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100 - Virtual Gamified Learning: Are You Up for the Challenge?

Tie shoelaces learn. Example of How you make learning stick

Question - why games
Challenges
Fun
Multitask
Relevant and quick.
Breakout sessions

New challenge for instructors
We will review our process.
Gamification tool kit. 6 steps
Objective to gamify
Content to Gamify
Pick a theme
Pick a game. Activity
Apply virtual or ILT Options
Enhance and improve

Virtual dice role. Online Google set.
Create headline to help promote

Team activity.
Create App to manage your time. Leaderboard
Virtual clock.
Have them teach the class.
Pick a track
Define the target audience.
Use Polling.
Break into categories to walk away with an idea

Not all themes are created equal

What tools do you use. Web ex and PowerPoint.
Platforms. Training center. Lynx. To do virtual experience

Google - PowerPoint games. Look up resources.
Also the games should be culturally diverse
101 - Compliance Training CAN be Awesome Too!

4 offenses of compliance training-check the box, one way tranfsers, the "nexter", no choice. 3 recommendations-ask for waivers, required time is a blessing in disguise, and don't boil the ocean (MVP minimally viable product)

Topics covered from US bank, GSK, SEDATA, State Street Global Advisors, Alaska Airlines (lighting speeches) PILOTS! coasters and posters, real stories make a real difference, "pre onboarding" plan, avoid fear factors, mobile devices capability

buzzwords: mandatory, jazz it up, nexter, real stories

doable actionable words: actual stories, gamification, waivers, need to know
• Imagine you are teaching a child something simple. You are constructing curriculum for multiplication. Traditionally, you sit them in a class, give them 50 problems, have an exam. This is NOT what the science is telling us to do to learn.

• Science of learning. If only we knew what we know now about the brain. Today's education system was invented 200 years ago.

• In the past, they wanted soldiers to follow orders, but not smart enough to ask questions. This is the same as our college education system.

• The way to think about learning is this. The little dude, your brain, is a leprechaun. We have limited working memory. At any given point in time, the leprechaun has to take the nugget of info, reshape them and then put them in a palace we called a memory. If you rush it, then the brain gets tired. If you don't interest the leprechaun, he is done. The leprechaun, the agents in your brain, are often ignored. We assume he is owned by the teacher, and we ignore the teacher.

• The leaner pulls information. The importance of the intermediary to take the info, reshape it, reorganize and the add it to the memory. Before memories turn to memories, we consolidate our memories. We then form long term memories. We form short term memories by forming connections. When the brain says, I really need to learn this, the brain drops an extra root.

• The leprechaun, when he puts it in the long term memory, sometimes the gold, the info, is gone. So, he has to keep doing it. We abused the little guy.

• Key Principles:
  ○ Mind wandering
    § Field of scientific research. Mind wandering sets in within 10 minutes. That means don't fight it. Make your videos short. Mind wandering is good, it helps you connect the dots. In Finland, they have 3 recesses. Don't fight it. It can be bad with negative ideation, depression.
  ○ Retrieval learning
    § We spend all this time telling our brain to put stuff away. The task of putting stuff away is not the same as taking it out...retrieval mode.
    § Example: If they have a tablet, you can send out questions right after the lecture. The students who answer retrieved.
  ○ Spaced learning -
    § After 10 minutes of elearning, ask each student to ask "what did I just say." This is also called "Testing." High stakes summative testing vs Formative testing. This is VERY important. 10 minutes.
    § Learning something, after 10 minutes, then I ask you something so you retrieve the info. The Forgetting Curve, Ebbinghaus. You want to learn something, then when you just are about to forget, learn it again. You need to forget something to remember it.
    § Example: Tie a math question into a history lesson. Tie it into the rest of the day.
  ○ Interleaved learning
    § You are in an art class. Monet and Manet. You are teaching students art research. You should
teach Manet, then Monet, then Monet, then Manet. You contrast. If you teach about one only once at a time, it isn't as effective. This back and forth is Interleaved learning.

○ Faced examples
§ Bicycle. Training wheels. If you buy a bicycle that the wheels go up over time. This is faded learning.
§ Example: Show the numbers. 5 apples plus 6 oranges equals. Then 5 apples plus 11 oranges, 5 apples plus 16 oranges.

○ Situated learning
§ Psychologist asked what is 14 plus 18. what is it? They didn't know. When she said, 14 bananas plus 18 bananas, they answered 32, quickly.
§ Example: The modern aviation would not be what it is without flight simulators. Flight simulators give a lot of guided learning.
§ Let kids add together examples using concept they know. Gaming comes into play here and creates context for the student.

○ Embodied cognition
§ When you learn something, if you do the physical action, your abstract brain wakes up. Student will learn better if they take action.

○ Generative learning
§ Generative learning is getting the brain excited to write a book. The idea is to encourage the learner to generate something new with his or her learning. Projects? Book? Ask the student how they would fix the compliance system if they were present? Learning by doing.

○ Peer learning
§ Better for peers to teach each other. A peer gets satisfaction from teaching. The learner learns better from the teacher. A peer teacher is more sympathetic to the learner.

○ Peer mentoring
§ Similar to peer learning.

○ Synthesis - extreme generative learning

○ Metacognition
§ Learning about yourself and being super honest. I feel the first class a student should take is this. We need to be less passive about our learning.
§ Example: We need to teach them addition well, then show that subtraction is a type of addition. Connect the dots so they have the framework.

• Sanjay believes Maria Montessori is a genius. Teaching and learning is essential to evolution. We are designed to learn and to teach. In corporations, find coaches, then have the coached be coaches.
• Literature and Humanities are the great schema we have.
112 - Video-Based Practice for Skill Building

Started by making selfie videos to show how easy it is.

Started with hx of how Xerox did video.

Own YouTube channel. Lots of hits, taking off as learning medium

Learn practice apply model

Showed two videos...bad (shirtless guy with big belly ) and good one brief showing covers of printer. Comparison.

Learning strategy for virtual learning...watch video, film self performing task.

Enthusiastic salesman video...

Make videos learners want to see

IDs need to make decisions ...audience, trusted source (how learners know it has been approved...curated), repurposing?, where will they live and how will people find them...make them as searchable as possible with keywords.

Use curation software...Curator to group videos into a course.

Videos must be sanctioned before they are posted. Xerox uses a watermark to indicate a trusted source.

Use a homegrown LMS

Learners should want to do it

Creates competition with a cash prize to motivate ($750!) for sales mostly because they aren't necessarily internally

Most filming done on phones as selfies.

Discussion on compliance videos...they buy out of box...thinking of creating their own in microchunks.

Guidelines

3-5 key points at most and give a list to choose from and people will create their own script.

Time...only a few seconds long, when it is due, rank on key messages as opposed to production quality

Check out collateral materials for hints

Let them choose props
Give relevant feedback...5 min or less...in person, webex, written, conf call...

To be effective, prep coaches really well so they understand what to provide feedback on...NOT production quality. Should be about CONTENT.

Provide a rubric for OBJECTIVE feedback

Manager as a coach...difficult because managers don't usually want to be coaches. Give managers training as coaches. Big deal at Xerox. Managers are good because their people are good.

Peer feedback is well received but hard to get started...FOL (Friend Of Learning) gets it started.

Managers who are comfortable asking people to practice several times have the best results (do overs).
Active learning helps keep learners engaged through inclusion. Video can be used to support engagement. A problem is scalability: can active learning be used globally and with large audiences? An advantage is that mistakes can be made in a safe environment. Great for gaming and creativity enhancement. An emerging challenge is finding ways to keep learning active through an LMS. We are just now learning how demographics influence active learning (e.g., do millennials react differently?). Active learning clearly has advantages but there are also obstacles such as structure, time, facilities, resources and expectations.
120 - Leverage the Power of Visual Storytelling

- Using stories to remember
- Infographics/props/quotes/charts/cartoons/avatars We love pictures
- We interpret visuals 60 times faster than words
- 94% of articles get more views with pictures We also love stories
- We ascribe meaning to stories and pictures
- Visual + Story = Audience Engagement
- Today's world provides mounting distractions
- In 2012, we clicked away after 12 seconds
- Today, we click away after 8 seconds (a goldfish has a 9 second attention span) Nancy

Duarte's 5 Rules for Presentations

1. Treat Your Audience Like a King (or Queen)
   - Know your audience
   - What's the purpose?

2. Spread Ideas and Move People
   - What is your message?
   - Persuade your audience
   - Logos provide visuals
   - Ethos provide credibility
   - Pathos provide emotional connections
     - Establish an emotional connection with a visual story
     - You can use the whole frame (no words)

3. Help Them See What You are Saying
   - Visually tell a story
   - Establish an emotional connection
   - Be aware of cultural interpretations if using gestures (such as a thumbs up symbol)

4. Practice Design not Demonstration
   - Visual thinking is about concept and the application
   - Use analogies/metaphors to make a point
   - Concepts promote visual thinking
   - Activity (2 min.): How many images can you come up with for one of the following:
     - Choice
     - Teamwork
     - Achievement
     - Growth
• Relate images to the content
• There's no value putting something on a screen if it can't be read
• Effective visuals = effective message

5. Cultivate Healthy Relationships
• Practice Getting Started
• Make a Library (and organize it)
  o Pictures
  o Cartoons
  o Clipart
  o Concepts
  o Videos
  o Quotes
  o Storybox (a collection of stories)

• Think about your action plan: What will you incorporate in your next presentation? Tips:
• Use a single medium
  o Photos or clipart, not both

• Use only 2-3 fonts
• Be aware of copyright
  o Most stock photos/clipart allow you to show, not distribute or sell
  o Check your sources Resources:
121 - Personalized Onboarding: New Hire "Training Tours"

Northwestern Mutual Planning company - Gigantic home office - 6,000 people in Wisconsin 80 field offices with managing partners. Managing partners are employees, their staff is not.

Good program for compliance, wealth managers.

Large intranet with training available.

Highly regulated - tons of compliance training.

People ask what does my new associate need to learn ... often. They're consultants and reps don't always want to pay them for training.

Every Tuesday at 2-2:30 PM was a webinar - Tuesday Training Tour.

Range from 1-33 people in the webinar.

Average 7-10 per weekly call.

Prep time - 15 minutes.

The Call Training top ten resources.

Links to learning tools.

Links to internal YouTube system.

Big broad based stuff. Here are the six buckets I want you to spend time in: Products and services, Life insurance, Disability insurance, Long term care, Fixed annuities, Investment products.

Next steps: products and service training.

Training sites to revisit.

Whirlwind tour - over in 25 minutes. Last 5 minutes are questions. First couple links are company culture. You have to understand the culture so you can deliver services in the way we want you to. Too much training is overwhelming. They use Learning Path app. Their learning path looks like the subway map. Once they complete the path, they get a credential. They want all associates to be credentialed. Culture does not reach to each individual office, rather is expressed as the whole organization. Culture varies in each office. Class is very informal. Just designed to make them familiar with the tools available.

Four Big Problems

Content, Delivery, Buy in, How to manage it.
140 - Performance Support that WORKS!! Beyond the Smoke & Mirrors

Learning begins in the classroom, true competency comes from doing.

- Not an add on
- Not an after thought

The Power of Performance Support
- Common issues to order taking
  - Compartmentalism
  - Time willing to spend on training
  - Easier for leaders to schedule
- Reason
  - We enable this behavior
- Learning
  - Happens at the practice and feedback
  - Spend ILT $ on the practice and review
  - We "covert it"
  - Bring in PS

§ 45% of the learning is practice and feedback
- 70/20/10
  - We spend time and money on the 10
  - How can we affect the 90%?

5 moments of need
- The moment of apply is when the rubber meets the road
  1. New
  2. The moment of more
  3. Then the moment when things go wrong, solve
  4. The moment in change, unlearn and relearn
1&2 training
3-5 invert the pyramid. Start with steps first.
Methodology: ps pyramid
2-3 clicks, 10 seconds
Context- workflow, process, role and timeline
Task- quick steps
Supporting knowledge
Reference resources
Learning resources
People resources
As you go down the pyramid the content gets heavier
Methodology: EnABLE
Analyze Practices
1. Map the work flow
2. Determine impact
3. Finalize the workflow analysis
Map a Learning Experience and Performance Plan
1. Make sure you have all Support
Create a proof of concept
Gain design Approvals
Methodology: Critical Skills
The best way to learn is through doing and failing
Need to determine what is critical
4 or less, we don't spend class time on
5 or 6 get classroom, coaching, eLearning and EPSS

Tools for PS: Panviva, Ask Delphi
Curation for "Directed" Self-Directed Learning

Lots of question about curation. Not a lot of answers.

McK is early in the process of curating for learners. Want to start the convo about HOW orgs are doing this.

Matthew divided the room according to the spectrum of lots to little

How explicit is content cure part of your work?

Deutche bank examples of content available digitally depending on role.

3M is trying to think about scaling for leader development. Still a big question.

Q: how satisfied with your curation efforts. One working well. One not working.

Working: people who are passionate about topics and share with others

Good understanding of competencies and matching those to content. Smaller content helps with this.

Not working well: extra work for people who are already busy. Not sure who's job it really is.

McK is headed to pull and push. Thinking a lot about micro learning. Time is a premium

We didn't have any to

Experimenting to

Strategic driver

McK Bytes first real ever at curation. Structured around LDM

Content organized around key questions from users perspective.

Feedback: needs to be personalized.

No clear path for navigation.

What about level of content on Blooms tax'y?

Challenge: scale mixed with personalization

Suggestion- involve the learner in determining how to personalize

Ashley mentioned the example of MC101. Content for partners to provide information about core topics, divided by time.

Issue is too much content and irrelevant stuff proliferating. Suggestions is to let the community curate (ratings)

Suggestion example: Blinkit books or GetAbstract.
Huge onboarding piece to get yourself involved. Mostly underestimated as a way of getting folks to buy in.

User experience could also affect.

Overlap with app design

Challenges with strict rules about dangerous content. We don't trust our users and learners. We try to decide well but it's hit and miss.

What's in it for me? Where is the pull? "Why" is always the issue. Without a specific need, folks won't use the content. Incentive does exist in the moment of need.

In moments of need they're going to Google first. At McK our learners say the want us to weed out the chaff for them.

Comparison with open source code 15 years ago. What's private? What belongs to the community?

Point of need: the personal and what's enduring for the business.

Contextualized personalization. Combo of what I think I need and what the organization lays out for my development.

Tieing to career development and paths

The "pull" of curation

25% actually engage

1% manage

The rest all "lurk"

Do we want this numbers to change?

A: learning and learners are dynamic. The percent changes depending on the topic. Personalization, distribution of ownership increases engagement, knowledge of how people really work.

How do people like to connect with each other—build your platform to serve that.

Less is ultimately more. Scheduled time for culling old stuff. Rewards for groups that took down the most stuff.
202 - Engage Learners: Think Like a Game Designer!

Started with a very clever fun character scenario about a team that needed to create a Dragon game and was using PollEverywhere.com to engage the audience on the learnings through the story.

RESOURCES:
- Website – Fiverr – to get inexpensive character images.
- Developer tab on Powerpoint. (Powerpoint Options > Customize Ribbon > Developer) – You can create boxes directly on powerpoint that let you type in presentation mode
- Polls – PollEverywhere.com

DON’T START WITH OBJECTIVES
- People are looking for TAG words at the start of a learning experience
- Do not give people objectives at the start of the training because they don't create interest
- You need to create an open loop – interest in what comes next. Objectives are a closed loop that don't leave you wanting for more. Ex: Do you know what the #1 way to create sales is? Find out...

GAIN ATTENTION – Don’t assume that because you got the learner’s attention at the beginning, that you have their attention for the rest of the session. Keep asking provocative questions. Teasers could be a good method to use.

Give them things like:
- Surprise
- Novelty
- Mystery

One training for all doesn't work... you need to keep in mind your audience and customize it accordingly. Can we allow people to come into the training at different levels of knowledge? If you create the correct FRAME (context), they will adjust their own level to that frame and will be able to think about it that way...
- EX: Training that includes three levels of knowledge could be: Demonstration, Test & Get Feedback, then TEST without Feedback. [Let learner pick their own level]
- You can have people choose your role at the start of the training and then they only do the training related to that role [Learner gets customized experience]

Game Designer thinks ACTION and GAME DESIGN first and then CONTENT. Not Content first like most instructional designers. Games are engaging because they require action right away.

Research shows that learners who use interactive games had greater cognitive gains over learners provided with traditional classroom training.
- Ex: You can design a training where people walk away knowing HOW to conduct an investigation instead of walking away knowing ABOUT investigations.
- Ex: Start with an incident. Then walk backwards to learn about what went wrong and caused the incident. "THIS IS WHAT HAPPENED – HOW DO YOU RESPOND?"

MEANINGFUL REFLECTION – Gives you freedom to fail. You need the learner to do a little bit of struggle and not get the answer right away.
FEEDBACK LOOPS – Guide the learner to the right conclusion (hints, tips, but no answer).

• Polls could be used to give people immediate feedback
• Idea – instead of dividing the audience in the room into teams by "side of the room" or alphabet – could you ask them to self-assess their knowledge level and see their progress throughout the training? Split up the group by tenure?

CHALLENGE – Keep the games challenging. Once the learner completes one challenge – create another challenge. Select specific training for these challenges – don't just add them everywhere. You want to use the problem solving and creativity brain skills for these.

• If it's TOO EASY or TOO HARD, it will turn off the learner. Reference by RW White: Motivation Reconsidered...
• Learners want to be intrinsically motivated and feel like they KNOW something (confidence in their competence)

Kobayashi Maru of challenges - From Star Trek (original) – Example - When you do software training, tell everyone that there is a scenario that no one has ever gotten... a challenge like that actually gets people motivated to do it.

EMOTIONAL COMMITMENT – There is more learning that happens when you get something incorrect than when you get correct answers. The learner needs to struggle.

DON’T PUNISH FAILURE – Fail Forward Fast – it should be a part of the learning process.

SELF-DETERMINATION THEORY:
• When they can make own choices
• When they know they can master content – not too hard or easy
• When there is relatedness – being part of a social group, compare to others, etc.

CONTROL: If they have control, they are more vested in the learning.

Components of Karl's gamified training:
• Characters
  o When you have feedback coming from a character improves their performance – instead of just giving it as part of the training. It increases accountability.
• Decision Making
  o Meaningful choices – opportunity to act on decisions and see results right away.
  o Scoring RUN gamification technique?
  o Scaffolding – Get information that is not directly giving the learner the answer
• Dialogue
  o We can learn by observing others – even if they are cartoons (model it through characters)
  o Also put them in real situations where they have to practice the dialogue themselves
• Polling / Feedback Loops
  o Separate the training audience into teams and they get automatic feedback during the training as they answer the poll questions in key questions
• Start with Action
  o Can be mystery or challenges or questions too
  o You don't need to state the learning objectives – but use them for learning design.
• Curiosity
o Have people create something themselves...

Example: Zombie Sales Appocalypse – the place you sell to is infected with a virus. As you sell them your product, they get cured,... there are time constraints, immediate feedback loop on whether you were right or wrong, it uses analytics to show which part of the sales model was correctly used.

Example of Overcoming Compliance: Use characters, try using examples of scenarios that are not black and white and where the answers are not very easy, follow a story of someone who is not in compliance and learn what they should be doing...

GENUINE, AUTHENTIC, BRAIN-ENHANCING ACTIVITIES.
210 - Video for Rapid Knowledge Transfer

Session leader has 20 years with Intel. Psychology background. Entire team was promoted due to the profound impact they have had. Team of 5. They produce approx. 60 videos/month with much of that being screen capture.

Break Rules! We have been doing things wrong for a long time. Ex: Intel will give a 60-page slide show and deemed the person trained upon completion.

Important #'s
91% users rating content satisfaction
1340- # of content assets today (includes video and documents)
3.4- average length of video
44 to 2- # of classes in the curriculum in the past versus today.
Need to have a "performance focus and not only a "training" focus.

His department is the Validation Dept. They capture escapes before it goes to the customer. Ex: Intel recall due to the 9th decimal point. Resulted in $625 million in costs.

Delivery Mechanism for video- Validation Learning Center

Obstacles:
Access to SME's
Necessary Resources
Learners who say they don't have time.

Learning happens in an informal way. There are demos or social learning. Ex: Ask Bob? Bob is a cornerstone. Competition. Make the portal and the videos in it faster than asking Bob.

Some features of the portal that may be deleted in the future- Recently viewed section and the main menu. It has been found that users prefer to use the search function, watch what they need and get out. They do not give feedback or leave ratings/comments in the system.

Intel is in a unique position where they need to deliver content to external customers as well as internal customers. There are approx. 3,000 external customers. This makes it difficult to choose a player since not everyone uses the same one.

Things to fight for upfront:
- Good User Interface
- Graphics element

They have both video and support documents in the system. To find related content, the portal uses an algorithm.

Creative Strategy:
Ex: Google. When he asks his kids a question, they already have the answer via google.

Types of information he has been asked to put in the portal as content:
- Bootcamp class
- Meeting notes
- Glossary
Pay attention to the signal to noise ratio. Guard the original delivery charter.

Video-
Break stuff apart.
Need SME
Re-render video- resource intensive item.
Today they do not cut and render the video but they index it instead.
Small increments make it easy to change the video out.
User Control.

Creative Concepts:
- Audio has to be good. Run a test session and listen to it.
- Presenter with fear. Person freezes up when the red light comes on the camera. Put the person at ease. Let them know if they stumble to pause (can be cut out of video). Do a dry run and record it. Sometimes that is the best footage. Also, put learners in the room. It makes it more natural.
**Question- How do you make the video interactive?
- Rule set- is there value? Scale production value according to duration.
**Question- How do you get Bob's information?
- Capture Bob doing the presentation
- Use screen capture. Camtasia/Captivate are some programs that do this well.
Key Tip- the thing that sets video apart is motion. If you use PowerPoint, use the pointer, draw stuff, circle, etc.
The bulk of folks just want an answer. Video does not need to be a big production.
Khan Academy- good reference point. There are 8-10,000 videos out there. Very little editing. Post editing is expensive.
**Developed videos for a mobile environment. Then found out people are not using mobile at their time of need.
**Question- Do you build videos in your dept or other depts?
He found it was more expensive to use internal resources than external. Uses screen capture.
Best Practices:
- Don't use a single presenter.
- Contention works Have the naysayer speak/ ask questions and then respond in an interview format.
- He had leaders present, one slide, 3 bullets with narration. It felt like a real-time experience.'
There are no phones at Intel. Everyone uses VOIP and has a headset. What this means is everyone can do voice overs as they all have a mic.
Who does what?
- Instructional Designer- identifies point of need. There are only 2 of them.
- Videographer- does all the graphics- created a library of graphics to choose from.
Personalised learning means something different to everyone. Audience in the room provided the following 7 examples of what personalisation meant to them:

1) Contextualisation
2) Relevance
3) 'All about me'
4) Choice
5) Individualisation
6) Self Selection
7) 'Just enough for me'

PwC are looking to create a system that helps create the greatest amount of ways to customize curriculums & self-selected learning paths for the abilities and interests of their people.

There were a number of 'dragons' that needed to be slayed in order to create this new 'marketplace' for learning:

Creating the vision and selling it to the business...

PwC spoke to a number of different learners around to understand the vision that needed to be created. These focus group sessions confirmed that learners are longer are people just meeting their learning needs through L&D, they're meeting their needs by accessing their learning in a very free environment (Google, Youtube etc); available at anytime and anywhere, as this gives learners more choice to access new and relevant learning quickly and in a very personalised way. PwC wanted learners to move back to their marketplace, rather than Google's. This was the vision that needed to be sold to the business.

In order to bring this into one platform, it would need a high level of investment, so needed to convince the business of the end goal.

Taxonomy of content was a big challenge...

Categorising learning content, which would powers user's search and categorise content in more than 1 way was a real challenge. Particularly to provide one global view, when operating in some many different territories.

The key outcomes for taxonomy were as follows:
- Simple
- Prioritised
- Show not hide (let me find)
- Consistent (globally)
You need to be able to be flexible and make changes to the taxonomy if needed – things change so quickly.

Curation is crucial...
In the ideal world, learners don't just want a google search result, they want a recommendation. PwC are leveraging off a lot of external content, however this need to be curated. At an internal level, global curation is important to avoid duplication. Sharing was another key aspect that leaners mentioned, so playlists that

Privacy and security...
There's a big challenge around managed vs unmanaged devices. There are different devices in different territories (ie. Many iOS in US and UK, but mainly Android is Asian territories). You really need someone to be owning the Privacy and Security area.

Conclusions
PwC are on their way to creating a personalised learning experience for their learners by:
• Learners are learning differently
• Access vast amounts of resources from anywhere at anytime
• No longer coming just to L&D but using the internet to fulfil their learning needs
• Want a larger choice and to access relevant new learning quickly
• They are accessing a wide variety of free content
• Easy personal experience
Set #1
• SAP SuccessFactors in use (no sponsorship)
  o Legacy Plateau moved in 2013
• 72K Learners – 4 Mil completions per year
• Most touched application across organization
• 12 Countries
• Decentralized Learning Org – distributed across functions
• 50 – Capital One University
  o 8 people support learning technology
  o Operations of the university and learner facing applications
  o Social platform – do not own but own policy for learning
• Operations tools - workflow tool for intake
• Cap One 5 yrs.
• GP Strategies
  o Homeland Security writing training, eLearning, then Learning Tech
  o Managed PMO dedicated to learning tech

** Personal Goal to learn how to manage the system after it is implemented

Key Points:
• Guiding Principles - Manager yourself first and your system second
  o Team manages technology
  ♦ Configuration, interaction with IT
  ♦ Clients are learning professionals, and their clients are the learners
  o Language creates culture
  ♦ Poor workman blames their tools
  ♦ Manage expectations – tell the truth (don’t worry about disappointment)
  ♦ Be precise – 3yrs LMS had one down day. That day LMS is down, so be precise of what is happening.
• EX – Capital One file transfer is down, therefore LMS is not working
• State what is happening to manage perception of the system
  ♦ Use "common sense test"
  o Educate then educate again
  ♦ LMS is complex, explain twice
• Learning technologist – figure out how to apply your tech to a learning solution
  o QBQ – What is the question behind the question (book to read)
• There is a lot to manage and you have to be patient when explaining to others
• Show me, don't tell
  o Build it in stage/test so your customers can test drive
• Videos not words
  o Use 5-10 min videos of how the system works
  o Have customers view to cover the basics and they have a QBQ discussion
• Teach Learning Professionals to build around what the system can do not the other way around
  o This is what I am solving for and this is the out of the box (OOB) functionality
  o Create a space for dialogue
    ✷ Treat your internal customer like you want to be treated
    ✷ Shared ownership – LMS advisory committee
• No authority, vote and provide input only. Executive is the D
  o Make case, recommend, show how it will be managed
• Space for discussion about impacts across organization
• Sr Manager level who have relationships with directors – tactical and influence strategy
• Accountable – must add value about what is wanted/not wanted
• Has become a value group in org and people want to be involved and show up
  o Ex of content of meeting
    o Automated email message discussion about when it's sent
** Note – about getting functionality in the product
• 12 – 18 mos. working with the software vendor – requires dev, testing, etc.
  ✷ Add value to your vendor
  • EX – rigorous testing led to access to an Engineer and early testing ability
  • Product Advisory Board participation allow access to pitch enhancements and feedback on updates and product roadmap
  o Speight, then shovel, then bulldozer – eliminate, simplify, automate
  ✷ Create space with well-managed processes
  • Process efficiency will free time to time drive adoption of features, work with prod mgmt. etc.
  • Regression testing in 2 days, day after prod 3 days regression test
  ✷ For every fun feature, deliver on business as usual
  • Ex – assignment profiles
    o Make assignment to groups of people based on HR data
    o Drove adoption of that and freed up two head count from assigning learning and now they work on adoption of new features
    o Ask team where are you spending time? Look for efficiencies in system to change and trade of business as usual
    o Lean Six Sigma

Capital One Learning Professionals > COU Learning Tech Team > LMS Vendor
• Office Hours
• One on One Consults
• Advisor Committee
• Leadership Meetings
• Process Meetings
• Newsletters, Videos, Intranet, Webinars
COU Learning Tech Team > LMS Vendor
• Financial User's Group
• Product Advisory Board
• Defect/Enhancement Management
• Account Management
• Any Venue They Offer – exposure to their teams
Release Management
Release Notes
• Review and not just once
• Brainstorm
• Identify process impacts
• Validate expectation
• Write test cases and record videos
• Inform stakeholders/Advisory
• Test – test everything
Site – videos on functionality
Update content with release changes
Place where partners can go

Questions/Answers:
• Implementing a system what is a piece of advice?
  o Focus on adding value and telling story of where you are adding value
  ✴ Building it and telling how great it's built
  o Balance cost savings
  ✴ Head count for management of the LMS can be gained with savings delivered
  ✴ Pitch here is what I can do and what it can do for you
• How did you gain leverage with the vendor to influence the functionality?
  o Not big fish to the vendor
  o Standalone learning system
  o We figured out what is valuable to them and voiced it
  o Open tickets with support that are clear with what you are doing in the system. Must be able to replicate. They see you know what you are doing and come back
  o Vendor has said they appreciate feedback on when they do it well and not
  ✴ Scorecard meetings with them to show performance of support
  ✴ Support feedback with data— used to diffuse emotions
• Document what has happened missed SLA, answers not relevant, give them data
Work with user groups to create a consolidated voice to drive innovation, change, improvements with your vendor

Set #2
Uses SuccessFactors in the cloud

Manage yourself first, then manage the system
• No one on the team creates learning
• Manages technology
• Manages the configuration of the tech

Language Creates Culture
• It’s a poor workman who blames his tools - you must solve the issues
• Manage expectations - share successes and limitations- lay it out straight
• Be precise, don't blame the LMS for everything, communicate the precise challenge and where the issue is to other learning professionals

Educate, then educate again
• Be a learning technologists to find the right technology to apply to their learning needs to the business
• Don't just accept the SMEs order, talk about what they are trying to solve for
• Must ask for the question behind the question
• Be prepared to explain how things work, again and again
• Need to have trainers be able to log into staging
• Use videos, not words. Need a library of videos on the functionality of the LMS
• Build around capabilities, get as close to what they want as you can

Create space for dialogue for your customers
• Talk to your customers regularly
• Share the ownership with an advisory committee - but technology makes the call
• Relationship trumps rules
• Add value to your vendor, that will give you more influence maybe a product advisory board
• Facts diffuse emotions - keep metric on Support and SLA

You have to shovel shit to get to the things that you are passionate about
• Find efficiencies when shoveling the shit. Start with the small ones and get bigger
• Eliminate, simplify, automate
Join user groups, band together to present changes to functionality

Influence the design, thoughts, usage, etc. you have the power but you must manager it better.

Must live out your LMS with excellence

Create space for dialogue
• Office hours
• One on one consults
• Leadership meetings
• Process meetings
• Newsletter, videos, webinars
Release management
• Review release notes
• Brainstorm use cases
• Identify process impacts
Staging release
• Validate and try to break it
Production release
• Test and communicate
• PILOT
• Address changes

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231 - Learning for Operations & Manufacturing: What's Shifting?

Key points

- Total productive maintenance is a possible way to meet the new workforce where they want to be. What is the bigger purpose of X machine? One point lessons are engaging the workforce.

- TWI - training within industry - approach to allow SMEs to be the trainer without sacrificing consistency.

- Themes around how to make safety training more sticky - engaging video is working in certain places but 'standard' video doesn't get it done

- how to convince older workforce to share -- reward/incentive programs

Common questions by participants

Surprises

- Virtual Reality - lots of excitement around the idea. Most aren't yet doing it

Other resources

Practice - a software that uses video to demonstrate skills

Marina (?) - system to use clickers for polling
Developing vs. Buying Learning: When to Purchase External Learning Services

Are there some standard indicators that a solution should be purchased vs. developed in-house?

If so, what are they?

• Short timeline
• Cost/Time analysis
• Specific criteria (example: labor laws)
• Need budget
• SME’s vs Designers (need the content designed)
• Use external resources but internal resources will train
• Established content - already created and vetted
• Rapid changing content
• Need an expertise internal resources don’t have
• Internal capacity

Are there circumstances in which a learning solution should never be purchased?

• When key stakeholders are clear on solutions
• Unrealistic timelines
• Sensitive information
• No budget
• Proprietary content/trade secrets
• Intellectual content
• Cultural dependent
• Test creativity (boundaries)
• Consistent internal voice (culture and branding)

Once the decision has been to purchase learning solution, what are some ways to ensure a good working relationship?

• Clear objectives & outcomes
• Regular check-ins
• Realistic timelines
• Measurable results
• Transparency
• Project Management skills
• Communication (regular checkpoints)
• Define Roles/Responsibility
• MDA
• Define scope of work
• Have the ‘right’ team involved
• Clear metrics and outcomes
• Sponsorship
• Enroll legal and compliance early on!
240 - Desperately Seeking Diversity

Learning Autopsy
elearning experience lessons learned

What is diversity?
Different perspective from different groups.

Audit existing learning to determine to scrutinize existing learning.

Looking for resources there is a slant and bias on roles.

Realistically sourcing diverse graphics a challenge. Hard to find appropriate settings and attire.

Aspirational

Balance between ethnic sounding names.
https://www.google.com/search?q=iat+implicit+association+test+wikipedia&ie=UTF-8&oe=UTF-8&hl=en-us&client=safari
261 - Train More with Less: Optimizing Instructor Led Training

Optimizing Instructor Led Training (ILT)

Presented by Training Orchestra (focuses on ILT)

70:20:10 social, informal, OJT

10% is the formal learning that we invest in, training depts and corporations $355 billion

Improves employee productivity
Increase safety and compliance in high consequence industries
Provides easier understanding of complex ideas
Motivates self learning
Enhance job satisfaction
Learning and development programs Retain employees

E Learning 43% of companies with an LMS are looking to replace it.

65-75% of training is instructor led
Is viewed as expensive and can be... How do we keep it viable?

Forecasting - macro and micro level
4 types of forecasting - nominative need (content specific and you know who needs it), volumetric need, nominative project, volumetric project

Capacity vs needs... The need to smooth demand

Session management - the course that has been scheduled
Maximizing session capacity or "filling rate", have a policy for addressing over and under subscribed sessions
Set milestones for determining min/max
Utilize waiting lists, consider overbooking

Session profitability tie client orders directly to session, combine sessions,

IBM lessons learned. Limit sessions to 50% of requirement in order to get sessions filled, then add

MicroTek, add virtual training for remote learners
Bill back no shows at 2x cost

Million $ tip - plastic bag on ground... Using a plastic bag to get the wet suit on made it easier... Reduced stress, Hire gifted trainers that can build dynamics Trainers that are passionate Content that stimulates, can be used immediately, is relevant to their job

Training Management System... Manages your Learning Management Systems (most people use Excel to do this) this is what Training Orchestra sells. It is 3rd party interoperable.. With your workforce planning system, etc Is a centralized base, shared service center, cost analysis for your training plans etc. visibility of your needs, scheduling and logistics, increases visibility of fill-rates, subscriptions, etc Yield Management, provides alerts to take actions on min occupancy, etc, real time analysis, real time cost tracking, sales cycle, reporting features really a biz Intel tool.

Areva saved $11M in 2 years using this tool.

Q&A

Training companies have greater capacity than is being utilized by the training departments - moving to greater training utilization from 65% to 75% occupancy... When done manually there's a ton of tinkering that goes into play to optimize fill rate.

Moving from decentralized management to centralized. Trainers can be reluctant.

Participant noted the need to better understand benchmarks to increase own org's efficiency

Forget ROI, focus on knowledge retention rates Elearning, less expensive but you have to ask about the results and not just the costs...

High performing orgs more than 80% is ILT... (Google etc)

Blended learning is very complex to manage... Unless you outsource it and a system helps you manage it. You need something to track the cost.
Sally Williamson opened with a great story relevant to the topic and then took the group through the three elements to connect storylines with storytelling:

- **Storylines** - drive outcomes and takeaways
- **Storytelling** - make points memorable and repeatable
- **Storytellers** - engage listeners

Start with a measurable impact and message and then learn to develop a storyline that proves it out.

Sally then took us through a very effective message exercise.

Creating a framework for your ideas helps the listener move from the beginning to the end of any conversation, meeting or presentation. A framework built around three concepts works well for any audience. Situation, Solution and Impact/Next Steps.

Two types of stories: experience stories and data stories.

Three qualities of an effective communicator: confidence, commitment, connection

For more information on the topic, contact Hurst Williamson at hurst@sallywilliamson.com
300 - Big Learning Data for Anyone & Everyone

Two types of data:
Learning outcome data (LMS, evaluations, Kirkpatrick 1-4)
Learning organizational data (development to delivery ratio, costs, projects, intake – behind the scenes that makes organization tick)

Both important – using them together helps you change learning, impact business

Southwest Airlines University
Five years ago, training centralized
Goal to better shared practices, community
Leadership, employee development, operations

First, they worked on unifying the team (two years) – who everyone is, gluing them together. At that point, there weren't any thoughts yet on learning data. This is when Kenneth Kenworthy joined the team as an intern.

Data typically has been geared toward proving compliance.

What do you want to capture that you are not capturing today?
Dev del data – now that they were one team, wanted to see data around projects – project management aspect
Learning organizational side – more focus on this in this session because he feels it's neglected

Resource utilization – how was new facility of 36 classrooms being used?
Instructor utilization

Data revolution – most haven't experienced

Barrier: Lack of precedent, no idea what to do/accomplish
Story: Swiss army regiment in Alps training. New recruits weren't well organized, it was starting to snow. Needed to get to base camp and the commander realized he left his navigation equipment – lost. After panic. Young recruit realizes he has a ma but it's not in language they understand. They finally make it to camp. Then, they discover the map was for pyramids, not Alps. When it comes to unfamiliar terrain, chaotic action will get you results faster than getting everything right – start somewhere.

Barrier: Lack of funding, technology support
Entered the "quick and cheap" spreadsheet phase
Map out what you what to track that you aren't already
Determine who you have to contact to complete the cells in the spreadsheet
It was termed "the Monster" – Comprehensive master project data-sheet
One line for each piece tracking
A lot of items got marked off later – too much time/trouble to track

Barrier: Resistance due to lack of habit
Asked to track things not doing before
Time to determine standards
People suspicious – don't write them off; experience may be that data was used against them before – don't use the data that way. Goal: help company, them (pain points, some things on trainers were moved off of them)

Spreadsheet experimental phase
Got them onboard with what you want to do
Establish habits
Manage human process
Quickly experiment and change, not high costs involved at this point

Move to next phase – tools
Quick phase, Access, programming
They went with Microsoft Access (free if have already)
Learned how to integrate collection into process – when best for them to right things down

Project Dashboard
The put the Access database together and users reacted glad to have useful tool; they get great data – pushes to a spreadsheet. Not the experimental spreadsheet and not like the experimental spreadsheet – this actually provides clean data to act on. This is where they are now (maybe year-and-a-half)

What next?
Wait. Don't rush acting on the data.
Look at what you said you want to collect and ask yourself why do you want to track that? This will show you need areas.
Don't act in isolation. Get others involved. Let everyone share their input, be heard.

Share reports around data.
Monthly report distributed – maps to pain points.
He actually builds these in PPT. He's always tweaking it.
Focus on showing what the numbers are but also some base analysis.
Then, started monthly evaluation meetings with leaders. Gives them report and two weeks later they meet – gives people a chance to determine how they will address issues for their groups/teams.

Allows you to compare development to delivery data to outcome data so you can make future decisions on that – when is the extra time warranted?

Be careful how you consider that measurement aspect... be careful with outcome data. Should not be feel good data. The best is ugly data; most important to organization. Use good data to recognize strengths and boost morale but don't hide ugly data. Embrace the data that makes you wince – identifies problem areas. Add accountability layer.

Questions

Run correlations in Excel to connect data.

Level 4 Kirkpatrick is tricky. More trust in it when you're addressing a performance gap versus when rolled together with whole new system.

Dispersed business owners – no idea where to begin, some data hidden, other data not captured. Get people on same page.

What existing data do we have now that we can correlate to training? If you have an LMS, you already have some big data.

Resistance – they are getting good data and starting to put together dashboards. Internally in training department they are seeing some good info but others who have been measuring in company for years, they don't like the new language. They have to reeducate stakeholders. Don't fight battle right away – old data is no good. Continue to give them the old data and the new data. Eventually, they'll see they can get more from the new data.
301 - Game-Based Learning for Product Training

Mash-up: combination of two or more things that are good alone but better together
Sales Mastery: learning organization within the sales organization. Product training for sellers only.
Target Audience:
• competitive and collaborative
• Team-based quotas
• always on the go, mobile all the time.

Guiding principles for their design decisions:
• "Be bold, be fearless"
• "Speed beats perfection"
• "Measurable results"
• Globally consistent, online, small chunks, mobile-first (even though no one uses it on their phone yet due to 2-step authentication at Google)
• Engaging to users

Sales Mastery team uses Intellum (LMS), supports 2-step authentication and mobile delivery

3 Prototypes for mobile games: "Google Pitchy," "Rank Up," and "Master Faster"
• Bring game designers in to gamify your engagement
• Gamify knowledge check: the faster you answer the more points you get, leaderboard
• Enter wrong answer and client becomes increasingly frustrated - creating emotional partnership w/game
• Built in friends list, "phone-a-friend," and messaging for promoting social learning and team-based learning
• Avatar customization - fosters personalization, achievement

Adapt - elearning tool (Learn more at their chat tomorrow at 11am)
6 people for 6 months - turnaround time
Development and art is outsourced

Lessons learned:
• Gamification process
  ○ Solve a problem
  ○ Make it scalable (games take more time to develop)
§ Keep the content fresh (Master Faster is a framework, easy to add new questions in the future)
§ Keep the game alive by releasing updates
Creating meaningful play (gamification sometimes has a negative connotation)

§ Bite-sized gameplay
§ Engaging (meaningful rewards/achievements)
§ Social (points in comparison to other Google sellers)
§ Surprise and delight
§ Meaningful art design
§ Unique mechanics
§ Well-told, interactive stories

Things to keep in mind:
• Designing for corporate environment vs designing for public
• Designing for a global audience, what languages to offer, how do certain things translate across countries/cultures

Activity! Gamification Mash-Up
Two sets of cards (black and white piles)
Pick one from each stack
White = games
Black = fake business problems
Design a game to solve the business problem

Come up with a name, description, what makes it fun, how will the game help solve the problem?

Name: Leader Babble
Description: Players use given random letters to form words that describe core leadership qualities
What makes it fun:
• Learners can challenge each other
• Challenge words, defend leadership qualities
• Point gaining
• Competitive
310 - Creating Engagement in a Virtual Learning Environment

How do we make virtual training exciting?

We can leverage people and talent from around the country to bring content.

We need to think of ourselves as a 3D trainer.

Visuals matter. What story are we telling? The visuals need to support the story. We were concerned our participants were channel surfing - i.e. Not paying attention.

Auditory component.

Use polls to gauge engagement.

Gather groups around the computer. This increase engagement.

Don't talk too much. It starts to sound like Charlie Brown's teacher.

Let them multitask in person. Chat in session. Downloads to read in the course. Download and read ahead.

We all have learner preferences.

What are pet peeves as a learner? Around the room intros. Low energy presenter. Reading the words on a slide. Interruptions. Inability to keep time. Not understanding the target audience.

How do we maximize engagement through activity? We are not the boss of our participants. They can do what they want. Whiteboard. Chat. Microphone. Do it on their terms. Whiteboards. Make debreifs awesome. Capture what was discussed and ask different questions.

Same people engage all the time. Hide the chat while they think, then bring it back for them to engage.
What are you going to do as a result of this training? Take a poll and share the info with their boss to follow up.

Have a download for the next activity.

Adobe connect is what they use.
Adobe presenter to make a quiz.

Field trips
Part of the user experience. They leave and do the field trip, and come back to debrief.

Best practices for engaging in a virtual environment
Hand raise
Clap
Scavenger hunt hiding products in each presentation. Mark off the products on your score card.
Bingo.
Jeopardy in the presentation
Polling
Virtual dice. Roll the dice and tell the participants they need to create a tag line with that many words.
Split screen video.
Time to draw out their own thought.
Producer calls on the participants who aren't engaged. Producers are awesome!

How do we use our webcams?
Camera on presenter so they can see a face. Team was uncomfortable being on camera. Put a sticky not over myself. Intent to connect with audience. Use it as it will enhance the content.

How did you determine who the virtual trainers would be?
Broadcast experience. Second accent is fun. Phone interview these people. Can they be engaging when you hear them? You have to be good at the tool, before you use the tool.

New hires are all trained virtually at FedEx.
What is the most important quality in a Voice Actor?
Clarity, vocal variety, believability, audience connection, a good voice.

One of the most important qualities is to be able to not sound like they are reading. Must be able to take copy and sound like an expert in areas that they are not an expert in.

Professional talent will send you a sample so that you can see that they sound like an expert and you can have them read some of your material.

Reasons you might want to hire a professional?

Diversity – not all of your material sounds the same

Nobody has the skills

They have experience (proper mic technique, how to breath properly, etc.)

Voice Actors have the ability to record and edit completely before it’s handed over to the company and they can make sure that the room tone is down to zero.

Rule of 5
The Rule of 5 in effectively communicating is that you have to be engaging, enthusiastic, and entertaining, in order to enlighten and educate.

Showed image to have group figure out what was incorrect:
1. Hand on the microphone – you never want to have your hands on the mic
2. Too close – you want to have 6 inches between the mic and your mouth
3. No pop filter - you want to have a pop filter on the microphone
4. Talking into the wrong part of the microphone
5. Has hand on headphones – you don’t want to touch anything
6. No acoustic foam – likely that the tone will not be good

Flow of creative process and understanding your audience

3 Things Actors Ask Themselves
1. Who am I?
2. Where am I?
3. Who am I talking to?

We as content creators should ask the same.
If someone is doing the VO work for you – it's a very good idea to have this conversation with them as well. If you do this early on, it can resolve potential problems later.

It's also a good thing to do a test on a small section of recording for approval and feedback before doing the entire recording.

The written word is different than the spoken word and should be treated differently (stream of consciousness – must create a flow).

Audacity is the program that the facilitator uses for recording and editing. Another member of the session group uses Camtasia.

**Mike's Hardware Choices:**
Bluebird Microphone. There are also USB microphones.

He uses Mac for his computer and Audacity software, and has used Pro Tools.

If you go to www.mikelenzvoice.com for additional resources

Good for the throat: tea with lemon, green apples, potato chips

(714)
Interpret the copy and bring it to life. Don't just read it off the paper.
Professional voice over artists have coaches, attend training, and never stop learning.
Rules for voice overs - It needs to be:
- Engaging
- Enthusiastic
- Entertaining

When recording, you need to ask yourself:
- Who am I?
- Where am I?
- Who am I talking to?

Understand the nuances of the script. Activity: Participants were able to read script, get feedback, and apply the feedback.

Questions:
What type of equipment should I get for a voice over studio?
How comfortable are clients with suggestions?
Do you edit the breath sound out?
314 - Rapid-Scale Onboarding & Strategic Transformation: A Personalized Model

Started with a word cloud that included managers, designers and development
Needed a low cost, innovative, effective and fast way to onboard 200+ new employees, current LMS did not offer learning paths, reporting, gamification, etc. Involved a lot of consulting, with 44 learning paths required to create
Buzzwords for their initiative- bitesized, guided, customized, digital, leaderboard, targeted, LMS-friendly
also known as a "curation platform", learners can create content and immediately upload
This Jumpstart program lives on sharepoint, as a separate database that can lead to outside links and back to the LMS occasionally
lots of questions on logistics, such as who manages, creates, who is involved, levels of feedback, what is the data used for, what is the data telling them...
dashboard shares completion and for managers is customizable, hoping to use data to look for high potentials
320 - What is Experience API (xAPI)?

SCORM worked great for what its intended to do. LMS, content, tracking, completion status, scores...all basic stuffs but SCORM was never meant to do any kind of informal learning such as mobile, social, gaming, simulations and other activities.

TIN CAN is the name of the research project, which then evolved to experience API. The goal was to come up with a way to track the activities that were happening both inside and outside the LMS.

A good analogy for this is .... If you are into health and fitness apps like Fitbit, which does a longitudinal tracking and analysis of various activities. vs. Saying that I have these scores ..or these certificates which doesn't really reflect my skillset or credentials.

With the help of xAPI, I am now able to have the ability to have a more holistic view of me, vs.. going to my profile and seeing what score and certificates I have.. which doesn't really translate to what skills and competencies.... having this holistic picture of my activities ..allow me to know,, where I am ..who I am, what I know, what my gaps are...

xAPI does this by some kind of a noun-verb activity streams. Paul read a book, Paul watched a movie, Paul took a course... bring all that data in and building analytics on top of that vs. saying I got 80% in this score which doesn't indicate that I understood this course or mastered this info. Or not.

All this information has to go somewhere...and that is where LRS comes in.. LRS stands for Learning record store...

The way to do that.. and that's outside the LMS.. you can connect with the LMS but you don't have to tie to that LMs...which means you can leverage these activity streams for lots of other things but more importantly do that in a meaningful way

Now the hard part about that is privacy.. the more I know about you, the more intelligently I can serve content.. but the more know about you...the more sensitive that data becomes..

.have you heard about the Privacy Fears Over Student Data Tracking Lead to InBloom's Shutdown

Although its hard to believe, in the government ...we have adopted xAPI...we are really moving towards a competency based approach with our training

3 really interesting things about xAPI.. 1) it's a stream of data ...think of it as a twitter stream...tom observed a role play, rom experience a news stream ...tom completed a test and scored 80%. Those things all go into that stream and I can't edit that... that immutability that I have got this audit trail log is valuable 2) its extensible. unlike scorm or aicc.. which only have 3 or 4 course pieces of data.. for example, when you are getting into college... your SAT scores matter but that's does not tell a complete story about you.. they ask about have you done community service, what are your interests? all kinds of data around skills, abilities and mindsets that paints a full picture...3) pulling data from all cross platforms ..connecting to variety of other systems through very simple protocols and standards,,, building lightweight integrations and connect them ..you can get some really interesting use cases...
in gov.. we have an agency called officer management group...which gives money to other agencies that help perform their mission... the agency CLOs and managers want to know what is going on with their people...

in the past when you move from one agency to another.. none of the credentials or competencies get transferred.. so we connected our systems with the academic institutions. So that we can pull transcripts, validate and apply that as apart of the job applications...

one other application that the government is interested in is ---we are capturing all these activity streams that we are engaged in...from a privacy perspective, there used to be some concerns but there is a whole big community of professionals who are working to improve the data and user governance ...

does this helps me understand how well you can fit into a team and help understand how I efficiently I can help govern it..

learning is a team sport. One of the cool things about experience API is that you can track the performance of two very different people collaborating to meet different or same goals in an emulated environment ..

this kind of a permanent record store helps you identify proper candidates for each job ..do you ever foresee. The private sector using something like xAPI...kind of joining forces.. or it should remain segmented in the certain ways...

the government keeps changing its retirement systems ..but if you were an old guy like me who is stuck in the older system ...some of the news you have seen about the data breaches.. in the chaos of all that ..our agency is more secure than others. Let's say I was a tank engineer.

Well...there is no job in the private sector that I can apply for which translates the skillsets I have earned in the military ...so we did a mapping called as the MOSS...so that someone in the military can effectively say that as tan engineer in the military, I have the following competencies for a private sector job..

you can hook salesforces to xAPI and send data simultaneously to a LRS and an LMS in regards to a training activity.... you can have salesforce itself send xAPI statements ...now that we have that record.. we use that to inform various decision making...

content hospice...

nobody wakes up in the morning and says I heard this thing on NPR.. I am so excited that I am going to go straight into the LMS and take this course..you start googling.. Find communities.. and forums...imagine if we have LMSs that is so agile in search.. finds things...serves them ..book marks them.. and captures all the activity streams...often need to correct and true.. but its not always this way..

the idea with xAPI..is that you own it.. you decide who has access to it and who can get aa copy of it.. (personal record store) and you can carry that with you.. very much like a health record..

Watershed was involved in creating some of these systems..

I don't know the details about the security audit, but there's definitely a lot of tests that been conducted around token management, authorization..authentication ..and more..

Who's controlling the nouns in the xAPI...

This is one of the things we are working within our community.. we are also working on some of
the definitions around competencies...called CAS
These are called as communities of practice..... once you have that log... you have set that threshold ..use this term ...set the context.. and standardize those terms...... there is a group doing CMI 5 ...that attempts to be doing a better xAPI..which provides a pre-defined set of nouns..verbs and value ranges... but also gives you the open ended extensibility of xAPI...
CMI 5 on top of xAPI

Content storage and access policies - some things are not built into xAPI...such as the standards or operational policies. around how it is transferred...what is transferred between systems.. xAPI doesn't control that..but enables the policies you define in your organization...it's that flexible ..

An important consideration to adopting xAPI is organizational readiness. A good example is when Katrina hit.. we had 19 million resumes in the database.. within 3 hours... we need all the people who had claims adjuster skill sets.. we were able to identify people 3300 people in a matter of 3 hours..

xAPI allows you to effectively gather and send performance data between various systems

OPIUM seeded us 200K... we were able to go live with what we built using this cash.. this implementation involved 27 different LMSes to be speaking to each other..

There exists Cloud solutions that receive and send xAPI statement.. such as articulate or storyline...depending upon what on data analytics you want to provide using the data that sits in your LRS

There are open sources LRS as well...

Unlike SCORM, xAPI doesn't depend on the browser or document object model ..the second difference is around any sought of cohort based performance,..xAPI allows you to track any kind of collaborative experiences or activity streams with more than one lens..

LRS is equivalent of the airplane's black box that is sending all kinds of data to the connected systems.. so if you have a performance system...you can have any line of business send that data to salesforce , or expense system or travel management systems.. and collaborate all of those pieces using xAPI statements

Getting the data to the LRS using xAPI wasn't as bad as we thought.. but telling a story with it was the challenge...so we hired a data scientist ...which is a role where MBA meets Maths meets Arts..how do I show data that changes over time and how to visualize that.. this is a very important role for successful implementation and use of xAPI.
xAPI allows you to run reports on a given individual or develop cohort level benchmarking on a team of individuals.

xAPI doesn’t dictate the movement and visibility of data between different database systems and what those standards are ... it is basically an enabler ... it is up to the business system, policies, and governance to manage those rules around how xAPI is put to use. It is the owner of the database who defines the access policies and xAPI is extensible and malleable enough to realize those needs...

xAPI statements are semi permeable membranes, that you cannot edit ... there are some things that are read only ... for the owner, read write for the owner, read write for the school ... each store can be configured differently depending on what problems you are trying to solving for ... xAPI opens the door to solve these problems..

With xAPI statements, there is a notion that it is a combination of noun, verb and value ranges ... you come up with these definitions in your community ... you can predefine the activity that generates data, receives this data ... you define those end points. And what data you want to send. So if you had an authoring tool like articulate ... as a content producer, you got to decide where you want to gather ... receive or share that data....

There is a product called as Zapier which allows you to configure ... when my fitbit does this ... send an email to this ... there are other third party tools and shortcuts to integrate with salesforce ... if you want to consolidate all of these activities..

Resources and Links from the Presenters
xAPI information on ADL Site - xAPI Overview
https://www.adlnet.gov/xapi/

Wikipedia on Experience API / xAPI / TinCan

xAPI Specification (nerdy details)
https://github.com/adlnet/xAPI-Spec

Making Better (recurring xAPI Bootcamps)
http://makingbetter.us

Data Interoperability Standards Consortium - How should xAPI Interoperability Work?
http://datainteroperability.org
332 - Introverted & Extroverted Employees: Are All Heard in the Workplace?

Take away from session - what is the definition of introvert vs. extrovert? What does it mean for the workplace?

HR/Talent @ LinkedIn uses the form of a Quiet Ambassador (more information to come)

Susan Kane (online article) "I'm an Introvert Executive in Silicon Valley" opened the door within LinkedIn that let employees know it's okay to be an introvert; that you matter to the success of a company.

There are several stereotypes about those who are labeled introvert or extrovert; though nobody really fits in one bucket or another in all situations. Leadership needs to be able to look past the label of introvert/extrovert to see what the individual(s) can add to a topic. In the hiring process the candidates shouldn't be sorted using whether he/she is an introvert/extrovert; more on if he/she is able to add value to the organization. Look to the long term goal vs. immediate needs.

Facts - 50% of people are introverts - 90% of leadership are extroverts - 70% feel they aren’t utilized to his/her potential.

Exploring the who is underneath the label? Both groups provide great value to the organization to cultivate new ideas, improve existing content, or whatever the task may be, however each has a unique path to arrive at the same destination.

!!! There is ZERO correlation between best talker vs. best ideas !!!

How to help
*prepare an agenda to allow time to prepare
*As the facilitator - guide participants to let others speak
*Find out what engages the introvert to encourage conversation
*introverts - speak within the first 5-10 minutes
*extroverts - tally your thoughts prior to speaking

Questions
*Tell more about quiet ambassador program. -- more about giving a resource when needed
*Is is wise to just sort one or the other -- depends on the organization. DISC or Myers Briggs may be ab option.
No One Wants to Watch Your Training Video: Corporate Education that Works

We have many challenges within the field of learning. One key concern is that most learning done today is the same yesterday. We need to first recognize the gaps within learning.

Learners have too much information at their disposal which hinders the learners experience. There great platforms and resources available to create a simplified process for learning. MOOCs offer a simple and cost effective option for companies to help up skill and train.
Considerations for moving towards Personalized Learning:

Content:
- Inventory current content and evaluate against modern learning approaches
- Examine consumption data
- Less content creation, more content curation
- User generated content
- Leadership buy in - changes to timing, resources and talent retention

Technology:
- Keep it simple/easy - UX and UI
- Learner preferences need to be accommodated for in design and implementation
- "Good is good" - forget about generational differences, design for all

Change Management:
- Desire is already there - awareness needed
- Pilot/beta and iterate using data to drive
- Create pre-assessments and data - look at business problems to solve

Why not? (negative brainstorming):
- Security/data risks/concerns
- Leadership buy-in
- Sustainability - does everything need to be personalized?
- Support system
352 - Adaptive Learning: Changing How We Learn, Changing the Way We Work

* Companies spent way too much time thinking about how much training they provide. They should actually be focused on providing the least amount of training so people can do their jobs with competence and confidence. People come to work to do their job so give them the tools to do so and let them do it. Then take all the time you saved and return the productivity back to the business. By focusing on just what people need you can drive for mastery and then prove what people are learning. This type of an adaptive process is much more engaging.

* Teaching by asking questions AND asking an individuals level of confidence provides both the learning and the business tons of data. Getting ones level of confidence also allows for more individual learning moments and the business can also see capability gaps and make decisions accordingly.

* Several questions from the audience about how to put an adaptive system in place. Lots of curiosity about how the algorithms work and the user experience.

* Audience was very impressed by how simple it was to use an adaptive system for the learning and even more so at the data the system produces to make for very detailed business decisions.
353 - Happiness @Work: Your Biggest Competitive Advantage

Future talent coming into workforce is a very purpose-driven generation. They are seeking a job with impact. Engaging them is key to retaining them. Three things need to do to have engaged employees:
1. Build strong company culture
2. Invest in career transformation
3. Provide learning and opportunities to be successful

Most companies don't do learning - they do training. Learning can engage employees and be your biggest competitive advantage. Training is very transactional. It's the business talking about what employees need rather than learning, which is learner centric. Learning is transformational.

Learning at the time of need so it can be applied is transformational.

Training doesn't work - US companies spend $160B a year on training and learning, and 80% will be forgotten within 30 days. Only 15% applied on the job. Why do we keep doing the same thing when it's not working?

Workforce is changing and technology is making new things possible. We need to see how that is changing learning. The first thing people do when they need to learn is Google. Most people search first and ask people second. Why are we not creating learning that matches how people learn?

Kelly Palmer, CLO @ Degreed:
When building learning strategies, need to think about self-directed learning and in-person learning. In-person learning can be incredibly powerful if used in the right way - it's really about bringing people together to network and collaborate, not really about sitting in a classroom. Self-directed learning: people spending their own time (3+ hours a week) and money ($300+) on learning. More would do it if they got some sort of credit for it.
As learning leaders, we need to start inspiring people vs controlling people. We don't have control anyways. Akin to the employer brand - today social media and things like Glassdoor that become your employer brand - the company doesn't have control. Employees become your employer brand so investing in them is critical.
The Digital CLO - the evolution of learning technology has gone from her time at Sun Microsystems in 2006 (wikis, blogs, e-learning) to Yahoo at 2010 (putting layer on top of LMS, started with video) to LinkedIn in 2013 (integrating content, etc). Joined Degreed because paradigm shift in learning taking place - it provides a lifelong platform that connects content, people, and experiences.
Mike Miller, Global Dealer CLO @ Caterpillar:
In 2013 realized they were going about it all wrong - not the content, but the delivery. Today's modern learner doesn't come to learning systems. They are on their smartphones - so they started by thinking "how do we meet them where they are?" Moving away from classroom tradition. They are mobile first - they want to be where the learner needs them. Then go to onsite support - with apprenticeships and OTJ. Then go to ILT for specific cases.

Learners are using all sorts of tools. Want to empower learners to go beyond Caterpillar. Want them to learn on all levels. People want 12-14 career experiences by age 45, so they are changing thier structure to give them experiences and opportunity.

Model they created is a learning ecosystem. Not enough to have ILT and Cat-specific content because many of the challenges employees have are not Cat-specific. Modeled professional ecosystem after the personal ecosystem:
- Search engine: Personal = Google // Professional = Degreed
- Video sharing: Personal = YouTube // Professional = Kultara
- One stop shopping: Personal = Amazon // Professional = OpenSesame
- Ebooks and publications: Personal = Amazon Kindle // Professional = Inkling

Kelly Palmer
Degreed's focus areas:
1. Personalized experience: everyone today can get a free learning profile at Degreed.com. Akin to the LinkedIn model where you can track your skills your learning every day. Organizations can then subscribe to enterprise functionality noted in the below.
2. Curated content: problem with Google search is that volume of content out there overwhelms learners. Curated content gives learning professionals and individuals to narrow those choices. Degreed allows companies to avoid building all their own content - it allows you to assemble content from many sources. Focus on company-specific content and leverage the existing content out there for everything else.
3. Learning pathways to build skills: figure out your goals. Follow structured pathways to build skills. Get credit for the skills you develop.
5. Insights and analytics: measure skills. Understand what your learners are doing. Most powerful part of the tool. Currently measuring learning by how many people took a class - but that doesn't tell us anything about what people are actually learning. We need to change that conversation - we need to understand what people are doing informally for learning so we can make informed decisions re our learning strategy.

How Degreed is building a learning culture internally: top 20 leaderboard. Giving employees
100/month via FlexEd to learn what they want. Quarterly culture pulse.

Questions:
1. How did Caterpillar handle the big downturn in the economy when analysts were saying the business was "done"? One of the strategic initiatives was deploy a massive learning program across the organization. Demographics of the organization has changed - had to roll out a new strategy that embracing how people learn today.

2. How is Degreed playing in the the ecosystem Caterpillar built? Degreed is central access point to being everyone in. They have a lot of tools and systems - Degreed allows all of those to be connected. Acting like a federated search system. But, they realized it wasn't enough to connect to just Cat resources - they realized people were going to that "personal" ecosystem (google, youtube, etc). Degreed brings those pieces into it.

WHen they developed the strategy in 2013, they didn't have the names of the companies who would facilitate it. He went out and found the companies who could do it. SSpecifically look for companies that were 3-5 years old because they are nimble and create something truly disruptive vs. going with the LMS providers who *think* they can disrupt but their attempts are all still connected to the same old LMS.

3. How are people using the data and analytics in Degreed? To make informed decisions around how, where, what people are learning - not just the LMS, but all sources (formal and informal). Then working with Watershed to take analytics to next level - connect learning data to performance/outcome data.

4. Is there a way to add content into Degreed and bill it back (collect revenue for it)? Yes.

5. Have you seen people put storytelling content into the system that can be used for leadership training, etc? Yes. Absolutely.
401 - Curation for Learning: Tech, Tools, Approaches

1. Questions 1: What is it?
   a. Dynamic selection and distillation of small bits of content that’s personalized for everyone based on experiences, role, and aligns to a higher goal for the learner and the organization
   b. Taking meaningful content and preparing it in an organized way
   c. Where to go to get what type of info – portal, linking
   d. Prioritized, aggregated and structured content
   e. Searchable, social with feedback
   f. Defines a scope and strategy for collecting information that is relevant, timely, necessary, dynamic, tells a story, accessible, searchable, logical, intuitive for the purpose of supporting performance and the business at large.

2. Questions 2: Share best practices and challenges around Integrating a curation program/strategy into the day to day culture of your company, or those whom you serve.
   a. Best Practices:
      i. Accessible through a community of practice
      ii. Put it where they live
      iii. Guided by central training
      iv. Do a pilot program to help gather results and then support from Sr. management.
      v. Sell management on “brain-drain risk”
      vi. Governance – structure, rules and value
      vii. Make sure audience gets what’s relevant to them
      viii. Someone has to own the content in the end
      ix. Maintenance strategies
   b. Challenges:
      i. Aligning the content with the roles and levels of experience
      ii. This isn’t Google!
      iii. Determining what content is the best to share
      iv. The life expectancy of the content

3. Question 3: Share best practices and challenges associated with the roles, responsibilities and processes your learning team manages when offering a curation program/strategy.
   a. Best Practices
      i. Always Curating
      ii. To picks go to review board based on relevancy
      iii. Market, market, market!
      iv. Allow for peer curated content
      v. Experts by line of business
      vi. Experts in the process of curating
      vii. Executive support is key
      viii. Rewards – contributing needs to be seen as valued
      ix. Showcase the examples that work
   b. Challenges
      i. Content Management and L&D are often two different organizations
      ii. Push back within L&D around taking on this role
4. Question 4: Share best practices and challenges around the Tools and Technologies you have used to Curate Content within your company, or those whom you serve.

   a. Wiki type sites
   b. SharePoint
   c. General Blog/wiki pages
   d. Wizards in intranet
   e. Google
   f. Aurasma
   g. Grovo
   h. xAPI, Tin Can
402 - Millennials Debunking Millennial Myths

Used PollEverywhere.com to record some ideas and quiz findings - very interactive, instant gratification

There are mixed reviews of what it means to be a Millennial.

1968 (Boomers) we found to have some qualities that were similar to Millennials
1990 (Gen X) also found to have some qualities that were similar to Millennials
!!!! It's about who is looking at the "next generation" knowing that each generation will groom the next group.

More people have Millennial tenancies simply due to the proximity and frequency in which we use or are exposed to technology.

!!! Prior generations should not be referred to as "older generation"... it should be the generational name or be referred to as more senior or tenured. !!!

Help your learners to be more active in his/her learning rather than passive
There are three development tools provided and available through the app for this session:

1) eLearning Intake Form
2) eLearning Storyboard
3) eLearning Audio Script

Additionally, it’s good to set Project Management milestones.

Software programs mentioned were: Lectora, Storyline and Photoshop.

Session Leader (“SL”) asked “What would you like to change with your process?” Potential projects were pre-analyzed by her supervisor and she has to do additional analysis. She needed to know what questions to ask.

Attendee Response (“AR”): People are doing different things and not following a process.

SL: Can take the “Intake Form” and brand it. [See print screen of form at the end of the notes section.]

AR: How do you know what you need?

SL: Rely on the customer to tell you. Lack of technology was ____. The intake form is/was (?) incomplete and indecisive. It was used as an interview form. Successful responses were obtained, and additional questions could be asked.

AR: Processes involving other people in the workflow (SME’s, Voice). How do you keep others engaged and on time.

SL: Address WIIFM.

AR: What about Project Timelines?

SL: Most dates don’t stick based on 1) review, and 2) not being on the same page.

AR: What about communication – letting them know the consequences?

SL: Do you rely on others to do parts of the course? Sometimes consequences help, and sometimes they don’t.

[Switched to talking about software.] Doc U Tools is a plug-in to MS word. It’s about $180 per license and has many templates and macros relating to lessons, notes and narration.

She designs what she writes. A speaker can give more information, and she thinks this is better than PPT.

Asks “How many people use PPT and Word to develop a Storyboard?”
AR: Use media/developers. Some are in-house and some are not. They have to acclimate to what the medias want. Some people do things together and some do it all themselves.

SL: [Reviewed the Audio tool, shown at the end of the notes section.]

Narration is grouped by the Talent on a course. This tool is working and is being implemented now. Stories were shared with implementing a new ISD process.

1) Quicken Loans: There were two teams (Technology and the ISD/SME) that developed a storyboard together. There were PPT storyboard sessions once a week where they put crayons on the table and drew slides. The ISD’s and SME’s are in the sessions.

2) FM Global: There were new standards for e-learning. They made a list of modalities and created a template to describe it (links, bets use, etc.). They reviewed it with the team. Any new person knows the standards.

SL: Is it challenging to develop to internal or external compliance? External: have to quickly learn their world. Role play and photo shoot. It’s easier to have resources on the team.

AR: Internal is harder because people don’t have time in addition to their regular job.

SL: What is one tool that was shared that could be implemented in your company?

AR1: Good timelines that can be adhered to is most important.

AR2: The intake form. Assessing needs up front and being thorough is beneficial

AR3: The intake form. Consistent information – things the designers need that may not be considered.

AR4: The intake form. Start and get the instructor involved.

SL: Website extra: Free or low cost learning tools: freerlowcostlearningtools@weebly.com

[Audio and video tools were reviewed in the session.]

See the following pages for print screens of the handouts. Handouts can be retrieved through the Learning 2016 app within the session information/link.
Tool #1: eLearning Intake Form

Content Details

Brand/Department Name
- [Name]
- [Department]

Introduction (Optional)
- [Text]

Content Details, Continued

Note: The following details are not required for all content.
- [Text]

Note: The following details are not required for all content.
- [Text]

Assessment and Reporting

- [Yes/No]
- [Yes/No]

- [Space for input]

Brand/Department Contact(s) and Stakeholder Details

Please provide the contact information for the Brand/Department Contact(s) in the space provided below.

Brand/Department Contact:
- [Name]
- [Phone]
- [Email]

Expected Role in the project:
- [Space for input]

Brand/Department Contact:
- [Name]
- [Phone]
- [Email]

Expected Role in the project:
- [Space for input]

Brand/Department Contact:
- [Name]
- [Phone]
- [Email]

Expected Role in the project:
- [Space for input]

(Your Company) Stakeholders

Please provide the contact information for the (your company) stakeholder(s) responsible for final approval of the end-product delivered by the (your team) team member(s).

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End of document
Tool #2: eLearning Storyboard

Course Outline

Overview of course

Target audience(s)

Who is the target audience for this course

Learning Objectives

After completing this course, you will be able to:

- XXXXXX

Course Modules

This course will comprise of the following modules/lessons:

- Lesson 1
- Lesson 2
- Lesson 3

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Lesson Name: Screen ID XXX

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<th>narration</th>
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<td>Narration Script</td>
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Lesson Name: Screen ID XXX

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Lesson Name: Screen ID XXX

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Final Quiz

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Tool #3: eLearning Audio Script
420 - Building & Implementing Mandatory Global Learning

Their Learning team is tightly coupled with Communication team.
Code of Conduct training … 24 languages, 120 countries, 120K associates.
Their Project Process has four stages, and they have a formal stop (stage gate) for review by SME and stakeholders, senior Learning team member, senior Communications team member.

Project Process – 1) Diagnosis – Conduct a full learning needs analysis, 2) Develop – Production of content, 3) Implement – Launch learning solution, 4) Embed & Grow – Embed and grow learning solution.

With 120K titles in their LMS, they do NOT implement something new until they turn something off.
Communication Plan starts at the beginning of the learning project, along with how & what they are going to measure for success.
The core content for this program is the same, in 24 different languages … Examples added by locals are locally and culturally relevant.
With so many languages, they had to develop a language strategy.
Translation happens locally, and they needed to define who was going to do it.
They subtitle their videos.
They use a vendor to do the translating, and then they have go the extra mile and pay someone locally to check the translation companies work.
They use a simple spreadsheet to track their tasks, milestones, etc. The tabs on this spreadsheet are Project Team, Project Plan, Stakeholder Map, Risk Log, Decisions Log

Because of the 100% compliance and the importance of this Code of Conduct training program, they make PDFs for managers to use with folks that have disabilities. Those managers then teach the content to them, in a way that they can experience and understand.

With a focus on cleaning up their LMS, they can not add any content to it that goes to another business area or country without global approval

They have 1200 LMS administrators … down from 2000. All of whom can add content.
430 - Learning Barracuda Bowl (Group 1): Evaluating the Potential of Brand New Technology for Learning

Learning start up presentations: Wrainbro, Studytree, Expertknow, Caseworx.

Doug Lynch - work in accelerators, facilitating the review of companies.

Real companies with products but in the early stages. 4 will be reviewed and evaluated. They will be given 5 minutes to present their company, then 5 minutes of questions.

Christina and Suzie facilitating with Doug (30 under 30).

1st presentation:
**Wrainbro.** Duke Wong, lives in Atlanta. Cofounder of Wrainbro. Immersive mobile learning. Looked at innovation in k-12 space (games).

3 features designed for mobile device. Game for mobile (like candy crush) for specific learning goals. Customized for clients.

Library - info for review with quizzes

Data is collected to identify trends and areas for improvement.

Questions:

Information security - hosted on Amazon secure server. Personalized login for users.

Lms integration - can integrate with lms and games can be developed with some knowledge in game development.

Licensing model: customization for clients is through a licensing model.

How many people have used the platform?: 500 users. Launched a few months ago.


2nd presentation:
**Studytree:** Ethan computer science background.

Students success and outcomes. What support systems are in place for learning? Build the first artificial advisor. Users can interact with this advisor to get personalized support. On a website. The system streamlines learning for users. The platform learns how users learns best and what
they should focus on when trying to learn a given topic/skill.

The next iteration will leave the LMS and be able to be used on other platforms.

Questions:

Business model: sell per student/user and partnered with all major LMS.

Success metrics: measured with anecdotes from students- provided positive feedback. 40-50% adoption by students. Students like the concept.

Corporate standpoint: advisor can assist with learning goals even without formal assessments.

Experience with corporations?: Not at this point.

Logic behind an advisor?: Attempt to personalize and identify topics for the student/learner. Communicate with the learner to understand what works best for them.

3rd presentation:
Expertknowledge. Ryan - led a corporate knowledge company.

Synapse learning design system. Tool that aligns best practices. digital collaborative way to align best practices and stakeholders. Cloud based. Allows for fast flexible and innovation.

Product market fit: learning designers were brought together to determine the performance gaps and the business need.

Success criteria: southwestern energy - working with synapse. Made 80 modules in 6 weeks.

Timing to learn tool: TurboTax analogy. Platform is intuitive enough to go through on your own.

Platform: cloud based platform for clients to be used around the world.

Export and import from the tool: meant to support AI in the future. (cut off due to time restrictions).

4th presentation:
Caseworx: Justin- film producer from Long Beach California.

Decisions. How do you make decisions right? How do leaders learn decision making? Interactive

Questions:

Service?: Platform that institutions will have access to. Offering learning templates but institutions can create their own content.

Scaling the business?: (Call cut out - lost connection).

Doug: Pulse of the group (thumbs up)

Wrainbro - 31
Studytree – 12
Expertknowledge – 24
Caseworx - 17

Forced ranking: (which was the winner) vote by hand up.

Wrainbro - 12
Studytree – 2
Expertknowledge - 21
Caseworx - 4

Comments by voters:

Needed details on analytics.
Visuals needed for presentations.
Focused on tools for administrators.
Studytree didn’t know the corporate world.
Needed more on business plan. Would be needed for investment purposes.
Interesting products, these companies should continue working on these products.
440 - Agile Learning Development: History & Future

- The history of learning development can be traced back to pioneer work by Robert Gagne, who studied military training problems as early as 1949. Gagne formulated the Nine Events of Instruction, which continue to influence contemporary strategies of learning development.
- The traditional ADDIE (Analyze-Design-Develop-Implement & Evaluate) model has been used by instructional designers for many years. Why are people now leaving ADDIE? The need for change in learning development methodology is driven by
  - Time demands of today's business; the context changes more quickly now
  - Speed needed to achieve implementation and delivery
  - Amount of information to be handled and the short shelf life of that information
- In an attempt to meet contemporary requirements for reduced time and increased speed of development; and to handle increasing volumes of dynamic information, some learning developers are turning to Agile methods. Agile methods have worked well in software development and program management applications, but when they are applied in pure form to learning development, "something is missing" as described below.
- In a rich blend of concepts, Dr. Gottfredson discussed how consideration of the five Moments of Need can be used to evaluate the effectiveness of both ADDIE and Agile in meeting the needs of today's learning developers. A few observations are summarized below; please see the referenced slides for more detail.
  - ADDIE primarily addresses the moment of Now. It is not so useful in addressing the moments of Apply, More, Solve and Change. ADDIE's strength lies in producing formal training, the 10% portion of the 10-20-70 model. (See slides 4 and 6.)
  - In order to be effective, Agile applied to learning development needs to support all five moments of need. If Agile is used as a straight replacement for ADDIE, only the moment of Now is satisfied, and "something is missing," including the remaining moments of need.
  - The EnABLE model was presented as a method for addressing learning in the workflow as well as formal learning. EnABLE begins with the moment of Apply and can be further used to meet moments of New, More, Solve, and Change (see slide 4).

The session closed with a comprehensive overview of "what's ahead" in terms of formal training and learning in the workshop. This session covered a wide range of complex concepts;

Dr. Gottfredson generously offered to respond to questions at con@applysynergies.com
450 - Near-Death Experiences of a Training Department

Programs and/or training initiatives will fail if:

* lack of support at all organizational levels (executive to end-users)
* not tied to business strategic plan/acumen
* too many rules that limit function or outcomes
* not responsive to user needs
* not sustainable
* not producing measurable results
Reviewed 3 root cause analysis tools that can be used in right away whether you have had formal six sigma training or not.
The 5 Whys is a simple question and answer method that drills down to a cause that you can act upon.
It may not take 5 Whys, it may only take 3. You just keep asking Why until you arrive at a cause (reasons) that you can do something about. This reason may or may not be solved through training.
The 5 Whys may lead to multiple causes that should each be looked at as to whether training will affect knowledge, skills or abilities or if other factors are impacting on the cause.
Once training is identified as a solution, run a 4 Square to determine, based on their current level of knowledge (Knows How) vs. their desire to learn (Wants To Know How), if training is the best solution.
Doesn't know how, but wants to know = training
Knows how and wants to do it right = resource problem or other obstacles impacting performance
Knows how but there is a lack of performance or desire to do it right = motivation/boredom/personal distractions impacting on performance
Doesn't know how and does have the desire to learn how = bad job fit/bad hire
Another brainstorming tool, the Fishbone Diagram, has us think in specific categories to focus on facts and causes not just symptoms. It captures all of the possible causes in one place.
One thing to keep in mind is that having multiple stakeholders do the Fishbone together brings more ideas and perspectives to the process. This may identify more possible causes and things that you had not thought of. It also helps increase buy-in to solutions if they have been part of the root cause analysis process.
As you work on an issue you can use the 5 Whys and/or Fishbone Diagram to drill down to the cause(s). The 4 Square is then applied to the causes that relate to personnel or training.
What did we learn?
Tools prompt you to analyze differently
Training is often not just the only answer
Need to look at the incidence of the events - what is the frequency and severity of the events as well - all play into your analysis
When you have all of the causes, consider using Mind Mapping tools to put into a workable form to discuss with management teams
Important to develop partnerships to help support training initiatives
Management support is key to being open to looking at events in this way and then in the implementation of recommendations for addressing the problem.
Don't forget the learner - they also play a part in the success of the training or other solution.
Set #1

PHYSICAL CLASSROOM:

- Paired Interview with Activities - Pair up and using a flip chart, interview the other person. Ask partners to apologize to each other... as each person will draw a self portrait, and write the key objectives. If time, give participants stickers and let them go around the room and sticker their favorites.

- Presto/Change'o' - pair up, change 5 things about yourself and the person turns back around they talk about what is different.

- Strengths Relay - introduce yourself and say one thing you are good at

- Speed Dating - [before the session people write a few things about themselves] In the session people get in 2 lines, one line changes, draw a description out of the hat and people have to guess who it is. Build - also use to get to know other in the company.

- Fun Fact - collect fun facts and create a bingo card and people have to go around find the person who the fun fact belongs to. Build - people write their names in the boxes and they

- 'er' & 'ing' - Introduce yourself with a word ending with an 'er' and 'ing' (great for intact teams)

- Rock/Paper/Scissors - pair up/ 3 rounds of RPS, the winner moves on and the loser becomes the biggest cheerleaders keep the winners playing until the final 2 participants are remaining.

- Paper airplanes with non-dominate hand

- All about me Toilet Paper - unwind and take as many squares as they usually take and have to tell something about themselves one for each square that they take. (can also use M&M's)

- Stacking - divide into 3-4 teams, use 3x5 cards, build the tallest tower that supports the unopened pack of 3X5 cards

- Ping Pong Drop - using straws & tape construct a structure that will hold a ping pong ball when dropped.

- Year of the Penny - something that happen to them that year

- My Biggest Accomplishment before you were 18 or 21

- 4 chair improve - set up 4 chairs and you need to act out where you are driving through
• 2 truth and a lie
• Noah's Arc - print out animals (2 that are the same) distribute papers around the room. You must find your mate by using the animal call.
• Minute to Win it Games - cookie on the forehead (google it for other ideas)
• On a sticky note - draw a picture and write their goal for the session
• "hi five' 5 people on your way back to your tables
• Passion Presentation - Give a one minute presentation for something you are passionate about - (great for train the trainer) -
• Brain Teasers
• True/False whip around
• Open-ended interview cards +email, question owner
• Circle time - toss a ball to people and let them introduce themselves
• Super Hero Arrival - say an adjective that begins with the first letter of your name
• Real Life super power - "I fit anything into a truck"
• Fun profiling test - put similar personalities in groups to engage in activities.
• Learning Style assessment - find different assessments online

VIRTUAL CLASSROOM:
• Map/Game - Where Am I? - Put their name on the area of the world & text us something about yourself and what you hope to learn.
• Put a name to the voice: Turn the camera for the first 5 minutes of the session
• Strengths Relay- introduce yourself and what your good at. When the next persons introduces themselves, they must introduce the previous person and say what they are good at. (15 or less people)
• Mountain - people draw a picture of where they are against the company goals
• Opening Polls to drive objectives Use poll to teach main points - use humor
• 'er' & 'ing' - Introduce yourself with a word ending with an 'er' and 'ing' (great for intact teams)
• Pre-show Polling - use technology (Poll everywhere) to engage learners
• Pictograms
• Getkahoot.com
• What cartoon character would they be and why. Bonus points if they tie it back to the topic
• One minute presentations - Give a presentation for something you are passionate about (great for train the trainer)
• Brain Teasers
• Power point Trivia (show answers at the beginning of the session)
• Real Life super power - example shared: "I fit anything into a truck"

Set #2
1. Create a networking fair event
2. Create a graphic representation of key points
3. Flipped classroom approach
4. Have 15 min. knowledge sharing roundtable
5. Teach-backs
6. Museum curator concept - whiteboard, each group adds to museum with ideas on board.
7. Simulations - place concepts in to games to reinforce
8. Walk a bout - get up and walk around room discuss main points with others
9. Board game creation with cards and initiatives
10. Poker chips - scavenger hunts with collecting chips, extra chips for teach-backs. (great for use with policies)
11. Electronic worksheet scavenger hunt with onboarding
12. Scavenger hunt with taking photos and use for debriefing
13. Red and Black scenarios for decision making. Students choose and move forward based on the box chosen.
14. Use polling and text walls
15. Unique classroom set up (X) with instructor in middle, no back of the room
16. Flipcharts with each group, each group names their group and brainstorm
17. Use experienced rep from organization for sales training to Skype in and reinforce points learned

18. Coach and have student use story to show how affected them

19. Use theater roles to introduce each segment and at end of day, have entire story

20. Read and create learning labs with a trainer (Ask me anything format)

21. Identify accountability coach to help with any skills need to follow up

22. System training - self paced, blended learning, and then learning lab with SME to assist with questions or difficulties

23. Leadership development culture build mock organization, build interactive involvement (ex. Disney family destination)

24. Leadership development, meet 1 time monthly to introduce competence then next month add next section of instructions

25. Skype meeting with breakout sessions using chat and humor, like webinar

26. Financial literacy - webinar style, with trivia also use real buttons

27. Labs into the business, teach on site, tour and meet with executives to reinforce learning.

28. NEO about conferences not just about workplace to show possibilities

29. Read book prior to classroom personality assessment. DISC then pair up to work with others in your group

30. For Us - By Us - Q & A between successful person for field for sales training

31. Using electives during class, if you can test out for the mandatory portions

32. Line staff do training and end with 10 questions to refresh info. Have leader board to build on for end of day.

33. Panel of tenured to share info with new employees to share skill and info.

34. Lunch and learn

35. Diversity Lunch and learn with Skye for corporate or have managers attend

36. Make it real and relatable - go pro videos of scenarios, pause to show which chosen for safety training with high hazards

37. AARP uses Elearning combined with in person for volunteers. Activities how to be empathetic in real life settings

38. Peer discussions on computer prior to attending in person session
39. Sales - NEO - Global Teams - Board on wall showing who returned on time from breaks and lunch, add points to groups.

40. Appreciation Culture - video record how it was to work with someone, then show the video.

41. On boarding - learn online then reinforce in person. teams of 3 work together to make realistic scenarios.
McDonalds was experiencing that learning in the back of the room on a PC, when on-boarding new staff was not working anymore! They had to re-invent learning, to meet the needs of a modern learning!
They have chosen a Performance Support approach focused on delivering through mobile (tablets). The technology they use is Inkling.
It is all about "Delivering to the right person, at the right time in the right place! An important aspect is what McDonalds calls "shoulder to shoulder" training!

The new system is called "Fred" after Fred Turner (one of the original leaders at McDonalds).

Interesting discussion around the devices they use and the accountability that people feel in the restaurant for the device that is used in the restaurant!

Inkling was originally a "digital textbook" generator, but McDonalds has imported all their existing content into this system, which became dynamic, searchable, with the inclusion of Video.

McDonalds started to work with Inkling about a year ago. 2 sides, which is a strong authoring environment and a publication-engine to the web! They came from Kenexa as LCMS.

Fred is not integrated with the LMS, but is integrated with the scheduling system. The videos are most often and also the practice area is used a lot (design based on gamefication).

They put single sign on in place and they have the possibility to generate good data.

In the restaurant there is role called "crew-trainer", who is the lead on organizing and delivering the training, who are also responsible for signing in and authenticating the person that needs to be trained/supported. From that moment it becomes an interactive experience for the "trained person".

On average the time spent in the sessions is usually less than 5 minutes.

Interesting statement on the fact that they have chosen tablets instead of using a phone is also related to perception of the public seeing a restaurant employee looking at a tablet (which feels like training) or looking at a phone (which looks much more private usage of a phone).

The principle of show me, teach me and do it is all build in this approach.
The Bleeding Edge of Learning Technology: Buzz vs. Reality

MATTHEW DANIEL - Capital One
Micro and macro adaptive learning
SCORM 2004 builds lessons around learners based upon answers to questions at the start of the course, to make it relevant
Opt into the content ... don't test into the content, because when learners see a test at the start it paralyzes them
One page assessment, what the learners click on to assess themselves, drives the content they will see
80% of content a learner already knows before they walk into your class
Tools used - Storyline, SAP Success Factors (25 APIs)
Capital One has a number of user labs

PHOUNG LA - Sears
Gamification
Game based learning
Gamified Learning Ecosystem
Got rid of LMS ... got a system that manages experience
Tools used - Sengo (you get a point for everything you consume, you can do it anywhere, points for contributing, badges - focused knowledge, bronze knowledge mastery, silver experience, gold contributor)
Content to game based learning ... Problem solving, storytelling
Communicate and get EVERYONE involved ... Change management, and get all involved
Not all associates want an open system of training
The games need to work for all ages and demographics
Converted assessments to game assessments
Your a character ... You are the coach, and as a new hire you play the character of a teacher, coach ... and you are timed and you get points
What's the value add for the points gained in the system ... Ties into performance, leaders can see your reputation file, and peer competition in the ecosystem ... Managers can see teams scores and peers can see each others scores
The more you play, the more knowledge you gain
The gamification vendors need to be able to kick people out so they are not replaying to up points
Badging ... micro credentials ... have to align to the competencies
Gamification ... doesn't work for systems, scoping too big ... should be very narrow scope
Organizations have to have the right culture and strategy
Game design is the hardest thing ... need to learn and not just gain points/more points
MARCIE PAINO - American Express
Federated ... Learning team in HR and learning teams in business areas
Learning leads make up governance board
Feedback from associates ... how to make learning stick
LMS clunky ... and multiple intranet pages ... need organization and common taxonomy
Need data architecture and enterprise taxonomy (did it myopically)
Build custom learning portal that sits on top of LMS ... that uses Like ... similar to Amazon, you
might like this ... can subscribe to different learning channels, and then the system can push
content to you based role, department, and interest
Built out share buttons
Machine Learning ... use data in the system to tailor and target content to users based upon
job, business unit, and career aspirations
Tools - Mongo database, tri-bridge
Embedded voice of the employee
42,000 learning pieces brought down to 8000
Now bringing in performance and talent
Reporting and analytics will shoe trending

NATE WISTRAN - Bank of America
Centralized learning
2013 had a massive explosion of vendor provided content, enterprise licenses ... didn't have a
central point for associate tracking
All content creators are brought into a single content curator
200 SharePoint sites down to 2 or 3
Tool - Degreed, Success Factors, Moving to Corner Stone
HR systems now also under one vendor
All data now with the one company Degreed
Focus on the employee ... What's the hook and business case
Life long learning tags and curating
Knowledge profile of companies is changing
Knowing your associates
Manager training is tied to associate engagement and survey and their retention
Is there a business case for it ... Do employees want it ... Does it support the business ... How
hard is it for learning professionals to grasp/adopt how easy it is for learners to use.
505 - Performance Management Reimagined: Beyond Just Eliminating Ratings

New @ WB - AT&T integration just announced
Intro video – featured employees of Warner Brothers, who consider themselves as 'fans' and the CEO.
Managing Talent – creating space to learn, grow, engagement, communications – inspiring employees to do their very best work. Trust, Relationship & Mindsets Our fundamental link in redefining performance management

• How do we make this work relevant to the business?
• Looked at Roles, Diverse Businesses (tv, games, theater, etc), Global Footprint
• Compared PAST to PRESENT (meaningful conversations, employee driven/owned, removing performance ratings). Present: all about the feedback, empower employees to drive their own success and careers, focus on establishing dialogue and clarity on performance expectations.
• When WB (10k employees) used ratings, 40%+ were in the highest rating category (E- Excellent), the leaders were over-rating and conflict avoidant. Managers hated the rating scale and loved the no rating. The employees however felt an initial takeaway because the annual rating was the only communication they were getting often. We did not implement a form or system. We were not concerned about the conversations being documented. We did not mandate a form. We focused on the conversation and feedback.
• Developed a video to demonstrate their approach to performance management, called CHAT, to create awareness
  o No more letter grades
  o Goals, achieve, ask, "How am I doing?" - casual, accessible, driven by employees
  o 1 year campaign to launch elements of the program with a global campaign – in 8-9 languages, we hung flags on light posts on campus, exec sponsors, desk drops, creative marketing, website, painted mural on the wall, etc.
• Highly customized solutions for each business/territory
• Developed CHAT cards to support ongoing dialog (inspired by Team Mobile) – for both employees and supervisor with topics
  o i.e. Start a conversation about your Development. EE: "What is an area that I should continue to focus on?", "I'd like more exposure to...", Supv: "What are 1-2 areas you would like to develop? Why?", "What work are you most proud of?"
  o i.e. Start a conversation about something that might be difficult to discuss. EE: "I'm struggling with...", "Can you help me understand your perspective on __", hint: remember to listen attentively and be open to feedback; Supv "I'd like to talk about what you can do to improve in __ area.", hint: listen attentively and give a chance for response.
• Added elements of CHAT into other learning offerings
• Measured it by receiving feedback from employees and leaders...ears to the ground
• Compensation/Merit – leaders were given a budget/range to use for increases
Talent Planning Sessions – to plot talent and calibrate to differentiate pay
Making it Stick: 1) onboarding 2) promote ongoing dialog, 3) offer online global resources. We explain to employees when they have potential.

Initial impressions of the program – leaders are comfortable with the process as they have the language to use
Employees need to know how their work contributes to the organization

Questions by Participants
- Did you do training with managers on how to CHAT? Yes, see above
- How did you measure? Ears to the ground
- How did you compensate? Merit/bonus planning; discussed during scheduled talent reviews; managers have a $ pool to operate with
- Is there still an element for goal setting? Yes
- How did you handle matrix reporting relationships? We do not monitor that, we want to break down that barrier and we encourage peer feedback, etc.
- How do contingent workers change this process? As long as conversations are happening, treat it the same
- Is WB unionized? Yes, we manage with 80+ unions! We delivered to everyone.
- Did you develop competencies? We got stuck here. We may go back to this in the future.
- New media states removing ratings is not good.

Pros & Cons – consider company culture
- Why not do BOTH annual reviews & CHAT sessions? You could! In our case this works for us, we needed a pendulum shift.
- When do you encourage employees give feedback to manage? We ask managers to be open to feedback and open those doors. We provide language to help it not feel confrontational.

Resources
- i4cp
- Implemented WORK DAY as talent management system; to input and cascade goals
- Vanity Fair article/forced rankings
510 - Using Analytics to Build World Class Learning

- New analytics, in addition to the data we are already tracking (e.g., courses started, programs completed, test results)
  - Build an analytics "toolbox" - not a one-size-fits-all model
- Analytics are useful not only for highlighting program success, can also illustrate where you are directing resources incorrectly/inefficiently
- CEB definition of analytics: "The science & art of gathering, processing, interpreting, and reporting data related to the efficiency, effectiveness, and business impact of development programs designed to improve individual and organizational performance and inform stakeholders"
  - Efficiency
    - # of attendees
    - # of deliveries
    - Cost (per)
  - Effectiveness
    - Satisfaction
    - Application on the job
    - Impact on performance
  - Outcome
    - Are we moving the needle?
    - Impact on revenue
  - What Knowledge & Skills have impact here?
    - Cost reductions
  - Alignment
    - Surveys
    - Interactions with business
    - Stakeholder Satisfaction
    - Net Promoter Score (satisfaction minus distractors)
    - Examples from Xerox:
      - Social Analytics- Chatter (Salesforce)
        - How are people sharing information, learning from interacting with each other?
      - Website Analytics - Google Analytics
        - Usage, how user landed on site, how long user is staying, etc.
        - Provides valuable insights into resources that are being used, resources that are underutilized, etc.
      - Email Analytics - Constant Contact (or other HTML tool)
        - Allows for a blended, targeted approach to communications to reach more users
      - Doug’s 10 Rules for Analytics
        - Often there is a lot of data but not a lot of information
        - What do the data mean? Not enough to just collect and send; need to interpret, provide
meaning
○ Stay away from dirty data
  • You can’t make decisions based on bad data; always use a data clean-up process
  • Understand from where the data originate
○ Know the difference between busy data vs. business data
  • Always ask - does this impact or inform the business?
○ Think "in addition to" instead of "in replacement of"
○ One metric doesn't fit every situation
  • Determine the right fit, what insights are needed
○ It's a journey, the magic won't happen overnight
  • Start with metrics that are easily collected and have impact
  • Start to build your toolbox
○ Create your "patient monitor"
  • Key indicators on health of program/function
  • Build alerts off of key indicators
○ Make new friends - IT, finance and accounting, marketing and business intelligence
  • Learn from their experience; leverage existing measurement models
○ Use new tools - xAPI, adaptive learning, web analytics, social listening, CRM systems
○ Work with new metrics - stakeholder satisfaction, usefulness, employee engagement, promotions, employee retention, time to proficiency
  • Don't be afraid to measure just because you might not like the results; ask the tough questions
○ It's better to know than to not know
  • Data analytics can inform root cause analyses, ensure you are addressing causes and not simply symptoms
"Luck is the residue of design"
Designing your life with small changes can make you more creative
Book talks about how "Cows are creative"
On the line of creativity, some can be measured (like the cows the milk give), but most of the
time is invisible. You must protect this time.
John Cleese says if you just rush about keeping balls in the air, you won't have creative
thoughts.
Book yourself meetings to have time to think. You might have a good place to do this, but Doug
delves.
Walking is great, but you must unplug to do get the benefit. NYTimes journalist did reports on
how our devices rob us of quite time for our brain. Down time is needed for thought, for
creativity. Doug ditched his MP3 player, because he's in the creative business.
How to stimulate thought: analogies work well: think of a way to explain your product or
service with an analogy that has nothing to do with that field. Doug found this out figuring out
the ribbon in Office products, wasn't really a ribbon, it was a desk caddy.
Anger is also a great way to clarify your thought. Don't be angry, but what thing really drives
you nuts at work. That's what he did, made a video on a lark because he hated the video
commercial his site was going to show. So have a plan about something you hate, make a plan,
and tell a few folks only to see if you can spread the word. Helps you get out of the pool of
ambivalence, that's the mundane part of your job sometimes.
Teaching soccer to small kids that didn't want to take shots in soccer, but that's what you need
to do--a parallel at work: takes shots, sometimes the ball goes in, sometimes it doesn't,
sometimes strange things happen with the ball, bounces off things, leads to opportunities.
That's what it's all about in soccer, and your job, make things happen. You just might score
while others just think you're lucky.
Fans shared their analogies they use with explaining things at work.
Deluxe started about 100 years ago in check printing. In 2009, the company realized it needed to start thinking about other products and services. As they were trying to figure this out, we started to evolve company from manufacturing/traditional culture to a technology company – to be much more agile. Included in this was the realization that the type of talent they would need would be different. When in "turnaround" at the start, they focused on cost and efficiency. However, once that was in play, they had to then begin to focus on "transformation" including how they acquired and managed talent.

Why do Businesses exist? – many would say to make a profit. The question today is, "Can business profit and happiness coexist? The answer should be yes – and the reality is that data actually points to the fact that results will be sub-optimized if you only focus on profit. You have to think about the human element.

For Deluxe, it all starts with self-awareness - People understanding self and then others. We call this leading from the inside out. Then, building on self-awareness is emotional intelligence. These two then lead to the third... using both to build connection with self an others. It is asking questions like, "What is the legacy I am leaving right now? How do I show up? What impact am I having?"

Self-awareness:
You might say, "I know myself." But really, do you? Story: Deluxe has a program with senior leaders where a 360 is conducted. Julie was talking to a participant after the program. This person's feedback was that the program needed more financial awareness... self-awareness is not what we need... "We are senior leaders, so by definition, we already know ourselves." But the reality is, the higher leaders get less feedback as they move up in the company and without feedback, you can't have self-awareness. "The higher the monkey climbs, the more butt you see."

Emotional intelligence:
In 2009, Deluxe thought they needed to hire people who were smart... "We were not in technology space so we need that talent. So we went out and found that smart technology talent" – guess what happened. "We got really smart people who did not want to or know how to connect with others across the company and therefore we failed." And it was very expensive. It caused a lot of division. Fear also protects from social pain, not just physical pain... so fear caused a lot of division within the company.

Social connection:
Social pain equals physical pain. If someone is hurt by another person, the same parts of your brain fires up as when you hurt your body. Played clip from video by Matt Liberman (entire
video posted on app) – video talked about how social skills are a multiplier of leadership (data shows). What percent of leaders are strong in both? Less than one percent. Because we don't value social skills... we don't hire people with them into leadership roles.

Hierarch of needs – social connection is at the center of that hierarchy because we can't get to needs without the community around us. If basic need, how to you infuse into your organization. How do you infuse? Start with mindset. It is many conversations over many years.

How do you shift mindset of senior leaders away from financial to relationship? Start small and be patient... begin to introduce data ... "Have you seen report on EQ and ROI?" start feeding information and data over time that relates to importance – and then over time, it becomes their idea. Several studies are available (Corn Ferry data is posted to app). They begin to see the importance of the connection to the human being as a way to optimize results. Really, it makes sense in that when employees don't have social connection, they don't put in the extra effort.

We began with embedding assessing and hiring to awareness and EQ into our hiring process, at our hiring assessments to ensure they helped identify the right kind of leaders. Then, into our development tools - our 360 assessment program, into our leadership development, etc. While Julie is working with ELT, OE is changing the tools and programs. Had to start with a bit of a hammer – compliance. Had to work some of the talent we brought in out, and make tough decisions. And then, we shared early results around some effort... for example, we introduced and alignment survey in the first month to ensure expectations of new hire were in line with reality... dropped attrition in first six month from 15% to 0%. So, it is a journey of small steps, sharing data, working self-intelligence and EQ.

Thought Leadership Academy is a program for executive level leaders. We do a post and pre 360 degree survey. Initial data showed that there was an increase in scores of manager and employees after but their scores actually went down – so the result of the program was that leader began to have more realistic view self while others around saw improvement. The timing was that pre-survey was month before program... program is six months, and post survey about a month or so after. So data collection was about 8 or so months apart.

Conducted exercise with some tactic cards for participants to share ideas on what could be implemented at their com.

Comments from participants:
- We are a different industry and have same challenge of CEO discounting human element.
- Question on what assessments – Hogan, Watson Glaser, CPI, and then 90 minute interview with psychologist. We have then checkpoint surveys along the way... at one month, four months and nine months to track progress and look at data across the tools – catch issues along
the way
- What kind of counseling compliments? We do pre-assessment with the firm, who knows our company prior to hire as part of selection. And then after hire as well as part of development plan.
- Scalability? How do we get internal resources ready to support? Took time. Some of it was compliance driven and other getting people to see value to support.

Lessons learned.

Takes time. There is data available, so go get it first. Make it the leaders idea. Leaders will decide what is important... if they see value into valuing human element... it will happen. Have patience and put it into place one element at a time.
Buyin from upper management is necessary to assisting Directors in their onboarding and assimilation.

We often think about how to get a team up to speed and through the change of new leadership; sometimes we don't consider what this means for the leader.

Assimilation exercises are used by many in attendance to help get new leaders up to speed quickly.
521 - Building Communities in Courses

There is power in choice in the flipped classroom.
Students are able to choose the learning method that works best for them: live lecture, video lecture, text book - any combination

How do you keep people connected when they choose not to engage in face-to-face learning?
1. Find the right technology, and choose one platform
   • Some people want to segregate different areas of their life, so Facebook may not be the best platform
   • Focusing on one platform rather than trying to be everything to everybody fosters better engagement because it's all in one place
   • Consider strategies & barriers
   • The facilitator has to be active in the conversations

2. Build shared interests to help students connect with each other and foster conversation

3. Mandatory vs. Optional engagement on social media platform
   • Mandatory posts usually get the bare minimum requirement of posts, in the end may create more total posts but they are likely to be lacking in depth/quality

4. Tools & ideas for connecting learners
   • Facilitator should pose ice breaker questions to help build connections, then springboard into question or topics related to class to start conversation between students

5. Act now
   • Students are able to learn from each other and answer questions for one another
   • Students are able to "co-create" their learning experience

Include step-by-step instructions for using the chosen social media platform in orientation materials.

If you're implementing a backwards design to revamp/improve current social media usage start with key individuals in your organization who will naturally engage employees/students to build followers
550 - Game Over?? When Gamification Fails

Gamification Pitfalls:
- Participants not participating fully
- Rushed design vs iterative design based on feedback
- Content/reward not relevant
- Extrinsic motivation vs intrinsic motivation, what happens after game?
- Not rewarding purpose/target outcomes, just performance in game
- Focusing on points and feedback mechanisms rather than mechanics of the game
- BLAP are feedback mechanisms (Badges, Leaderboards, Achievements, Points)

Gaming the System:
- Lie
- Re-post to forums
- Support "fun" events rather than those that contribute to purpose

Flaws with RA gamification:
- Lacking definition (what qualifies for credit)
- No obvious accountability
- Points do not correlate with stated missions/objectives
- No examples/support. The system hasn't been tested.
- Unsure what resources/support is available
- Unsure if this system is required or optional
- "Potential" recognition isn't compelling enough
- Rules and pages are difficult to navigate
- No consistency, No end goals
- Not connected to rewards
- No follow up

Version 2:
- Points better aligned, more points for content (little rocks)
- Examples were helpful
- Resources/Job aids provided
- More accountability
- Demonstrate value to you as RA
- Focus per semester
- More or less the same
- Instructions too long, but cheat sheet was somewhat helpful but could be more clear
- Points needed at the student level, 360 review/report back puts red tape around desirable behavior
- Possible benefits of a contact list
561 - Retaining Talent by Empowering Employees & Promoting from Within

Key: How to empower your employees through upskilling.

Key Objective #1:
• Gather resources at little or no cost to develop employee skill sets
  o Pool together existing departments as part of the program:
    ♣ Talent Management  
    ♣ Human Resources  
    ♣ Library Services  
    ♣ IS Education

Key Objective #2:
• Build Partnerships with unlikely departments in your organization and outside community groups
  o Reached out to sister departments with shared goals
  o Met with ancillary administration to introduce upskill concept to frontline staff
  o Partnered with local libraries in Central Florida to extend breadth of resources beyond employer offerings

Key Objective #3:
• Use effective marketing techniques to reach your key audience
  o Received approval for Orlando Health Upskill branding
  o Created a communications plan with Internal Communications Department
  o Crafted an Orlando Health Upskill e-Packet
  o Promoted program on intranet (SWIFT)
  o Spotlighted in News Review video segment
  o Created a SharePoint site
  o Posted flyers in breakrooms, bathrooms, & elevators

Evaluate, Evaluate, Evaluate!
• Survey Monkey for online survey (205)
  o 40.1% response rate of 205 participants
  o 92.7% Said "yes" It helped improve their skills
  o 86.6% Said "yes" they feel more confident in their current role

• Handouts to department managers for printed survey
• Push back – length of education, who is paying - department or individual
  o Cost of existing computer classes was $40
  o Waived the fee making the classes free
• Tracking was possible for both clinical and non-clinical roles

Q & A
• How do you deliver to the staff? Do they have to come to you?
  o Department has dedicated laptops that they can take to sites and meet the participant where
they are; making mobile classrooms.

- How did you get manager buy in?
  - Comment from participant at class stated they used monthly manager scorecards that are published. There is a contest with prizes. There are testimonials from participants.
Changing world of learning. What's going on with org/what's going on with learner. Many ways to find learning LMS etc etc. Many orgs are not focusing on how learner likes to consume information and where they go to learn. Learner centric v. Enterprise driven.

Group activity:
What are your favorite ways to learn?
-observation, you tube, Ted talks, by doing, google

Key point: Group came up with a wide variety of ways they like to learn...Learning is taking place EVERYWHERE. How do we leverage opportunities to make it easier for learners to access information and learn in a modality they prefer?

What are your favorite technologies to learn new information?
-Ted talks, you tube, collaboration platforms, learning from peers/mural/slack, google, radio

Key point: Medium v. Media. Different perspectives from group everyone had a different take. Learning is VERY personalized.

Where do you prefer to be when learning?
-quiet place, simulator, 1:1 coaching, music in background, on the job, with friends, safe learning environment, classroom, hands on, commuting, coffee shop, on a walk/jog

Key point: It is about individual preference and comfort.

What resources do you use to gather info on a new topic?
-social network/media (linked in, Facebook), you tube, Ted talks, sme's, google, Wikipedia

Key point: Resources tend to be what we view as "trusted sources." Whether sme's, or sites considered reliable.

How do you share new information?
-Blogs, eCard, internet, email, chat room, lms, ilt, cbt, job aids, social networks, webinar, lunch and learn, camtasia, water cooler

Key point: consumerisation of our experiences. Familiarity (amazon, google, Apple Music) become the way we are used to receiving and sharing information. How can we enable learners to consume learning the way they are accustomed to getting info in their daily lives.
Content curation: facilitators pulled together information from session and posted a top list. This was generated by group, however facilitator (instructional designer) still has a lot of influence over the final list i.e. His favorites from group list.

Key point: learning is an individual experience. Harder to "personalize" than it seems.
602 - Women & Learning

Our organizations will have to change policies and norms in order to progress
Our panel is about making choices and taking risks
Statistics shared from McKinsey & LeanIn.org (would like follow up for exact numbers)
Women are underrepresented in C-level and leadership positions

Question from Nancy
On a scale of 1-5 how intentional are you about making choices in your career

Introduction of panelists

Liz Jansen
Learning and Development for ICF, professional services firm
Management consulting in the federal space
Rated herself at 5 for her career choices
Has run a daycare center and sold at Xerox

Diane Adams
CLO at Mount Sinai Health (approximately 40,000 employees)
Comfortable 4

Christi Karandikar
Human Talent at Warner Brothers
Rates herself a 3 because she follows where she's interested, curious, and passionate
Did not realize she was an HR leader

Melissa Daimler
Human development at WeWork
So much more than a cowering space, it's about the future of working
In 2020, so much more of our workforce will be entrepreneurs
WeWork is about building a community for creators and they're looking to provide services like training and development
Formerly at Twitter and moved from San Francisco to New York
Rates herself at a 5
Has never done a job with a job description, it's always been tweaked in some way

Karen Kocher
Cigna
Would say she's a 5 at most things
References NYT's article on women's confidence being primary barrier from women advancing professionally
Excited to be on this panel to talk about how women pursue those choices and build their voice
Question from Nancy: When was a time in your career you took on a challenge and felt excited and scared?

Melissa
When I worked in Silicon Valley during the dot com boom, I came in as Director of People to coach the executive team.
The head of HR had to step down, and put HR for Dummies on my desk and told me I would be running HR.
References Confidence Code and HP's study on how women on average think they need 100% of qualifications for job while men only feel they need 60% of qualifications for job
As women, we have our tribe and out support system and we'll be able to figure it out
I did HR for two years and we had a really successful ride and sold our company to Accenture

Liz
I made the game changing decision to leave the company I loved at Xerox and the reason is I didn't see a path forward in my career
I'm 90 days into this new career and I don't know this new company, but it's one of the best decisions I've ever made
Interviewing the company as much as they interviewed me was good because I know the people, I know the culture

Nancy
Confidence is this thing that gets you across the room to introduce yourself to someone you don't know

Liz
My first game changing move was my first move
At first, I wanted to be a therapist. I went to graduate school, but I was offered two positions.
One was my dream job at the place I was working which doesn't come around often for people so young.
The other was at an adolescent pregnancy center. I thought I was going to the dream job, but a colleague sat me down and pointed out that I would have a very steep learning curve at the pregnancy center. I would work with the community, I would build programs from scratch.
In my current role, I'm responsible for merging two talent development systems. I was reminded of my first conversation that I should sniff out the learning and you can't go wrong. I decided to stay.

Christie
I received a call from someone at Warner Brothers and we had an amazing conversation.
I was already set in my career because it was already strong and I was going to turn it down but 3 weeks later I was in his office.
I needed more balance in my life without even realizing it. It was the first time I needed to consider something other than what my career was about, but consider all elements that are
important.
I'm now leading org development and it was the best choice I could have possibly made
It was the best choice for me and my family

Nancy
How many of us here are working moms?
When we're parents and taking care of other things but navigating in and out in different roles is something we're all trying to do
You have to be smart about when you make your choices
You have to have someone helping you, and we've all had help at home
Something surprising that you might have done to invest in yourself and your professional journey?

Melissa
I highly recommend taking improv. I think it's so great for professional development. It gets you out of your comfort zone very quickly.
Acting class is like improv on steroids. I have a respect for acting and what these characters have to do.
It involves your right and left brain, your creativity.
It really brought out a different side of me and brought me out of my comfort zone.
We area all the intervention and we need to take care of yourself.
Whatever is going on with us, and wherever we are in our journey that comes into the room.
I take the time to go on at least a couple of mindfulness retreats every year.
I love the idea of being present and meditative at least 10 minutes a day
it's grounded me and kept me sane
Whether it's a mindfulness retreat of meditation, it's important to create that time for yourself

Nancy
I think this all comes back to confidence. You want to get your point across there and you want to sound prepared.
Elliott challenged me and I brought notes with me but he wants me to be more improvisational

Diane
Development is very important to me, it's been my entire career
People often use air as an analogy for many things. When it's not there and taken away from you, you are unable to live without it
It was very frustrating to me when people would say "if it's important to you, you make time for it."
I downloaded a Kindle app, and an audiobook app. I was surprised at how many times in a day I'm able to read my Kindle. In the elevator, before a meeting, or in the grocery store
It allows me to keep up with professional development without competing with anything
Karen
I actually want to blend the first question with the second question.
I learn by doing through professional choices. I built my career both horizontally and also from a knowledge standpoint.
The more you know (breadth of knowledge), or at least have an appreciation of it the more you can contribute.
People are afraid of speaking up and having a gotcha! moment from someone else knowing more than them.
I went to a Fast Company conference and it was great because I learned about all these different things.
I think it’s important to learn things that you can turn into stories that you will one day be a part of.

Audience participation with Nancy
I would like you all to think about a mindset that we hold that may be limiting us
These mindsets we hold may be limiting to ourselves and others
I’d like our panel to talk about the mindsets that held them back in their career that they had to change

Karen
I was 10 years old and my family was mostly boys/men. Every Thanksgiving, we would have the Turkey Bowl, which was a touch football game.
I split my hand open and I showed my dad and he told me, "we need you to catch one more pass"
I caught one more pass and we got in the car and he told me to wrap a dog towel around my hand
I had to believe I could catch the ball, that I could do it, that there are bigger things to accomplish and also the belief of my father that I could catch the ball

Melissa
My limiting belief or mindset that a lot of us have are our perfectionist ways to over-prepare.
With some of my companies, we've had to give up our perfect ways and just go with version 1.
Nancy did a phenomenal job prepping us for the panel with a meet and greet, anticipated questions and articles, but when it came to our presentation I asked Kevin if we needed slides and he said, "oh, we'll be fine!"
I think the lesson here is to have a support system, to not stress about it, and for those who under prepare, it's important to understand when others want to prepare.
Both sides need to come to the middle and have a presentation

Karen
I don't think anyone in this room should be comforted by the fact that they like to do crap
We're just having trouble keeping up the way it is and you have to be comfortable in situations
where you just don't have enough information
You need to decide when enough is enough

Melissa
Every Saturday I commit to resolving my to-do list but on Monday it's never done and I've given up on that dream
You need to be okay with chaos
You need to speak up and say when enough is enough and decide what 3 things you need and let that be enough

Liz
This area of balancing and raising children and working
Several years ago I was limiting myself and didn't know if I could progress anymore in my career and still be a good mom
My mom told me, "you can't work any harder or any more hours. just go for it!"
Don't limit your mindset
You're probably working really hard and you're probably really smart

Diane
We're prepared now to build the road as cars are driving on it
I agree that the self-limiting mindset can be problematic
If I started to feel, "no, I can't get along," it reminded me of exercise and pain is a good thing. I started to think this is a positive thing! Something good is going to come along. The opposite of "no, I can't" is really "yes, we can."

Christi
We all walk around with this voice in our heads and you have to do away with the stuff that is limiting you
It took me a long time to not care what others are thinking in the room and brush away that noise and know that you can own and can be capable of doing

Nancy, my friend Becky has written a book called It's Not the Glass Ceiling, it's the Sticky Floor and I'd like to open up the Q&A
Ethical challenges and boundaries in your career

Karen
I was a salesperson in insurance and I only met one other women. It was a lot of uncomfortable situations and conversations, but I always drew the line at when the teasing would be about me. I would just leave when the jokes became about me, and I didn't care what anyone said about me.
How do you balance social relationships in business: how you form them and how important they are
Christi
For me it was about getting clear and centered with myself and be as authentic as possible
I couldn't be anything other than who I already was
I needed to make it known that I was going to grow with others
My ambition would never be at the expense of anyone else
How do you handle mistakes or setbacks?

Karen
I'm very transparent and I try to laugh with others

Melissa
I shared with my team what was wrong, what I learned from that, and how we're going forward
My team still talks about that and how it just opened up to a new conversation

Nancy
Great leaders don't show up and think they know all the answers
Sometimes the smartest person in the room isn't a person, it's the room.
It's important that you share mistakes because others will come forward and admit their mistakes and be coached
How would you handle salary negotiations
You have to share that you know what the market is in terms of ranges and being clear on what that means and that you know you are worth it
Nancy recommends Minka's “Know Your Value”
How would you invest in women in the workplace

Diane
For my second child, I was on three weeks of bedrest. Our company started "Mount Sinai Parent" which created a space where people felt safe to talk about it
We're making it easier to integrate parenting and work

Nancy's Wrap Up
Growth mindset
Confidence
Inspiration
Optimism
Taking Risks
Intentional Choices
Google: Pantene Commercial called "Sorry" about the mindset shift on women always apologizing
Open Source Course Design: Breaking the Fourth Wall

Opening challenge: build a bridge out of a cup of Legos in 5 minutes
Debrief: some people made bridges using only Legos, others used materials from around the room like cups

What is Open Source?
* community driven
* first open source instances were recipes
* Open source popularity went down as popular apps/platforms emerged
* Open source is reemerging again

How does open source connect to education?
* If everyone were on open source, things would develop faster

Lego Challenge 2: Make the longest strongest biggest bridge in 5 minutes
* Some used tables and chairs without Legos
* Some used only Legos
* Some used a combination
* Some groups divided responsibilities
* Some groups looked at other groups for inspiration

What benefits do you see in open source?
* Community, build better with more people involved
* Allows you to be creative with the amount of tools provided
* Shareable
* Flexible/modular
* Efficient
* Cooperation
* Community supported
* Brings a lot of movement to different departments that may not work together regularly

Google uses Adapt: an open source community. HTML 5/CSS/JavaScript formats primarily. Modular learning, adaptable to different browser types, scalable.
* Adaptlearning.org
* Google found authoring tools (captivat, storyline etc) inevitably encounter limitations
* Open source offered more flexibility and time efficiency
* Online content and mobile-first was crucial to their business model
* Wanted content to be absorbable in an elevator ride/"snackable" learning content
* They only focus 10-20% of training materials toward product information. Most is soft-skill, strategy
* Adapt outputs SCORM content for LMS use
* Most instructional designers on their team have technical skills (HTML/CSS/JavaScript), like coding, have great writing skills, background in adult learning, and also are great visual design skills

What Google does
* Customized their platform to fit the audience
* Customized game components
* WYSIWYG authoring tool will be available "soon"
* Web-based development tool then publishes to their LMS
* if you don't have an LMS, can be web based with tracking
LCMS Implementation: Key Considerations Before, During & After

LCMS is a warehouse for your content
Can access content at a granular level
Allows for robust reporting on content

Need
• Need to be able to share content, multimedia and courseware pieces to keep from recreating
• Key point: look at white papers for LCMS to build your requirement

Engage with IT so it fits, and supply chain

RFP
• Found that there were only about two that could meet the LCMS need
• Need to try to think differently to find the right product and move to a short list
• Must do a sandbox exercise, you really need to get in and play
• Found two awesome vendors and the core team was able to vote, supply chain was able to help and executives made the final decision
• Key point: need a project manager to manage the process
• Financial was not part of the functional testing process
• Had scripts for testing and scores, created a scorecard for each functional area
  ○ Proposal
  ○ Demo
  ○ Sandbox (basic level)
  § Interface
  § Usability
  § Design
  ○ Support
  ○ Implementation
  ○ How easy is it to migrate content to the new system
  ○ Vendor Roadmap
  ○ Implementation Training, system training and follow up training

Implementation
• Training before you kick-off to understand the lingo that may be new to them to make configuration decisions
• Painful to agree on configuration from the admin and user perspective, roles, permission, name user groups
• Must have scripts for testing. Need to write that into the contract
• Must allow to change along the way
Go live
• Change management
• Rates of adoption
• Core team training
• Business unit training sessions
• Key point: make sure you have professional services hours for support after implementation
• Lesson learned: need to give vendors licenses as well to develop in the LCMS
• Need a support plan for go live and after, need in house expertise

How do we use the system
• Development tool
• Content repository (slide image)

• Use one thing for many
• End user can find a small piece on the LMS to use
• Can live on the intranet or LCMS
• Need to change the mind set of the designers so that each piece is independent and possibly reusable
• There is governance at the system level but not much
• Must change the curriculum design model
• Might need to think about what other groups could use
• Great for sharing graphics and make people responsible for the images so that others have the most update content
• Metadata structure. Most important and hardest piece of the implementation but can refine at the admin level
SAP has a volunteer-based peer coaching community to support its mission of helping employees learn and grow (and as a part of its broader informal peer learning programs – such as mentoring). The coaches are externally certified by an ICF-accredited organization. The coaches help the organization by donating up to 5% of their time in 1:1 & group coaching, supporting one-off strategic initiatives (e.g., Finance leadership dev program, HiPo women program), and serving as faculty in the company's 2-day basic coaching course for leaders (includes active listening, GROW model).

Program Origins & Evolution
Started 10 years ago as a grassroots movement by 5 managers who wanted to develop their people better. In 2010, it was officially adopted by HR with 1 FTE. In 2014, the new CLO saw great potential and became the executive sponsor of the program. It’s now funded centrally and a strategic program of the organization. There are 2 FTEs supporting it, some interns and many volunteers, including 426 internal coaches.

How does SAP define coaching?
They use ICF's definition (ICF is the largest international federation): Partnering in a thought-provoking process that raises self-awareness and unlocks professional and personal potential. It's not advice or sharing your experience (that's mentoring), but guiding with powerful questions. Coaching should be seen as a privilege and a gift.

Why peer coaching?
They cited 2 studies: 1) ATD (2012) – customized peer learning is more effective than traditional learning programs, 2) Deloitte – most mature organizations are those that integrate and measure informal learning activities.

Who are the coaches
The coaches are SAP professionals from all functions (HR, Finance, Sales, etc.) and geographies. SAP will now fund the coaching certificate, but there is a rigorous application process. This past year they received 350 applicants and accepted 50. Criteria includes:
• >2 years on the job
• Prove you have an understanding of the coaching spirit (via written application)
• Manager agrees
• Ensure even geographical distribution (although more and more they are doing virtual coaching – but right now it's still 60/40 in person vs. distance)
• Attend a one-hour eLearning course by ICF to ensure this is really right for you
How does the matching work?
SAP has developed an internally-deveopd online tool that looks like Facebook (not yet mobile-friendly, but they are currently beta testing the Mentoring Module from SuccessFactors, to be rolled out and commercially available in late 2017). Coaches create profiles, including skill level, coaching tenure, competencies (and it indicates whether you are available to take new coaches). Individuals can approach a coach with a pecific challenge. The tool tracks when it starts (will send out pre- and post-survey). There is a clear process, start & end. And coaching relationships typically last for 4-8 sessions of 1.5-2 hours each.

Quality Assurance
They have many elements in place to control quality:
1. All coaches ICF-accredited
2. They hold several internal development sessions for coaches, such as:
   a. Monthly sharing sessions (e.g., may cover techniques like group coaching or discuss other hot topics)
   b. Peer transactions – can discuss heavy cases (existing coaches mentor new ones)
   c. External & internal supervisors
   d. Social calibration session (online discussion board)
   e. Share overall program strategy 2x/year with coaches
3. There is a clear development map that shows the end user how experienced a coach is (e.g., Sr. Coach is most experienced). Shows readiness check.
4. Escalation process in place in case a coachee complains
5. Anonymous coachee survey – run after every coaching relationship (no ratings of individuals, just want to measure overall impact)
6. Coach survey – what’s impact on their job

Impact measurement
It's hard to measure. They have benchmarked other companies and federations (ICF, ATD). But there's little to no research out there. Also, it's multi-variable, so hard to isolate the impact of the coaching. That said, they've used several diagnostics and looked at various metrics:
• Growth of program, such as # of coaches (tripled in past few years, and # of coaching relationships (950 last year)
• Coachee survey (anonymous & don’t always indicate coach name): overall satisfaction (high), can apply what they've learned
• Coach survey: satisfaction at work (increased!), other benefits to professional development (e.g., gain p-solving skills)
• Anecdotal evidence / testimonials
• External awards received
• ROI calculation, comparing the external coaching cost vs. the internal one 289%, saved $2.6 million
• Org revenue growth – haven't gotten here yet, but they are piloting an initiative with Sales.
Monitoring all coaches over a longer period of time to see if their individual sales increase.

Future goals
SAP's goal for 2020 is that 1% of the workforce are certified coaches. They also want to reach a greater proportion of the company's leaders with a 2-day basic coaching course.

Other resources
Audience members recommended a couple of other certified coaches:
• Invite Change – a Seattle-based company founded by a past ICF president, Janet (reco by Janet Anderson of Boeing)
• Pete Greider – recommended by Jeannie Ristau of Northwestern Mutual
**620 - Flipped Classroom Lessons: Transforming ILT**

Flip the classroom is a method where your participants learn by viewing the self paced videos. They then attend a scheduled hands on session where they can apply the lesson. The instructor is not using the traditional method of lecturing. Instead, we are maximizing the value of the Instructor and promoting collaboration amongst the participants.

There is a 5 step process to creating a Flip the Classroom class.

1. **Plan**
2. **Record**
3. **Share**
4. **Confirm** (completed)
5. **Group work**
6. **Debrief**

**Plan** - select low hanging fruit and low engaging class that needs an overhaul. Define the expectation of the participant and be ready to communicate this to the participants.

**Record** - lecture to a webcam, phone. Be creative how you record & your setting. Consider how to engage your participants, but you may have to start off small "quick and dirty" like sending participants the slide deck. You can also create Camtasia or Capitivate video. Avoid making the videos too long. 5-10 minutes divided up into modules spread across a span of time can work.

**Share** - post to a source where it can be views by participants. Be sure it is easy to access. Email is a good example of a tried and true method. Also consider where to store your video content (lms, video portal, ted talks education, intranet, zaption).

**Confirm** - a means to know the work has been completed, learned something and ready to attend the class experiences. Provide a quiz, discussion topics where they needed to respond and respond to another participant. Consider an "Ask an Instructor" page as a means to reach out for assistance. These FAQ can be embedded into future designs of the learning.

**Group work** - create a collaborative session where the participants can practice what they have learned. How do you group the participants? (Is it random or based on quiz results?). Provide questions to small group discussion. Bring it back to the bigger group.

**Debrief** - During the the sub group discussion back to the main group. Consider if this adds value where the sub group presents something. The instructor also has talking points if they don't mention it during the debrief.

***** ALSO CONSIDER A Takeaway - what have we learned and how can we measure if we were successful in meeting the objective. What follow up activity so that participants can continue to collaborate and practice the material.
643 - Guide-on-the-Side Teaching

Instructors are still teaching lecture via PowerPoint, with little change since 1993. DIA has some instructors who have been teaching the same way for 20-30 years. Application in college courses, Mr. Backus attempted to establish the framework on the first night, working to gain rapport and change attitudes and at first it is real work, with the students only having a surface level knowledge as deep as the text provided, regarding intelligence. Attempts to incorporate SME stories from trenches to combine theory with practice. Once students were drawn into conversation about the content it was difficult to get them to stay quite. Students were provided notes to go to, but they were rarely referenced by the instructor but often to just check off the material. Students learned more in 8 weeks than the entire past semester. Flipped the classroom to include content review outside of the class and content engagement within the class. K-12 More sage on the stage/college more guide on the side. Promoted giving student resources and expecting them to accept ownership. The paradigm shift among cadre takes time and work, but less work in the long term. It's initially harder to prep, and cadre lack confidence to prep for questions. Assume pre-requisites and maintain higher standards and the students will meet expectations. One issue is University's want to control content, but they don't control the mechanism of delivery. Research should be valued equally with delivery. Online technique is more difficult to accomplish, requires more time to develop the community.

Key Questions: Room dynamics for improved discussion facilitation? Chairs facing each other or a set up for a mock trail that has been quite successful (Jury/Judge/Prosecutor). How does the distinction relate to class numbers? Does the guide on the side technique demand students know content? Most do not in the facilitator's experience, but they have shared experience to draw from.

Resource Video: From sage on the stage, teacher expert handing out pearls of wisdom via PowerPoint as the only method to covey information to the guide on the side facilitating learning with more leadership from the students, having prepped before class, shifting responsibility from passive to active discovery learning. Teacher becomes the coach and resource. Discussion in class surrounding the difference between the environments in the video mainly focusing on physical layout from still images in video.
645 - Professional Associations for Learning Colleagues: Useful Resources or Going Extinct?

Our conversations were basically around the associations: ISPI, ATD and SHRM. Overall, support for the associations and their events were viewed as important and relevant.

Pluses for professional associations identified in our conversations were job awareness, making connections with others like you, learning what's in the future of our space, meet new companies, hear others' stories, volunteer opportunities and the events give us energy, creativity and awareness.

Challenges are bringing in members especially for local level groups and convincing employers to help pay for memberships.
670 - Generation Y? Designing Learning to Engage the New Workforce

Anticipated takeaways
- how to engage millennials B/c ILT feels forced
- how to engage the needs of each generation at the same time

What works for millennials works for all employees (sound instructional design)

Generation X: 1965-1980
Boomers: 1946-1964

- Millennials make up largest % of the workforce (53.5 million workers)
- They choose a company based on its opportunity to learn and grow
- 1st native online population

Videos can be more than 3 minutes long if:
- engaging
- interactive
- law of readiness: hook them right away (explain up front why it's important to them to learn: "you'll sell 50% more products"
**need sound instructional design

Great examples of how interactive learning - elearning, virtual learning, structured field - can be used across industry and content.

Questions asked:
Can you
Anything surprising:
If you utilize innovative, effective instructional design you actually can engage millennials and have them learn at a very high level.

Resources mentioned:
Visit www.s4netquest.com or http://s4dev.com/marketing-brochure/
Providing training and resources for on-the-go learners is a challenge many organizations face, ours included. To meet that challenge, we recently developed and implemented two mobile apps that have become critical to our sales force. Together, they deliver content and provide coaching in a mobile environment.

We are highlighting two apps: OneMobile & MyCoach

Purpose: Tell our story about meeting sales learners mobile needs
Process: Demonstrate two apps, learning points, and Q&A
Payoff: Two reference structures for mobile apps

OneMobile/The Need:
- Our audience is mobile
- Everyone is busy
- They need access to information when they need it, wherever they are

OneMobile/Lessons Learned:
- Be selective with content
- Develop a mobile mindset
- Connect technology with content creation
- Have a content prioritization process
- Have a strong campaign and launch

MyCoach/The Need:
- The ability to provide targeted feedback
- Have a virtual coaching pool of trainers to maximize our resources
- Reduce travel and the number of coaches required per session
- A means for providing reinforcement and ongoing coaching
- Start a culture of coaching with an easy tool

MyCoach/Lessons Learned:
- Be clear on requirements, don't lose sight of your goal
- User experience is key, usability trumps requirements
- Test in a real-world environment
- Have a planned alternative, technology does fail
- Be flexible
703 - 39 Ideas for Engaging Learners

1. Conduct "real play" - role modeling, real play, pretend situations.
2. Use comedy writing in elearning to make it fun and interesting
3. Microsimulations - for example, pick 4 soft skills. We took one skill, taught it and then put them into a 6 or 7 layer interactive simulation experience. Modules were 5 - 10 minutes
4. In ILT, do deconstruction. Ask what do you "hate" about this kind of training? I ask them to call me on it so I do better training that is better for you.
5. Virtual Education - bring your voice, energy, pitch, etc is critical.
6. Walk the Flow
7. Soft quiz questions - pick a random stat based on performance outcome and the pick a soft point. Like, Health and Safety, how much money do you think we seized last year? Give options. It gets brain working.
8. Umu, to do trivia. Done on their mobile. Results come up on screen. You can do brain games.
9. Create.kahoot.it - quiz tool that gets folks to answer.
10. Poll Everywhere - use a cell phone to answer questions. Allows for instant results
11. Skype for Business. Real time questions with bar charts.
12. Add a white board, put a map of US, where are you calling in from. Show world, where do you want to be
13. Kick off class with asking for a "fun fact"
14. BranchTrac.com
15. With webinars, we have used .ppt animation, free...for example. We do "Thinking rounds." The animation is timed out...it moves to the next person, so they can see who is next.
16. 6 Thinking Caps - using 6 colors and putting on different hats. White hat, the facts. Red hat, hunches. Green hat, creativity and so on.
17. Interview successful learners using audacity to take snippets of audio. Put it into Captivate along with transcription
18. Use Storyline to take templates and take assessments. They are interactive and competitive.
19. Small videos and quick hits. YouTube-like videos. We had narrator, music, and right tone. eLearningBros
20. Communication is top line. Make them beautiful and intriguing.
21. "Sell" anything you do. Sell it as how personal it is as an individual, not a company.
22. Take things and make them fun. Turn them into games. We give out tokens. Prize after class.
23. Mural. Online collaboration tool. Push people for a pre-activity before class. Give them something to do. Continue to push it after class is complete
24. Video sharing platform. Allows learners to upload their own videos.
25. Leaders teaching leaders. Creates more respect.
26. Make everyone get up and move. Take a lap!
27. Add a stretch break.
28. We have picture frames of core conditions. People have to stand by them and state why.
30. Quick scavenger hunts.
31. Get back to basics in terms of process to get creative. Remember what got you to where you are. Know what the customer wants.
32. ILT - bookend what you want to get out of the training. Then go back to determine if you met expectations
33. Give scenarios on what "could" occur. We play Jenga. Bottom is the foundation of the blocks.
34. When writing stories for elearning, I try to write as if it is a novel. I push those boundaries.
35. Use music as an important tool to help engage learners.
36. Have a good facilitator
37. Learning happens collaboratively. Equipped managers with 5 minute clip to play during meeting.
38. Play TV theme songs as people join call
40. Have gift cards to motivate learners
41. For Train the Trainer - did a session on facilitation skills. Talked about pacing, voice, gestures. Included peer reviews.
42. Join Toastmasters. Learn skills to keep folks interested
43. Post Training Support openness.
44. Created demonstrations on changing the inner tube of a bicycle tire. It is a common topic that folks could relate to.
45. TrainNet - training network of trainers across organization.
46. Brought in Elliot Masie
47. Monthly webinar. Add a few photos of personal life builds rapport.
48. Show your humanity. Anytime there was a typo or if you can't answer a question, people would call it out and we would throw candy.
49. Teach Socratic ally. Don't say "I think." If someone was droning on and on, we would say "put it on a bumper stickers."
50. 15 minute webinars.
51. Give students the stage. 6 week blended. 4 weeks online, 2 weeks in residence. The students select what you lecture about.
52. Use samples of emotional state of learners with pictures
53. Add a horse to the table. If you beat a dead horse, people can knock it over.
54. Elmo - Enough, let's move on.
Building a Corporate Mini-MOOC to Create Meaningful Virtual Learning

Their Business Challenge: Deep technical experts lacked the consulting skills needed to effectively manage client relationships. They expect their employees to network and collaborate yet, they are dispersed, and there is a high volume of participants (5K per year hired) with diverse levels of experience. Additionally many of them are not co-located with their managers. Time is money

Big Idea: "Big breakthroughs happen when what is suddenly possible meets what is desperately needed" Mooc-like programs can enable employees, regardless of location or work demands, to improve skills

Mooc Best Practices considered/used:
- Education is seen as a fundamental HUMAN RIGHT to anyone around the world
- Enables LIFE-LONG LEARNING
- Creates a wave of INNOVATION
- Distributed
- Personalized
- learn by doing
- Community
- Ubiquitous
- Massive Enrollment

Delivery Method: They used a convergent and divergent model. They hosted a series of live virtual sessions which were followed by independent study and collaborative learning-(ex. complete reading, application, and assignments). They used inquiry based facilitation-instructor would speak for ~1 min and then ask the group a question to guide the discussion and learned that co-facilitation is necessary to help manage online inquires/chat

Top Takeaway: This delivery method ensures authentic contribution and maximizes learner participation. Cohort-based program allows for network development and organic mentorships. You too can build a Mooc-like in-house program that allows employees to converge as a critical group through dynamic discussion and diverge to independently manage learning

What worked?
- Course, with deadlines and assignments created motivation to finish
- Short modular units
- Ability to connect from wherever students are – LMS in the cloud
- Networked, collaborative environment
• Inquire-based facilitation
• Large scale participation
• Convergence-Divergence model- personalized the experience
• Paying for the course – more vested participants and leaders- set an expectation of skills and knowledge sharing
• Certificate upon completion

What didn’t work?
• Using a limited meeting tool
• Have a co-facilitation model

What would they do differently?
• Develop short content-rich videos for each modular unity
• Increased opportunities for sharing and feedback by grading each other's materials
• Develop a repository for sharing content
• Provide headsets

Results:
• 73% completion rate
• 90% of participants increased their knowledge on the subject
• 98% would recommend the training
• 88% increased their ability to apply critical thinking methods

Activities conducted:
• Books 24/7 read and answer questions and share your observation in the next group session- unconscious bias
• Reading and writing assignment on coaching
• Zoom virtual discussions/chats
What led to the development of learning paths for sales new hires.
Differences between pilot and launch.
Impacts on other systems.
Success, Failures, and Lessons Learned
Recommendations to other organizations.

Questions from participants:
Is it single sign on? External solution?
Is there automatic check off for completion of course?
Does vendor reconcile data from both systems learning path app and LMS?
What needs to be tracked by learning path app vs LMS?
Does it have the ability for participants to test out of course?
Interaction and manager role
Can it be personalized
Is there a dashboard to see participants progress
How have you used it to promote culture
In the beginning of the process did you think about integrating LMS

Recommendation
Look at what you want to capture
Make sure what you are used to today the data can pulled tomorrow
More integration with LMS with IT support
720 - Meeting Trends

Business Conditions
• Leaders are more strategic about how and why they are meeting

It's all Free
People do not come to meetings for things that are free online. Meetings allow you to connect with people to share expertise.

Engaging & Unique
• Technology is making it easier to have a unique experience
• Other ways to engage learners
  ○ Petra kucha
  ○ Story Slam
  ○ The un-conference - no agenda. Attendees bring up the topics
  ○ Campfire side chat - 15-20 minutes where leaders share their stories to facilitate discussion.

Business Value
• Create SMART objectives/goals for the meeting
• Did every component meet our business objectives?

Laws & Ethics
• Personal values impact meetings and events (destinations)
• Legislation - gun laws, restroom restrictions
• Organizational ethics also impact where people meet

4 Meeting activities you can apply:
• Spectograms - Getting a gage of where people are in a spectrum
• Networking Activity -
  ○ Get a business card & share your expertise with a person.
  ○ Take that card, introduce yourself to another person and introduce the persons' whose business cards in your hand
  ○ Do this 3 times
  ○ Keep the persons card and find them during the meeting, take a selfie and post on social media
• Knowledge Café - Walk around to tables to connect with people (SMEs) who can help people solve problems. Rotate the groups in 5-10 minutes
• Snowball Challenge - write a challenge down, toss it in a circle, grab a snowball and toss it again. Grab one and when the facilitator asks the group shares the challenge they have.
  ○ Collect all the challenges and will help you develop future programs, ides to collaborate on
730 - The Evolving L&D Landscape: Boomers, Gen-Xers, Millennials, Oh My!

Boomers 1946-1964  
Gen X 1965 - 1999  
Gen Y /Mill 1980 - 2000  
Gen Z After 2000

- There are currently 3-4 generations in most workplaces.  
- By 2020 there could be up to 5 generations.

What do you love about your job Ice-Breaker

Room was divided in two – those with less than 10 years L&D experience on one side, those with 10+ on other side of room. Participants were instructed to find a partner on the other side of the room to discuss what they love about their job. Common themes were:
1. Learning from SME's post material discussion.  
2. Seeing the learner "Ah-ha" moment.  
3. Applying different technologies to transform the way we teach.  
4. Seeing the passion in someone succeed in an area where they were struggling.  
5. Helping people and developing teams.

The differences between the generations

In our groups, each team reviewed a list of traits for each generation and discussed our observations of each group. In the end, the following observations were made:
- Where people are raised and they are raised has a bigger impact on their behaviour than the generation they belong to.  
- Someone can be born in one generation but have the values of another based on how they were raised.  
- None of the groups are comfortable with change.

Do teaching techniques change based on the age group?

Yes – different groups do require different approaches.
- The younger the group, the faster they pick things up and are quick to get in and get going.  
The methods to engage your leaners are universal.  
The level of authenticity can vary based on generation.

Best Practices Dialogue

- Use a variety of delivery methods and allow your leaner to select what is right for them:
  o eLearning  
  o Video
• Provide transcript notes in another language for those users who like to learn the system in English, but would like the notes in another language to ensure understanding.
• Provide multiple levels of exercises for those learners that need additional challenges or those that finish earlier than others.
• Provide learners with "choose your own path" options.
• Take a lone course and chunk it out into smaller pieces.

Suggestion:
Create a repetitive learning event that users can look forward to.
Example: 3@3
• 3 learning points
• Under 3 minutes
• @3PM on Thursdays

Where is L&D Going in the Next 5 Years?
1. Personalization – learner will be in more control of selecting their learning options
2. Interactive – technology will be invisible
3. Performance Support – on the job; user will not necessarily know they are learning
4. Social Aspect
731 - Living Mindfully: Practice, Principles & Parameters

Goal: Get you excited to live mindfully

What does mindfulness mean?
• Being in a moment where you can feel everything
• Be in the moment, non-judgmentally
• Not living in a fog, not behaving in a fog

A majority of people live in the past, regret the past, or fantasize about the future, rather than in the moment. We must live 'this' moment to build a better future.

Mindful meditating:
• should be practiced daily for at least 20 minutes per day
• When beginning, you can start with 10 minutes and build to 20
• It's not easy, it's difficult to do
• It takes practice

~Our days are made up of moments – respect those moments.

Actual meditation:
• Helpful to use ergonomic chair
• Lavendar and orange are scents that are relaxing to the mind
• Soft meditative music
• Set a soft timer
• Possibly have a meditation corner
• Feet flat, shoulders & jaw relaxed, eyes closed
• Concentrate on the breath as it enters and leaves the nostrils
  • As random thoughts come into your 'monkey mind', gently move them away; focus on the air
• Meditation in the evening helps eliminate the stresses from the day; meditation in the morning helps prevent stresses from your upcoming day – do what works for you

How did you feel after?
• It felt great
• My breaths deepened
• It will become habit to push the random thoughts away with practice
• Every time you bring your mind back, you're helping expand your mindfulness

Benefits to the practice:
1. Health and therefore happiness
2. Better relationships and therefore better leaders

Healthwise:
• Reduces stress
• Reduces blood pressure
  • Heart rate decreases
  • Swelling decreases
• Helps digestion
• Lowers depressive type feelings
• Increases the brain’s neuroplasticity
• Living mindfully helps:
  o Mindful eating
  o Mindful cooking
Better relationships = better leaders in mindfulness
• Mindful listening
  o Requires suspending judgment
  o Intent to understand, not to respond
• Mindful speech
  o Talking mindfully
  o Non-judgmental tone
  o Silence is sometimes wise
• Being mindful allows you to absorb feedback
• Anger can hurt you more than the person receiving it
  o Anger very harmful emotion
  o Wastes energy
  o Through mindfulness you can feel anger but stop the expression of the anger
• Mindfulness allows you to subconsciously appreciate diversity
Final comments:
~We become as we think
~engage in positive self-talk; affirmations
~Visualize – imagine in the true form and true color; think in great detail
801 - Pokémon GO & Learning

Getting started
Pulse - comfort with Pokemon Go
Highest level of Pokémon Go? Level 28

Pokemon Go - how can we learn from it?
- What was big/viral about it? What makes it appealing?
- Stats
- Biggest game in history
- Large revenue daily
- When downloaded, 7/10 come back the next day
- Player base is 18-34 years

What makes Pokemon Go so appealing?
- Augmented reality vs virtual reality
- First person involvement: you are in the game. It is your perspective and your achievements.
- Multiple generations can play it
- Ease of entry; easy to play; the power of simplicity
- Combination of skill and chance; rarity of Pokemon.
- Big social component; engaging, competitive, draws people to engage at shared locations.
- Excuse to go outside for a walk - met so many people through casual conversation.
- Happening all over the world; people who would never meet are suddenly together
- I learn things; all the things I just walked by are now important. Artwork, historical markers, times/points of cultural meeting in our communities

Ingress - made by Niantic. Technology has been there for a long time. Pokemon Go provides the functionality of Ingress with the nostalgia of Pokemon.

Pokestops
- Pokestops encourage users to seek out other players. Gyms used to battle.
- Creates local competition; you find team members to compete. Uses trophies. Drives users to use your product by providing incentives

Getting into the technology
- What is augmented reality? Virtual world superimposed on the real world.
- Oculus Rift, Hololens - learning about many more mixed reality options.
- Video- hololens uses layers to show skeletal and circulatory systems. Very important to show how systems interplay and how the aorta works on its own. Able to fail in a safe environment.

How can you use this in your environment?
- Event app. Licensing, discussion of Unity and other systems
- Onboarding - with 70-80 new people each time, we use this technology as a new hire scavenger hunt.
How can you use this in your environment? (cont’d)
- Virtual tours
- Claims training to assess damage
- Leadership training - simulate a team in progress, allowing a person to be part of a team and see the outcomes /impact.
- Oculus (Zuckerberg) is in the beginning of being very social
- Learning to drive in new environments, replacing hardware technology
- The emergence of reliable haptic systems
- Pilots - to feel what we see
- For non-skills based training. For historical sites to see how work or life happened at a unique historical site.

Google video (Tango)
- Overlays and provide immediate context
- Google cardboard- helping parts of the world gain access to new ideas
- Air instrumentation example - 3D modeling (Cubic Corp)
- Engineers able to see models and cut down on development time

What are the downsides to gamifying learning? Is it possible for virtual reality to backfire?
- Game more about entertaining than learning
- Lacks face to face
- Can lessen the severity of the training failure (where consequences of failure are very high)
- Lacks the ability to develop actual muscle memory for tasks

What organizational barriers exist to leveraging these new approaches in learning? Can they be overcome?
- Legal/security issues, especially if using a personal device. Confidential or sensitive info could be at risk. Issues with non-employees
- Game as a term makes it seems less serious or critical. Wandering around playing a game may send the wrong message to customers.
- Cost is a big issue. The cost of entry is an investment. Key is to use tools available but this can change and affect access to training. Cost may decrease over time as hardware becomes lower cost and accessible. Also the cost of failure (such as crashes in military environment).
- Calling training a game can diminish its impact, and communicate that it is frivolous.
- This can be a flavor of the month problem. New technology is enticing but it may not scale for gaming needs. For iPads, for example, Security issues etc made the investment a waste.

One final question: What have we learned from Pokemon Go that could be applied within your organization?
803 - Learning in a Crisis

Definition of Crisis: An event that is a clear possibility; and has potential to have catastrophic consequences. Requires decision making to avoid becoming a disaster or a catastrophe.

Key message: the importance of preparedness and learning on an ongoing basis to prepare for a crisis. Examples of a crisis: power outage, weather, mass casualty, active shooter, cybersecurity.

Orlando Health participated in a county-wide disaster drill event involving hospitals and the emergency services community in March 2016 using the scenario of an active shooter. In June 2016, the community was devastated by the Pulse nightclub shooting.

The Elements of Preparation:

1. Before the event – set clear expectations
   a. complete drills, practice sessions with clearly defined roles
   b. initiate trust building
   c. identify tools/resources
   d. evacuation routes
2. During the event – interdependent team
   a. delegate using clear, concise instructions
   b. build relationships
3. After the event – human support, post event de-briefing
   a. Evaluate
      i. What went right?
      ii. What did not go right?
   b. Take care of your team – the human side
   c. Celebrate the good

Q & A

Q: How did you handle media relations?
A: We have directors of Internal Communications and Media Relations who handled press releases and educated team members through email, our intranet, and our CEO's Facebook page to remain transparent and provide accurate information.

Q: How did you handle social media?
A: The same team above also handles social media. Our team members are encouraged to not post work-related information on their personal Facebook page. Our CEO posts to the corporate Facebook page. We have team members who constantly monitor social media and the press for accurate postings.
Q: When did you do your debriefing after the event?
A: Within 2 weeks. During the event there were appointed "scribes" who took detailed notes.

Q: Does everyone attend the drills?
A: No. Key clinicians such as the Emergency Department Team, Learning Simulation Consultant, guest services, chaplain, etc. attend the drills.

Q: What gaps were identified after the event?
A: We identified the following:
1. Large amount of press presence
2. Large amount of gifts, calls to offer help, and community outpouring of help
   a. 49 crosses dropped off onsite of hospital campus
   b. Food, money, etc.
3. Had to lock-down our system with all visitors being "wanded" prior to entry
813 - Personalized, Curated Learning for Business Skills

- We all struggle with people creating their own learning, reinventing the wheel... goal is to simplify, get everyone speaking the same language and utilizing shared resources
- GSK wide capability model replaced over 40 previous versions
  - Leadership: Learn effective leadership skills (already had a 70:20:10 approach in place for this – 2+ year plan)
  - Compliance: Ensure you have the skills and behaviors required to work for GSK
  - Business Skills: Learn the business skills and know-how to work more effectively (these are the same no matter your role, core business skills or professional skills) this is the session focus
  - Technical: Master the resources needed to develop in your role for GSK business and functions
  - GSK Expectations: Ways of working, values, collaboration, etc.
- They've been vigilant about turning off things and removing things that are duplicative or unnecessarily complicated
- Audience is company-wide (anywhere, anyone, anyplace, anytime)

Business Skills learning strategy:
- Blended approach to meet needs of all learners
- 80% is online learning: ensure access around the world, cover content across 29 areas, provide better support for day-to-day learning (everything from 1 hour classes to 3 min micro-learnings)
- 10% is remote ILT (don't call it virtual b/c people didn't understand what they were talking about / learning jargon): providing social interaction across boundaries, utilizing world class content, mixes instructor led with easier/quicker access (less cost, get more people thru faster, more efficient/flexible model)
- 10% classroom learning – when role playing, in-person interaction and skills practice is the focus

Learning Standardization with Learner Personalization
- Standardization comes first
- Over 1000 resources, covering videos, books, e-learning, face to face, and virtual
- They got visibility to all the spend on learning across the organization – so they stopped spending money on duplicate resources. Also started negotiating with scale and saving money by having one global POV for the company on what the learning resources needed to be
- Personalization is then through:
  - 'Based on what you need, here's the curriculum that could help you…'
  - Role based mapping of competencies to proficiency levels to resources
  - Self-led through self-assessment, manager discussion and support
  - Resources woven into role specific on-boarding, required
Ex: Role personalization, graduate program example:
- Determine key topics, then group training resources (clusters of resources) across time

Business Skills:
- Identified a common language, key topics central to advancing business skills...
- DEMO:
  - Link to this resource from portal (6 clicks, need to make progress here)
  - Banner marketing different classes (ie, franklin covey personal development classes – found that their audience already had some name recognition of these)
  - Would be great to integrate something like they spoke about in the uberization of learning lecture (the last person in this role took x y z classes)
  - Included 'high level' overviews of key business skills, then determine what level you are – then it spits back content
- For each resource, lists title, proficiency, link to the resource, and duration
- Still have a 'compliance' culture, working to drive a shift to teach people to seek out learning
- In the future, the assets will all be out on the internet (Lynda, etc)… so likely will have multiple entry points, LMS becomes less important

Also reference – capability model deck, competencies, and evaluation docs

Getting good usage and savings, next steps are to measure performance impact (level 3 and 4)

Audience Questions:
- Is coaching a component? Yes, included… tips, resources,
- They just won award for this… Sally Bonnywell
- Is your content all internal? No, the leverage external suppliers for different topics
- What does the mapping based on? Sharepoint site that maps to their LMS
- Going forward, want to have meta tags so you can search by topic
- How does the skills assessment lead to prioritized resources?
  - Still working on assessments… don't want to add another system (like tribecca or something like that, which is good)
- You mapped competencies to the role, then built out curriculum –
- Approach to aligning around common business skills and marketing it?
- Show benefit, huge C-suite engagement and support
- What's the management and maintenance of this?
- Leverage HR business partners to keep competencies focused
- Note, initially they offered too many ILT classes – paring this down (simplify!)
820 - Animated Whiteboard Videos: Getting Started

Connor started out by showing three different examples of whiteboard videos. The first one was created by an external video partner, the second one was created internally using Videoscribe and the last one was a Smartboard recording done by a technical trainer.

Where can this type of modality be effective?

- More awareness vs hands-on learning
- Showing something, like an equation being written out
- Overviews with visual takeaways

Been found to be effective when combined with a story. Helpful for when trying to explain a process. Some organizations use them to demonstrate a new product before it's built.

The insurance policy video created a lot of excitement which helped with the other learning components.

Connor said he was going to tell us that the sweet spot for the length of these is 1 1/2-3 minutes. After attending one of the brain science sessions, it may need to be even shorter.

Connor led everyone through the process:
1. Consult and identify the "fit"
2. Interview the subject matter expert - have them explain it to you to help with your story
3. Write a script - consider it for reuse for other audiences. You can see some of the FM Global videos at: http://www.fmglobal.com/products-and-services/products/the-fm-global-advantage-all-risk-policy#subhead-84e1545e-04eb-42a6-aacc-8410e18c01b1
4. Create a storyboard.
5. Group review and approval.

Tip (Biggest lesson learned): Schedule group review lessons. Trying to do it individually wasn't working.
6. Develop rough cut.
7. Group review and approval. Since people are seeing it for the first time, they may have some changes.
8. Develop final cut.
9. Deploy to learners. Can do through YouTube or in your LMS

Questions:
Did you have a hard time finding images in VideoScribe?
Yes, it was a challenge. You can import your own images but it may not look like it's being drawn.

You can use a Smartboard to draw something out, record it and import - or use a Waco tablet.

An attendee uses a site called Fiverr.com to get custom artist content. Fiverr also does
Is there a specific amount of time for how long an image displays?
In general, minimize the time. As often you can switch the visual, the better.
Scaleable vector graphics is what VideoScribe uses - you can find ways to create your own.
Raster graphics are used too.
How in-depth is the rough cut?
Pretty close to final.
Are you afraid of overusing them?
Yes, the story is an important piece. It's not right for anything.
How do you balance a whiteboard video vs animation?
Still follow the same process. Something simple might meet the need. You need to identify the need and not overdo it.
In Videoscribe, you can back out the hand drawing to break it up. Everything is driven by the audio script.
Tip: you can download EPS files for images from Shutterstock.

Table discussions:
Is this trendy? Not sure, haven't been doing it long enough. Don't have to make a big investment in it.
It helped me to decide not to use it for one thing.
Useful for communication campaign.
Onboarding for training - set expectations.
Most surprising is just how easy it is - fiverr and videoscribe.
Videoscribe offers an app for $6 to try it out. You can purchase a $500 forever license.
Moovly.com
Tip: Keep short, under 3 minutes
Tip: Use SME to help tell the story.
831 - The Intersection of Corporate Learning & Associations

- Participants were asked "Why are you here"
  o "To connect students to associations"
  o "To find out how associations help fill the learning gaps"

- Participants were asked to list as many associations as they could think of in 2 minutes
  o Most of the group came up with between 5-10
  o Winner listed 13

- Rhonda provided a definition of what an association is:
  o A group of people that have come together for a shared purpose
    ♦ Common interest / profession / trade
    ♦ Vertical market
  o A recent survey showed that 1/3 of US adults are involved in at least 1 association
  o Participants guessed it would be much lower
  o First association started in 1852: The American Society of Civil Engineers
  o Perception is that associations exist for special interest groups and lobbying arms
    ♦ Reality is that most association budget is spent on research and education

- What do associations have to do with learning?
  o Continued education
  o Member training
    ♦ Conferences (The #1 association-based training activity)
    ♦ ILT
    ♦ Mentoring
    ♦ Collaboration with academia
    ♦ Social connections / professional collaboration
    ♦ Professional competency frameworks
    ♦ Credentialing / Certification programs
    • Separate governance is highly recommended
    o Rhonda's analogy:
      ♦ Higher Ed is the "bricks"
      ♦ Associations are the "mortar"

- Truths about associations
  o They're transactional
  o They're not free – but typically far less expensive than commercial sector
  o They typically have education that's not offered elsewhere
- They have less structure than higher ed
- They typically have lots of variety in both the content and the quality of the content
- People join for career development and networking
- They provide more direct access to thought leaders
- They are not motive free, but the motive is not profit

- The link between education and associations is there. Why isn't it taken advantage of more often?
- Some employers won't support it. They're worried that this kind of professional development could lead to employees seeking other job opportunities.
- Often employees have to "go it alone".
840 - Leadership Learning Autopsies

What conditions or thoughts make a leadership program fail? (group discussion)

* Focus on the individual, there's a magic formula
* Program does not deal with individual failure (will turn a blind eye)
* Programs that talk about leaders and not leadership will fail
* No support, sponsorship, expectations, or sanctions (consequences) from within the organization
* High level executives not living what others are taught in your leadership program - no modeling
* Programs look to oversimplify, rely on a model
* Programs (and participants) look for a quick fix

Things to consider when designing or retooling a leadership program:

* There has to be consequences for 'learning' and then still getting it wrong when 'back at work'
* Focus on behavior and behavioral changes, not on models
* Let leaders fail as long as they can learn from that failure
* Focus on self-awareness and willingness to change
* Teach leaders to face up to the hard truths
* Measurement of effectiveness comes not from the participant, but from the people they lead and work with
* A brilliant leadership program does not give answers (and some programs profess to be THE answer), but teaches that there are more questions to be asked and that there's many ways to uncover and investigate those
* Ensure that participants understand that the event is not where learning occurs, it's when they get back that the real work is at hand
* Make sure that your program is sustainable regardless of scale
* Clearly define expectations and consequences for not meeting expectations

A very pointed way to summarize this discussion; Work toward a 1% change in participants' behavior. It's so much easier and fruitful to get 100% commitment to a 1% change than the other way around. And if everyone has a 1% shift, the organization is better for it and you build an environment where incremental growth can be achieved.
862 - Global Learning at Hyatt Hotels: Giving Learners What They Want

Key Points:
Focus of the presentation
- Why Listening is so Important at Hyatt
- What Prevents learning professionals from listening
- Flexibility and agility in learning program design

12 brands, global, 60 years old
Hyatt Purpose: We care for people so they can be their best
care - comes from empathy, authentic connection, deliver personal experiences
Challenge for service providers - is to get to know people enough to demonstrate 'care'
- becomes challenge for the learning design:
Flagship program: Foundation for the Future - first time hotel GM (but most have up to 20 years experience (US)
Framework for program reflects Strategy: 4 Pillars
- Leading the Team - cultivating best people
- Leading the Brand
- Leading the Business: Operating with excellence

- Went from 3 day Classroom Event to 3-day Classroom PLUS Extended Virtual Learning
Sessions over 5 months - because people wanted to continue to exchange info and insight with each other - continue to learn
- partners with Harvard Business Publishing to manage the whole program and run the virtual learning sessions
- Listening - shifted role from 'Trainer' - to 'Listener / Learner'
- partnering with Harvard - didn't need to focus on content as much, or being the person in front of the room worrying about presentation; - focused on the learners - how they're learning
- Now asking new questions on program evaluations: asking for insight on the challenges of the job (not on course)

Structure of the program: 3 Virtual Sessions (90 min each)
Session 1: Context setting session - co-led by HBP and Hyatt Leader
Session 2: Led by Harvard 'expert'; faculty or author
Session 3: Case Study Discussion or Experiential Learning Activity

Cadence - allowed for lots of flexibility
- 3 days in person
- then 2 weeks between each virtual session - allows for 'adjusting on the fly'
Session Exercise: - viewed video, recommended changes to program (this is what you can learn from listening to your participants)
- more emphasis around the 'social learning'
- reverse mentoring - learn from someone that just became a GM a couple years ago
- make all the content available for participants to turn around and share/cascade to their teams

Listening changed Program Evaluation - learned so much more from being the listener - vs just the designer/presenter

Questions from participants
Q: how did you select participants: A: everybody who goes into that role
Q: are you measuring 'impact'? A: no - not really - so many factors
Q: were you successful with virtual training before? A: no - not before - these sessions were VERY interactive
Q: does Harvard do these kinds of programs for lower level audiences? A: yes, offer similar format for new leaders, mid-level leaders, etc.
Q: Duration between F2F and Virtual sessions? A: about 4 weeks

Things shared that were surprising
- Virtual Session 1 - always rated highest - involved hearing from senior leaders - people always love to hear from each other
- these very tenured people had significant 'mind-shift' - as much or more as "knowledge/skill building'..
- understanding your learner is the key to program design

Resources to get more information
- Harvard Business Publishing - Corporate Learning
900 - Packaging Curated Micro-Learning Content

She used a program from SkillSoft. Started to work with it as a framework.

Variables
Goals
Audience
Scale
Resources
Delivery
All different for all types of clients.
She looks at packaging as a progression. Startet with subject to incentibes, move along a continuum

They use a "one sheet" idea. Word template and they put it in Outlook. Just one thing. Take the micro-content and put it all together. Use it for one program and then competency development and ILT.
The one sheet can link to a little video, a wiki page, and a reward – along with the content itself.

Laurie views a "mix and match" matrix for using the one sheet depending upon what the learning goals are. Combine the right elements to support the lesson.
Can use a "one sheet" for pre-work and post-work activity.
Idea – they put 15 minute meetings on their employees' calendars every week. A way to force them, guide them, to do the training. Staff can personalize or reorganize the timing and what to look at first. When the learners added in some guidance from other staff around the topic, that took it to a new level.
Activity #1 – Experience
- What is micro-learning and how are you using it today?
- What are some of your best practices?
- What are the different types of programs that could work with a packaged, curated micro-learning program in your organization?
What do you consider micro-learning?
- Little or fast, learn what I need to learn so I get back to my work
- Can be anything – survey, graphic, video – pretty broad
- Dave @ Johnson Controls – mobile app to help sales people with product info, positioning, analyze wants and needs, and competitive info. 3 to 4 paragraphs. Situation specific.
- Laurie – Goes back to the variables. What do you want the goals to be? Recommends piloting it.
- What are types of programs – onboarding, tech training, leadership development, compliance, sales, customer service, project management. On and on ....
Activity #2 – Develop a micro-learning content lesson
• Brainstorm topics/subjects to curate
• Develop a micro-learning objective for this topic/subject
• Discuss and select different micro-learning assets to curate
• Design a micro-learning activity for the subject

Activity #3 – Framing/Implementation
• What are some framing elements that you could add to your program?
• Ideas for scaling and delivery?
• Other variables to consider?
• Some challenges you are concerned about?
• Solutions you can think of?

One team
• Overall learning category – tips for first week on the job
  o Filling out the right forms (dependents, direct deposit)
  o Selected – Fill out the right forms
  ♡ Use a video (HR)
  ♡ Use an infographic
  ♡ Step by step
  ♡ Checklist
  ♡ Additional links to company websites
  o New employees and ongoing
  o Mandatory

Second team
• Overall learning category – performance management
  o How to give positive feedback
  ♡ Use a video mimicking The Office (humor)
  ♡ Articles – probably HBR
  ♡ Books – Crucial Conversations book
  ♡ Cohort – work with a friend
  ♡ Step by step approach
  ♡ Test – Video a self-assessment performing the 3 or 4 step model
  ♡ Graphic - Job Aide (for your wallet....)

Third team
• Overall learning category – performance support
  o Target – experienced union leaders having difficult conversations
  ** Realized too broad, need branching to narrow it **
  ♡ TED Talk
  ♡ Get core values of the org
  ♡ Bring in HR for established pieces
Role playing
  o Have some pre-training elements to lead up to it

Question
How do you record this curated learning?
Laurie – We don't track, per se. More personalized. Getting together in cohort models to keep each other accountable. Tracking in the LMS can show who accesses what lesson/tools.
901 - Experiential Learning for Leadership Development in a Sales Organization

Key Points
"For the things we have to learn before we can do them, we learn by doing them"
Aristotle, long time ago"

Leadership development is its all levels
it is key to be tied to business goals and be key influencers
A barrier can be the ability of the learning organization ability to execute
Be mindful of learning being a process and not an event

ATD/I4CP Study - Some recommendations from the ATD/ i4CP Study
If you're not using eLearning start now. Learn the benefits your organization can expect to gain
Apply both, Executive and Financial Representative population with multiple methods of eLearning opportunities
Devote more design resources to build strong eLearning programs they dont happen by accident
To maximize impact, structure virtual blended action learning opportunities to accomplish both business and development goals
Leverage the power of simulation - it works
Don't neglect the role of follow up - hold others accountable
Find ways to measure effectiveness or risk losing credibility quickly

Individual learning process focused on 3 areas: action by doing, reflecting, applying

What surprised me - That experiential learning is a hard sell for most

How do you get buyin for a year long program?
Experiential learning is a long term commitment, how do you keep the momentum and engagement

Resources: ATD/i4cp study
911 - Meet Jenny, Our Virtual Career Counselor!

Key Points:
1. Virtual Counselor, assists employees in learning about the organization and their career path. Additionally, listing what courses are required and recommended.
2. On point with newest technology.
3. Very personalized career counseling

Common Questions:
1. Several participants had questions about utilizing Storyline
2. Several participants liked that Jenny was created and deployed in approx. 30 days.
3. Ease of using the program.

What surprised me about the presenters or participants:
The presenters were extremely knowledgeable about the product.
The participants were all actively engaged in the presentation and wanted more information.

Resources:
Presenters provided contact information so that participants could reach out after the conference if they had questions.
920 - Video Broadcast Templates

Show Books: Video templates

Used for any type of virtual training.
Lower third ID (banner)
["SecUre" video played for substance]

Basic information videos loop in all VA hospitals
The clips are typically 2 minutes in length

Write 3 videos that you'd like to create.
Show Book is a who what why where and how template.
They can be as long as necessary to capture all information about the video.Start with Need, Outline and then move to the Show Book (topics, set design, media background, camera angles, presenters, etc.)

Top sheet is for the director, producer, floor director, etc. It's the at-a-glance reference.
Recording Prep is for executive producer
Yellow is a cue to the tech team
PPT frames are included.
Center column is for what is included on the teleprompter
Right column is for the production team
Chemistry is important for on-air talent

Refer to the slide on Camera Cues
OTS: over the shoulder
WS: Wide shot
FS: Full screen

When creating a show book, start with content, including slides and then focus on the production of the video (cameras, angles, etc)

Captivate is often used for video editing
930 - Competencies & Career Paths for Retention

The Top 5 Reasons for new hire failures
1. Coach ability 26% (Being open to developmental feedback)
2. Emotional Intelligence 23% (self-awareness, resilience, empathy, relationships, etc.)
3. Motivation 17% (Desire to do the job well – drive company forward)
4. Temperament 15% (Good Attitude)
5. Technical Competence 11% (Specific to the job)

What is a Competency? - Capability to apply a set of related KSA's to successfully preform functions or tasks in a defined work setting.

Found that they could not take the skills that they learned in the classroom and apply it in the real world.

50% new hires leave job – reason? No growth, no career path

Walmart Foundation – Study on Retail Industries / Work Companies. Conducted a conversation regarding competencies. Reducing turnover – biggest reason to make or save money/ reduce costs


Career Pathway
• Entry - Learn and Do
• Advanced – Teach and Do
• Manager – Participate in Decisions
• Leader - Make decisions

What knowledge, Skills, Abilities / Attitudes do you focus on when promoting?

Technical? Personal? Academic?
942 - Delivering Performer Support in a "Training" Rich Environment

Pair share:
Is there such a thing as too much training? Yes, the solution to every issue is training. Too much training repetition.

You know you are in a training rich environment when:

Phrases:
40 percent of all learning is in one sector called compliance
Learners are complaining or feeling overwhelmed.
High change environment-knee jerk reaction to change
Thousands of courses
Content isn’t targeted
Content overlap - so many ways available to teach the one thing.
Potluck learning

What do we do about it?

Training rich environment or a performance rich environment?

Is training the primary means for achieving effective on the job performance or is training a small subset of means for achieving effective on the job performance?

The goal is to reduce time to achieve competence in the workplace.

Training rich: skill gaps, competency, training, training fails then redo training

Performer rich: context, tasks and concepts, embedded performance support solutions, discipline of performance support and what is the right mix? Then targeted training. Here we drain the swamp of requirements.

Workflow learning matrix:

Do you stop working to learn? Or are you learning while learning?

Performance in the moment of need. Building blocks, not 40 hrs and then they are ready to go, having them build on what is need to know and executing and building on that.

What can be done over the flow of work and what has to happen outside of work.
How does it integrate? Figure that out and work through.

Put the training pieces back together for our learners. Piece it all together to have powerful learning.

Embedded performance support solution: technology services that provide on demand access.

Guidance, advice- sources that provide assistance to enable high level performance with limited support from others.

Pair share:
I learned
I relearned
I wonder
I was surprised by
I hope
I plan to

Performersupport.com - community of 3600 people that focus on support and there are members who have shared experience and videos to provide. EPSS examples here.