

# Organizing e-learning for Croatian businesses

## Case Study

Case holder: Marijan Frkovic, Croatian IT Society  
Moderator: Tom van Weert, IFIP Agora Initiative

<http://www.ifip-tc3.net/>

### ***Introduction***

The case study of the organization of e-learning for Croatian businesses was analysed using the IFIP ([www.ifip.com](http://www.ifip.com)) Agora Initiative ([www.ifip-tc3.net](http://www.ifip-tc3.net)) *SEOUL 2.0 model for Lifelong Learning*, in particular the module dealing with lifelong learning organisations. The aim was to allow the Chamber of Economy (Chamber of Commerce) of Croatia to organize the e-learning in such a way that lessons can be learned and applied to other cases of e-learning that the Chamber may want to provide in future.

The central elements of the learning organization module of the SEOUL 2.0 model for Lifelong Learning are shown in Figure 1. The case was analysed according to these elements.

### ***Context***

#### **E-learning goal**

Developing basic IT skills in how to use PC-tools; comparable with European Computer Driving License ([www.ecdl.com](http://www.ecdl.com)).

#### **Context**

The e-learning is organized by the Chamber of Economy (Chamber of Commerce) of Croatia.

#### **Technological infrastructure**

PC-class rooms for testing, local (Croatian) courseware for ECDL, local software for e-learning at the workplace or at home, local software for automatic testing and certification of ECDL core programme.

### ***0. Customer focus and result orientation; invariants***

#### **Customers**

Croatian managers who want ECDL skills to be more productive in their job. They manage small to medium companies and in most cases are owners of the company. The target group has a size of about 2000 managers.

Customers are of two types:

The managers who want to understand what others are doing to be able to control their work.

The managers who want to use the technology for their own ends.

Assumption:

Customers want a certificate to show they have developed the basic IT skills.

Assumption:

Customers accept multiple choice testing as examination method.

### **How to reach the target group?**

By law all companies are member of the Chamber. The Chamber has a national headquarters and about 20 regional offices. Testing can be done at the regional offices. There is an expected number of 100 customers per location. Email is assumed to be an effective means of communication with the target group.

### **Organisation that provides the e-learning to the customers**

The ICT-department and the Educational Department of the headquarters of the Chamber of Economy will organize the e-learning working together.

There will be established an e-learning project group. the project budget will be provided by the president of the Chamber. People in the project will be paid from the budget. In the budget money will have to be reserved to be able to involve an ECDL test centre.

*Stages in the project:* Initiation, Design, Development, Delivery to pilot group, Lessons learned, Next version, Delivery to more groups. This project approach is chosen to enhance the competitiveness of the Chamber of Commerce in delivering e-learning to its customers.

*Time available:* preparation x man weeks, design y man weeks, development z man weeks delivery to pilot group u man weeks, lessons learned v man weeks and next version w man weeks

*Time table:* Start on 1st of September (Initiation, Design, Development); Delivery to pilot group starts January following; end of course: August. Start with more groups on 1st of September following.

*Project organization:*

- Project manager (from headquarters), as primus inter pares also working in the project,
- Project members (from head quarters)
- One project member from regional pilot office.
- The project team is collectively responsible for success. The project manager has special responsibilities in the project team.

Delivery of the e-learning will be coordinated by the regional offices, so the interaction with and involvement of regional offices is crucial, not only in the pilot, but also when the e-learning is broadened to more groups.

## ***1 Technology, Collaborative technological environment***

Groupware functionality is needed for the project team and associated outside partners.

An e-learning system will be used to distribute information to courses participants.

Groupware functionality may be needed for course participants if practical work in the own company is part of a course module.

## ***2. Structure of the organization and leadership, Modification of the organization***

The organization is not used to long term project with full result responsibility.

Reporting lines may have to be changed. Leadership involvement may take other than the usual forms.

## ***3. Competencies & know-how, continuous learning, improvement & innovation***

Know-how on running long time project with result responsibility will have to be developed.

Regional offices will need to develop competency in marketing, organizing and running course modules for regional customers.

If practical work in the own business is included in a course module, the organization delivering the e-learning will need competencies in the use of PC ICT-tools, the organization will have to be aware of the problems managers in small to medium companies want to solve with ICT and the organization needs know how on how to help the managers with their problems.

## ***4. Governance, management by processes and facts***

Leadership and project manager must learn how to run a long term, creative project and how to deal with result responsibility.

Reporting might be different, accounting might be different, auditing might be different

## ***5. Piloting the processes in the organization***

Because of the many un-knows it is advisable to start small with a pilot and extend after that. The pilot will allow lessons to be learned.

Because this way of working is new for the organization and the professionals in it, it is strongly advisable to involve external know-how. This will minimize risks and will enhance self-confidence of leadership and project team.

The organization must allow room to make not too great mistakes, also in the acquisition of participants. However, the organization also must verify that lessons are learned.

### ***6. Actions in parallel with the changes, people empowerment & involvement***

Here leadership is involved. Leadership should provide the project team with means and tools that are adequate to accomplish the job. Leadership also has to find ways to give the project team credit for their achievements.

Leadership has to organize information sharing with other professionals in the organization about this long term, result oriented project approach.

### ***7. Partnership development***

In this type of long term development project partnership is essential, outsourcing is less advisable.

### ***8. Sharing of competencies and know-how, corporate social responsibility***

Sharing of competencies has to be made part of the culture. This has to be organised by project team and leadership.

Also knowledge developed by participants during course modules should be shared with other customers of the Chamber. Also this has to be organized. In this way the Chamber becomes a (regional) source of knowledge for the customers.

Developed during a 2,5 hour session at the  
IFIP Agora Initiative Seminar  
Seoul, South-Korea, June 5, 2007  
<http://www.ifip-tc3.net/>



## How to become a learning organization: Seoul 2.0 Model

Figure 1

