

## AUtube: Video-based knowledge transfer within Alstom

MM/2011-xxxx

This case was written by Katrina Maxwell, Senior Research Fellow and Albert A. Angehrn, Professor of Information Technology. It is intended to be used as a basis for class discussion rather than to illustrate either effective or ineffective handling of an administrative situation.

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It had been 18 months since Michael Salone, Vice President of Alstom University, had the idea of creating a company wide video platform, AUtube, in which all employees could watch, rate, comment and upload short helpful work-related videos. A fun, interactive platform could be a promising way to support continuous learning and knowledge transfer within Alstom. While the idea had been immediately welcomed by Michael's boss, Patrick Dubert, then Senior Vice President of Human Resources, who saw it as an opportunity for Alstom to gain 70,000 potential trainers, getting from inception to launch had not been without its challenges.

With just hours to go until the AUtube Recognition Awards ceremony in Paris, where statuettes would be given to everyone who had made AUtube possible, including best actress, best actor and best foreign film awards for video contributors, Salone and his colleague, Walfa Chouki, Head of Community Networks, stepped back for a moment to think about the challenges they had faced and the lessons they had learned during this endeavor and what they would have done differently.

## **Alstom**

Alstom, a French industrial company, is a world leader in high speed transport, power generation and electricity transmission. While the company is probably best known for its high speed trains (the TGV), their technologies also power one in four of the world's light bulbs. Alstom has grown over the past 100 years through numerous mergers and acquisitions, and is currently present in 70 countries (see Exhibit 1). The organizational relationships of the people and groups in this case are depicted in Exhibit 2.

In 2009/10, Alstom considered that it had achieved an excellent operational performance in a difficult economic environment with record sales of 23 billion euros. However, although there was a healthy order backlog, new orders were low. Markets for turbines and other power-generation systems had fallen due to the economic slump, and utilities were expected to delay maintenance work and investments. In response to this, Alstom acquired Areva's transmission business and created a 3rd business sector, Alstom Grid, which allowed them to better provide solutions for both power generation and transmission. In addition, Alstom reinforced cost control and decreased their global headcount from 96,500 employees to 76,500, while continuing their focus on technology and innovation through increases in R&D spending.

## **Innovation at Alstom**

Technological innovation is a key element of Alstom's growth strategy. More than 11,000 researchers and engineers work on product development and engineering innovation around the world, in close collaboration with manufacturing plants and employees with a high level of customer contact.

Alstom's Executive Committee fosters creativity and joint initiatives in the Alstom Group through an Innovation Board, comprised of 17 members from a range of functions. The board promotes innovation internally through the annual Alstom Innovation Awards which rewards and publicizes the work of employees who have successfully developed and implemented

innovative solutions. In 2009, the 2nd Alstom Innovation Awards attracted 220 innovations from 750 employees in over 20 countries. Thirteen finalists were selected. The winner of the innovative processes category showed how a new method of cleaning steam turbine components could increase power output by 0.75%, leading to hundreds of thousands of euros in savings for customers. Improving knowledge transfer is a priority of Alstom's Human Resources policy and one finalist produced 90 hours of "know-how" videos starring current and retired Alstom employees in the USA who share their knowledge and experience about Alstom's boiler designs, processes and techniques. This allowed Alstom to preserve the knowledge of the retiring employees as well as train new local expert employees in India and China without the need for the USA employees to travel. The importance of this innovation was recognized by John Marion, Vice President Boiler Global Technology, Thermal Products, Alstom Power, who stated "There is a critical need to capture "know-how" and "know-why" of our products and technology and educate others, whether they are new employees or global teams."

Alstom also promotes innovation through communities of practice. One such community was the result of a four month team "Challenge" project started during an Alstom executive training program. Each Challenge team is sponsored and coached by senior executives. The outcome of one team's work was an Innovation Management System (IMS) proposal. Its aim was to encourage cross-fertilization between business sectors, which until then had nearly no contact, and get everyone working on innovation. The Alstom Innovation Board decided to implement this between a business unit in the Power sector and a business unit in the Transport sector. Following a two-day kick-off seminar, a new community of 100 managers from both businesses facing the same problems was formed, and began collaborating on ways to help Alstom be more innovative.

## **Collaboration at Alstom**

This cross-sector community, as well as others, is supported by Alstom University's "Alstom Collaborative Way" (ACW). ACW encourages both face-to-face and online collaboration through knowledge sharing and joint approaches to problem solving between employees who do the same job or share similar interests. Alstom University, led by Salone, was established in 2007 to provide training opportunities to staff at all levels in the company and instill a learning culture and community approach within the group. ACW was started shortly after, in 2008, with the aim of progressively integrating state-of-the-art collaboration in Alstom's working practices using communities, networks and collaborative information systems. This effort was led by Walfa Chouki, Head of Community Networks. Its goal is to improve organizational effectiveness by connecting people across all functions and business units in order to breakdown silos created by geographical location and the company's history of mergers and acquisitions. Communication barriers were believed to have been partially responsible for the near bankruptcy of Alstom in 2003.

ACW was fully supported by Alstom's CEO Patrick Kron who believed it was necessary to bridge organizational silos, reduce duplication, create a shared sense of values, harness the Group's human capital and create a "One Alstom" culture where employees share and collaborate to stimulate innovation. Alstom's CFO, CIO, SVP of HR, and the SVP of Strategy gave key leadership backing and were regularly updated on ACW's progress.

Alstom's roots as a French engineering company have had a strong influence on the company's culture. As hierarchy and authority are important, it was imperative to develop a governance model for collaboration. Each collaboration activity must follow three basic rules: collaboration is business related; collaboration should not be anonymous; activities should be monitored, not censored.

People, communities and a collaborative workspace form the three pillars of ACW. The people pillar includes evaluating, developing and recognizing employees' collaboration skills in the HR and training departments, as well as providing opportunities for people to collaborate. "Collaboration" was added to Alstom's competency profile in 2008/2009 (see Exhibit 3). However, this is only linked to the objectives of certain people. "We are encouraged inside the Alstom group to collaborate and share information but at the same time there is no reward for doing so," said one employee. "People who collaborate the most get promoted most often," said Salone, "but people who don't collaborate may still get promoted because they have an important skill or competency."

Communities help people build stronger relationships across the company. In addition to the IMS community, there are more than 30 other communities covering a range of mutual interests. Within the communities there is a focus on learning with members sharing ideas and experience, asking questions and obtaining advice. The communities contribute to the organization in many ways: by stimulating innovation (e.g. the IMS community), by creating easily accessible knowledge assets like the Alstom Power Plant Encyclopedia, by providing quick access to the expertise needed to solve problems via the Power sector's Global Field Service Network, and by increasing the integration and productivity of new employees through mentoring and support in communities such as the Interns Collaborative network.

To publicize the communities, Chouki and her team created an "Introduction to Communities at Alstom" video<sup>1</sup>. This video was played at large company events and was also made available on several external video sites. Alstom employees with ideas for communities now contact Chouki who helps the community get started by applying Alstom's community lifecycle methodology (see Exhibit 4). Chouki also runs training courses for the community leaders.

"Being a Community leader gives me a chance to improve my leadership skills in a different creative way," says Beatrice Vandiepen, Leader of the Women Adding Value to Engineering (WAVE) Community. "What I really appreciate about the Community is that it is made up of people from different organizations and geographical parts of Alstom, who can quickly come together over a specific subject of interest," says Daniel Bradfield, a member of the Technical Knowledge Management Community. "This process has been facilitated by the availability of collaborative tools, which help overcome these knowledge sharing barriers. On a more personal level, involvement in a Community has helped me get to know and exchange information and insights with a network of colleagues I otherwise may never have met."

The collaborative workspace includes blogs, wikis, a document management system and web conferencing. The ACW online platform has already brought together approximately 15,000 employees from different functions, sectors and geographies across the Group. The use of web conferencing systems has resulted in reduced travel costs and a better work-life balance

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<sup>1</sup> <http://www.youtube.com/watch?v=HV0DJZT-Rnw>

for employees who now travel less. While Alstom tracks platform activity such as number of blogs, page views, meetings, etc...relevant ROI and KPI collaboration metrics were difficult to define (see Exhibit 5). “What we were measuring did not reflect collaboration, but rather activity which is not always meaningful,” said Chouki. In order to show the value of collaboration, Chouki now undertakes Return on Experience (ROE) interviews with successful community managers and publicizes their video testimonials on the corporate intranet (see Exhibit 6). In spite of this, some elements of management resistance still remain. “Managers want to know that information being shared in these communities is accurate.”

The collaborative workspace is constantly evolving to keep up with technological changes and social media trends. “The platform will progress significantly this year,” said Niall Johnston, IT Director for Common Applications. “We are migrating to a new integrated platform in which every employee will have their own profile, and a place to keep their documents and collaborate. This will also allow us to reduce storage space requirements as people can then email a link to their document instead of sending the file.”

In addition to the ACW platform, there is also an Alstom Network group on LinkedIn. “This is where many discussions are taking place,” says Chouki. “There was a question asked on a LinkedIn discussion forum about knowledge management and I was surprised to see lots of very good lengthy answers coming from internal colleagues. I am sure that if someone had sent this exact same email internally people would not have taken the time to answer so precisely. There was a very long discussion, people were correcting themselves, really, it was what I would like to see internally.” The LinkedIn group was created by a new Alstom employee,” Chouki continued, “very quickly he received 100 requests to join per week, and he couldn’t really screen and monitor the acceptance so he accepted everyone. I started seeing job opportunities sent by headhunters, so I asked for administrative rights to check all the members and removed the unsuitable ones. We then made the Alstom group only open to former and current employees. There are now almost 3000 people with 30-50 new requests coming in per week.”

“Like many companies, Alstom is faced with the challenge of staying abreast of socio-technological changes and innovations while harnessing the collaborative potential of its employees,” said Salone. “New social media tools and communication technologies, now standard networking platforms, are evolving at a furious pace and this major shift cannot be ignored. We are all used to hearing about B2C companies or other consumer goods companies using social media as a marketing tool. However, for a high tech industrial company such as Alstom, the use of such media is not so evident in the culture, thus challenging everything from hierarchy to intellectual property, ideas that were previously taken for granted.”

In 2010, video was one of the latest social media trends<sup>2</sup>. People, especially young people, were using video more and more to communicate outside of work. This is why Alstom decided the time was ripe to add an enterprise video platform for employee-generated video content (AUtube) to the ACW online platform. Now everyone in the company would be able to replace long written documents by short videos and share their thoughts, knowledge and ideas with Alstom employees across the world.

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<sup>2</sup> Melissa Webster (2010); 360-Degree approach to video: How brands converge online, mobile, and social audiences to build communities with Kyte’s platform, IDC White Paper, June 2010.

## **AUtube**

AUtube (Alstom University tube) started out as an educational, peer-generated video platform. Its mission was to support learning as a continuous process and ensure efficient knowledge transfer within Alstom. AUtube was conceived as a fun and interactive way to encourage all employees to share their knowledge, skills and expertise throughout the company via short self-made videos (see Exhibit 7). The videos can be searched by keyword or browsed by categories such as innovation, people, languages, products and workplace. Employees can also share, rate, thank, and comment on videos. In order to connect employees worldwide, AUtube's interface is available in eight languages, and any Alstom employee can add a translation to a video.

Salone had the initial idea for AUtube in May 2009 when he was surfing the web and came across a French video knowledge sharing website (netprof.fr) where anyone could watch short training videos for free, and adults could submit new course videos. He thought it would be great if Alstom could do something similar. He discussed the idea with Chouki and then spoke with Patrick Dubert, Senior Vice President of Human Resources, who immediately welcomed the idea. Thus from the beginning, AUtube had a senior sponsor who understood its potential to enhance learning and training throughout the company.

In the two months that followed Salone had informal discussions with key people in the company. He wanted to get key senior management in Communications, HR, Legal and IT on-board early in order to get their buy-in and benefit from their expertise. HR needed to be reassured that AUtube would not be a threat to their training role. Communications needed to be reassured that AUtube was not a competitor to their already successful video magazine and WebTV. Legal was worried about data privacy, confidentiality, and intellectual property rights issues, and IT feared an overload of internal networks, especially in low bandwidth countries. Building on their input, the AUtube project team developed a business case for an educational video channel and started discussions with two software providers.

Finally, at the beginning of September 2009, the project received the official go-ahead. Shortly after this, the AUtube project was presented at a Knowledge Management meeting. During this meeting it was realized that AUtube could also address another existing business requirement - the need to have secure video channels. In some Alstom businesses videos documenting the experience and knowledge needed for clients and employees to maintain, repair and upgrade products and equipment were currently stored in off-line libraries, and the businesses were already in the process of identifying other technical solutions. In one business unit, management was already spending 300,000 euros/year on a local system. AUtube could also be used to distribute these videos via a password-protected channel. This increased the scope of the project and additional funds were added from internal business clients. The development phase slowed down as the AUtube project team took a step back to integrate their new requirements. Discussions with internal business clients and software providers took another two months, and official go-ahead for the larger project was given in November 2009.

In December 2009, the AUtube project team discovered during a meeting with the developers to finalize their proposal that there were a number of misunderstandings including how the secure channels would work and the number of languages that AUtube needed to support at launch. The secure channels needed to be completely separate, not just visible or invisible depending on the person, and eight languages were needed for the launch, not just English and

French. Developers were in two different external companies; one handling the video server and one in charge of Drupal<sup>3</sup>, an open source content management platform. The relationship with the two external companies was managed by Alstom's IT department. Alstom's IT policy is to use external resources to develop software.

Development of the Beta version, in which videos could only be viewed, started in January 2010. The Beta version was developed over a period of three months and took six person-weeks of effort. During this time the AUtube project team sought input for the initial videos.

Niall Johnston, IT Director for Common Applications, was asked to create a video about one of his top 10 hotline calls. He created two videos about topics that learners could resolve without the help of a technician – “How to change your Lotus Notes® password”, and “How to change your internet password.” “I chose these two subjects in particular because they were incredibly simple, high volume requests with a relatively low priority,” said Johnston. “Low priority requests are generally answered in a couple of days. These videos allow us to provide a better service to our customers by giving them a quicker answer as well as reduce the number of tickets that are raised.” In France alone there are 120,000 calls to the help desk made each year. These calls cost the company 1.2 million euros. If AUtube could reduce the number of these calls by just 5%, the savings would be more than 62,000 euros/year.

Salone sent an email to all Alstom University Regional Campus managers updating them on the progress of AUtube and asking for their help in obtaining videos for the launch (see Exhibit 8). William Wu, the Regional Campus Manager in Asia, contacted the training manager at the Hydro factory in China and asked for input. The training manager then got in touch with an engineer who found an innovation in the workshop to share. This resulted in a video in which a Chinese factory worker shows how he simplified a manual hammering technique, an activity with a high risk for injury. Reactions from counterparts within Alstom were varied. The Swiss noticed he was not wearing safety glasses, while the Brazilians saw a best practice they could easily adopt.

An intern made a video demonstrating how to easily embed proprietary Alstom font into PowerPoint® presentations, saving many people tedious hours of reformatting documents before sending them to customers, suppliers and educational institutions. In another early video a Brazilian taught basic phrases in Portuguese to help Alstom employees who might travel to his country on business. The Beijing office provided a video entitled “Feng Shui in the Office”. General interest videos such as “How to dance the salsa”, and “How to grow basil” were also submitted.

In March 2010, the Beta version was launched with success on a population of 100 people including the five internal business clients who funded the project, the Alstom University community and the HR department.

Development of the full version began in April 2010. The full version, which allows employees to search, watch, rate, thank, comment, translate and upload videos, was developed over period of six months and required two person-months effort. AUtube platform text translation was done by Alstom University's Regional Campuses.

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<sup>3</sup> [www.drupal.org](http://www.drupal.org)

The first meeting of the Moderation Committee, in charge of AUtube content governance, was held in May. The moderation committee wanted to make sure that videos contained high-value content, respected contributors' efforts and cultural differences, complied with Alstom's standards and values, and protected confidentiality. They decided that four different moderation levels would be necessary: general, functional, technical and confidential (see Exhibit 9). Each level requires a different moderation workflow; for example, in addition to checks for video usefulness and IP right infringement, a technical video would require a further check to make sure it does not violate confidentiality rules about technical information on products, projects, programs, or strategy (see Exhibit 10). During this time new videos were added manually to the Beta version.

Then in June 2010, in a meeting with HR, it was decided that all AUtube videos should be work related. Videos about non-work subjects such as origami, dancing and gardening were removed. The Feng Shui video was deemed acceptable. A decision was also taken to decrease the resolution of AUtube videos because of the IT department's concern about bandwidth. "We would have preferred to have the video quality a bit higher, but we needed to safeguard the company network," explained Johnston. "The network team was concerned about the impact of many people streaming video simultaneously and is now closely monitoring bandwidth usage." For similar reasons, Alstom does not currently provide employees with webcams or offer IT support for them.

Alstom University's Global Events Coordinator, Heather Caisse, began preparing the global communication and rollout plan. This indicated the various audiences that would be targeted (e.g. contributors, stakeholders, moderators, campus managers, general employees, external press), the message, the timing, the responsible people and the means of diffusion (e.g. email, presentation, newflash, video, demo) for the pre-launch, launch and post-launch phases. Preparation for the launch came to a frenzy in September with the finalization of the user guidelines and tutorials, the terms of use and privacy policy, the moderation process and policy (see Exhibit 11), and the training of moderators.

On 23 September 2010, AUtube was launched in country waves over a five week period. "Because of the network team's concerns that a major big bang deployment of streaming videos would impact the overall performance of IT network AUtube was deployed progressively, country by country." said Johnston. "The launch email was sent to 1000-1200 employees per day." In total, email was sent to 35,000 employees. Less than 50% clicked on the link. The second week of the launch there was an announcement about the reorganization of the Power sector which affected many jobs in Germany, Switzerland and the USA. "The timing of the launch was unfortunate," said Chouki, "Although the cost of AUtube was not huge, we are concerned that some employees might have perceived it as a big investment from the company for something non-essential in a difficult time."

The total cost of AUtube software development was 117,000 euros. Of this, 30,000 euros was supplied by three business leaders from the Power Sector's training and knowledge management centre, Cap Savoir, who required secure channels. The Alstom University team spent approximately 880 person-hours of their time on the AUtube project, the equivalent of 150,000 euros. The cost of external legal advice, internal IT support and communication material added another 98,500 euros to the project costs. The hosting and maintenance of AUtube is expected to cost 85,000 euros per year.

A summary of the AUtube timeline is shown in Exhibit 12. The AUtube usage statistics at the end of the five week launch period are shown in Exhibit 13.

## **AUtube Adoption**

Twelve weeks after launch, at the time of the AUtube Recognition Awards, AUtube contained a total of 89 videos, 46 comments and 50 thanks. There had been 36537 page views and 141 users had registered. Salone felt a bit disappointed. “My main concern is that the number of comments and thanks are still low. Why? Are people inside a company afraid to be the first to comment? Is it trouble logging in?” Annee Bayeux, Distance Learning Program Manager, believed that AUtube was just following a typical hype curve for technology. “Use went up, then down, and then it will go back up and stabilize because we found utility for it. We did have a lot of hype right at the launch, people were talking about it, it has gone down since then,” said Annee. “When the secure video channels are launched this should lead to increased traffic. We also have 40 helpful videos in AUtube ready for the Microsoft® Office migration project launch. This will answer a real business need and show AUtube’s utility.”

The AUtube project team believes that it will take at least a year for AUtube to become more institutionalized and for employees and managers to get used to the idea. “AUtube will eventually take off; it will be a slow progressive change as more people find it useful,” said Johnston. “It has two main added values for our IT solution center, firstly, the “help” videos should ultimately help us reduce costs due to fewer tickets and supporters, and secondly, it allows us to diffuse “project teaser” videos in which we announce and provide information about new IT solutions that change business processes like “SharePoint® is coming!” to help everyone prepare. Both of these have an impact with regard to me achieving my goals in the organization. For AUtube to succeed, people have to understand its value to them.”

In October, AUtube was promoted and demonstrations were given as part of an e-Learning Day Road Show held at eight different sites in China. However, since the launch, no new videos have been submitted by the Chinese. “I believe this is due to cultural differences,” said Wu, “If you give Chinese people a task they will do it; otherwise, they need incentives. We need to organize more AUtube activities and contests with local people in the different business units. Chinese people are also quite conservative and concerned about their public image so more effort is needed to help them get used to this new idea.”

In order to get user feedback about AUtube, a “Give us your opinion” button linking to a survey was put on the AUtube homepage. Users agreed that the videos were relevant to their jobs, and that they could incorporate the skills and knowledge gained in their work assignments. The main reason they connected to AUtube was to solve a problem. Two users added additional comments. One wrote, “It is a stupid log on system. The idea is brilliant, but as yet I have been unable to log on or upload a video.” Another wrote, “It’s a very interesting and useful tool. It gives me a great opportunity to discover more about cross sector activities.”

## **Challenges, Lessons Learned and Future Plans**

With just hours to go until the AUtube Recognition Awards, Salone and Chouki recalled the challenges they had confronted and the lessons they had learned during this endeavor. One of

the main challenges the AUtube project team had faced, and still encountered to some extent was convincing people of the value of AUtube. They still wondered why many people are doubtful about innovative ideas such as AUtube, “Why do people have a different mindset inside a company than they do outside the company? They will look at a variety of video platforms for an answer to how to fix the washing machine, but not consider something similar at work.”

Another challenge concerned gathering videos from Alstom’s different business units. “We originally planned to have just one educational video channel and the request from one business that we add a secure channel opened new ideas and new possibilities,” explained Chouki. “We could have widened it to other businesses more quickly to have a stronger business impact. We knew that there were also some needs in the USA where they had a video production team because they had to transfer knowledge to China or India and the team would not travel. We are aware of several other cases where video is being used, or could be useful to transfer knowledge within the company. It would have been preferable to have more businesses on board from the beginning; that said, businesses are reluctant to let go of their content, but we continue to work on this aspect.”

Finding the right people in Alstom is still an issue, even with ACW. To help people find each other, the AUtube project team is working on connecting the user profiles in the Alstom HR Information System to AUtube. “We don’t have a very good expert locator,” said Chouki, “In fact, it is often easier to find someone through an external social network. “This is where AUtube can make a difference,” said Salone, “and if I see someone in a video I might feel more comfortable calling them.”

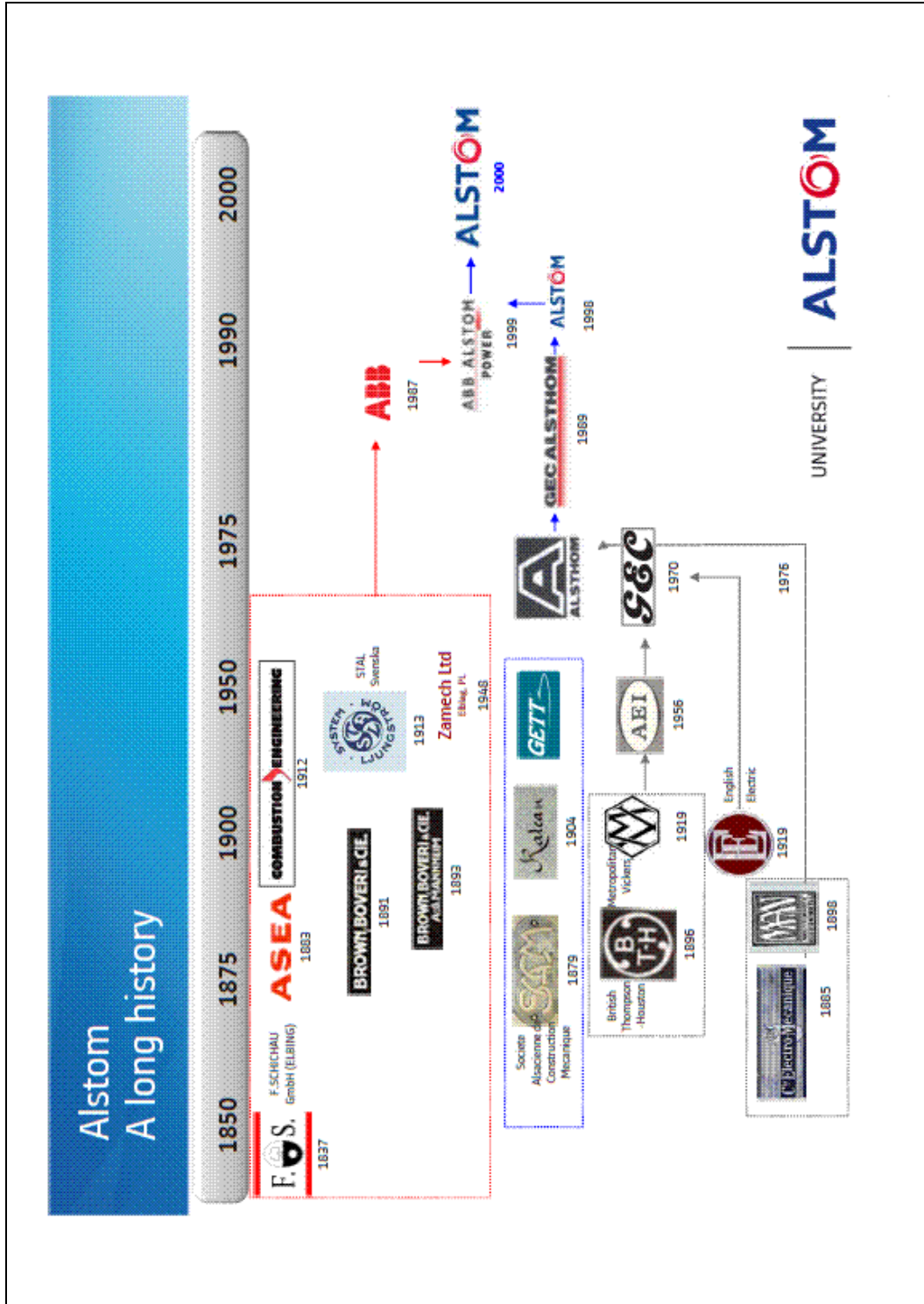
The AUtube project team also plans to improve AUtube’s usage statistics and reporting features. “We started with the off-the-shelf solution.” said Salone. “In retrospect, we should have been more demanding. It would be valuable to know how AUtube is used by people in different regions, functions and business units. It’s not just how many hits the system receives, we also need to track the social interaction.” Chouki echoed his sentiments, “We were too focused on the front office and not on the back office, and since we had no prior experience with this type of system, we weren’t quite sure what additional social and networking features we would want to track.”

Launching this project raised many unknowns, and AUtube’s potential consumption of bandwidth was a major concern of the IT department. “I would not have underestimated the battle for bandwidth,” said Salone. “This is why there is currently a restriction to publish videos at a low resolution. Unfortunately, this makes a large difference when demonstrating computer subjects such as “How to change your password”. The low resolution decreases the helpfulness of the video because the viewer is unable to clearly see the computer screen. This is a big problem, and now that we have more usage data, we are working with IT to resolve it.”

“I also would have asked Legal to register the AUtube trademark earlier, in time for the launch,” said Salone, “it would have enabled us to communicate the innovation more broadly and create more excitement within the company. Communication is key. We are at a crossroads where, if we don’t continue communicating about AUtube, the innovation could be lost.”

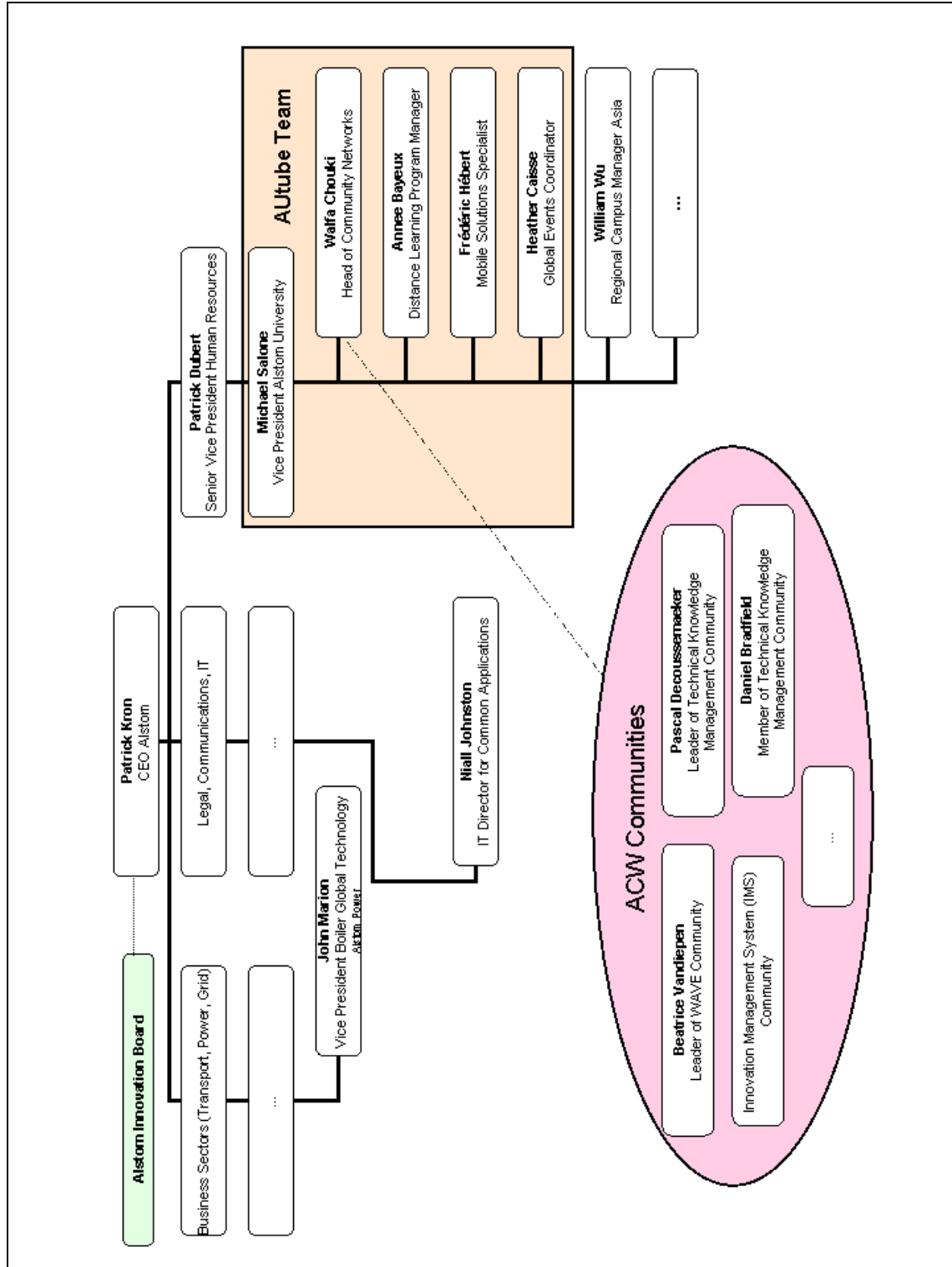
“Finally, and most importantly, recognizing the good work of the team and those involved is essential, continued Salone, “this is one of the reasons we organized the AUtube Recognition Awards, where statuettes resembling those given during the major film award ceremonies will be given to everyone who helped make AUtube possible. The initial idea came from our Mobile Solutions Specialist, Frédéric Hébert. Fred came to me and said, “Since this is such a new idea, why don’t we do what other start-up companies do and have a launch party?” So we decided to make it special and do it in such a way that the AUtube project team and everyone who contributed will remember that their persistence paid off. We still have a long road ahead, but I am confident that we are well on our way.”

**Exhibit 1**  
*History of Alstom*



Source: Alstom University

**Exhibit 2**  
*Organizational Relationships in AUtube Case*





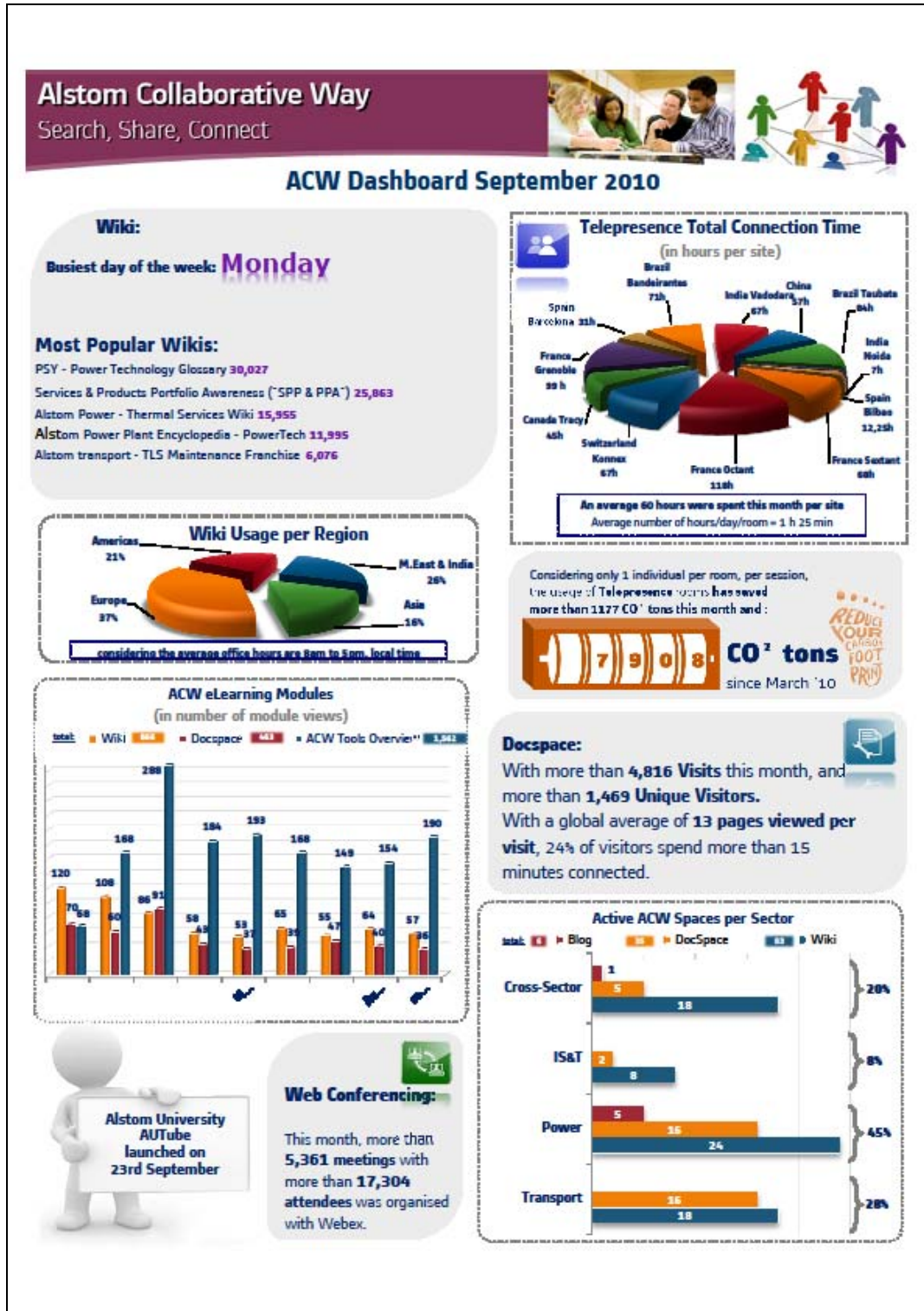
**Exhibit 4**  
*Alstom's Community Lifecycle Methodology*

Phase	Need	Design	Launch	Maturity	Closing
Description	<ul style="list-style-type: none"> <li>A need to resolve problems, share ideas, and learn from others on a common practice</li> </ul>	<ul style="list-style-type: none"> <li>Community roadmap and action plan is built</li> <li>Potential members are selected</li> </ul>	<ul style="list-style-type: none"> <li>The Community is officially active</li> </ul>	<ul style="list-style-type: none"> <li>The community is implementing its roadmap and measuring its performance</li> </ul>	<ul style="list-style-type: none"> <li>The community is officially closed</li> </ul>
Actions	<ul style="list-style-type: none"> <li>Fill out online request form on the Community Networks page on Altair</li> </ul>	<ul style="list-style-type: none"> <li>Define common objectives, roles and rules</li> </ul>	<ul style="list-style-type: none"> <li>Organise a founding event to agree on the roadmap with all members</li> <li>Promote the community's existence</li> </ul>	<ul style="list-style-type: none"> <li>Leader supports and stimulates the community</li> <li>Members actively contribute</li> </ul>	<ul style="list-style-type: none"> <li>Capture the lessons learned and the experience of the community</li> </ul>

Source: Alstom University


Exhibit 5

Alstom Collaborative Way Platform Metrics



Source: Alstom University

**Exhibit 6**  
*Return on Experience (ROE) Interview*



### Alstom Collaborative Way

Search, Share, Connect

#### Technical Knowledge Management Community

**Could you give us the background?**  
A series of cross-sector Systems & Service Knowledge Management workshops took place to improve Knowledge Management (KM) for technology, and a Community was created in LINKS (Community Platform). We wanted to integrate newcomers and get them up to speed quicker. In addition, we wanted to give everyone a single source to get updated on technical topics in a quick and effective way and a platform for specialists across organizational and geographic boundaries "to meet" in discussion on their favourite topics. It was a bottom-up approach in which people were empowered.

**What solution did you adopt?**  
We used a wiki as a basis to prepare face-to-face meetings, enabling us to gauge the future participants' positions and to make them knowledgeable about the topic. Corporate provided the tools and means to do it. The challenges are more in *setting up* the collaboration initiatives, rather than running them. It will take some time for people to get used to this way of collaboration.

**How did you ensure that collaboration improved?**  
During workshops, collaboration was improved thanks to using the wiki to *define the* context and constraints in advance. It changed our way of working. It's more exhaustive and user-friendly, compared to the classic way, which is often based on incomplete PowerPoint presentations. The wiki is also a good way to improve internal customer focus, since it is an effective way to collect inputs and build on these ideas to drive innovation.

**What lessons were learned?**  
Because a wiki is so easy to use, the focus of knowledge management and community projects moves away from the IT technology focus. This leaves more time to focus on the actual technical content as well as the cultural and facilitation aspects of such projects.

**What can Alstom do to convince managers and employees of the benefits of collaboration?**  
Teach new technologies; communicate first steps in order to use success as a vector. Don't allow local initiatives if it can be part of a more global initiative. Make people aware that collaboration initiatives exist. Finally, we need to ensure management's support for Alstom Collaborative Way.



Pascal Decoussemaeker  
Product Manager GT/CC Plant  
Solutions,  
Baden (Switzerland)

Source: Alstom University

**Exhibit 7**  
*AUtube*

en | fr | de | pt | es | it | ru | cn ALSTOM UNIVERSITY logged in as: Walfia CHOUKI | logout


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**AUtube** Home Videos Groups Upload Help Share your videos

Enter search keywords...

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Portuguese 101



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This video will teach you a few simple survival phrases for your next trip to a Portuguese-speaking country. Includes greetings, numbers, and common tourist questions.  
> By: Ricardo Koga Uploaded: 10/05/2010

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Category: Languages  
Tags: Angola, Brazil, Capé Verde, East Timor, Guinea-Bissau, Language, Mozambique, Portugal, Portuguese

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By: **Paulo LACERDA** - Date: 19/11/2010 11:53










Parabéns pelo vídeo! Na minha opinião é de extrema importância e muito útil para quem viaja para países de língua oficial Portuguesa!

Paulo Lacerda - Alstom Portugal, S.A. (Power - Thermal Services)

By: **Michael SALONE** - Date: 10/11/2010 09:15





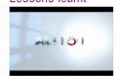
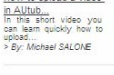
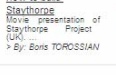

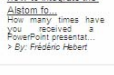
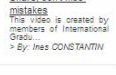
Obrigado!

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Source: Alstom University

**Exhibit 8**  
*Salone's request for AUtube content*

Michael SALONE/FR/CHQ/ALSTOM  
ALSTOM University

Date: 28/01/2010 08:52

A All Regional Campus Managers (Asia, India, NAM, LAM,  
Europe)

cc

Objet In search of talent



Dear all,

You all should be aware of the ambitious project we have underway for an internal video-based platform called "AUtube" based on "user generated content". That is to say, users are responsible for deciding what videos they'd like to upload and/or view. AUtube will be designed to capture the collective intelligence of our 80,000 (soon to be 100,000) employees with the objective of teaching others. Perfect for a university such as ours.

The project is progressing rapidly, with the launch of the beta (first version) planned for 15 March 2010. Annee and Fred are working hard on the technical aspects, communication plan, and the sourcing of the first content, which is why I'm contacting each of you.

We would like to give you a challenge... Before the end of February, try to identify, explain, and help develop at least two subjects that can be turned into teaching videos. In each of your regions we have wonderful examples of people who have a specific talent or have found an easier way to do something. They may not see it as something special, but that's our job.

**To give you some examples:**

- We are in the process of identifying the top 10 remedy tickets submitted to the IT help desk to see if any of these problems could be taught rather quickly with a short video, thus saving employees time and the company money.
- One of our businesses is interested in capturing procedures on video, versus just in a written manual, so that they can bring employees up to speed quicker (some of this content is confidential and will be released in a later version).
- We have identified a secretary who has found lots of "shortcuts" to getting things done, that if shared, could save the entire population enormous amounts of time.
- An employee in Levallois is a harmonica player, so we'll approach him to see if he can teach us all the basics of playing one (yes, these can be fun too!).

So, how does that sound? Crazy, right? Good! That's what we should be doing in AU...creating new and improved ways for people to learn, but also involving our employees whenever possible.

**Some ideas (but just ideas!).**

- In Brazil we've learned that there is a company chorus. Would a member be willing to teach us the basics of music? How to read a scale? What are the different notes? Or even how to sing a song?
- In India, can we learn how to make a vegetarian dish (might help for our Alstom Connection events in

Europe!!). Maybe an explanation of what is done in Vadadora?

- In Europe, can we learn the basics of a language or show us how to take the train to and from the airport instead of paying for a taxi?
- In North America, can somebody teach us the basics about a part of a train (non-confidential)?
- In China, could we be taught the basic customs of meeting and greeting people? Or how the Chinese can better interact with the Europeans (ex., Europe Discovery Tour)?

**A couple of guidelines for this:**

- YOU are not the stars (well you are actually, but not for these videos). Try to find non-HR people or key stakeholders who afterwards will become ambassadors for the project.
- Try to find at least 1 business efficiency improving topic. This will help further the business case.
- Do not make a professional video. I don't mind if you get your internal communication experts involved for equipment or their advice, but these videos should be self-generated. That doesn't mean you shouldn't ensure that there is a proper microphone to hear the person speak or the use of a tripod to stabilize the camera.
- Feel free to involve others. This will help create the buzz afterwards.
- Keep it as short as possible. If the subject is long, then break it into parts. People are more likely to watch this way (I'm sure that there is other advice, but I don't want this first attempt to be too complicated).
- The video has to teach us something, so try to use a pedagogical approach
- Have Fun! When people start to watch these videos, we want them to think "I didn't know that!", "I can do that", "I can do better than that!", "I didn't know that Valerie knew how to tap dance", etc.

So there you go. Your wacky assignment for the year. Feel free to contact Annee, Fred, Gérard or me should you need more information. Also, please consider that the weight of the videos might require you send them on a DVD if we don't have a server to upload them to. Fred can advise on that.

THANK YOU!

Michael

***With Alstom, preserve the environment. Is printing this email really necessary ?***

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Source: Michael Salone, Alstom University

**Exhibit 9**  
*Examples of Moderation Levels*

Moderation subject areas			Publication Delay	General	Functional	Technical
			1-2 Days	2 -3 Days	Up to 5 days	
Subject Area	Moderation Levels	Examples of educational content				
Worklife	General	Feng Shui in the office				
Information Technology	Functional	How to change my Password				
Communications	Functional	How to build a Communication plan				
Finance	Functional	Introduction to IFRS				
Leadership & Management	Functional	Intercultural Management				
Human Resources	Functional	How to prepare my Performance review				
Legal	Functional	How to manage legal and contractual risks				
Project Management	Functional	Project management best practices and lessons learnt				
Quality	Functional	Implementing a Six Sigma approach				
Sales and Marketing	Functional	Negotiation skills				
Sourcing	Functional	How to qualify new suppliers				
Grid	Technical	Products, Maintenance, Production, Engineering, ...				
Power	Technical	Products, Maintenance, Production, Engineering, ...				
Transport	Technical	Products, Maintenance, Production, Engineering, ...				
Other	General	Language lessons				

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Source: Alstom University



**Exhibit 11**  
*Moderation Policy Summary*

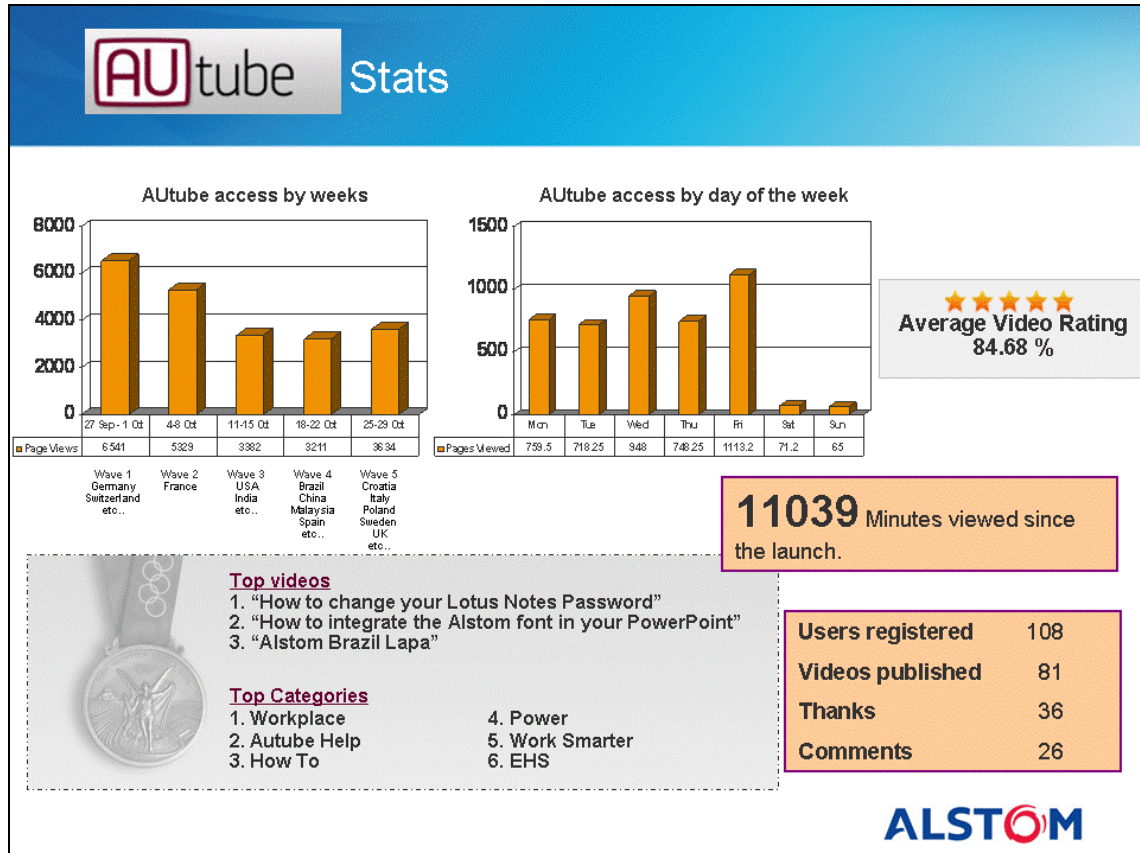
- The AUTube Website is owned and managed by Alstom.
- Policy aims to, wherever possible, allow members to share their expertise & experience.
- The moderator cannot guarantee the level of correctness of an educational/instructional video.
- Content can cover Alstom technical, functional or any range of work related topics.
- The videos, comments and other data uploaded must be consistent with the Code of Ethics.
- Any content posted remains the sole responsibility of its author.
- Moderators validate and publish your contribution only if it is compliant with Alstom policies
- Appeal procedure: please contact us at: xxx@chq.alstom.com
- Report Abuse procedure: Inappropriate content can be removed within 5 working days.
- Grounds for Rejection
  - Inutility: has no educational or informational value to Alstom employees
  - Spam: intended for personal commercial gain
  - Leaks: violates confidentiality rules about technical information on products, projects, programs, or strategy
  - Insecurity: contains video shot in a restricted area
  - Piracy: violates IP rights of third parties
  - Indecency: violates public policy or moral standards, for example; attempts to justify crimes against humanity, incites racial hatred, contains child pornography, is harmful to nature, is threatening, abusive or harassing, is vulgar or obscene
  - Insults: contains defamatory or disparaging content
  - Indiscretion: reveals personal information of a third party
  - Off-topic: is far out of context: political, religious, etc.
  - Incitement: encourages IP infringement, bypassing of security measures or other types of hacking

Source: Alstom University

**Exhibit 12**  
*AUtube Timeline*

May 2009	Initial Idea
May-June 2009	Informal Discussion within Company
July-September 2009	Development of Business Case
Beginning September 2009	Official Go-Ahead (for small project)
End September 2009	New Secure Channel Need Identified
October 2009	Requirements Specifications Modified
November 2009	Official Go-Ahead (for large project)
December 2009	AUtube Design
January 2010	Beta Version Development Starts
January-March 2010	Making of First Videos
March 2010	Beta Launch
1 April 2010	Full Version Development Begins
May 2010	First meeting of Moderation Committee (Governance)
June 2010	Video Content Scope Reduced Video Resolution Decreased
September 2010	Moderation Process & Policy Finalized Moderators Trained Terms of Use & Privacy Policy Finalized Global Communication & Rollout Plan Finalized User Guides & Tutorials Finalized
23 September 2010	AUtube Launch
15 December 2010	AUtube Recognition Awards

**Exhibit 13**  
*AUtube Usage Statistics*



Source: Alstom University