

Introduction

The purpose of this research paper is to explore the role that eLearning has in corporate training, with a focus on three international corporations with well-known training units, described as corporate universities or corporate learning institutions. ELearning was first developed in the early 1960s as an experiment for the education of college students. In the past decade, corporations have also begun to take advantage of eLearning tools to achieve their own corporate training goals. Corporate training refers to the education and development of employees to further their skills and knowledge used in achieving the organizational mission and goals. Further, “training can be defined as the way instruction is conveyed while learning is the individual’s internal way of processing information into knowledge (Kok, 2013, p 20). Corporate training can focus on individual job activities, skill sets, or leadership and teamwork. As corporate training continues to grow and more organizations see the value of education in the workplace, corporate universities and learning institutions have formed. According to Abel and Li (n.d.), corporate universities are responsible for the building and development of organization-specific skills and are used as vehicles to connect learning initiatives to organizational objectives and business performance (Abel & Li, n.d.).

Corporate universities and training divisions require significant financial investments based on limited research showing the return on that investment and the effect they have on an organization. A member of Chief Learning Officer magazine’s Business Intelligence Board states:

“There’s an urgent need for our business to measure and understand how learning contributes to meeting our corporate goals and objectives. We’ll need to make a clear distinction between return on expectation and return on investment...” (Anderson, 2013, p 52).

The incorporation of eLearning in business has brought forth several questions in need of research and resolution. Both scholars of eLearning and leaders in the corporate environment are demanding this research. The first research question will set out to determine whether or not corporate universities have followed the trend of other educational institutions in implementing eLearning practices into their current training programs. Furthermore, if they did, what prompted these companies to move towards eLearning? For those companies that have, it is important to determine how eLearning has changed or affected their learning or education models and plans. ELearning can contribute to the success of an organizations training goals, not affect them at all, or even cause problems in the institution. This paper will examine how eLearning could affect different types of organizations and how effective it is in comparison to traditional corporate classrooms. The goals of this research are to examine corporate learning institutions and their models, and discuss the three international corporations and their learning institutions, including information about their eLearning components. An analysis will compare the models of each institution and discuss the potential impact that the institutions could have on the successes of their companies in their respective industries. Ultimately, it will discuss the impact of adding an eLearning component to the learning models of current

training departments and institutions of any industry and organizational context.

This research will be comprised of a literature review of several works of known distance education scholars, incorporating publications such as peer-reviewed articles and books, as well as an interview of a corporate trainer to give additional insight into the world of corporate training. The literature review will cover several topics, including the background of organizational learning, eLearning in Corporate America, corporate eLearning models, and eLearning best practices. The paper will continue with an analysis of three corporate training organizations, their models, and their usage of the best practices. From the analysis, recommendations for further research will lead to a conclusion of findings. Upon conclusion of the research, it was found that large international companies must provide education to their employees based on the founding principles and values of the corporation and must be individualized and specialized according to the needs of the corporation and its people. The analysis showed that Deloitte & Touche's training program is the most mature, developed, and effective, partially due to its routine eLearning training sessions and use of mLearning. While McDonald's Hamburger University's elite program leaves lower-level employees lacking in training, the institution effectively uses eLearning tools to disseminate information and provide consistent training to employees all over the world. Lastly, Pfizer's Learning Center [has not yet progressed to the status of a](#) learning institution and has the need to establish an eLearning identity.

Literature Review

This literature review will cover several topics, starting with a general exploration of the background of eLearning, continuing with an introduction of eLearning in Corporate America, a discussion of common corporate learning models and finally eLearning best practices. This literature review will provide information and insight on topics that will be further discussed in the Analysis section.

Background. In order for corporations to survive and succeed, they must invest in their most important asset, their people. Employees, managers, and leadership all need continuous education, training, development, and support for them to continue to be competitive in the work environment and achieve the goals of their organization. Because of this, organizations have invested millions of dollars to educate their employees. The 2012 ASTD State of the Industry Report reports that U.S. organizations alone spent more than \$156 billion (or \$1,182 per employee) on employee learning, including internal learning, tuition reimbursement, and external services (Miller, 2012). These organizations provide this internal training to employees through human resource departments, talent development or training departments, and—in a larger context—corporate universities. Training is typically the responsibilities of the human resources department, but for many organizations, talent development responsibilities grow beyond the scope of human resources (Anca-Ioana, M., 2013). Corporate universities are an extension of the human resources and talent development, which focuses on orientation and technical skills (Abel & Li, 2012). These universities provide comprehensive skill building and employee development, proactively guided by the goals and strategic plans of the corporation, and can also drive organizational change (Abel & Li, 2012).

Globalization, the international expansion of businesses, has made it increasingly difficult for corporations and non-profit organizations to provide training, development, and learning resources to their employees that are abroad. Flying employees to central locations for face-to-face learning became impractical for some, until eLearning opened the

door for more possibilities. “E-Learning refers to the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance” (Rosenberg, 2001, p. 28). It can be delivered electronically, via a web browser, through an intranet, or via CD/DVD (Maxwell, 2012). According to Rosenberg (2001), eLearning lowers costs, enhances business responsiveness, delivers consistent and customized messages, is timely and dependable, builds community, provides valuable customer service, and leverages the corporate investment in the web. Moore and Kearsley (2012) define eLearning as “teaching and planned learning in which teaching normally occurs in a different place from learning, requiring communication through technologies as well as special institutional organization” (pg. 2). Since 2001, when Rosenberg defined eLearning, it has developed and in a way that it has given students opportunities to perform better academically and access information from worldwide sources, bringing learners together in community of learning (Mikuska, 2011). The growth of eLearning, according to some scholars, has been solely dependent on the development and advancement of corresponding technology (Yusuf, 2013). Figure 3 shows not only a growth in the eLearning market, but also the subsequent advancement of technologies that can be used for learning. There are many advantages and even disadvantages to implementing eLearning into a training program. Maxwell (2012), lists four pragmatic components that make up the key advantages of eLearning: “anytime, anywhere, accessibility of training, and just-in-time delivery of training” (p 89). Disadvantages can include issues learner readiness and motivation, budget, and technological constraints (Yusuf, 2013).

With the implementation of eLearning, companies have been able to change the way their employees learn, which has led to the growth of corporate universities and learning centers. Learners no longer *have* to travel great distances or wait for a trainer to come to them. Companies are spending less on travel expenses and losing less money by having employees away from work and spending manpower on their training and development. As companies grow in size, the total cost face-to-face training increases; as companies grow, the eLearning cost per employee actually declines (CITE). In 2011, 77% of American corporations were using eLearning from a mere 4% in 1995 (Guitierrez, 2012). ELearning initiatives, which will be discussed in greater detail throughout this literature review, include employing teleconferencing, webinars, online courses, self-directed modules, blended course, and even social learning to help achieve company learning goals. According to a global trend analysis on eLearning, corporate training is a \$200 billion industry, with eLearning representing over a quarter of that industry. It is projected that eLearning will grow into a \$107 billion market by 2015 (Guitierrez, 2012).

eLearning in Corporate America. It cannot be said with certainty which company was the first to adopt eLearning as a method of training, but a timeframe can be pinpointed. The American Society for Training and Development (ASTD) is the world’s largest training and development association and provides yearly state of the industry report. The ASTD provides some of the first documentation of eLearning with businesses in its year 2000 report. The year 2000 *State of the Industry Report* states “in 1998, 78% of corporate training took place in the classroom whereas 9% was conducted via learning technologies” (Schweizer, 2004, p 4). During the 1990s, the rise of the web in conjunction with the advances in networking and tools that promote synchronous communication set the scene for the emergence of eLearning (Markus, 2009). In the following chart (Figure 3), Markus (2009) shows how the growth and change in technology has impacted the change in the growth of the eLearning market in Corporate America. In 1985, as in-classroom computer based training just emerged, the market was miniscule. As technologies advanced and tools

such as synchronous platforms and learning management systems were introduced, the eLearning market became the multi-billion dollar market known today.

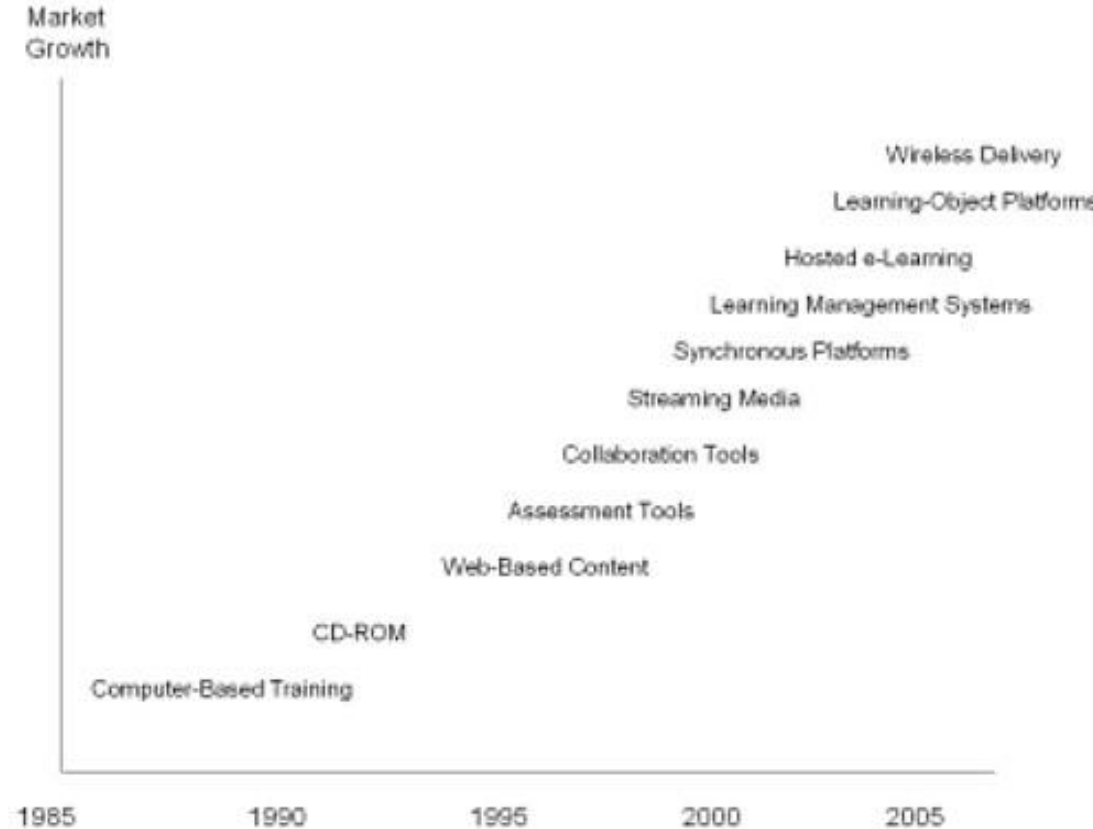


Figure 3 (Markus, 2009)

In tandem with the advancement of educational technologies, eLearning gradually became a necessity for corporate training, mostly due to cost-effectiveness issues. Particularly, there was a need for an infrastructure that was easy and fast to develop and implement, low on cost, allowed high interactivity, required less time and no travel from participants, and most important increased effectiveness (Markus, 2009). Many people, including individuals, training and development organizations and corporate learning institutions championed the eLearning movement. Dale Carnegie Training, a leader in third-party training since 1912, is one such organization, moving from offering third-party onsite training at corporations to offering live webinars and seminars to clientele. Onsite training sessions typically consisted of an interactive PowerPoint presentation, which required learners to meet at one location and follow along with a worksheet or learning packet. At one point, distance required the trainers to travel, but now they are able to help clients in 80 different countries. "My job used to require me to fly and travel throughout the country, which was tiring for me as a facilitator and expensive for the companies I was working for. Now, I can deliver courses from the comfort of my hometown or even my home," acclaimed Paul Ariola, a Carnegie trainer in the Tidewater area of Virginia (P. Ariola, personal communication, December 5, 2013). Skillsoft is an example of a leading software company that has also made great strides in promoting eLearning. Skillsoft provides interactive learning management solutions to private corporations, non-profit organizations, and even the US government. Awarded for its many innovations, Skillsoft makes eLearning more attainable for corporations everywhere through its production of books, videos, and courses. The

company was incorporated in 1989, just as computer-based training emerged as a trend in teaching and learning. Companies such as Skillsoft capitalized on the growth of eLearning and offered outsourcing services for corporations that did not have the manpower, resources, or desire to develop training in-house (History, n.d.).

Despite the apparent need for eLearning, not all leaders, managers, and employees were convinced of that need. A discussion of change came into play in many different aspects of corporate training. Kok (2013) states “I do not regard eLearning as *the* external driver of change in corporate training, but as *one of the* factors contributing to innovation in training activities in the business environment” (p 20). In other words, Elearning does not change corporate training, people do. Goals and direction must be clearly communicated to every employee to ensure successful integration of change. Many resources discuss the importance of preparing the corporation for the change that is about to occur. Kotter, in *Leading Change* (1996), discusses the importance of finding champions to develop the vision and communicate it to employees. While this book was written prior to the emergence of eLearning, champions of change are still necessary to encourage others to participate in eLearning activities. Beaman reiterates this in her article *Set the Stage for Success* describing best practices for implementing change. One of those best practices is to “help people understand the big picture,” by communicating the need for the change (Beaman, 2013).

ELearning: Corporate learning models. ELearning can be used as a sole source of learning, a supplement to traditional training, a follow-up to traditional training, as well as in other capacities (Maxwell, 2012). According to Brown, Murphy, & Wade (2006), there are 4 areas in which training organizations can effectively use eLearning: Retention, employee attitudes and culture, improved workforce performance, and customer service. ELearning models allow corporations to utilize several strategies for learning, including self-paced, virtual classrooms, and blended classrooms. Self-paced learning dates back to correspondence study in the 1880s where people would study at home and can obtain instruction and guidance from a distant instructor (Moore & Kearsley, 2012). Courses and training programs can be delivered completely online as well, either self-paced or instructor-led. In online classroom settings, or during an instructor-led course, eLearning can take a pedagogical approach where learners have a more “dependent reliance” on instructors as they lead training (Maxwell 2012). Blended courses mix eLearning models with face-to-face and instructor-led instruction and is a common model practiced by training organizations because it reduces the amount of time instructors spend with learners.

According to Sitnikov, et al., (2010), there are two models of corporate training: intercompany training and autonomous educational institutions. Intercompany training refers to training departments within a company that conduct training according to the needs and changes within the organization. These intercompany training institutions include human resource departments, talent development departments and corporate universities, which are solely dedicated to the goals of the organization. Autonomous educational institutions, including colleges and universities, and organizations such as Dale Carnegie, provide specific trainings upon request and otherwise operate independent of the organizations which they serve (Sitnikov, et al., 2012). Autonomous learning institutions, especially those colleges and universities offering corporate education courses have the tendency to change courses, practices, and policies at the expense of the learners due to changing economic climates. The authors make a point of caution regarding autonomous

institutions stating, “it is very dangerous to amend the curriculum radically in response to another folly of the corporate management or change of market conditions” (Sitnikov, et al., 2012). Corporations have the choice of whether or not to employ autonomous learning institutions or to implement their own training organizations.

After deciding to implement or integrate eLearning into the organization, it is important for leaders, management and their champions to decide and understand what level of eLearning they plan to offer. According to Berge (2001), there are four stages of technological maturity that indicates levels of eLearning, which will be used for the sake of this research. Maturity is defined by the ability of an organization to effect dramatic and positive change, “operating against a robust infrastructure, held together by widely accepted technical standards backed by governance mechanisms that can rapidly drive change across a large audience (Dillion, 2001, p 4). The first stage describes a company that may use Dale Carnegie sessions, offering sporadic eLearning events. These events could include special guests like a Carnegie instructor or they can simply mean a weekly team-training meeting ran by a manager. The second stage describes an organization that has the capability to support distance-learning events that are given by a small internal training team or department. Many mid-sized and even some larger companies fall into this category. In this case, the Human Resources department of the company is typically in charge of learning management and may deliver eLearning via webinar or pre-recorded videos. The third indicates an organization with an established distance learning policy. These companies may have an in-house training organization or even outsource training regularly to a third party. Lastly, a fourth stage describes an institutionalized program (Berge, 2001). Another model that can be used to determine a company’s readiness to implement eLearning is the Capability Maturity Model, which introduces five levels for judging the maturity of an organization’s software development processes (Marshall and Mitchell, 2006). These stages are Initial, Repeatable, Defined, Managed, and Optimizing. Somewhat overlapping Berge’s stages, they better take into account the advancements made in eLearning over the years. In the context of eLearning, companies in the Initial level focus on ad-hoc processes; Planned focuses on clear objectives for eLearning; Defined focuses on defined processes for development; Managed focuses on ensuring quality; and Optimizing focuses on continual improvement (Marshall & Mitchell, 2006, p 4). These stages defined in both models can also show a pattern of growth in an organization. Understanding these stages and levels is a way to manage the development of eLearning in an organization. Many scholars agree that project management tools are necessary to structure the implementation of an eLearning program even if a classroom training session is in progress (Berge, 2001). Becker and Montanaro (2008) describe the stages of the eLearning developmental lifecycle that they used in a project management setting to implement eLearning in a corporation. These eight stages include scope, needs analysis, design, module development, production and pilot testing, training deployment, maintenance, and evaluation (p 6).

ELearning: Best Practices in Corporate America. Elearning in the corporate world has evolved over the last 20 years due to the sharing and incorporation of industry best practices. Some best practices are as simple as the aesthetics of the presentations and media and some as detailed and critical as learning management system selection.

Technology. Choosing the right technologies to deliver information is also a critical decision. Technology, in this case, can refer to how communication will occur, or the

delivery mode or method. According to Simonson, et. al, (2012), a variety of technologies and techniques can be used for delivering learning experiences:

- Prerecorded media- i.e. training sessions and lectures
- Two-way audio- i.e. teleconferencing
- Two-way audio with graphics- i.e. webinars
- One-way live video- limited video conferencing
- Two-way audio, video one-way- i.e. webinars with video capabilities
- Two way audio/video- video conferencing
- Desktop two-way audio-video- “Skyping” or video chatting

These are all technologies that allow for classroom-like interaction, but not all technologies do the same. These are synchronous technologies, meaning participants will receive immediate responses, whereas asynchronous communication refers to conversation where the participating parties are not present in the physical or virtual space and a response may be given at a later time (Czeropski, 2012). Email, for example, is considered asynchronous, whereas instant messaging is synchronous. Typically, blends of both asynchronous and synchronous technologies are used in eLearning environments.

Technology Selection. In order to select the right technologies, companies should employ the use of models such as Bates & Poole’s (2003) SECTIONS model, which is an example of a model that corporations should use when selecting a learning management system. SECTIONS is as follows:

Students: who is the student?

Ease of use and reliability: how easy and reliable is the technology for the students and teachers?

Costs: what is the cost structure, as well as the cost per learner?

Teaching and Learning: what kind of learning will be done? What kind of instruction will be provided?

Interactivity: what kind of interaction can the technology provide?

Organizational Issues: will there be any barriers to overcome?

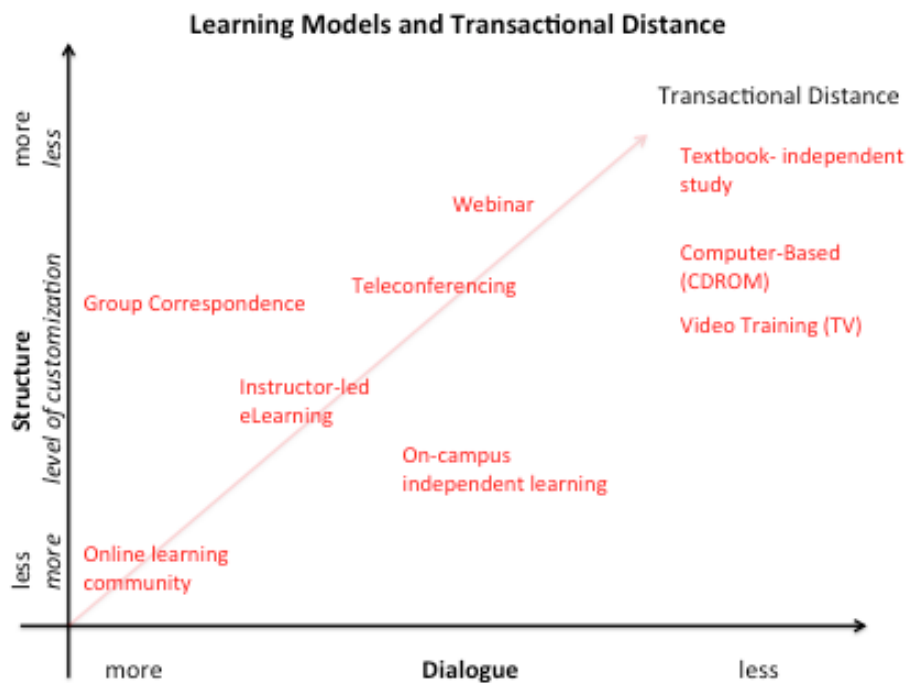
Novelty: how new is the technology?

Speed: how quickly can course be implemented and changed?

SECTIONS is just one of many models used for technology selection, but it allows for the right questions to be asked during the needs assessment. The use of models such as SECTIONS is a best practice for any corporation in order to ensure quality and ultimate return on investment. Once these questions are asked, a proper selection can be made and course can be implemented.

Modes of Delivery. One important theory to be considered in selecting a mode of delivery is the Transactional Distance Theory by Michael Moore (1993). It defines a framework of three interdependent concepts that define the cognitive space between instructors and learners, namely: dialogue, structure and autonomy. While dialogue and interactivity are similar and some even use them synonymously, dialogue refers to “positive interaction.” Dialogue occurs when instructors and learners are respectively and actively listening

and exchanging meaningful dialogue (p 24). Structure refers to program delivery and media selection, which when Moore coined the theory was much more restricted than it is today. “Successful distance teaching depends on the institution and the individual instructor providing the appropriate opportunities for dialogue between teacher and learning, as well as on appropriately structured learning materials” (Moore, 1993, p 27). Customization also ties into this concept, as the more structured a course is, the less dialogue and interaction it will elicit. Autonomy describes the process during which the learner, rather than the teacher, controls the learning process. This does not mean that the teacher is not needed, but that the learner is independent and self directed (Moore, 1993). The following graph shows examples of eLearning delivery modes and how they relate to the Transactional Theory. Print materials and computer-based learning typically elicit very little dialogue and have high structure, where online learning communities and message boards have very little structure and consist mainly of high dialogue between learners and instructors. Levels of interaction and structure should be taken into account when planning and implementing an eLearning component.



Media Selection. Once the delivery mode is chosen, proper media can be selected. Media refers to the channel of vessel through which information is communicated. According to Moore & Kearsley (2012), there are four kinds of media: text, still and moving pictures, sounds, and artifacts (p 7). Media selection is a key factor in eLearning implementation because it will contribute to the determination of the level of interactivity and dialogue in the classroom, the effectiveness of the delivery, as well as the overall cost of the program. There are several models for media selection, but the most

common themes are centered on the content, intended outcome, and the nature of the students, or the learning context (Simonson, et. al, 2012). The company's context includes the organizational structure and the cost of the implementation of the program, which can often be a major obstacle for eLearning implementation (Moore & Kearsley, 2012) In many situations, the organization might have some existing infrastructure and system in place, which should be considered in the decision making in order to minimize costs. Table 1, borrowed from the Chairman of the United States Distance Learning Association, categorizes different forms of media in terms of modes of communication.

	Synchronous	Asynchronous
Visual Only (includes graphics)		<ul style="list-style-type: none"> ✓ Correspondence (print) ✓ Recorded Video
Aural Only	<ul style="list-style-type: none"> ✓ Audio Conferencing 	<ul style="list-style-type: none"> ✓ Recorded Audio
Visual & Aural	<ul style="list-style-type: none"> ✓ Instructional Television Satellite e-Learning ✓ Video Teleconferencing ✓ Synchronous Web-based Instruction ✓ Audiographics 	<ul style="list-style-type: none"> ✓ Recorded Video ✓ Computer Based Instruction ✓ Asynchronous Web Based Instruction (WBI) ✓ Instructional Television

Table 1. (Holden & Westfall, 2006, p 14)

Each media source is valuable in its own way, but not all are necessary or effective in every situation. In eLearning, it is suggested that instructors design and use quality visual materials to “enhance the quality of the learning experience” (Simonson, et. al, 2012, p 159).

Web 2.0 tools. According to Antoni, et. al (2010), the use of Web 2.0 is one of the greatest opportunities for corporate training. Web 2.0 refers to the new way people are able to interact with websites; including the use of multimedia, video, and social networking. Web 2.0 is social and participative in nature, making training “freer,” while also giving organizations autonomy and flexibility (p 38). Web 2.0 allows employees to participate in a more interactive learning experience, using interactive multimedia and social technologies. According to Emelo (2013), U.S. companies spent \$13,675 on average on social learning tools in 2012, an increase of 39 percent in the previous year. Social learning platforms can include chat rooms, document storage, and places to communicate asynchronously. Emelo labels companies that use such tools as “Relationship-Centered Learning” (RCL) organizations, which have a “proactive orientation to learning” (p. 19). Emelo suggests three strategies for sustainable social learning:

- Provide structure focused on learning
- Move beyond formal learning
- Connect learning with real-time work issues
- Adjust corporate cultures and attitudes (pp 20-21)

Social learning platforms are an example of collaborative technology, which is effective in a number of academic settings and shows a deeper level of engagement (Czeropski, 2012). The use of asynchronous discussion makes

training more informal, interactive, collaborative, and more available, making it a strategy that unites the population and gives them focus and direction (Czeropski, 2012).

MLearning. Mobile learning is a delivery method that has revolutionized eLearning. The Advanced Distributive Learning Initiative defines “mobile learning or ‘mLearning’ as the use of handheld computing devices to provide access to learning content and information resources” (Haag, 2001, p 3). “Handheld computing devices” does not include laptops anymore, but devices such as tablets, e-readers, and smart phones. Mlearning supports learning processes and constitutes the first step towards the creation of ubiquitous learning” (Conde, et al., 2008, p 61). According to Ambient Insight Research, LLC, the US market for mobile learning reached \$958.7 million in 2010 with projections to reach \$1.82 billion by 2015 (Haag, 2011). Pioneers in mLearning include government agencies and large corporations, organizations that may require learning solutions that provide true mobility. While mLearning is still immature in terms of technological limitations and pedagogical considerations, studies show a positive impact of providing a mobile alternative for mandatory eLearning courses (Haag, 2001).

Learning Management Systems (LMS). Learning Management Systems are software systems and virtual learning environments that assist in the management of courses (Simonson, et. al, 2012). Many training departments are still sharing documents in a share drive or via intranet, sending training modules via email and losing information in computer crashes. “An LMS provides automation that replaces rigorous and expensive manual work, saves time, and enables you to organize your content, data, and learner audiences” (Foreman, 2013, para. 3). An LMS can be used to provide a basic platform to share information, host conference chats, administer tests, manage students, and share and access content (Moore & Kearsley, 2012). Examples of common learning management systems include Blackboard, Moodle, Angel, Desire2Learn. On a lesser scale, in addition to Learning Management Systems, there are also Content Management Systems and information sharing tools, which allow trainers to deliver content in a simpler platform. According to TrainingIndustry.com, Intrepid Learning, Skillsoft, GP Strategies, Absorb, and Sumtotal are all ranked in the 2013 Top 20 Learning Portals Companies (2013 Top 20 Learning Portals Companies, n.d.). Skillsoft is very popular in the corporate environment as well as with the military for the full services they provide to companies that want to outsource their learning entirely. Companies with unique learning needs can develop their own management systems, rather than purchase one already existing. LMS selection is an elaborative process that involves four phases: picking candidates, picking final software, design and integration, and testing and revision (Price & Stoker, 2005). Foreman (2013) offers two phases that should come before the picking of candidates in his five step selection process: analyze needs and define requirements. The other steps are similar to the four-step process defined by Price and Stokes (2005); vet available products, evaluate products, and select a product (Foreman, 2013).

Instructional Design. Instructional design is a best practice that many corporations overlook in implementing even the most basic training programs. Instructional design, or the systematic application of a “set of principles to achieve effective, efficient, and relevant instruction” is a process that consists of several steps and oftentimes several decision making parties and experts (Briggs, et al., 1991, p 5). The process of instructional design consists of determining the learning objectives and outcomes, selecting appropriate technology, and designing, producing, delivering, evaluating, and maintaining the course (Bates & Poole, 2003). The ADDIE Model is one of the most proven and comprehensive models used by instructional designers to implement programs and develop courses because it incorporates elements of several other models. ADDIE stands for: Analysis, Design, Development, Implementation, and Evaluation (Gustafson & Branch, 2012). Instructional designers working in corporate training should have knowledge and understanding of instructional design models such as ADDIE. The process of instructional design can often require a team of individuals and years for successful implementation. Because of this, companies often outsource to instructional design consultants and specialists in corporate training. Instructional designers, along with graphic designers, subject matter experts, and corporate leaders help make all decisions including delivery methods, media selection, and learning management systems. Each organization is different in terms of how their employees will best be served by their training programs. During the process of instruction design, the designer should conduct an analysis and consult with the leadership to determine what would best fit the needs of the learners. Determinants could be the size of the company, age and demographic of the learners, geographic location of the learners, and size and scope of the training department.

Pedagogical Approach. Distance can restrict teaching and training techniques to those that can be effectively used over a distance, however, that does not mean that there are not options for instructors. As previously discussed, instructional models represent a philosophical orientation to training, which dictates different strategies that can be used in training processes. Training strategies can include instructor-led training, interactive methods, hands-on training, experimental. Instructor-led training includes face-to-face and online learning environments and can use tools such as whiteboards, projectors, videos, PowerPoint, and story telling. Interactive techniques can include discussions, case studies, role-playing, and demonstrations. Hands-on training includes drills, coaching, cross-training. The following chart taken from Keesee (2012), illustrates examples of training strategies and their corresponding methods. Each method shown serves a different purpose for the learner and instructor and promotes a different level of interaction.

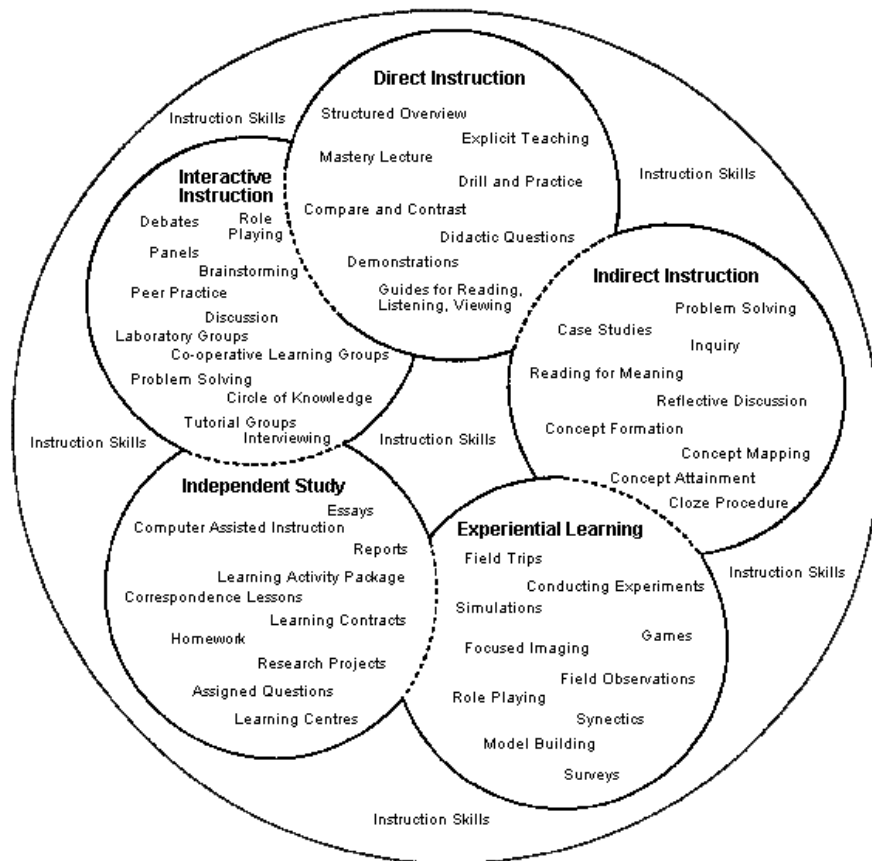


Figure 5. Instructional Strategies

It is important that training remains learner-centered. One scholar maintained, “Given the choice between two techniques, choose the one involving the learners in the most active participation” (Horton, 2006, p 18). Lectures are considered to offer a low-level of involvement, while role playing and debates offer a higher level of learner involvement. Companies tend to offer a mix of these techniques depending on the demands of the organization and goals of the training.

Many of these techniques are examples of formal training, which indicates training provided offsite or away from daily work activities. Formal training programs can include business, vocational-technical, apprenticeship, correspondence, company, and government training (Lengermann, 1996). eLearning tends to be more informal as technology advances. Informal training, also known as on-the-job training, is an effective and efficient way to train employees of organizations where things are constantly changing (Xiangmin & Batt, 2007). This informal training is important for sales organizations and companies that suffer from down time and time out of the office or the field (Tampone, 2010). Furthermore, studies show that there is a statistically significant positive relationship between informal training and productivity (Xiangmin & Batt, 2007). Informal learning includes the use of social learning platforms, learning communities, and self-directed training. Formal training leads to formal qualifications and certifications, but often costs more to administer (Misko, 2008). Informal training is done onsite and is hands-on and traditionally less expensive, but also does not provide the same level of structure

(Misko, 2008). Most companies use a combination of formal and informal training to best prepare their employees to fulfill their duties. In industries where there are skill shortages, especially, organizations have used methods of training that will accelerate its completion; this includes mixing formal and informal training (Misko, 2008). While these are concepts of traditional training, corporate trainers often transfer these techniques to their eLearning courses as well. Elearning training can now be both formal and informal through the use of Web 2.0.

Assessment of Learning & Program Evaluation. No matter what models, tools, or methods are chosen, success in learning must be measured to show return on investment. In order to achieve effective and accurate measurement, evaluators should include measuring and reporting general data, learning output, stakeholder and learning satisfaction, employee engagement, employee performance, and business impact (Anderson, 2013). The latter of these has been considered difficult to measure because of time and resource constraints, however can be measured using such metrics as “employee performance, speed to proficiency, customer satisfaction and improved sales numbers” (Anderson, 2013, p. 52).

An industry standard for assessing online learning programs was first developed by Donald Kirkpatrick in 1959 (Yeo & Mayadas, 2010). Kirkpatrick’s model offers four levels of assessed outcomes:

“Level 1: Reaction- Did employees like the learning experience?

Level 2: Learning- Did they absorb what they were taught?

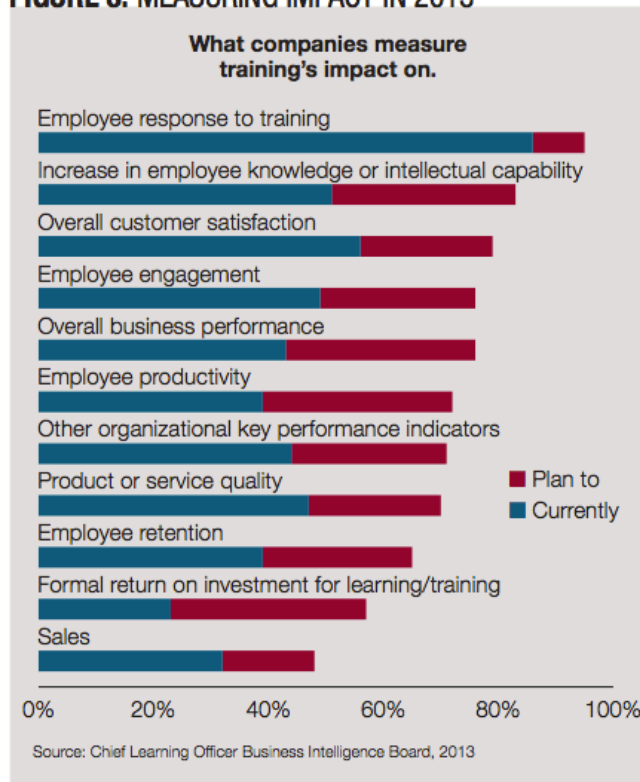
Level 3: Behavior- Did they use what they were taught?

Level 4: Results- What is the impact of what they were taught?”

(Yeo & Mayadas, 2010, p 46).

Kirkpatrick’s model offers a very simple outline that can be elaborated into a more complicated and involved process. Each Level evaluates an important aspect of training effectiveness, including learners’ thoughts on the experience and how it has changed their behaviors. Figure 3 displays how often companies are measuring learning impact on such outcomes. The most popular outcome measured is employee response, however companies plan to measure employee productivity and overall business performance more in the future (Anderson, 2013, Figure 3).

FIGURE 3: MEASURING IMPACT IN 2013



Anderson (2013) suggests three steps to demonstrate learning's impact:

- "Establish metrics at the project or business unit level"
- "Define success early"
- "Set expectations upfront with stakeholders" (p 54).

The article suggests that companies that follow these guidelines will see "marked improvement" in their learning measurement initiatives (Anderson, 2013, p 54). According to Kok (2013), "different tools, such as self-paced web courses or social learning platforms, have completely dissimilar impacts and levels of success when applied to different learning needs inside the same or different organizations" (p 26). It is for that reason that instructional design techniques need to be employed in order to create the highest level of impact in the training environment.

While this model is tested and time-proven, technological changes and the growth of corporate eLearning demands something more current. The Sloan Consortium, a respected professional online society, supports the need for program assessment by developing "pillars" for learning program assessment, which Yeo & Mayadas (2010) extended to corporate eLearning (p 47):

1. Access
2. Learning Effectiveness
3. Cost Effectiveness
4. Faculty Satisfaction
5. Student Satisfaction

The author considers these two models of assessment as complimentary and holds that while they assess different things, the Sloan-C Pillars have elements of the Kirkpatrick model within them.

Analysis

The purpose of this analysis is to compare the education models adopted by each company, their use of best practices, as well as a discussion of the impact that learning has on the corporations. This analysis will begin with background information on three international companies with well-known and established training organizations. These three institutions, the Pfizer Learning Center (Pfizer), Deloitte University (Deloitte and Touche), and Hamburger University (McDonald's Inc), are all award-winning corporate training centers in three distinct industries that exhibit characteristics of successful corporate universities. The table shown below illustrates the dimensions for comparison used to analyze these corporate learning institutions. This section will analyze each institution according to the dimensions: maturity, best practices, and impact.

Dimension for comparison	Corporate Training Organizations
Models and Maturity	Analysis of positioning according to Sitnikov's structure model, Berge's Model of Technological Maturity, and Marshall & Mitchell's Capability Model (discussed in <i>ELearning: Corporate learning models</i>)
Best Practices	Use of technology, including media, modes of delivery, Web 2.0, mLearning, and learning management systems; and pedagogical approach (discussed in <i>ELearning: Best Practices in Corporate America</i>)
Effectiveness	Assessment of learning using Kirkpatrick's Model, Sloan Consortium Pillars, and return on investment (also discussed in <i>ELearning: Best Practices in Corporate America</i>)

Table 2- Dimensions for Comparison

Pfizer Inc. and the Pfizer Learning Center. Pfizer Inc., the world's largest research-based pharmaceutical company has been producing blockbuster medications since 1849. With pharmaceutical, nutritional and medical device divisions, products such as Zoloft, Viagra, Celebrex and Ensure have placed Pfizer in the 48th position in Fortune Magazines Fortune 500 ratings. The company earned \$14.57 billion in revenue in the year 2012 due to the hard work of over 100,000 international employees, including a sales force of well over 10,000 (Armstrong, 2012).

Pfizer understands the importance of investing in its employees, especially its sales force. With the nature of the industry, sales representatives must have a wealth of not only sales skills, but also healthcare and scientific knowledge in order to sell to a doctor. Representatives are carefully divided up by division and class of drugs in order to focus and become masters of their trade. For example, a representative may work in the Primary Care Division with only cholesterol medications, meaning they would sell medications such as Caduet and Lipitor. Other representatives may work in Cardiovascular or Respiratory. Training will depend on the system of the body and the type of health care professional the representative will work with. Because of the specifics of the training, Pfizer has a great need to provide a thorough and extensive training experience to their representatives in order to prepare them for the field. This training typically starts with a 2-3 week independent study or home study session, followed with an onsite training session that spans over a course of 2-4 weeks. In order to provide this training, Pfizer, Inc.

opened the Pfizer Learning Center at the Doral Arrowwood conference center in Rye Brook, New York. The location was chosen because of its close proximity to the company's headquarters in Manhattan (Kilgannon, 2000). This 110,000 square foot facility can accommodate more than 700 people has the capability of transmitting training sessions over satellite to regional offices and employees homes (Barnes, 2000). The site includes a media production center, a resource library, and a 175-seat auditorium and is a "Key to Pfizer Global Learning and Development" (Barnes, 2000, p 1). "The Learning Center at Arrowwood is a place where Pfizer employees can sharpen the skills that made them among the best in the industry," says William C. Steere Jr, who was the Chairman of the Board and Chief Executive Officer at the time of the opening (Barnes, 2000, p 1). Continued education and training is provided throughout the employees' tenure with the company. Each quarter, training is required via eLearning modules, calls and webinars. The training professionals, management, and leadership typically deliver these training activities centered on sales skills, product knowledge, and corporate policy and procedure.

McDonald's and the Hamburger University. McDonald's is one of the world's most popular fast-food restaurant chains, serving their famous "Big Macs" and "Happy Meals" to over 50 million customers each day in over 100 countries (Our Story, n.d.). Since it's founding in 1955 by Ray Croc, McDonald's has operated on a philosophy of uniformity and quality. McDonald's brings in \$27.567 billion in revenue each year and has earned the 111th place in the Fortune 500 list (Fortune 500:McDonald's, 2013).

In 1961, founder Ray Croc decided that it would be important to educate his employees in the McDonald's way to ensure uniformity and company standards of management across the board. Hamburger University (HU) began as a graduating class of 15 and has transformed to an annual graduating body of over 5,000 students (McDonald's, 2010). The university educates management, mid-management, owners, and executives in the standards and principles of doing business the McDonald's way and even offers college credits upon completion of the "degrees" (Galagan, 2011). Starting with a class in the basement of one of the first restaurants in Elk Grove, Illinois, the main campus of HU is now situated on a \$40 million, 130,000 square foot facility located on an 80-acre campus in Oak Brook, Illinois (McDonald's, 2010). McDonald's Hamburger University also consists of 22 regional training centers, as well as seven other global campuses located in Sydney, Munich, London, Tokyo, Brazil, and Beijing (Galagan, 2011). McDonald's Corporation provides \$1 billion in annual training for employees and students attending Hamburger University (Tegan, 2007). Hamburger University employs 64 full-time global instructors that teach in 28 different languages, including its 19 at the main campus in Oak Brook, Illinois (Hary, 2011). The Oak Brook, Illinois location features upgraded audiovisual equipment and a cyber café (Galagan, 2011). HU has eight virtual classrooms, designed to promote collaboration and interaction using laptops, monitors and whiteboards, unlike the auditorium-style classrooms used by the University almost 20 years ago (Kalman, 2012). The company has also developed a suite of 19 eLearning modules for crewmembers and non-management employees to take advantage of throughout their training process (Meister, 2011). As Ray Croc, founder of McDonald's once stated, "If we are going to go anywhere, we've got to have talent. And, I'm going to put my money in talent" (Meister, 2001, pg 48).

Deloitte and Touche and Deloitte University. Deloitte Touche Tohmatsu Limited (DTTL) is a global multidisciplinary consulting company based out of the UK that began as an

accounting firm over 150 years ago (CITE). More commonly known as Deloitte & Touche USA (Deloitte) in the North American market, Deloitte is the “largest private professional services network in the world, based on aggregate member firm revenues and headcount” (History, N.D.). Its aggregate member firm revenues amounted to \$32.4 billion in the fiscal year ending in May 2013 (History, N.D.).

Deloitte’s corporate strategy is so complex and its corporate environment is so unique that instead of turning to an existing business school to educate its employees, it has decided to “take control of its own executive training” (A Look Inside Deloitte University, 2012). In October of 2011, Deloitte opened Deloitte University (DU), a \$300 million, 700,000 square foot learning center, built on a 107 acre property in Westlake, Texas (A Look Inside Deloitte University, 2012). The university’s campus is not only complete with 35 classrooms, but also 800 guest rooms, a fitness center, amphitheater, and ballroom for additional learning and social activities. Diana O’Brien, a managing principal at DU states, “We rely heavily on telling stories—our own stories—of success and failure,” which is why they needed to develop courses that would focus on their own client services (A Look Inside Deloitte University, 2012, p 24). Courses include “Welcome to Deloitte,” “New Manager Program,” “The Art of Empathy,” “Anatomy of a Train Wreck,” and much more (A Look Inside Deloitte University, 2012, p 24). These topics differentiate the university from other business colleges because they are so specific, unlike more broad-based MBA programs (A Look Inside Deloitte University, 2012). Deloitte spends about \$4,000 on the 60 hours that each employee spends learning each year. Deloitte requires employee to complete 40 hours of training per year, which includes face-to-face and weekly eLearning training activities (C. Alexander, personal communication, January 29th, 2014). With a workforce of approximately 51,000, adding 18,000 new hires each year, Deloitte University must be able to accommodate each learner (Salopek, 2012). Deloitte also uses the university as a retention tool, discouraging voluntary attrition by providing a highly interactive orientation program. In order to reduce costs by a predicted 40%, Deloitte announced in 2002 its plan to invest \$10 million and add an eLearning component to DU (Goldwin, 2002). “E-learning not only gives us an advantage in the market but also an advantage in attracting and retaining the most talented people. This, in turn, helps us to deliver value to our clients,” said Candy Haynes, director of worldwide learning at Deloitte Consulting (Goldwin, 2002, p1). Haynes believes that the addition of eLearning will be attractive to new employees and allow them to get caught up on training and on boarding faster than they would if they waited for their trip to DU. With the demands of the clients in addition to internal responsibilities, Deloitte’s learning and development team determined that integrating m-learning into the already existing e-learning component of their corporate learning program would be beneficial (Deloitte & Touche USA, 2006). With this tool, Deloitte employees can complete 15-30 minute modules and download relevant business books with their mobile devices (Deloitte & Touche USA, 2006). Senior leaders were chosen as change agents in this movement to mLearning. Sharon Allen, Chairman of Deloitte LLP, states in an address,

“Our current environment provides an enormous opportunity to advance business education and restore commerce to its rightful place. A place that values the efforts of those organizations that innovate, create, produce, and ultimately improve the lives of those who purchase its goods and services. And in doing so, earns profit for the value it creates” (Allen, 2009, p 356).

Analysis and Comparison of Learning Models and Maturity. Each company discussed has established an institution of learning to assist in the training and education of their

employees. However, each company is at a different stage of technological maturity and has chosen to execute this training differently. Some companies are more innovative and others are more traditional; this analysis will examine what works and what does not work in each organization.

According to Sitnikov, et al. (2010), there are two models of corporate training in terms of organizational structure. For the purpose of this research, we are focusing on companies that follow the intercompany model by housing their own training and learning institutions. These intercompany training departments, or corporate universities in this case, are owned, operated, and patronized by their own employees. Each school initially established a physical location and subsequently outgrew their location, forcing them to create campuses separate from where day-to-day business activities occur. These multimillion-dollar campuses became the hubs for learning activities that usually required employees to travel to the physical location for days to weeks at a time, hence the need for employee lodging on site. Because these institutions are not autonomous from their parent companies, they are able to change and adjust according to the needs of the corporation and its learners. However, intercompany training is not solely characterized by a physical location, as intercompany organizations play a major role in eLearning implementation as well. Operating under the intercompany model, as opposed to the autonomous model allows corporations the benefits of delivering just-in-time eLearning training to its employees. Intercompany training departments are able to quickly react to the changes within the organization to deliver eLearning training to employees without the need to travel.

At first glance, each organization’s learning institution appeared to be a very “mature” in terms of their growth and development. Consumers would be impressed to hear about Hamburger University’s accredited degree programs and Pfizer’s beautiful Arrowwood Facility. However, upon accumulating the research, it is more apparent that each organization still has room to grow in regards to the implementation and execution of a continually successful eLearning training program. Below, is a table showing Berge’s 4 Stages of Technological Maturity, which is one of the dimensions used in this analysis. The categorization of each company in a particular stage does not mean that the company does not lack characteristics of former stages or even show signs of progressing towards the next stage (Berge, 2001).

Stage 1	<ul style="list-style-type: none"> • Separate and sporadic learning events • Characterized by effective project and program management • eLearning is not a common or necessary practice, but has added value to training
Stage 2	<ul style="list-style-type: none"> • Organization’s technological capability and infrastructure supports distance learning events • Training is conducted by replicated events- not designed by situation • Interdisciplinary team responds to staff management needs and makes recommendations • Characterized by organizational development and cultural change
Stage 3	<ul style="list-style-type: none"> • Established eLearning policy • Stable and predictable processes • Company identifies and selects content and technology to deliver training • Organizational develop and cultural change sustain eLearning implementation and use at the organizational level

Stage 4	<ul style="list-style-type: none"> • Institutionalized training program • Has aligned policy, communication, and practice to address business objectives • Established eLearning identity • Conducts systematic assessment from an organizational perspective • Characterized by effective strategic planning used to guide cultural change and the allocation of resources. • Program planning and perspectives align with organizational strategic planning and perspectives • Mission critical
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Table 3. Berge's Stages Technological Maturity (Berge, 2001)

Technological maturity refers not to the technology that companies employ, but to the level of technological readiness a company has to respond to change. In terms of technological maturity, Deloitte University has proven to be the most advanced in eLearning out of the three organizations. Deloitte has responded to the demands of its employees and clients by adjusting to cultural and structural change, effectively implementing programs that meet those needs. Its institutionalized program has well-aligned policies and procedures that have helped to establish an eLearning identity. Deloitte's Global Learning Programs, for example, educate all employees of Deloitte member firms throughout the world, giving them access to mentors and coaches with "robust online learning capabilities" (Global Learning Programs, 2013). These trainings and learning solutions are strategically planned and are critical for the success of the organization. Hamburger University is also institutionalized and offers a comprehensive curriculum, with an established eLearning policy, but has a more stable and predictable eLearning policy. For example, Hamburger University partners with McDonald's corporate Human Resources department to create training programs that are used repeatedly for new employees. Because of the nature of the restaurant industry, McDonald's is not able to respond as quickly to the changes or needs of the employees at each level of the restaurant. The Pfizer Learning Center, although it is a physical location, is not yet a corporate learning institution like the others. The training department is large, but many of the learning activities are outsourced to other companies, produced and delivered by management in different departments, and recorded and distributed to the rest of the organization. Elearning is used as a supplement to on -the-job and classroom training and modules are not as advanced as those of the other two institutions. Despite this information, the corporation does have an established eLearning policy, which suggests that it is in between the second and third stages of Berge's Technological Maturity model.

	Level	Capability	Result
5	Optimizing Continuous Process Improvement	Organizational Innovation & Deployment Causal Analysis & Resolution	Productivity & Quality
4	Quantitatively Managed Quantitative Management	Quantitative Process Management Software Quality Management	
3	Defined Process Standardization	Requirements Development Technical Solution Product Integration Verification Validation Organizational Process Focus Organizational Process Definition Organizational Training Integrated Product Management Risk Management Integrated Teaming Integrated Supplier Management Decision Analysis & Resolution Organizational Environment for Integration	
2	Managed Basic Project Management	Requirements Management Project Planning Project Monitoring & Control Supplier Agreement Management Measurement & Analysis Product & Process Quality Assurance Configuration Management	
1	Initial Heroic Efforts	Design Develop Integrate Test	
			Risk & Waste

Figure 4. Capability Maturity Model (<http://www.sqaji.com/CMM/>)

The Capability Maturity Model is another model that can be used to analyze the ability of a corporation's software to perform specific projects (Marshall & Mitchell, 2006). Figure 4 shows the 5 stages of the model, its characteristics, and capabilities at those stages. Substantial data has not been made available regarding the systems capabilities of the companies in question, yet assumptions can be made based on the research. Not only is Deloitte University in the fourth stage of Berge's levels of maturity with its fully institutionalized program, but due to the level of advanced technologies used, it can be said to be in the 5th stage of maturity in the Capability Maturity Model, "Optimizing," and is focused on continuous growth and process improvement. Based on research, McDonald's Hamburger University seems to be an institution in the "Quantitative Management" phase, as the company has the capability to adapt current programs to new projects without experiencing measurable loss. In terms of Capability Maturity, Pfizer seems to be more "Defined," as they have standard processes in place used to establish consistency across the entire organization.

Analysis and Comparison in terms of Best Practices. Each company exhibits best practices that serve as examples for others training departments. These global corporations benefit from yearly financial growth, which allows them access to advanced training resources. Because each of the companies employs and train individuals in multiple countries and remote locations, the use of technology is paramount. All three corporations employ in-house instructional designers and subject matter experts to implement the most effective courses and programs.

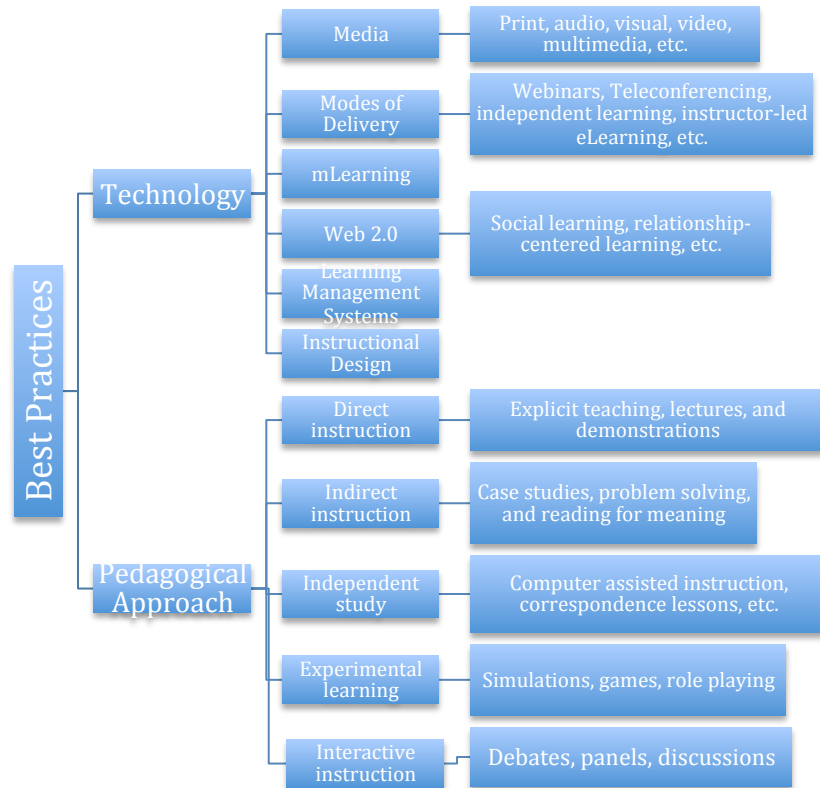


Figure 5. Corporate Training Best Practices

Throughout the literature review, the author discussed Best Practices commonly employed by eLearning and corporate training professionals, which are outlined above. The three corporations under examination also exhibit these Best Practices in their own effective ways. Each of the learning institutions has eLearning courses and programs available, yet some are more advanced than others. Their use of the best practices shown in Figure 5 (above) is what can determine the effectiveness of their training programs. Figure 5 breaks the best practices discussed in the Literature Review into two sections: technology use and pedagogical approach.

Deloitte exhibits both an effective use of technology and a varied pedagogical approach. With regards to technology, Deloitte relies heavily on its use to accomplish training activities. Prerecorded training sessions, teleconferencing, webinars, and video conferencing are just a few of the technologies used. Instruction is interactive and consists of multimedia led learning activities. Deloitte University (DU) employs the use of all media types in order to deliver instruction. Deloitte University has its own learning management system, the Global Deloitte Learning Portal, to deliver the eLearning programs to its employees and that of its partner firms. Deloitte takes their eLearning to the next level by adding the innovative mobile learning option as well, allowing employees to access resources from anywhere with cellular service. DU's use of mLearning is what truly sets the institution apart. Promoting the use of social media, social learning, and the availability of learning tools and information via mobile devices is truly taking their use eLearning to the next level. DU uses all five pedagogical approaches shown in Figure 5 throughout training, focusing on direct, experimental, and interactive instruction. Deloitte uses blended learning techniques to tie in onsite and eLearning activities, offering instructor-led courses and self-

directed informal training. Deloitte also offers a platform for a learning community that allows learners to interact with each other. Deloitte is a firm that offers consulting, strategies and analytics, financial advisory services, audits, and more. Because of this, teaching and training is often situational and case based. Students study successes and failures and learn from them by simulating similar situations.

Pfizer also relies very heavily on technology and blended learning techniques to deliver effective training to its worldwide sales force. Because the first stage of training requires a self-paced home study program with asynchronous support and occasional synchronous review sessions, multimedia tools and various technologies are more than necessary. For this reason, the company relies heavily on teleconferencing and recorded webinar sessions to deliver training to their international sales force. The Pfizer Learning Center is a place where sales representatives put into practice the information they learn through independent study and combine it with sales skills. Role-playing and lectures are a major part of the training that takes place in and outside of the classroom. Pfizer Learning Center offers the most informal learning of the three organizations. Learning starts at home with self-directed textbook courses, continues to webinars, and culminates with face-to-face instruction. The textbooks and home-based training are typically outsourced and developed for the trainings. Ongoing training comprises of eLearning courses, which are developed by the department. These courses usually cover policy and procedure, comprise of narrated PowerPoint presentations, and are not typically interactive. Pfizer does not use a Learning Management System that allows instant access to training materials, nor do they provide a platform for information sharing and social learning. Most training occurs “in the field” via shadowing and manager-assisted workdays, which occur after the formal training session.

Hamburger University also offers a comprehensive learning program that allows international employees to learn the same information across the board. These courses are more structured, less interactive, and readily available. The employees that participate over a distance use a combination of multi-media, mainly consisting of audio, visual, and video sources, which are typically delivered via video and computer-based training/eLearning. Those that learn directly at the university experience a more hands-on and less multimedia driven environment. Hamburger University also uses experimental and interactive instruction by delivering case-based learning, with a more hands-on approach with full mock restaurant on campus with fake food that allows employees at every level to learn the roles and job responsibilities of each employee in a restaurant. The attendees learn not only how to assemble a proper hamburger the McDonald’s way, but also how to run a business, perform accounting tasks, and manage personnel. Hamburger University’s eLearning component solely consists of prerecorded learning modules, which are also offered by the other institutions as well in conjunction with additional resources.

Analysis and Comparison in terms of Effectiveness of Learning on the Corporation.

Investment in the education of employees must come with some form of return, whether long term or immediate. Most corporate learning institutions face issues when it comes to measurement because they do not have enough resources to show why learning matters (Anderson, 2013). Deloitte has been able to quantify the success of their training sessions by employing the Success Case Method and conducting surveys and behavioral analysis to determine that 88% of participants in their Tap into Your Leadership Potential program applied new behaviors to their work life (Salopek, 2012). It is measurements such as these

that provide companies with the opportunity to grow and expand their training initiatives. The more companies are able to show return on investment, the more leadership will be willing to take corporate learning to the next level. The next level is not just return, but also potential profit. Learning institutions such as these have an opportunity to turn their corporate training initiatives into profit by reusing content and selling it outside of the institution. Information sharing is also a tool that can be used to “strike up strategic relationships,” according to Pack (2002). Learning institutions not only have the capability to return the investment of its parent company, but also to earn money for that company. Although eLearning can be expensive, confusing, and challenging, it is also an “innovative way to strengthen relationships with suppliers and clients, to reach new markets, and to even build a new profit center” (Pack, 2002, p 23).

“Organizations today realize that they cannot use traditional training methods if they want to stay competitive” (Maxwell, 2012, p 92). It is true that not every company has the opportunity to train all of their employees in a face-to-face environment. McDonald’s is a company that realizes this, and thus has decided not to train all employees at Hamburger University. Some scholars even venture to say that eLearning is the best form of training for employees, giving them the opportunity to study while at work which is “very urgent” for employees that live in remote areas (Sitnikov, 2010). Both McDonald’s and Pfizer have employees and locations in remote locations, making it difficult for them to travel to regional offices. In addition, time out of the field for Pfizer sales representatives means potential financial loss for the company. Deloitte employees typically live within driving distance to a regional office, making it more convenient for them to receive training, but training time also means time away from clients and projects. In fact, every Friday is reserved for training purposes, which, according to Christopher Alexander, an experienced consultant at Deloitte, is indicative of the effectiveness of the training and company’s dedication to its employees (C. Alexander, personal communication, January 29th, 2014). eLearning gives the companies the *opportunity* to deliver training in a faster, less expensive way. Not only does eLearning save money, but data is appearing that has been able to show that companies are benefiting in other ways from using eLearning as well. The 2013 MIT Sloan Management Review report, “Social Business: Shifting Out of First Gear,” reports that companies were able to utilize social business software to increase collaboration, identify expertise and internal knowledge, improve productivity, and break down internal silos (Emelo, 2013, p 20). As these companies grow and become—or continue to be—leading examples in corporate training, new opportunities will arise for organizations and their learning institutions.

At Deloitte, each and every consultant, as well as other vital employees are sent to DU for orientation as well as any other necessary job-specific training. The same applies for the Pfizer Learning Center (PLC), which is typically attended by the sales forces, but also utilized by other supporting divisions and departments. On the other hand, attending McDonald’s Hamburger University is a privilege that must be earned. Crewmembers must compete to become assistant managers and then must earn a recommendation from their managers to even apply. Even amongst those who apply, only 1% of applicants are accepted (Weinner-Bronner, 2011). The notoriety and prestige of these types of organizations can be used as motivation for employees to work towards higher production, effectiveness, and leadership roles.

Based on Kirkpatrick’s model, there are four levels of effectiveness, which can be explored: Reaction, Learning, Behavior, and Results (Yeo & Mayadas, 2010). Reaction and learning

can typically be measured by surveys and tests upon the conclusion of a training session or program. Behavior can also be measured by survey as well as observation and results are usually measured by quality of job activities and output. According to Mr. Alexander, Deloitte wows employees with its state of the art facilities and course offerings in business management, leadership, industry, and functional disciplines and inspires hard work and professional accomplishment (C. Alexander, personal communication, January 29th, 2014). Reaction to training at McDonald’s for a cashier is a lot less impressive, according to LaToyia Johnson, former cashier. “The training was effective in terms of helping us learn the job and how to do it right, but it wasn’t effective in terms of behavior. After training was over, for the cooks and cashiers at least, a lot of old behaviors resurfaced” (L. Johnson, personal communication, January 25th, 2014). The author’s experience with training effectiveness at Pfizer yielded a positive reaction, proven learning, changed behavior, and results. Many of Pfizer’s sales representatives come as blank slates with nothing but the personality and characteristics of a sales person. Because of this, much of Pfizer’s success in the industry depends on the success of their training.

Summary and Recommendations

Table 2, shown in the introduction of the Analysis, gave the dimensions for the analysis upon with the companies would be compared. The following chart summarizes the comparison given in the analysis and offers visual aid to the summarization of the findings of the author. Deloitte shows to be the most mature institution, effectively utilizing both a beautiful physical campus and well developed eLearning components. Pfizer effectively uses eLearning to introduce its employees to their products and job responsibilities and later to reinforce their learning and keep them up to date. While Hamburger University does not offer all resources to all McDonald’s employees, the University has been instrumental in the success of hundreds of McDonald’s restaurants worldwide.

	McDonald’s Hamburger University	Deloitte’s Deloitte University	Pfizer, Inc.’s Pfizer Learning Center
Models and Maturity	<ul style="list-style-type: none"> • Intercompany • Stage 3 Technological Maturity • Stage 4, “Quantitatively Managed” Capability Maturity 	<ul style="list-style-type: none"> • Intercompany • Stage 4 Technological Maturity • Stage 5, “Optimizing” Capability Maturity 	<ul style="list-style-type: none"> • Intercompany • Stage 2-3 Technological Maturity • Stage 3, “Defined” Capability Maturity
Best Practices	<ul style="list-style-type: none"> • In-house instructional designers • Computer assisted, self-directed training sessions • Prerecorded learning modules 	<ul style="list-style-type: none"> • In-house instructional designers • Video conferencing • Mobile learning, social media • Blended learning techniques 	<ul style="list-style-type: none"> • In-house instructional designers • Teleconferencing and recorded webinars • Computer assisted, self-directed

	<ul style="list-style-type: none"> • Hands-on simulation training • Majority informal training 	<ul style="list-style-type: none"> • Global Deloitte Learning Portal • Majority formal training 	<ul style="list-style-type: none"> • training sessions • Role-playing, home study, and lectures • Majority informal training-online and face-to-face
Effectiveness	<ul style="list-style-type: none"> • Prestige and competitiveness of program pushes employees to work harder • Effective job and functional training • Educating managers and owners ensures restaurant success 	<ul style="list-style-type: none"> • Quantified success in behavioral effectiveness • Notoriety of program allows Deloitte to offer learning solutions to other companies • Employee satisfaction 	<ul style="list-style-type: none"> • Qualitative effectiveness, proven in sales numbers • Employee satisfaction and behavioral changes • Elearning saves company money and keeps

Table 3. Comparison of Learning Institutions

These dimensions, while certainly useful in the comparison, do not offer a complete and fair analysis of the learning institutions. The dimensions used are based on qualitative data and analytics, not quantitative. Because of the lack of quantitative data, comparison is made on what data is available and therefore can lead to incomplete results. In addition, the “Effectiveness” column is lacking in substance as that same data is not available. The use of Kirkpatrick’s model is one of the most valuable criteria, however, information is difficult to gather, as many companies do not publicize the results of their learners surveys.

Recommendations

This research has shown that while eLearning has not yet been proven to benefit corporate training, there is sufficient evidence to suggest that eLearning can be beneficial in many different settings. Each company uses eLearning in their own way, according to the goals of the institution, but some points remain the same. In order to further eLearning in Corporate America, existing learning institutions must be champions of eLearning, opening doors for new opportunities and setting a good example to those that will follow. A 2013 study found that 46 percent of employees think social tools help increase productivity, but 30 percent of companies underestimate the value of these tools (Emelo, 2013). Deloitte University has been public with its training structure and activities and has even opened up to outcomes studies. DU should continue to measure these outcomes and make them available for other companies to see. These outcomes should include return on investment measurements, if possible. In addition, current programs need to be evaluated for quality and improved upon, not just according to corporate goals, climate, and market trends, but also according to pedagogy. McDonald’s invests millions of dollars in the University, but much less money into the training of lower-level employees. Quality eLearning and training should be available to all employees at every level in a way that would not only train in job functions, but also attitude, dedication, and commitment to doing the job right and furthering their career. In reference to quality, Maxwell (2012) discusses issues that need to be addressed, including the motivational climate of online instruction, trainees’ engagement, documented savings, and the impact of training on the corporation. In order to address these issues, certain efforts must be made to control the quality of online

learning in corporations. Corporations must maintain infrastructure and technical support, instructor training, development, structured collaborative learning activities, and prompt feedback and evaluation (Maxwell, 2012). Pfizer has thorough face-to-face training events and programs, but the eLearning components are not as well developed. Pfizer, with thousands of representatives in the field, can benefit from eLearning efforts and mLearning more than the other companies discussed in this research. In order to become a true learning institution, Pfizer needs to establish a true eLearning identity. One way to do this would be to replace the textbook learning with interactive online modules.

Conclusion

Traditional teaching and training are trending towards eLearning and blended learning classroom and corporate training moving in the same direction. This research discussed the background of organizational learning, eLearning in Corporate America, corporate eLearning models, and eLearning best practices. Then, an analysis of three corporations with known training programs was performed based on the literature review. Deloitte showed to have an impressive learning institution, which the employees value and which produced measured quantitative results. McDonald's houses one of the world's biggest and most popular learning institutions and even offers the opportunity for employees, managers, and owners to earn college credits by attending. It was also found that while Pfizer has a large and successful training program, it does not yet show the characteristics of a training institution. Their use of technology and an effective pedagogical approach have led to an apparent positive impact on the parent company. In summation, different degrees of success of eLearning initiatives depend on its coherence with the organizational culture and strategy (Kok, 2013). Each organization uses eLearning tools in ways that meet the goals of the organization. Companies with remote employees or hundreds of locations may find more use for eLearning than those that are able to make physical contact with their employees on a regular basis. As technology advances and outcomes data emerges, the benefits of both eLearning and mLearning will be undeniable.

Future Research

Additional research in the field of corporate eLearning will benefit the growing industry tremendously. This research features a plethora of works on the benefits of eLearning and how eLearning *could* improve performance and profits, however, not many works on actual financial returns on investment. To be able to show significant financial would be to show why every company should add eLearning to their current training programs. In addition, case studies and research conducted by a third party on some of the successful learning institutions listed in this work would also benefit the industry. In order to continue to grow, the innovative leaders in the industry must open their doors to others.

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