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Welcome

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What's  
**Hot**  
& What's  
**Not**

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**Disclaimer:**

The presentation that follows is based on my experience, opinions, observations, research and context.

Your findings may differ.

I expect that you will challenge and question what I say and we will all leave here better informed.

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## Impact on Technology and Performance Improvement

- Economy
- Technology
- Popular culture
- Professional practice
- Research on learning

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## There's not much money to spend on training

- Pressures to reduce costs
  - In some organizations, reduce training
  - In all organizations, make training more effective
- Show ROI that makes sense to financial people
  - Not just cost avoidance or savings
  - Training competes for scarce capital

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## There's not much money to spend on the training staff

- Strong preference for employees over free-lancers
  - They cost less, even for short-term
  - Salaries are down
  - They are worth developing
- Less money for conferences, workshops
  - Some virtual conferences
  - More self-funding

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### Even so, there's more out-sourcing

- Customer pays for deliverables, not hours of effort
- Customers demand more: IDs must be consultants and developers, not just good designers

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### Competition drives down prices for IDs

- SME + Flash developer = Pretty + Awful
- Disruptive technology
  - IDs add to cost of project; does ID involvement add value?
  - Or is SME + Flash developer good enough?

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### e-Learning is part of the training landscape now

- *e-Learning* magazine and conference are now *Learning and Training Innovations*
- Economies of scale favor technology
  - Off-the-shelf courses, of varying quality
  - Consortia for non-competitive training
- Integrated into career development, succession planning, HRD through learning management systems (LMS)

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### Standards help, but have some limitations

- SCORM and AICC are essential for implementing an LMS (learning management system) or LCMS (Learning content management system) but solve technical problems, not learning or performance problems (Wiley)
- Full implementation of LMS capabilities is a lot of work: hard to pay for in tough times

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### LCMS can improve development productivity, but at a cost

- Learning Content Management System simplifies reusability (reusable learning objects)
- Each object needs a SCORM wrapper with useful metadata (content, audience, ownership, media, etc)
- Smaller objects are more reusable than large, but require more metadata tagging

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### Every method has limitations and strengths

- More use of multiple methods: Classroom + web + coaching + ...
- Increased use of non-training methods to improve performance
  - Knowledge management, though it no longer has buzzword status
  - Discussion boards and communities of practice

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## Some technologies are falling out of favor

- Much less use of synchronous distance learning
  - Costly, with all the scheduling problems of classroom
  - Not very interactive
  - Continues to be useful for one-time events

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## Less dependence on self-paced web learning

- Usually combined with face-to-face, discussion board or other approaches that include interaction with peers and experts
- A lot of WBL is boring
  - Does not engage the learner
  - “Shovelware” created by SMEs or html jockeys
  - Unimaginative WBL created by IDs

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## Popular culture demands more interesting training

- Games for the digital generation
  - “Jeopardy” is out; “Survivor” is in
  - “Army Operations” to attract the twitch generation: Realistic combat game
  - About half of today’s workforce has always played digital games (under 40 years old) (Prensky)

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## But our training hasn't changed much

- Lots of tell-test training
- People come to training expecting to be taught (passive) instead of expecting to learn (active)
- Imagine the benefit if people were excited about training

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## The profession expects more of us

- ASTD and ISPI certify performance technologists
- Supply-push rather than demand-pull
- When was the last time your customer asked if you were certified?
- When was the last time you asked your (lawyer, barber/hair stylist, tax preparer) about certification?

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## Demonstrate the value of certification to the customer

- Some certification works: Microsoft and others require CTT+ (certified technical trainer)
- Some does not: Little demand for ID or training manager certification
- ibstpi\* defines competencies for both; only CTT+ has had commercial value

\*Disclaimer: Tim is president of ibstpi: International Board of Standards for Training, Performance and Instruction

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**We do not know everything and we get in trouble when we think we do**

- ISPI's theme for 2004 conference is "Partnering for Performance"
- Recognition that many other disciplines have a role in HPT
- Engineering, information technology, HR, OD, finance and many others also improve performance

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**Research on learning improves our performance**

- Importance of problem-solving
  - No one is paid to know about things
  - People are paid to solve problems (Jonassen)
- Learning should be problem-centered
  - Start with a problem, demonstrate solution, then learner solves similar problem, assess performance, and integrate into practice (Merrill)

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**Research on ISD improves productivity**

- 4th generation ISD models go faster, better, cheaper
- Need to validate the ISD models we use (Richey)
- Prototyping reduces reliance on paper deliverables

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**thank you**

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### ***Three- and Four-Letter Acronyms (TFLA)***

AICC Airline Industry CBT Committee. Trade association that established standards and protocols for learning management systems.

ASTD American Society for Training and Development.

HPT human performance technology. An approach drawing on a multitude of disciplines targeted at improving the accomplishments of people.

HR or HRD human resource (development). Management of personnel.

HTML hypertext markup language. The standard set of tags used to create web pages.

ibstpi International Board of Standards for Training, Performance and Instruction.

ID instructional designer. Those who define audience, scope, sequence, strategy and requirements of a learning event.

ISD instructional systems design or development. A predictable, replicable process for creating learning materials and events.

ISPI International Society for Performance Improvement.

LCMS learning content management system. Software that stores learning objects and makes them accessible to learners when needed.

LMS Learning management system. Software that keeps track of learner performance and results.

OD Organization(al) development. The discipline of improving the performance of groups of people.

ROI return on investment. Calculation or prediction that money spent has produced a profit.

SME subject matter expert. One who understands the content of training and serves to share that content with instructional designers and developers.

SCORM shareable content object reference model. Standards for reusable learning objects.

WBL web-based learning.

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