

The changing face of Alcatel-Lucent management training meets new corporate goals

IN BRIEF



The goal

Alcatel-Lucent University is seeking to conduct 25% of all its training programmes through distance learning, with particular focus on the management courses it offers. This aims to reinforce the effectiveness of course, increase the accessibility of training programmes by optimising training time and reducing costs.

Alcatel-Lucent

Alcatel-Lucent proposes solutions which enable service providers, businesses and governments to offer voice, data and video services to their own clients. With operations in 130 countries, Alcatel-Lucent is the leader in broadband, mobile and mixed telephony, IP technologies, applications and services.



► Executives at Alcatel-Lucent University programme decided they wanted 25% of all their training schemes to be provided through distance learning, particularly their management courses. To do this, they introduced mixed training courses, carefully combining self-study distance learning modules with group-based classroom tuition.

What did this involve? Executives at Alcatel-Lucent University, the training body for this group boasting 77,000 employees worldwide, wanted 25% of all their training schemes to be provided through distance learning. *“In France we decided to work towards this goal by introducing e-learning as part of our management training programme, explains Nunzio Mabellini, Assistant Director for Training in France, and we chose CrossKnowledge to put it into practice.”*

The introduction of distance learning in Alcatel-Lucent’s professional development programme is expected to yield a number of benefits: improved teaching efficiency during courses, enhanced accessibility and attractiveness of training programmes, optimised training time, reduced non-teaching costs (travel expenses, logistical constraints) and, last but not least, reduced training costs. *“In France, Alcatel-*

Lucent offers management and professional development courses to more than 2000 employees every year.” As part of this new setup, several training programmes have been restructured since the beginning of 2007 to offer “blended” training courses (combining distance learning with classroom tuition) such as “How to be a real manager”, “How to be a manager-coach”, “Project management”, “Efficient time management” etc., and stand-alone distance learning modules such as “Becoming a manager” and “Preparing and conducting job interviews”.

So to what extent can blended training courses be seen as novel and beneficial? For project executive Laurence Larock *“the most successful training courses are long-term and alternate between individual and group training, thinking and practice. As the name suggests, a blended training course is a carefully balanced combination of stand-alone modules and group*

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Laurence Larock,
Project Manager

training sessions. Distance learning enables learners to absorb content at their own speed, and gives them time to think about it carefully. They then have a better recall of what they have learnt, and can prepare more cogently for the seminar where they will exchange and apply their knowledge and understanding.”

All-inclusive approach

“The training courses that we have constructed and rolled out in close partnership with CrossKnowledge reach out to all our employees, who are invited to sign up for sessions using the in-house training gateway following approval from their line manager”, adds Laurence Larock.

In order to conduct a rigorous evaluation of the efficiency and quality of these blended training courses, quantitative and qualitative assessments were defined such as the coherence between distance learning modules and classroom training, technical reliability, employee satisfaction with seminars and stand-alone modules etc..

For example, with regard to distance learning *“we had set a goal of achieving connection rates for each course of at least 90% and completion rates of 70%. Our employees’ enthusiasm for this new training tool can be seen by the large numbers of connections, thus enabling us to*

meet our quantitative connection and completion goals.”

The qualitative feedback highlighted the complementary nature of the two learning methods. Furthermore, a majority of learners also confirmed that the distance-learning modules had enabled them to get up to speed before classes and to consolidate their skills afterwards.

As well as examining teaching, technical and organisational aspects in particular detail, Laurence Larock’s team also conducted a wide-based promotional campaign to accompany the launch of the new training courses: *“We informed all our staff, particularly through the use of a symbolic mascot for these new courses, which featured on all our communication systems (email, intranet, teaching materials, etc.). We also focused on supporting and accompanying this change by addressing all the key players involved in training (managers, HR, university teams, etc.). This campaign also illustrated the innovative capacity of the university and reminded us all of its role as the key in-house driver in the professional development of Alcatel-Lucent employees.”*

A dynamic of training and learning

Alcatel-Lucent firmly intends to re-launch a new dynamic of training and learning. In the medium term,



Symbolic mascot for the new courses

Alcatel-Lucent plans to start more stand-alone distance-learning programmes with a view to guaranteeing a sustainable future for this teaching method - while impacting directly on costs. *“In future, we would like to integrate distance learning in other subjects, a goal shared by other Alcatel-Lucent universities worldwide.”*

The group is planning a huge programme to fulfil its mission statement of “improving individual lifestyles by transforming the way in which the world communicates.” ●

