapes, and CDs; strategy guides; and more.

Some of Grace's tips for developing an online learning center:
● Line up senior management support.
● Build gradually.
● Invite involvement.
● Provide a variety of learning tools.
● Make the learning center a focal point.
● Make it part of the whole organizational system.
● Keep it visible.
● Ensure that the content is fresh.

For complete text, see page 36.
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Preventing E-Learning Failure

Pete Weaver

In the rush to implement e-learning, some people are making unfortunate mistakes. Here are pitfalls to avoid:

1. Believing that e-learning is a cheaper training alternative. Like most investments, money must be spent to make money.

2. Overestimating what e-learning can accomplish. E-learning will never completely supplant instructor-led training.

3. Overlooking the shortcomings of self-study. Unless learners are highly motivated, they may not complete the training.

4. Failing to look beyond the course paradigm. One of the most powerful noncourse e-learning approaches is electronic learning support systems.

5. Viewing content as a commodity. Content is one of the most significant factors contributing to the effectiveness of e-learning.

6. Ignoring technology. It's crucial to understand the technological issues when implementing e-learning.

7. Failing to involve IT. People with technical expertise must be involved in e-learning's selection and implementation.

8. Fixating too much on technology. Ask, How will e-learning affect the people using it?

9. Assuming that learned knowledge will be applied. Learners need opportunities to practice new skills.

10. Believing that because you implement e-learning, employees will use it. It's not quite that easy.

For complete text, see page 45.
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