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Paths to Better Performance

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GENERAL AND LEARNING SESSION GUIDE

GENERAL SESSIONS

MORNING SESSION



The Missing Link in Training

Bob Pike, The Bob Pike Group

Why It is So Important and Eleven Ways to Easily and Instantly Build it into Your Training. All of us want our training to have impact - yet virtually all train the trainer and instructional design processes ignore this critical "missing" link. In this fast-paced, content rich session you'll not only discover what the missing link is (and say to yourself, Of course!!) you'll explore eleven ways to make this link "come alive" in your training sessions.

AFTERNOON SESSION



The Fallacy of ROI Calculations

Dr. Dan Tobin, Author & Corporate Learning Strategist

Dan Tobin is NOT a believer in using ROI as a measure of training effectiveness. What he does believe is that every training initiative in an organization should be tied directly to the organization's goals and strategies. Using his concept of a "Learning Contract," he will teach you how to ties all learning initiatives to specific organizational goals, how to better ensure that what is learned in the classroom (live, virtual, or e-learning) gets applied to the participants' work, and how to set the right expectations for the results of your training efforts. The learning contract builds in measures of training effectiveness from the beginning, rather than trying to justify the money spent on training after the fact. He will explain why ROI is NOT the right methodology to evaluate your training programs and provide you with a better alternative.

COACHING LEARNING SESSIONS

Performance Management: Accelerating Growth and Development

Denny Faurote, The Faurote Group

When do most people find out how they are doing at their job and receive constructive insight to help them grow? The answer for most is never. Unfortunately, a majority of organizations demand that people succeed but are pathetically bad at helping them to do just that. Yet, few tasks are more vital to an organization's success. The reasons are numerous: I don't like confrontation, I don't want to hurt their feelings, I don't have the time, etc. All of which are nothing more than excuses. In this session you will learn the importance and benefits of providing constructive feedback, address common hurdles, develop skills and knowledge that will enable you to effectively deliver constructive feedback to enhance the learning and development of your staff, and learn how to create a culture of communication where open, honest conversations are commonplace.

Manager, Coach Right Now, the Future of Business Coaching

Bud Roth, CEC, Roth Consulting Group

This interactive presentation will include the trend of coaching for businesses. More managers can be more effective in driving the business, developing talent and removing barriers to business success if they become effective coaches. Managers need to not only learn how to coach, but also need to become aware of when to coach. Coach right now; the moment it is useful or needed.

Coaching will become a driver of performance feedback systems in the future. For this to be most effective, organizations will need to create a coaching culture. I will present research to support this claim and trend. As trainers, consultants, coaches or business leaders, we will learn how to approach creating an organization of coaches that will develop a coaching culture. We must know how to develop and present the business case for a coaching culture.

Group Coaching: Get the Most from Your Coaching (and Training) Dollars

Dan Johnson, CEC, Performance Mastery

Organizations now realize the value of coaching but are hard pressed for dollars to invest in it. Performance Improvement and Training Professionals continually face the challenge of sustaining improved performance after an intervention or training program. Find out how group coaching can be a more efficient AND effective solution for developing leaders and sustaining improved performance -- while saving 87% or more of your training dollars!

DELIVERING TRAINING LEARNING SESSIONS

Learning in 140 Characters or Less

Scott Thomas, ExactTarget

Twitter, the fast growing communication medium on the internet is impacting how people learn through social connection. This session will explore, practice, and demonstrate real examples of how Twitter can be used as a medium to learn in 140 characters or less.

By attending this session, participants will receive an understanding of the Twitter medium itself. The terminology used, the importance of the Twitter Timeline, the ways to interact with Twitter and an explanation of the various tools available to Twitter users. We will explore a variety of ways learning professionals can leverage Twitter to provide learning opportunities for their various audiences. Attendees will participate in actual activities that you can use immediately to bring more interaction into their life and on-line presentations and beyond. We will also explore how organizations are using Twitter to deliver learning opportunities in ways outside of the "traditional" methods of content delivery.

Getting to the C.O.R.E. of Training

Bob Pike, The Bob Pike Group

C.O.R.E., of course, stands for Closers, Openers, Revisit, and Energize -- key ingredients in designing and delivering training that gets results. Going beyond the three keys tests for openers and closers, Bob will take you through 5 powerful openers and closers and you'll modify them for your own training. Next you'll look at 49 strategies for revisiting key content. Why? Because research shows that key content must be explored at least six times for participants to move it from short term memory to long term memory -- and you can't use on the job what you can't remember. You'll also learn the important difference between review and revisit -- and why you want to do one, but NEVER, the other. Finally you'll analyze the five ways that Bob has kept the energy up throughout the afternoon -- and how you can use these techniques in your own training.

Moving to the Virtual Classroom: A Trainer's Roadmap to Success

Cindy Huggett, CPLP, AchieveGlobal, Chair of ASTD NAC, serves on the national ASTD Board of Directors

Have you been asked to deliver virtual training but aren't sure where to start? In this session you will learn 10 steps you should follow when migrating from classroom delivery to successful virtual training. You will learn the answer to questions such as, "Where should you start when learning how to deliver virtually?", "What's different about virtual training as compared to classroom training?", and "How do I keep everyone engaged when I can't see them?"

In this highly interactive session, you will learn important questions to ask before your first virtual class, how to set up for success, how to use your voice to connect with your audience, get ideas to engage participants, and learn tips for multi-tasking success. You will leave the session with a road map to assess yourself against the 10 steps, and create an action plan for application.

DESIGNING LEARNING SESSIONS

Energize & Engage Participants for Real Learning

Lisa Rike, ETI Performance Improvement

Learning and development is not an event. It is a progression that must be thoroughly and expertly “packaged”. This workshop focuses on what to do before, during and after the “main event” to truly increase learning transfer.

Literally billions of dollars are spent each year on human resource development and rightfully so! Yet knowledge and skill transfer into the workplace is unacceptably low. Some estimates show that up to 80% of the knowledge and skills gained are wasted because they are never used!

We will explore time-tested methods and creative solutions to increase the value and payoff from learning and development. Examples will cover twists to rock-solid techniques like simulations and competitions as well as using social media vehicles and more. Participants will brainstorm, practice and evaluate the power and punch of many different techniques.

Telling is not Teaching: Designing Learning that Works

Sharon Boller, Bottom Line Performance

As Malcolm Gladwell points out, “Information does not equal understanding.” In Telling does not equal learning: designing learn that works we’ll cover three learning principles that people often ignore – to the detriment of their learners: These three principles are:

- Content is NOT the same as outcomes.
- We don't pay attention to boring things...and we are easily bored.
- We can only learn what we remember – and with learning, once is not enough to remember.

This session will provide good and bad examples for people to evaluate and it will also provide them with a take-away list of essential “do's” to creating successful learning solutions – whether they are e-learning, distance-based, traditional classroom, or informal.

Building a Performance Focused Curriculum Architecture

Valerie Brown, Innovative Learning Group

Learning curricula are created so people have the skills and knowledge needed to perform in ways that are important to their organizations. The critical challenge for learning professionals is ensuring that the curricula are structured so the right learners attend the right training in the right order. Otherwise, learning does not lead to people having the required skills; training dollars are wasted; and organizational goals are not achieved.

In this session, participants will learn a successful approach for building a curriculum architecture (the structure that underlies an effective learning curriculum). This structure ensures that all learning solutions in the curriculum work together to enable required performance. The session will be highly interactive, with minimal presentation. Through discussion, participants will gain an understanding of what a curriculum architecture is and why it is important. They will also be introduced to three key tools used to document a curriculum architecture. Further, participants will learn the steps of creating a curriculum architecture by actually building one through a case study activity. The goal of the activity is for participants to be able to apply what was learned to their own organizations.

e-LEARNING SESSIONS

Moodle & Merrill: Best Practices in Open Source LMS's

Michael Gough & David Diedrich, DePauw University

Moodle, an open source learning management system, is quickly becoming a cost-effective industry independent e-learning tool. We will discuss the characteristics of a good Moodle course through the lens of M. David Merrill's First Principles of Instruction. Through the use of both online examples and non-examples, we will move beyond the basic procedures of how to use Moodle to discuss best practices for creating successful instruction using Moodle.

We will also discuss our own personal experience as we have advised faculty and instructors in using Moodle over the past few years. Finally, we will wrap up by leading a discussion to gather experiences from the audience on what works or doesn't work for e-learning and how those experiences relate to the First Principles.

Building e-Learning Interactions with Adobe Captivate

Karen Zwick, 1st Class Solutions

Adobe Captivate is currently one of the most popular eLearning development tools. In this hands-on workshop, you will learn how to create three different types of learner interactions for eLearning or classroom courses:

- Rollovers
- A practice with step-by-step instructions
- A scenario-based practice with no instructions, but hints when you are stuck

You will learn how to perform the following tasks in Captivate:

- Start a new project, Set recording options, Record the steps of a task, insert and manipulate the following objects on a screen: Text caption, image, click box, highlight boxes, and buttons.
- Test and publish your project

If you wish, bring your laptop with Adobe Captivate already installed. If you don't have a copy, you can download a 30-day trial version from the Adobe.com web site.

Making the Leap to E-Learning to Become an e-Learning Hero

Jeanette Brooks, Articulate Global, Inc.

If it hasn't happened to you yet, you know it's coming. Your manager says, "We need to start transitioning some (all?) of our classroom training into an online format." So how do you move from a regular old PowerPoint slide deck to an interactive, effective e-learning course?

In this session, we'll look at five proven PowerPoint design tips that'll help you transform your static click-and-read slides into engaging e-learning. You'll also learn how Articulate Studio can leverage all of your PowerPoint slide content while boosting learning & interactivity, and helping you build better courses, quicker.

As a bonus, we'll also look at five new features in PowerPoint 2010 that'll help you quickly do more than you ever thought possible with PowerPoint. And for those who aren't ready to migrate to PowerPoint 2010, we'll look at some little-known workarounds & tricks for accomplishing some of the same effects with previous versions.

HUMAN PERFORMANCE IMPROVEMENT SESSIONS

Turning Confrontation into Cooperation

David Wachtel, Hautacam Consulting, Inc.

In order for organizations to enjoy regular continued success, they must have internal cooperation. Employees that work in a cooperative environment will treat customers the same way. Cooperation is the sign of a civilized organization and is the key to consistent success. If we look at how we do business and live our lives, we do very little on our own. We have to work with others at the office. We have families where we have to make decisions daily. Almost everything we do involves someone else and requires us to negotiate an outcome.

We will have differences and these differences can be confrontational. What learning how to effectively negotiate does is show us how to deal with these differences in a constructive way.

So how do we bring about and sustain cooperation in light of obstacles like competition, power plays, attacks, suspicion, intimidation, and seemingly irreconcilable differences? These questions will be examined in this session where we learn how to turn face to face confrontation into cooperative mutual problem solving.

Case Study on Leadership Development and Coaching to Improve Human Performance

Steven Grow, HR Dimensions

Learn from this case study on Adidas/Reebok Indianapolis who was striving to increase leadership and leadership visibility in the organization and wanted to develop high potential individuals toward the following goals: Improve their satisfaction and retention, develop team of leaders, improve their effectiveness as leaders, grow leadership bench strength and pipeline, improve the productivity and retention of their direct staffs, and develop skills valuable to the performance of the business.

Accomplished through a 6 month program focusing on: Conducting assessments and 360 feedback, learning modules based on development needs, link training to actual business situations, apply learning on the job and following "event," incorporate culture change development and communication, and provide 1:1 coaching.

Using Emotional Intelligence to Improve Decision Making

Lou Russell, Russell Martin & Associates and L+earn

Current research shows that when we lose our cool over something, it takes us over four hours to get over it. When we're stressed, our decision making ability is compromised because the brain is working at survival. In this session, Lou will share some of this research and map it to ways you can help improve how your teams react to circumstances. You can help them build resiliency by helping them identify the triggers that take them out, and showing them ways to avoid or react to them. Lou will also demonstrate a new EQ Quotient assessment instrument she uses with project teams that are under stress.

MEASURING & EVALUATION SESSIONS

Developing Valid Level 3 Evaluations

Ken Phillips, CPLP, Phillips Associates

Knowing participant reaction to your learning program (Level 1 evaluation) and whether or not they learned anything (Level 2 evaluation) are both important. However, to establish real credibility and prove value, you need to measure whether or not participants actually applied back-on-the-job what they learned (Level 3 evaluation). Unfortunately, measuring on-the-job behavior change is not something many workplace learning and performance professionals have much experience with nor do very well. For example, WLP professionals uninformed in the art and science of survey design often develop assessments that produce results which are either misleading or invalid.

In this session, you will examine four overall guidelines for conducting Level 3 evaluations, assess the common mistakes made by many workplace learning and performance professionals when creating Level 3 participant surveys, and apply eleven tips for overcoming these mistakes.

Being Stuck at Level 2 is Like Kissing Frogs

Linda Hainlen, Clarian Health Partners

Many education leaders have implemented terrific learning events and completed Level 1 and Level 2 evaluations (the evaluations normally completed during a learning event). However, learning research shows a very small percent of learning effectiveness can be attributed to the learning event. This level 2 plateau keeps many educators from “wearing the crown” of business partner in their organization. Are you stuck at level 2? Do you feel like you are kissing frogs but never getting the prize? If so, you will not want to miss this session by Clarian Health Partners. Clarian will share their practical, proven strategies for implementing the Kirkpatrick Business Partnership Model that helped them achieve level 3 and level 4 results. You will be given usable templates and examples that will assist you in creating your own plan so you leave ready to implement--not left kissing frogs!

Practical Ways to Measure Learning

Jeff Grisenthwaite, KnowledgeAdvisors

Companies that take a strategic approach to learning measurement and evaluation outperform the S&P500 by 17%. Learn to optimize your approach to learning measurement and evaluation, in order to produce more actionable intelligence and spend less time on administrative measurement activities. This starts with making the most of your data collection by transforming Smile Sheets into Smart Sheets and incorporating data sources beyond evaluations. Your reporting strategy needs to first focus on the decisions that need to be made. The report outputs need to provide necessary data context and present a balanced, holistic picture of performance. To drive action from reports, build a continuous improvement culture and incorporate the results into the performance improvement process. In order to make all of this a reality, determine key integration and automation points. To sustain and advance measurement maturity over time, consider the seven essential factors.