
CLIP: Processes and Lessons learned

From 5 peer-reviews

CLIP - Corporate Learning Improvement Process

- A Tool for Assessment and Development of the Corporate Learning Function
- Focus on Corporate Universities, Management Academies, Executive Training Centres and Learning Organisations within companies.
- A Mechanism for International / Intercompany Benchmarking
- A Service to **efmd** Corporate Members

Why CLIP?

- There is a strong need and a clear market for a quality development tool of this kind
- CLIP will contribute to the quality of management development in Europe in line with the mission of the **efmd**
- CLIP will strengthen the **efmd's** role as standard setter at the interface between business education and in-company executive development
- CLIP is a logical outgrowth of EQUIS
- CLIP can make a major contribution to the **efmd** Corporate Services offering

Objectives of CLIP

Mobilisation of the European Corporate Learning Community to work for:

- **Definition of Standards**
- **Raising of Standards**
- **Mutual Learning**
- **Sharing of Good Practice**
- **Enhanced Internal and External Recognition of CUs**
- **Greater Effectiveness of Corporate Learning**
- **Contribution of the Corporate Learning Function to Overall Company Strategy**

Launching of CLIP

- **2002-2003: Establishment by efmd of a Working Party Composed of Corporate Learning Professionals.**
 - **Drafting of the CLIP Criteria Framework (based on the EQUIS methodology, but with criteria specific to corporate learning)**
 - **Definition of the CLIP Quality Assurance Process**
- **October 2002: First Pilot Assessment at Allianz Management Institute**
- **January 2003: Establishment of the CLIP Steering Committee**
- **April 2003: Second Pilot Assessment at Union Fenosa Universidad Corporativa**
- **October 2003: Third Pilot Assessment at Alcatel University**
- **Autumn 2003: CLIP becomes Operational. First Applications: Ergo and Novartis**
- **More to come: Deutch Bank, Swiss Re**

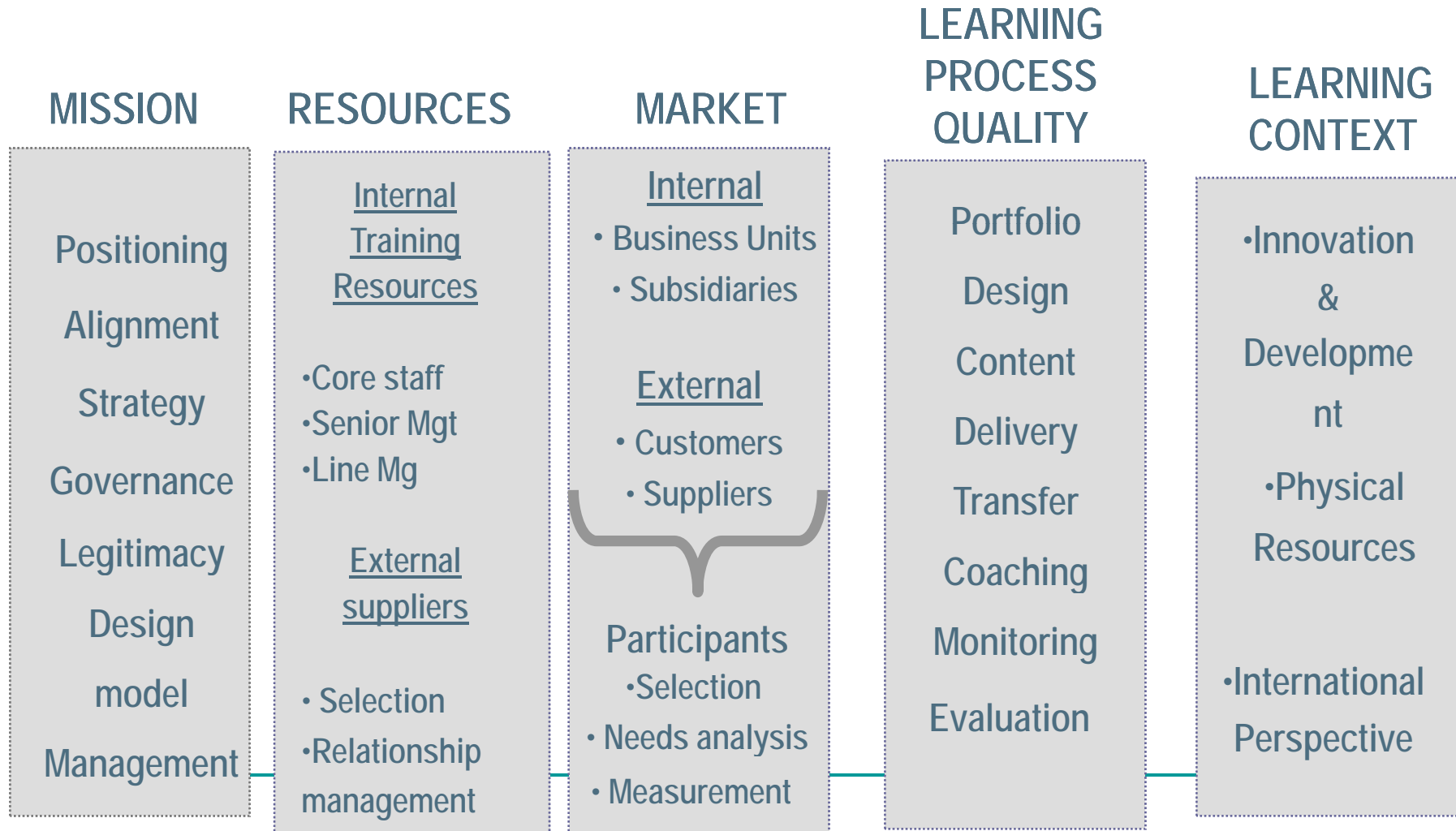
The CLIP Value Proposition

- Participation in a Community of Corporate Learning Professionals
- Access to a Quality Assurance Scheme designed and managed by Corporate Learning Heads across Europe.
- A Comprehensive Framework of Internationally Agreed Quality Standards
- Assessment of the Quality of the Company's Learning Provision
- Benchmarking and Sharing of Good Practice
- Strategic audit
- Recommendations and Guidance for Quality Improvement and the Future Development of the Corporate Learning Organisation
- Awarding of a Quality Label upon Successful Completion of the Process

The CLIP Process for Participating Companies

- **Formal Application to efmd**
- **On-site Briefing and Initiation of the Process**
- **Guided Self-Assessment**
 - **Assessment Criteria Framework > *Self-Assessment Report***
- **On-site Peer Review**
 - **2-3 Days, 4 reviewers**
- **Drafting of a Peer Review Report**
- **Awarding of a Quality Label**
- **Follow up: Action Plan for Quality Improvement and Institutional Development**

The CLIP Criteria Framework



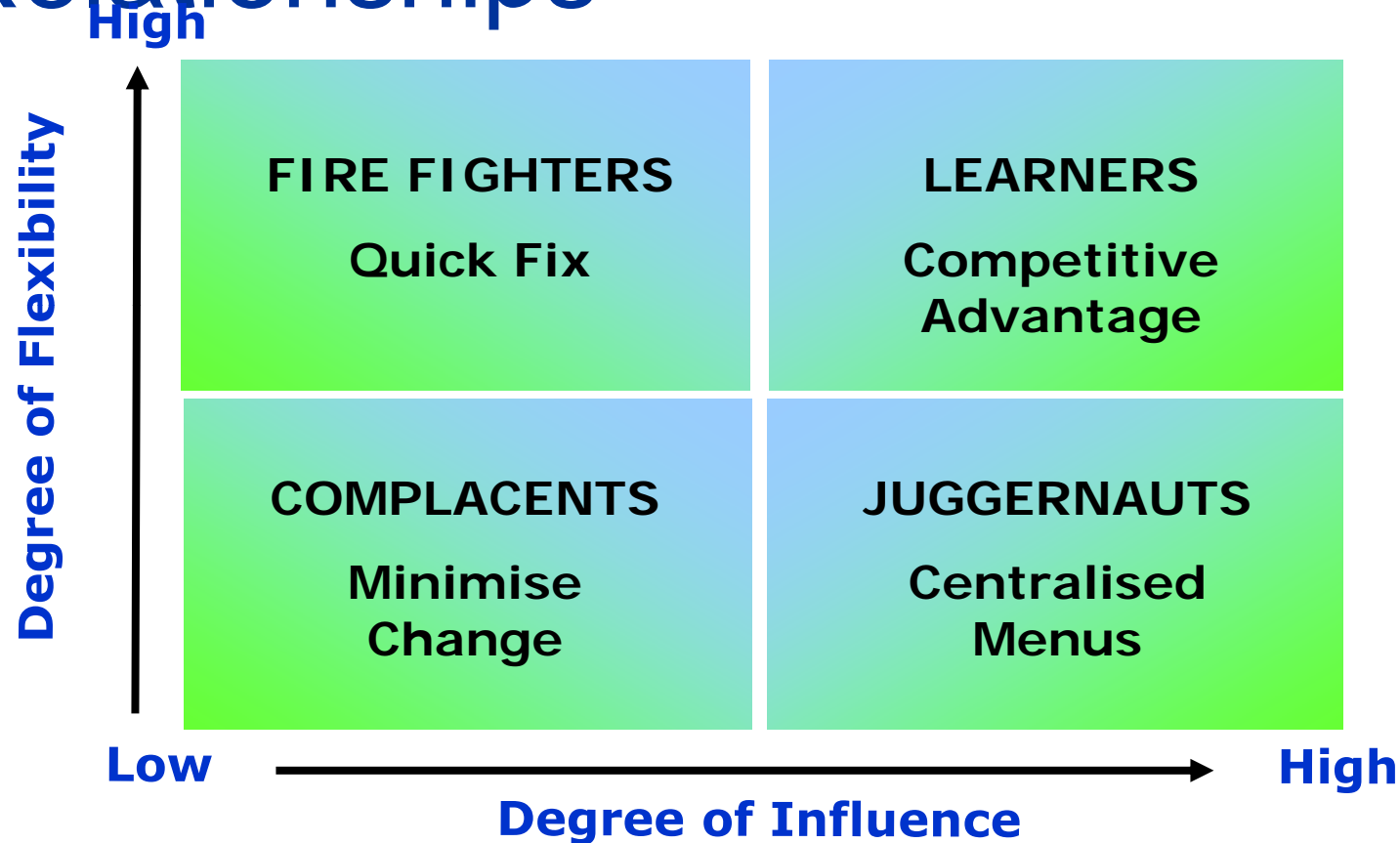
About the **CLIP** process

- It is relevant both for corporations and **efmd**
- It is more difficult to implement than **Equis**, because corporations and contexts are so diverse
- **efmd**, peer-reviewers and corporations learned a lot (natural benchmarking)
- Like **Equis** it is a professional development tool

Missions of Corporate Learning Centers

- Every Corporate learning center (CLC) is unique (cf Michael Osbaldeston slide)
- Alignment between Strategy and provision of learning is critical
- Steering and governance of the CLC is key
- CLC are not training centers, they are policy deployment devices
- CEO use CLC as communication canal to align strategy, management values, processes and culture
- CLC are becoming highly political

Managing Provider/Client Relationships



Organization

- Links with HR, or IS are critical (succession planning, talent development, data bases, platform)
- Processes mix with programs and projects
- Action learning is becoming a learning tool, a talent scouting device and a solution finding instrument easy for future deployment
- Design of programs are more sophisticated: mix of provisions, tools, learning styles
- CLC are often networked organizations

Logistics

- Participants have less and less time to come to seminars (guilt and pressure)
- Pre-requisite are becoming more important
- Evaluation (ROI) is mostly coming from contract definition and internal client (operation) satisfaction.
- Changes in programs are frequent

Staff qualifications

- New qualifications and competences (Link)
- Designers, consultants, project managers, coaches more than professional trainers
- Understanding, Defining and Managing top sponsors real expectations is different from delivering programs
- Communication and Transactions (B2B) skills to negotiate and market to sponsors, line managers, participants, providers, HR departments, communication dept. etc..
- Logistics is key, as any incident is critical
- Budget are under constant pressure
- Technology is more pregnant every day
- Network management

Profiles of new MD, or CLC Heads

- Ex operational managers with learning talents (stay 2 or 3 years)
- OD/OB/MD experts coming from academic environment (ex BS deans) or consulting firms
- Project managers

Conclusive remarks

- CLC Business Models are changing
- Every company has a specific one
- Corporations, CEOs, Participants are more demanding and pressing
- Budgets are under scrutiny
- Physical training centers are for sale
- NITC are in
- It is a new profession and BS have their share
- There is a need for auditing, consulting and coaching these new settings

Thank you for letting me share this
interesting perspective with you