

Learning & Training Professionals:

What **YOU**
keeps
up
@n^{*}ight?

672 of **your** issues & challenges

A **FREE** Digital Book **Produced by**

LEARNING2005

Oct. 30 - Nov. 2, 2005 Orlando

edited by: Elliott Masie

in collaboration with

e **MASIE Center**
LEARNING
CONSORTIUM

March 2005

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March 2005

Compiled by: Brooke Thomas
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- 701 e-Learning Tips, Summer 2004
- What Keeps You Up at Night, Spring 2005



What Keeps You Up at Night?

Late Night Worries of Learning & Training Colleagues

By: Elliott Masie

One of my favorite questions is “What keeps you up at night?” I have a reputation of asking that of my colleagues, friends and even CEO’s of companies where I am on the Board of Directors. The question usually yields a moment or two of reflective silence and then some refreshing thoughts and perspectives.

One morning as I was writing my newsletter, Learning TRENDS, on my laptop at the local coffee café, I thought that I would try asking the question on a broader scale. An hour later, hundreds of Learning and Training colleagues around the world started to reply. Our server filled up with thoughts, dreams, nightmares, concerns and worries from every part of the globe. It has been an incredible learning experience to read each and every one of these responses. The “up at night” contributions are categorized and summarized in this free digital book.

We have concerns that range from worries about learning quality to those about outsourcing, resources, instructional design models and emerging technologies. We smiled at answers that had nothing to do with work and learning. It was humbling to realize that people had other and often better things to worry about at night. And, we hope that you will add your additional thoughts. Just go to <http://www.masie.com/upatnight/> and send us your contributions. We will publish an updated version of this free digital book in the future.

If I am going to ask the question of you and my colleagues, it is only fair to query myself with the same words. So, Elliott, what keeps YOU up at night? Hmm, I pause for a few moments of reflection and then start typing. Here goes:

- **Globalizing Learning:**
 - It is imperative that we shift our focus to a more GLOBALIZED learning model.
 - This means that learning will be created in every corner of the enterprise.
 - This implies that learning will be imported and exported from every corner of the globe.
 - We need to think of how content can be translated and localized in real time, perhaps by learners, on a global basis.
 - We must also open our minds to thinking about non-Western models and metaphors for learning design.
 - Let’s look at how Asian teenagers are reading (graphical novels) and collaborating (video from mobile phones).

What Keeps You Up at Night?

- Will Learning Management Systems allow us to operate on a global basis within the confines of regional regulations and customs?
- How can we create content that fits into LOW COST economies that applies to all economies?
- **New Classrooms:**
 - How can we update and re-charge the classroom?
 - What can we do to add high intensity to the classroom experience?
- **Self-Service:**
 - What will the self-service trends imply for Learning?
 - What do learners “call” e-Learning?
- **Balanced Scorecard for Learning:**
 - How do we fit into the Balanced Scorecard approach?
 - What metrics can we invent that are more shared with the business unit partners?
- **Research for Learning:**
 - How can we find funding and support to do the next generation of research on what works and how people will learn?
 - How can we connect the “dots” between research in the K-12, Higher Education and Corporate learning spaces?
- **Gaming and Simulation:**
 - What will we call gaming?
 - How do we make simulation and gaming affordable for business solutions?
- **New Roles for Learning Professionals**
- **Personal Up at Night Topics:**
 - Horses: I own several horses and I worry about how they are doing their “training.”
 - School Bullying: How do we deal with the bullying that impacts many kids as they are teased and abused by other kids at schools?
 - Gadget Location: Where did I put that adaptor for my iPod, or other devices that I own, that seem to hide themselves?

Once again, we would love to hear more of your “Up at Night” notes. Send them to <http://www.masie.com/upatnight/>



Elliott Masie

Our contributors were given the option of listing their names and/or organizations, or remaining unnamed.

Chapter 1: Content: Design, Structure, & Delivery

Content seems to be keeping a lot of learning professionals up at night! While most of the conversation in our industry has been focused on technology and systems in the last few years, learning doesn't happen if the right content doesn't get to the right learners in the right format at the right time. Your late night thoughts on content include:

- Content relevance and integrity
- Exhausted Subject Matter Experts
- What do learners really want and/or need?
- Is Content delivered in the most effective way?

"Getting SME's, who are busy in their professional work, to come up with content for elearning projects. At project meetings they are enthusiastic and commit, but when it comes to the crunch, they often haven't got the time to deliver. I end up researching and compiling content myself, with questionable effectiveness."

-Laurence Wilson, Virtual Pedagogue, United Kingdom

"I spend most of my time designing and developing in-house online training. In order to strengthen my (mostly self-taught) skills with the development tools I use, I take a lot of online courses. My greatest concern is that the courses I produce will be as dull as the courses I take."

-A Learning Colleague, U.S.A.

"Striking the right balance between curriculums that advance our audiences' thinking to the next level and offering specific information to help them perform in their day to day jobs."

-Susan Sarfati, The Center for Association Leadership, U.S.A.

"When developing new programs, I am always concerned as to whether they will meet the desired level of intellectual challenge and value. The reputational risk of a program falling short is huge!"

-Michael Stevens, Conference of State Bank Supervisors, U.S.A.

"Creating training curriculums that are useful for the spectrum of learners. For example, if the material is presented at too high a level, many of the learners will need to either take it again or will never get it. On the other hand, if the material is at too low a level, you will lose some learners as they become bored. To compensate, do you always have to offer several versions of the same material? The costs are then doubled or tripled."

-A Learning Colleague, U.S.A.

"Coming up with new ideas for training sessions is one of the things that keeps me awake at night. My most creative ideas happen around 2:00 a.m. I keep a notepad by my bed and try to jot ideas down without waking my husband. If I stay awake for an hour or so, I get up and make a more detailed list."

-A Learning Colleague, U.S.A.

Content: Design, Structure, & Delivery

"Training our training developers to use/incorporate higher order learning activities in their lesson plans -- how to get away from the lecture and an afterthought PE: this is of concern in our leader development programs. How to develop something meaningful and challenging for the student, and how to break the "show and tell" paradigm, or the get me the "right answer" paradigm. This is a training and leadership problem."

-Ed Papke, U.S.A.

"Learning professional jobs get cut and training and information programs lack the instructional design or "architecture" that can make a solution successful. Training is "spray painted" on the audience with the hopes that some of it "sticks"."

-Joyce Lloyd Thomas, U.S.A.

"As a member of a team dedicated to improving the performance of individuals and organizations, we are focused on producing experiences that help people to learn, perform, and grow. The biggest concern that keeps us up at night is ensuring these experiences are transferable to all people, in all industries, in all parts of the world, and in every applicable medium without reducing the impact of each learning experience."

-Jack McDaniel, AchieveGlobal, U.S.A.

"Presenting in the "right" manner that will get the point across effectively to as many in the audience as possible. What strategy, what analogy to use, what story to tell, what visual to use ... WHAT will it take!?"

-Alec Hagerty, Knowledge Sponge Seminars, Studying & Programming, U.S.A.

"Many educators don't have a clue how to write well. As SME's, they may be fine teaching live, but are not able to effectively translate their knowledge to the written word (for purposes of eLearning)."

-A Learning Colleague

"The emerging tendency to confuse performance support (which involves the just-in-time delivery of context-specific information) with learning (the ability to apply knowledge to new and unforeseen contexts); the devaluing of foundational learning in favor of rapidly developed, context-specific "workflow learning."

-David Shoemaker, eCornell, U.S.A.

"The complexity around keeping our content development and delivery systems integrated and providing the functionality required by various audiences."

-A Learning Colleague, U.S.A.

"How to move eLearning off the computer screen and into the live environment. How to create truly immersive, engaging and situated training."

-A Learning Colleague, United Kingdom



Content: Design, Structure, & Delivery

"Concerns about training courses I'm running: when I run them, do the attendees require different topic coverage than that in the outline? I've been up at three o'clock in the morning putting material together!! I don't like to stick like concrete to a syllabus if something extra is necessary."

-Rosemary O'Connell, Programming and Systemsolve Ltd., United Kingdom

"Continuing building learning solutions that improve learner performance is always there in the back of your mind keeping you up at night."

-Nicholas Bird, RWD Technologies, U.S.A.

"Knowing that so many training efforts in my company are less effective than they could be."

-A Learning Colleague, U.S.A.

"How to create self-paced, desktop learning with robust interaction without high development and maintenance costs. How to deliver interactive learning to work-at-home employees."

-A Learning Colleague

"Making sure I'm collecting those "nuggets" or "kernels" from the body of knowledge I'm most concerned about and stringing them together in effective training offerings."

-Jack Odom, Cadence Design Systems, U.S.A.

"Word xml content creation to rapid development of eLearning courses (actually almost there with this one)."

-A Learning Colleague, U.S.A.

"If I build it . . . will they come - and Learn!? Thinking of new ideas to make it FUN, and make it stick. Make training more of a discovery exercise."

-Susan Weingarten, CompuTech Training Solutions, LLC, U.S.A.

"Ability of technicians to retain and apply technical training that is delivered virtually."

-A Learning Colleague, U.S.A.

"I am sleepless because adult learning has turned into a technology fair...instead of concentrating on 'are they getting it,' the emphasis is on "is it fun?"

-Diane Wilke-Zemanovic, U.S.A.

"It's always a case of "Am I doing a good job for my learners?" I stay awake contemplating design and learning strategies that are interesting and engaging....(point to the girl who needs a life)!"

-Angela van Barneveld, Canada Revenue Agency, Canada

"As an instructional designer for a major publisher of healthcare textbooks in higher education, I stay awake nights trying to figure out how to help the SME's "get it" for online content delivery. Most experts in their fields are so married to print they cannot ditch ingrained practices and make the transition to online content delivery. When instructional design is not involved, online "courses" become nothing more than PDF page turners. The real challenge is getting not only the SME's but editors as well to understand that online learning has the potential to be so much more."

-A Learning Colleague, U.S.A.

Content: Design, Structure, & Delivery

"Creating compelling learning content that is usable on the job."

-Bob Dean, Grant Thornton LLP, U.S.A.

"The design of eLearning that does not consider the instructional design requirements and influences of the delivery technologies."

-Sheila Kieran-Greenbush, Columbia University, U.S.A.

"What keeps me up at night is the rush to convert instructor-led courseware to eLearning, resulting in page-turner, info-dump courses that create generalist employees as opposed to the experts that our government needs to run effectively."

-A Learning Colleague, U.S.A.

"Updating content in multiple formats."

-A Learning Colleague, U.S.A.

"The potential out there for technologies and tools to become more of a focus than the practical art and science of learning and knowledge retention."

-Matthew McClellan, Wachovia, U.S.A.

"Poor instructional design of products hitting my desk for development, even after coaching and mentoring."

-A Learning Colleague, U.S.A.

"My concern is to keep the human side of learning facilitation: there are a lot of things to communicate and transmit by modeling and example, so how to keep the personal contact that electronics can't express."

-Alejandro Phelts, Despacho de Alejandro Phelts, Mexico

"Knowing my subject matter is always at the front of my thinking."

-Kevin Selwyn, Northrop Grumman, U.S.A.

"The lack of integration between performance and development systems/data and operational and analytic systems/data."

-Jeff Presseau, U.S.A.

"Will what I deliver be exactly what they want?"

-A Learning Colleague, U.S.A.

"Reaching a diverse group of people in many different locations. Many participants are not comfortable learning in a web-based setting or a virtual classroom setting."

-A Learning Colleague, U.S.A.

"What is the right balance between Instructor-Lead and online training? Our employees have reached a saturation point of online Policy training (compliance to SOX). How can we better manage this situation?"

-Andre Michaud, Bristol-Myers Squibb, Canada

"The trend I'm observing is that users only want the procedural "how to" without wanting the conceptual or "why" of the task they are trying to accomplish. I see a shallowness in their learning and I feel this lack of knowing the "whys" will affect us all down the road. This goes from government officials, military, all the way down into

Content: Design, Structure, & Delivery

the corporate culture as well, and seems to be pervasive in our quick, "right now" society."

-Gene Wood, U.S.A.

"How do I effectively deliver a course that consists of someone else's poor instructional design?"

-Gordon Lam, U.S.A.

"We need to tie performance requirements to learning objects to ensure accurate coverage of needed learning support and avoid producing useless fluff. We also need the performance requirements-to-learning content links for life-cycle surveillance and maintenance of learning content, especially in Navy technical training where the authoritative source data for learning content comes from tech data repositories that change about every quarter. Linking from those tech data repositories to learning content – the ability to extract "chunks" of authoritative tech data and embed (often with paraphrase from several different sources) into learning content - must be able to track changes in tech data into all the nooks and crannies of learning content to which it was linked (and reused in other learning content objects)."

-Jim Ferrall, U.S.A.

"Is the "intervention" satisfying the learners need?"

-A Learning Colleague, U.S.A.

"Creative fatigue."

-A Learning Colleague, U.S.A.

"Developing new materials."

-Matt Mansinne, Mindjet LLC, U.S.A.

"Will training lessons (Learning objects) become commodities that are available to most everyone for the taking? If so, how will this change performance? If we get inundated with content, how will we sort thru the content? What affect will the upcoming generation that were raised with computers and "google" have on learning and knowledge management?"

-Roger Steinhorst, Fireman's Fund, U.S.A.

"Making virtual classroom training more engaging. We already use breakout rooms for hands-on practice, but the lecture/conceptual training portion of class needs to be structured to keep participants' attention better as well."

-A Learning Colleague, U.S.A.

"The number of developers that think they can develop effective e-learning programs without any understanding of the content."

-Bob Duthie, Duthie Associates, U.S.A.

"Looking for workable ways to implement selected concepts (system thinking, accelerated learning skills, polished observational skills and optimal modeling skills) into practical daily applications, especially as they relate to appropriate understanding and deep listening skills."

-A Learning Colleague, U.S.A.

Content: Design, Structure, & Delivery

"Content management: creating material and interfaces that engage a wide variety of workers – 20-year-old's, gamers, 60-year-old's, PDA users, large-print enthusiasts, etc."

-Peggy Burns, The Regence Group, U.S.A.

"Blended (Instructor Led/Technology Delivered) Training - This is one of the best ways to speak to all adult learning styles in one class. It is a simple yet so productive methodology."

-Elizabeth Love, University of Washington Medical Center, U.S.A.

"Structuring new ideas; wondering why these ideas aren't effective; designing best ways to connect to the learning audience; making learning proposals and instruments workable, and getting them integrated into the organization and to make them sustainable."

-Leonard Mertens, ilo/advise, Mexico

"Coming up with a brilliant training technique/activity at bedtime and playing it out in my mind for the rest of the night!"

-A Learning Colleague, Canada

"How to deploy blended learning in order to improve the retention from some classes."

-A Learning Colleague

"I want to improve students' discipline and decrease their quitting rate, improve learning by blending the right options, and improve instructional design for learning activities and practice exercises."

-Carlos Bravo, eLearning Solutions, Colombia

"Implementation of Learning Design."

-Elena Tikhomirova, MES, Russia

"How to move beyond self-paced eLearning as a low cost alternative to the classroom and use technology (simulations, etc.) in combination with the classroom to ensure consistent quality education."

-Bjorn Billhardt, Enspire Learning, U.S.A.

"As I transition our traditional instructor led training strategy to learner paced, how do we ensure that we are still teaching our students how to work in collaborative manners to approach and solve problems? The pressure is to shorten time-to-train via self-paced learning techniques (ICW, CBT, etc.) while in the information age, what is obvious to us now is that developing the critical skills of team formation and collaboration will be at the forefront of success. Achieving this strategy is the challenge and keeps me thinking late into the night."

-Arnie Lotring, Submarine Learning Center, U.S.A.

"In what ways can I enable learners to gain greater awareness of the talents they possess but that they either deny or devalue?"

-David Somerville, United Kingdom

"How to use object-based delivery and enhanced learning strategies within the context of compliance training, which really is not about something somewhat different than

learning. What happens to innovation when too many IDs are trying to create an industrialized version of training development? I worry whether or not the Flash interactions we just spent all that time creating really DO make a significant difference to our audience, which has long been provided with content rich page turners. Is adaptive learning just an oxymoron for the term, "direct instruction" (also known as fascism)?"

-A Learning Colleague, U.S.A.

"I stay up at night at times frustrated by the trainers who believe that putting training onto the internet/online makes the training better for the recipient without really understanding the learning process and the needs of the student in the first place."

-Mark Vollmer, University of Ballarat, Australia

"Work, mainly the instructional design of courses I'm working on particularly."

-Rosario Paredes-Ortiz, Practical Education Institute (NZ) Ltd, New Zealand

"There are very effective ways for dissipating information and tons of studies and instructional theories available for passing along effective instructions too, but what ultimately makes the professional competent is his/her knowledge in a particular area and the ability to apply the knowledge when the need arises. Though much research has been and continues to be done, the reality of even identifying that "a particular need commands application of one's knowledge" is a far cry. Knowledge objects, not learning objects, seems to be the way to go; however, I have yet to see an effective knowledge object. Creating knowledge objects that are powerful enough to make learners understand their potential when needs arise. Enabling learners to spring into action is the challenge that keeps me up at night!"

-Arun Prakash, InfoPro, India

"Ensuring that the curriculum (including delivery methods) matches the needs of the learners - right method, right design, right delivery. Creating eLearning content that has "value" to learners."

-A Learning Colleague, U.S.A.

"Designing a training program that addresses learners' real, on-the-job requirements rather than just checking off certification, compliance or sales/marketing objectives. Thinking about how to progress beyond delivering standard page-turning courseware to deliver a more engaging and stimulating learning experience."

-Tadhg O'Connell, Ireland

"Blending synchronous and asynchronous eLearning effectively and economically with both a learner-centric and business-centric focus."

-Beth I. Warren, WorkWorlds' Human Resource, U.S.A.

"How can we provide more effective training? How can we provide more efficient training?"

-A Learning Colleague, U.S.A.

"As an educator, I worry if the end product satisfies the customer's needs. Even though we follow a process that includes a needs analysis and service agreement, we are always concerned that our web-based training be more than a "page turner." How do you convince the customer that passing along information to the learner is NOT training?"

-Sondra Hack, Highmark, U.S.A.

"My concern is that our development programs are not transformational enough to truly change participant behavior on the job."

-Chris Davis, Baker College, U.S.A.

"That everything we are doing is not addressing our key issues of creating more engaged and knowledgeable people. Technology has made it easier for us to distribute information and, much akin to cable television; we have 500 channels of "infotrash." People are so busy surfing through information about insignificant issues that real issues aren't being addressed or are only half-addressed."

-Dennis Costello, U.S.A.

"SME's writing training content without an understanding of learning needs."

-A Learning Colleague, U.S.A.

"How can we (eLearning) better compliment the classroom experience?"

-Kris Wilkerson, COUNTRY Insurance & Financial Services, U.S.A.

"Making sure our e-learning is as interactive as possible and not just clicking the mouse. Turning information-based Websites into Corporate Universities."

-Dawn Kuhn, Trader Publishing, U.S.A.

"How to enable non-technical professionals to create Flash-based content that produces more interactivity than PowerPoint. Right now, we depend on a small team of developers, but that doesn't scale. PowerPoint doesn't work anymore. Participants expect more sizzle these days. Also, this content must also be presented either live or canned. Creating interactivity in canned content is even more difficult, particularly if you have multiple presenters/instructors that need to be involved in the session."

-A Learning Colleague, U.S.A.

"Getting critical, job-specific task information to people in the most effective and simple way possible."

-Joan Busch, UnitedHealthcare, U.S.A.

"What frustrates learners? What is it that addicts them to learning?"

-Corinne Wilhelm, Germany

"Things are so stable and "boring" now that nothing keeps me up anymore. There's been very little software innovation and, as a result, less bleeding edge projects. I am a little concerned that e-Learning needs a shot of adrenaline, plus some more media richness (sorry, but HTML training is very boring and non-effective)."

-Rick Zanotti, Relate, U.S.A.

"Too many courses that are just text on screen: better ones include pictures or questions. We need more interactivity."

-A Learning Colleague

"Dehumanization of learning."

-Carol Goldsmith, Hewlett-Packard, U.S.A.

"Personalization of learning: how can we arrive at a personalized learning experience for everyone on our planet?!"

-Jeroen Spierings, BT, Netherlands

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"Let's assume that what keeps me up at night relates to the engineering of learning projects. Let's assume also that such engineering is similar to preparing my part as an actor. Then comes the answer to what is keeping me up: not really learning my part, but mastering that kind of anxiety which falls upon me before walking on stage. What does the audience expect from me? Who are they? What are their points of interest? Which are their concerns? Indeed, what keeps me up is trying to figure out how to make them learn their own proper answers to these interrogations, not my answers!"

-Jean-Louis Allez, Allez-Conesil, France

"Accessibility within a global context. We build courses which are used in a number of territories."

-Caroline O'Reilly, United Kingdom

"How to keep learning about content/knowledge transfer and not about the technology of delivery or tracking."

-A Learning Colleague, U.S.A.

"Learners who don't have the "time" for real learning but are learning "stuff" (God knows what) on their own."

-A Learning Colleague, U.S.A.

"I often wonder if the learning modules are engaging enough for the learners. Do they get bored and agonize every time there is a new course, or do they look forward to learning the new information?"

-A Learning Colleague, U.S.A.

"What keeps me up at night is communication. We use email communication to convey important information and people are not reading their emails. They are receiving too many emails. We have tried other methods - flyers, system demos, and announcements. People seem to be on information overload. If the communication, no matter what the vehicle, doesn't reach them when they need it, the communication is ignored and forgotten."

-Laurel Barnes, University of Michigan, U.S.A.

"How can I make my objectives more interesting for the learner, no matter what the subject?"

-A Learning Colleague, U.S.A.

"Studying and programming."

-A Learning Colleague, Italy

"Creating reaction based training in response to a threat."

-Scott Trefren, U.S.A.



Chapter 2: Standards

Standards, Standards, Standards. SCORM, AICC, IEEE, ISO, Meta-Tags, Containers, Learning Objects. We all want them, but it can be a nightmare to put them all together in a way that helps real people learn. One could go to sleep counting standards jumping over the implementation fence. Here are a few of the concerns:

- Standardization
- SCORM Realities
- Templates
- Time to Completion
- Cost

"The mess being made out of the internet environment, media consolidation on all fronts (especially related to the internet), the FCC moving from being almost obsolete to trying to have its hands in everything, and the terrible situation of trying to apply standards and testing to everybody from birth to grave!"
-Janet Poley, U.S.A.

"How can we move towards centralization and standardization of learning content without a governance model?"
-Bonney Hettinger, Corning, U.S.A.

"Not having standardized processes (e.g. for each phase of the ADDIE process) and supporting information systems for the OD & Training function. The desired standard processes and systems should be based on industry best practices but also 'customized' for our organization."
-Bob McIntyre, U.S.A.

"Being able to locate cost-effective solutions on demand for budget-minded clients and having the structure at hand to be able to "package" these solutions so that they are available for other members of the team for reuse. Basically, how to stop reinventing the wheel for every web project we undertake. Having to learn these new technologies on-the-fly without a great deal of time or professional coursework to draw upon, other than the traditional Google search and various technical online sites. Being able to deal with support calls without a strong electronic knowledge base to draw upon for quick answers (again without having to reinvent the wheel). Both of these have to deal with learning how to communicate and leverage the learning done by one programmer/support person to better manage time and resources."
-Dean Waters, Saratoga OnLine/Spa.Net, U.S.A.



Standards

"How to develop communication documents that fulfill both remembering and referencing needs at different points in time. First, learners must understand the topic and later reference it while on the phone with a customer."

-A Learning Colleague

"Writing an article on 'the ethics of eLearning.' Not something fellow eLearning practitioners seem to think about much, judging by the how little useful material I have been able to find!"

-Catherine Atthill, Independent Consultant, United Kingdom

"I like to ponder ways to institutionalize informal learning. I know we can add an informal learning opportunity into a blended learning path and then measure it as part of that path. We can give folks activity suggestions that result in informal learning, or talk to managers about ways to get their folks to learn on the job and from each other. We don't budget for informal learning, and we don't have any initiatives that would institutionalize it. Would knowledge management help? What about creating workspaces that encourage informal learning? How do we measure it, or why would we want to?"

-Kathryn Thompson, U.S.A.

"There are two things that keep me up at night. First, I want to standardize (as much as possible) instructor presentations across the organization. This is a challenge because 90% of my instructors are adjunct and just happen to be senior managers: executives that think they know more about training than the experts in my office (the Training Office)."

-Tony Bowie, U.S.A.

"It keeps me awake that, for so many suppliers and buyers, our Industry has become a commodity industry, based on standard solutions in areas of classroom, generic content, LMS's, etc. Even when the customer is looking for a specific customized solution, they think and compare with generic content and generic product in mind. The focus of the last year on buying LMS's and generic content from the big providers, with really limited impact on the learning of the user, has negatively affected our industry and makes selling a real solution a difficult task."

-Alfred Remmits, Global Learning Alliance, Netherlands

"Certification will not regain its pre-bust popularity or adoption by major government/commercial entities."

-Ian Dunnington

"Lack of practical processes in place to ensure that enough follow-up occurs so that learners apply what they have learned through some type of on-the-job training: lack of processes and accountability for direct managers to follow up with employees after training."

-A Learning Colleague, U.S.A.

"Bringing all training functions in the organization into compliance with regulatory governing requirements (ie. FDA)."

-A Learning Colleague, U.S.A.

Standards

"Are SCORM and RLO still important to online learning, or have they become less important with time?"

-A Learning Colleague

"Clearly defining what an eLearning course is! The 'levels of interactivity' from Brandon-Hall are useless as they are too broad of categories. I want a clearly defined methodology to determine what I want in a course so that I can clearly set expectations with a client and/or vendor for what I am going to get."

-A Learning Colleague, U.S.A.

"How do I standardize content but leave room for instructor creativity and individual style? This relates in particular to instructor-led courses that are taught by a pool of instructors."

-Larry Coburn, NIKE, Vietnam

"Cross-platform development: i.e., will it work on Macintosh, too?"

-A Learning Colleague, U.S.A.

"Establishing global training standards to allow the sharing of training assets/content."

-Gale Frazee, General Motors, U.S.A.

"Data sources not matching."

-A Learning Colleague, U.S.A.

"Lack of standards and inoperability around LCMS suites. Both cause problems for a fluid, overall learning strategy."

-Mark Moore, U.S.A.

"Effective, efficient templates for gathering data on training impact on the job."

-Michael Buttrey, Michelin Tire Co., U.S.A.

"Finding free tips and templates for creating interactive, instructor-led training materials and self-paced print-based learning materials."

-A Learning Colleague, U.S.A.



Chapter 3: Learning Management Systems

We all need Learning Systems. Yet, the road to an LMS is laden with confusion and, often, frustration. And, do Learning Management Systems manage learning or the delivery of learning? Finally, some of you are up at night worrying about what happens the day after the LMS is installed. Late-night thoughts include:

- LMS Confusion
- Internal vs. external implementation
- How to select an LMS
- Maintenance and integration issues
- Cost, Cost and Cost

"Implementing a mission critical LMS for an education provider, and living in a country declaring preemptive war."

-Sterling Bobbitt, U.S.A.

"Are we making the right decision to outsource LMS and learning administration and support? With a Global LMS in place, how will we help our business units to "leverage the LMS" for business value?"

-Bonney Hettinger, Corning, Incorporated, U.S.A.

"We have a new LMS in place as of two weeks ago (our first), and we have a slew of features that must be customized now because there are confusing messages that are going out to managers and employees giving people wrong information about their enrollment status for various courses. Are there LMS companies that, as part of their normal service, help companies manage this transition? The company we use does not seem to understand learning and knowledge management principles, despite the fact that they are selling a learning and knowledge management tool! Oy! Secondly, we must now generate enough corporate interest to get people to the new LMS and somehow change the culture from a passive, "I go to a class and you teach me," mode to self-motivated learners who reach out to get knowledge whenever and wherever needed."

-A Learning Colleague, U.S.A.

"I am concerned about getting all of our organization's users onto our LMS, but there are specifically difficult issues. These relate to privacy laws in Europe that prevent a person's supervisor or other higher level employees from viewing his/her scores on a CBT, or possibly even knowing that the person took the CBT. Also, export control laws make it a crime to put certain material on the LMS that the U.S. government would deem a security risk for any non-American citizen to view. During the night I'm dreaming about LMS with reasonable cost and corporate licenses."

-A Learning Colleague, U.S.A.

"We are working through our local implementation of a global Learning Management System. We are piloting and finding some...what I would call...glitches. I'm hoping to get these resolved a.s.a.p.!"

-Michael Molto, Canada

Learning Management Systems

"eLearning suppliers: whilst we try to maintain an open learning architecture that is not too heavily dependant on any one supplier, we do become reliant on key suppliers for our eLearning infrastructure. As the eLearning industry is still undergoing a lot of change and rationalization, are we sufficiently future proofing our eLearning implementations?"

-Claire Hamlin, BP, United Kingdom

"How do I help organizations deal with the complex and sometimes unpredictable implementation issues in a globally distributed deployment?"

-Rosaline Tsai, Prisma International, U.S.A.

"We have some great ideas to 'push' learning content to learners, but since we haven't created our own LMS, we know that implementing such a system could prove very difficult."

-Andrew Duthie, Duthie Associates, U.S.A.

"LMS to LCMS - how far will these merge and when is the right time to buy either?"

-A Learning Colleague

"We are building our own LMS. I worry most about the robustness of the system given the number of users and the volume of transactions. My closely second concern is working out all of the unanticipated bugs in the software, hardware, and security and computing environments because we are blazing new trails within the company: creating an LMS, or any software, is not our core competency."

-Nancy Kotkin, U.S.A.

"Since we are doing eLearning as web-based training after we have done it as computer-based training in the past, there is one question that a learner could ask me that would keep me up at night: 'Couldn't you have sent me this stuff as a book or a pdf-file so I could read it in the sun-chair or even in the bathtub?' I'm always searching for better methods of WBT-production with good quality of video, for example, and without bandwidth problems. This is the reason we are using hybrid systems to merge learning content from our LMS (where the learner works online) with media content offline on his/her own computer. Large media content is sent to the learner using our software management and distribution tool."

-Georges Bornschlegl, The Baloise Insurance Group, Switzerland

"Scalability of our LMS/Authoring Tool."

-Dawn Kuhn, Trader Publishing Company, U.S.A.

"How to choose an LMS from the vast array of vendors out there. We're looking for our first and it's daunting, especially reviewing the dozens of features they offer and the vast range of pricing. I'd rather haggle with a used car salesman than deal with LMS vendors."

-Mark Guerin, U.S.A.

"Linking learning to performance management - deciding what activities belong in the LMS (experiential, etc.) and avoiding overwhelming employees with course selection."

-A Learning Colleague, U.S.A.

Learning Management Systems

"We are a very large, very global company. The task of globally managing learning data (the whole LMS thing) and making the decisions to leave legacy systems and bring something in for the whole company keep me up at night. No one is doing this very well from what we can tell through networking/benchmarking, and some are backtracking, changing, replacing, etc. The costs are enormous, and the payoff is "iffy" at best. We need to manage some data centrally, yet have our various sites and businesses have the freedom to run their own learning operations. So far, most off-the-shelf software does not seem to support this very easily. And, consolidation and mergers are the name of the current game. Who will survive? Who will find the magic balance for customers? It remains to be seen."

-A Learning Colleague, U.S.A.

"The ability to use the eLearning LMS catalog we have established via transferring instructor-led training to eLearning and continual eLearning course development to most effectively manage learning and employee performance in GSK IT. Ensuring that we don't 'water-down' the benefits of our LMS system by over-populating it with SOP/LIN's to track compliance with federal regulations."

-A Learning Colleague, U.S.A.

"Implementation of (finally) a web-based training program to offer another training option and making sure it goes in successfully with good benefits, ease of use and effective training that makes a difference."

-Daria Olynyk, IT Skills & Solutions, Canada

"Creativity and SCORM: maximizing the strengths of each. It seems there is a trade off between creativity (the 'look and feel') and SCORM sequencing (navigation) within LMS's."

-David Hooten, DaimlerChrysler Academy, U.S.A.

"During the night I'm dreaming about LMS with reasonable cost and corporate licenses."

-Florence Morel, France



Chapter 4: Company Culture/Structure (a.k.a. "Management Doesn't Get It")

Changing learning is a change process. And, changing attitudes and culture is enough to keep anyone up at night. Your concerns include:

- Educating management
- Culture myths about learning
- Transforming the learning culture
- Change management 101 nightmares

"Would a Corporate University Model be appropriate given our current focus on business specific skills and related learning? How do I elevate the learning conversation to business leaders in the organization? I could go on and I - I don't get much sleep!"

-Bonney Hettinger, Corning, U.S.A.

"eLearning delivery still receives lower priority by both the student and management. To compound matters further, eLearning's lower cost of delivery (to meet new budget criteria) results in lower perceived value, regardless of the quality of content. What keeps me awake is how should I increase the priority and perceived value of the training we deliver via eLearning techniques?"

-Stephen Deming, DAMA Computer Consulting, U.S.A.

"Slow cultural shift to accepting and pulling eLearning/blended learning, even for 'easy' ROI applications such as safety compliance."

-Bob McIntyre, U.S.A.

"Training is not learning, and learning is not doing: how to get managers to stand back and think about what REALLY needs to be done, holistically and systemically, if people are to do and behave in the ways they want. Training is the easy, superficial (and often wrong) answer to change in organizations."

-Marvin Faure

"Trying to ensure that all individuals responsible for delivering learning in my company follow the standards and best practices provided to them. This includes business partners and internal Learning and Development groups."

-Tristan Evans, U.S.A.

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"When people, whether clients or suppliers, still believe that all you have to do with e-Learning is make it available. eLearning can be a huge enhancement to learning, provided it is thought through from the point of view of people and not just technology: it must be introduced with a range of support to make sure people learn well. In the NHS ECDL project (107,000 registered learners) we have gotten to the point where only 29% of learning takes place in the classroom. But we have gotten there by providing a full range of support - in the classroom, by phone, online - that has enabled people to move from dependent to independent learning."

-Henry Stewart, Happy eLearning, United Kingdom

"I am personally concerned with organizational management's perception that e-Learning needs to be 30 or 60 minutes in length and that we are not creating shorter more focused online learning activities. Along the same line, I am concerned that organizational management sees LMS tracking as primarily linked to the longer learning activities: we need to track employees' shorter learning activities as well as the more lengthy ones. These issues are hardly unique to my organization. I routinely hear conversations about this and read about this in the professional press."

-A Learning Colleague, U.S.A.

"The lack of understanding and care of 'senior' budget-enabled management in general to understand/see/feel that investments in learning can be some of the most powerful staff motivators and retainers. Also, the fact that many so-called 'learning managers' are not empowered to make any strategic decisions - only carry out operational day to day tasking! I'm worried about the continued lack of alignment between the business objectives and planned curricula and courses for development."

-Roger Staats, Aquire, Netherlands

"Building and keeping management in support of training."

-A Learning Colleague, U.S.A.

"How to instill a sense of ownership among employees and help them apply sound economic thinking to every decision. Also, how to drive creative destruction internally."

-A Learning Colleague

"We have a low level of computer literacy at our field sites. What keeps me up at night is how we justify to the business (ROI) the value of pulling the workers off the floor to increase their competency on computers, which they use to maintain their safety awareness training, when all management see is that 'work' is being delayed while we do so."

-Peri Ziprick, TransAlta Utilities, Canada

"Getting management to really market eLearning. "

-A Learning Colleague, U.S.A.

"Getting management to buy into eLearning even though they already gave us the lip service that they believe in it: their actions don't say it. Management not understanding how long it takes to develop online learning."

-Pam Chang, Sears Canada, Canada

Company Culture/Structure

"Wondering if business will ever realize that investing in people as individuals, in their goals and their careers, pays off for the business in the long run. Short-term thinking leads to short-term results and an eventual long-term problem."

-Mike Berta, The Berta Group, U.S.A.

"Developing a plan that creates this reality: 'The thing always happens that you really believe in; and the belief in a thing makes it happen. -Frank Lloyd Wright (1869 - 1959)'"

-John Wishall, AMSEC LLC, U.S.A.

"How to get learning to the top of everyone's 'to do' list. How to get learning considered while applications and processes are being developed rather than after the fact."

-Robyn Grady, FL Dept. of Children and Families, U.S.A.

"Our impending consolidation of all of our eLearning and related systems throughout the organization into one."

-Jeremy Smith, Herman Miller, U.S.A.

"Acquiring and maintaining the talent necessary to drive the enterprise. Lack of executive-level communication regarding strategic objectives/tactical needs; lack of corporate imagination."

-Laurence Cowles, U.S.A.

"Others within the company determining that a virtual class is the training solution when it might not be. When training is used as a scapegoat for poor products and the company not understanding what is and what is definitely not training."

-A Learning Colleague, U.S.A.

"The mindset of my organization's senior management, not to mention that of a large majority of my organization, is stuck in a dangerously outdated model for learning."

-James Malayang, University of Michigan Administrative Information Services, U.S.A.

"Prompting a very technical DoD organization to see training as more than a deployment tool: it's something that must be done face-to-face. I am trying to convince the training team and its customers to think about the benefits of eLearning and training developed in a collaborative environment. Develop once and reuse!!!"

-Nancy Rountree, Maden Technologies/Secure Electronic Transactions-Devices, U.S.A.

"How to create behavioral change that translates to measurable performance improvement."

-Doug Jones, MC Strategies, Inc., U.S.A.

"Roughly half of our workforce of over 10,000 are skilled laborers and non-computer users, yet we continue to transfer essential information online. If you need to know policies, request training, see what your supervisor has you enrolled in, or change your insurance benefits, 'simply' look online! I am seriously concerned that I cannot provide adequate computer-skills-training to that half of our workforce, to the individuals who spend their workdays in the field and don't know email from Intranet. Hard copies of policy manuals no longer exist. Some of our mandatory training is now online and our application process is transitioning into an online one. Because these

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employees don't use a computer regularly, it is extremely difficult to get buy-in from supervisors for them to spend time learning keyboarding or basic computer skills. I feel responsible for failing to find a way to provide a minimally acceptable level of technology training that will allow all employees the same access to information."

-Angelia Thomason, U.S.A.

"Project management of my eLearning course development: how can I get everybody (customer, SME, graphical designer...) on the right track?"

-A Learning Colleague, Belgium

"I am concerned about the lack of ongoing effort in managing people's performance. In some organizations, especially in those where raises/merit increases may not be forthcoming, some people do not even receive an annual review. Little time or effort are put into a work plan, or into a development plan that supports the work plan. The development plan should address the organization's need for productive workers to achieve the business' vision and still address the dreams of the individual in order to fulfill Masie's hierarchy of needs."

-Jim Trant, U.S.A.

"Instant experts."

-A Learning Colleague, U.S.A.

"People applying cookie-cutter solutions to organizational performance instead of thinking outside the box. We need games to meet real behavior transformation needs, workflow and mobile learning to meet contextualized just-in-time needs, content models and single-sourcing to increase efficiency, etc."

-Clark Quinn, OtterSurf Labs, U.S.A.

"The lack of strategy regarding training/learning at my company (from the senior executives down to my immediate manager)."

-A Learning Colleague, U.S.A.

"New ways to make non-trainers train more effectively."

-Susan Weingarten, CompuTech Training Solutions, LLC, U.S.A.

"Learning is still considered just training in many companies. Learning is about changing what you know and what you know how to do. In a business environment, that requires line management commitment, not just advocacy from HR."

-Janet McAllister, Heron Advisory Group, U.S.A.

"I want to consolidate all training operations under the Training Office. Currently, we have several different groups doing training of various sorts. There is little coordination, no synergy, and a huge duplication of effort. Worst of all, our learners are confused about who does what...we need a training belly button."

-Tony Bowie, U.S.A.

"I'm haunted by this question: why doesn't my organization know how to unleash the potential of our workforce? Why doesn't it see that, regardless of what goal or strategy or market we want to pursue, we'll not fully succeed until we work to ensure that we have effective people management at every level of the organization? Without that, everything else becomes disconnected, unbalanced and harder to achieve."

-Chris Chittero, Spherion, U.S.A.

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"I am the technical training manager for 800 engineers. With fewer job positions, opportunities to leave the jobsite and attend classroom training are greatly diminished. Because we're supported with government money, time and effort spent rethinking different formats for delivering training does not seem to be important to those who have the power to say yes and commit the dollars!"

-A Learning Colleague, U.S.A.

"What a fun question! I frequently have insomnia over strategizing for results: how to communicate the forest - the vision and big picture ideas - to people who prefer trees and leaves. Also how to herd cats: coaxing everyone into alignment and moving in the same direction. The wee hours are a creative time, which a good thing! I use a lighted notepad and a pen that will write at any angle so that I can jot notes in bed."

-Annie Norman, Delaware Division of Libraries, U.S.A.

"How to improve the dialogue between managers and subordinates to improve learning."

-Jan Blok, Orange Nederland NV, Netherlands

"I stay up nights worrying about finding ways of getting top level administrators to truly facilitate innovation in teaching and learning rather than just supplying lip service for the sake of appearance."

-A Learning Colleague, U.S.A.

"I guess my biggest concern is how to convince decision makers that truly effective eLearning is not a PowerPoint slide show with additional text. It can be interactive, innovative and effective with proper design and delivery."

-John Morgan

"I hope that trainers endorse and become Human Performance Improvement experts, aligning their work with their organizations' strategic thinkers and plans."

-Ann Hutchinson, U.S.A.

"Attracting and retaining top talent for a learning team that is running at the speed of business."

-Bob Dean, Grant Thornton LLP, U.S.A.

"The fact that people still treat online learning as a threat to so-called traditional methods rather than as complementary to them. Oh, and 'Desperate Housewives'."

-Nic Price, BBC, United Kingdom

"The lack of interest in ensuring that learning actually happens via eLearning; corporate disinterest in creating sustainable and scalable eLearning initiatives; corporate disinterest in investigating the impact that new technologies will have on eLearning and, in particular, learning itself."

-Sheila Kieran-Greenbush, Columbia University, U.S.A.

"Management increasingly sees online training as a tool for compliance (i.e. developing content they want read, forcing audiences to read it, using an LMS to track completions, etc.) rather than educational instruction."

-Greg Martin, U.S.A.

Company Culture/Structure

"As an in-house eLearning developer in a technology company, I am kept awake by the perpetual need to get buy-in from the powers that be and to overcome high-level naysayers. No eLearning project around here gets a green light without sign-off from an executive. Although many of our tutorials have won awards and received excellent feedback, I still spend as much time and energy lobbying for support for new eLearning projects as I do developing them."

-Todd Cameron, U.S.A.

"Not having a CLO: someone with both a short and long-term vision and strategy and the staying power to get the job done. In the past 7 years, our group has been through 3 senior vice presidents. They have all had their own ideas on how things should be structured, what adds value to the enterprise, and who is most qualified to meet their expectations. Moving targets keep me up at night."

-Eli Munzer, Verizon Communications, U.S.A.

"The disintegration of a function because we've never offered what the client wanted and kept pushing HR-driven, fake performance-based training programs and development activities."

-A Learning Colleague

"Thinking of ways to work through barriers created by top-heavy training divisions that insist on driving down policies and making decisions that directly effect the trainers' influence on the trainees and the quality of the delivery of training, all without input from the individuals who have done, are doing, and will continue to do the training. Decisions should be made at the lowest level by the individuals closest to the issue."

-T. Martin, U.S.A.

"I am finding that training groups or organizations within companies like mine are quickly embracing eLearning methodologies to achieve perceived cost savings and to lower business expenses related to maintaining their varied workforce; however, the workforce is finding it easy to get credit for training on eLearning systems without accomplishing any real learning. The absence of a 'live' mentor or instructor during the learning session has lowered the actual internalization of the subject of the session. It is often easy for the student or trainee to skip to the end and get credits for training without really absorbing the content for long-term improvement. I find people avoiding online eLearning training unless they have no choice. Their reasons appear to be that they need the face-to-face opportunity to validate training content with a mentor, instructor or other 'live' individual. This interaction somehow aids the internalization of learning, thereby validating the concepts as necessary additions to the 'long-term use' part of the brain rather than to an area of 'low-value information' where contents are considered as valuable as fast-food to one's health. This need for a live trainer is most often applicable to the older, more senior members of an organization, who currently make up the greater portion of the workforce. eLearning is great for everyone, but companies are now trusting it to help them remain competitive while it may be of only marginal or short-term benefit to older workers."

-A Learning Colleague, U.S.A.

"Lack of management support and a learning culture; learning is not appreciated for what it can do and is expected to fix what it can't. We need to hold learners and managers accountable through providing incentives for consumption, participation and feedback. We need to provide guidance/assistance around informal training opportunities."

-Dawn Adams Miller, Microsoft, U.S.A.

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"What keeps me up at night is the amount of organizational knowledge that is being lost at my organization through retirement of our key staff people. We have not done enough to capture and share that knowledge before these employees are gone."

-Michelle Earnest, U.S.A.

"Lack of VISION of the CEO. We always have to play catch-up because the philosophy is that we can't expend capital until we absolutely need to or until industry progress is starting to pass us by: we could look foolish by being the only entity not in compliance."

-Ron Roefaro, U.S.A.

"The Army has mandated that its eLearning system be used for all courses offered: waivers must be obtained in order to take courses other than those delivered via eLearning. My fear is that students who are not receptive to eLearning methods will delay or not take training at all, resulting in a less skilled workforce. The Army's intentions are great but the eLearning implementation in the workplace does not promote a healthy learning environment. There are not enough learning centers and too many supervisors with poor attitudes. Supervisors who would once let you go away to a week long course now won't allow you the time to take a similar course at work. The statistics I am pulling from eLearning seem to indicate a lack of participation in many coursework areas, especially in workplace productivity courses such as MS Office."

-A Learning Colleague, U.S.A.

"There are three things that are hard for our association to understand: Not everybody is equally technology capable - we have a very age-diverse membership; local chapter meetings still provide excellent face-to-face instruction; and we need content that is worth the expense of implementation into a well-designed learning program."

-Terry Clark, Society of American Foresters, U.S.A.

"Aligning learning with business strategies: keeping education and learning goals at the forefront of decision-making processes regarding support for and institutional importance of training. Facilitating collaboration between the disparate training groups and increasing communication and cooperation among them all. Maintaining a qualified training staff and moving forward with our enterprise-wide learning initiative: keeping it on target and on time while motivating everyone to implement it - this will require a major shift in the business paradigm."

-A Learning Colleague, U.S.A.

"What keeps me up at night is the constant pressure to deliver more training when training is not the appropriate performance intervention. Also, the pressure to depart from the integrity of the ISD/ADDIE model/process when designing/delivering training or learning events. Why is it that manufacturing/engineering people will ask us to change our standards but act shocked if we ask them to do so?! We just want to build training (where appropriate) with the same level of rigor and discipline that they want to use in finance, management, or production."

-Jerry Linnins, U.S.A.

"The number one issue for me is that corporate management does not seem to value the basic premise of the necessity of superior technical education for all personnel in the Hi Tech industry. ROI documentation that for the most part is unattainable due to

Company Culture/Structure

lack of cooperation from all parts of a company seems to be the primary reason why ongoing education does not get the priority it deserves for today's Hi tech workers."

-Bob Ulicki, LSI Logic, U.S.A.

"Implementation of the 'Manpower & Training Process' to be used in acquisition that was established about 2 years ago."

-Judy Wade, U.S.A.

"Senior executives (decision makers) will fail to grasp the impact that training can make on the profitability (or effectiveness for non-profit) of an organization. Learning is seen as a 'tree-hugging, nice to have' and not as the commercial weapon it is."

-Charles Elvin, U.S.A.

"A seemingly endless fascination in debating the 'academic' issues of adult learning theory and a real lack of desire to fully understand the financial or business issues that learning can impact. Workplace learning professionals are (for the most part) employed to ultimately impact the bottom line of their employers - let's make sure we understand the components of what goes into the bottom line first so that we can better make that impact."

-Kevin Oakes, SumTotal Systems, U.S.A.

"People don't invest in learning unless pushed or forced and don't know that there is any alternative to traditional 'learn it all in advance in the hope that I'll remember it when I need it' approach."

-Phillip Hodgetts, Intelligent Assistance, U.S.A.

"It is time that we get real (pun intended) and actually deliver programs and processes that WORK. A great step forward would be cutting the umbilical cord with our colleagues in HR."

-Dirk Rossey, Be Real Pty Ltd, Australia

"I am committed to dealing with the challenge of making learning something other than a "one-off" event, something that is totally intertwined with how any work (sales, manufacturing, etc.) is done on a day-to-day basis, and to the ways that people systematically build and make use of their 'learning/knowledge/experience inventory' throughout their lives."

-A Learning Colleague, U.S.A.

"I'm concerned about organizations getting into distance learning without acknowledging the supporting services that are essential to make distance learning work. The actual instructors and courses are small parts of the whole that is necessary for any long-term success."

-Ted Christensen, Arizona Board of Regents, U.S.A.

"The dog-eat-dog mentality of the workplace and our society. A corporate mentality in how we define ourselves to others as individuals and as a country to the rest of the world. "Greed is good" as our mantra."

-Janet Rivers, U.S.A.

"Consistently staying in the forefront of business partners' minds, and having them recognize/value the service and opportunity we can bring to the business."

-A Learning Colleague, U.S.A.

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"No focus on workforce development but lots on engagement - don't they go hand in hand?"

-A Learning Colleague

"Don't we all work for the same company? Politics with my clients!"

-A Learning Colleague, U.S.A.

"New President/CEO and his or her support of OD, learning & development and leadership development. Our former leader was one of our biggest fans!"

-A Learning Colleague, U.S.A.

"As companies take on new training technologies, employees are expected to become self-learners. Most of them have spent their lives attending traditional education. Some companies are rushing into technology-based training due to its many benefits, but they forget to deal with their people and do not manage the changes imposed on employees by technology. The fact that technology-based training is being introduced to organizations without proper organizational change management keeps me up at night. The potential of this type of learning is diminished not by the technology itself, but by employee resistance. It is a lose-lose situation for both employees and organizations."

-Rene Grajales, Empower Solutions, U.S.A.

"We build great training and measure its effectiveness, over-communicate our message to customers, produce great business results and the proof of our success. Then, one Senior Vice President runs into a lone customer who comments that he really didn't like the training. Based on that one comment, we are called onto the carpet: 'This can never happen again. You must produce good training!'"

-Ken Hirsohn, VERITAS Software, U.S.A.

"Making sure I've reached even the slowest learner and have not left anyone behind."

-A Learning Colleague, U.S.A.

"Have learning organizations embraced collaborative learning technologies? How much is collaborative learning impacted by cultural norms? Is it embraced in some cultures more than others?"

-Marilyn Pratt, SAP Developer Network, U.S.A.

"Budget cuts and lack of understanding by management of new trends."

-A Learning Colleague

"Aligning training with business goals and objectives, which is dependant on where training specialists are situated in the hierarchy. We all know the organizations in which the Chief Learning Officer contributes to decision-making. Unfortunately, that is not the case throughout for-profit and not-for-profit companies. This is one thing that cannot be done effectively from the bottom/middle up. Developing an eLearning strategy for our organization - this belongs with the first concern at top. I have been developing strategies for several years, but there exists such a need to integrate those strategies with overall business objectives for true reflection of corporate planning. Learning and training as change agents - this is the crux, the fulcrum of it all. Learning/training is the only area where clarification, understanding, revision, and

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improvement can take place with the very employees expected to unroll the changes."

-Elizabeth Love, University of Washington Medical Center, U.S.A.

"How can we more effectively train supervisors in principles of supervision, management and compliance issues?"

-David Wheel, Dartmouth College, U.S.A.

"Developing an architecture that encompasses all of the necessary tools for creating and delivering effective learning. What REALLY keeps me up is figuring out how to get buy-in across the organization to implement the architecture."

-A Learning Colleague, U.S.A.

"Instructors who do not follow the plan laid out for them in the instructor guides."

-A Learning Colleague, U.S.A.

"The lack of understanding by trainers and training purchasers of learning itself and, specifically, the ways that adults learn."

-Jooli Atkins, Matrix FortyTwo, United Kingdom

"There will never be a 'killer application' for eLearning because 'learning' itself will never be the 'killer activity' for the learners."

-A Learning Colleague, Germany

"Globally distributed teams that include recent (or not so recent) acquisitions: e.g. established corporate environments and more entrepreneurial cultures - how to blend and leverage the positives of these different environments and thresholds for taking risks."

-Dee McCrorey, Risktaking for Success LLC, U.S.A.

"After over 30 years in this business, I never thought I would run into this again. But, the 'I know a secret...' approach to management appears to be back. The approach is puerile, juvenile and totally counter to running a profitable business. But, apparently, some companies believe this is the way to run their organization. Oh well."

-A Learning Colleague, U.S.A.

"Dependency of I.T. on learning technologies (I.T. priorities not on learning)."

-A Learning Colleague, U.S.A.

"As the inevitable business cycle once again, sometime in the future, turns down and companies cut education, all that will be left is the cover-your-ass compliance stuff. I have to start building more of the important stuff like how to manage people and how to manage your own time into those courses so I can be proud of myself at night!"

-Tom Pears, Self-Employed, U.S.A.

"The post-war baby boomers are retiring in great numbers. Their collective knowledge, skills, attitudes and interpersonal expertise are the cement that holds this great nation together. I am worried that their retirement is not being planned for in terms of succession with abundant training, apprenticeships, and workforce development to replace the men and women who keep this great country moving. Seasoned workers retire and are replaced by rookies. The bean counters are running every business today. Even the

Company Culture/Structure

power industry is plagued by number crunchers that would rather be penny-wise and pound-foolish. When the lights go out, just-in-time parts will never be as readily available as spare parts which the industry used to keep on hand. When a master teacher retires, school boards hire first year teachers. The people who do the work are leaving and increasing individual productivity will not balance the massive loss."

-John Scassellati, Scassellati Education Services, U.S.A.

"Creating the infrastructure for multilanguage globally. In order to do this, you must set up bilingual support teams for each region in order to provide help to non-bilingual students. This is a huge task but must be done in order to provide education to everyone in the company. English-only systems create a class distinction between educated and non-educated employees. Staffing, budgets, and facilities require justification, usually by folks that are not really knowledgeable of eLearning and who have adapted to an 'English is our business language' mentality. This can make justification difficult."

- Bill "Red Dog" Martin, Proctor & Gamble, U.S.A.

"As a holder of a Masters degree in Instructional Design from UMASS Boston, I find one certain impediment to any type of needs analysis. This impediment keeps not only me up at night, but also, I'm sure, the employees of the company requesting the 360. To cut to the quick, I am referring to the never-ending mergers of large companies, such as Banks, etc. The 'new' company calls for a 360 while telling the newly acquired employees of every strata that 'we just want to streamline to grow.' The result is a demoralized workforce which is extremely hostile to any sort of 'oversight' by the professional responsible for such analysis. The resulting information gleaned during analysis from these employees gets largely skewed due to workplace atmosphere malaise: 'We know half of us are going to get pink-slipped, so why should we help you?'"

-Frank Campbell, Wellspring Adult Learning Center, U.S.A.

"What keeps me up at night is the insanity of business: doing the same things over and over again and expecting different results. What keeps me up at night is some people's idea that if there is a problem, training is obviously the answer - whether it is or not."

-A Learning Colleague, U.S.A.

"Recognition of the work that my unit undertakes as public servants working within a Police/Rank -based culture; lack of time and resources to fully explore flexible learning options for my organization; my team's professional development."

-A Learning Colleague, Australia

"Organizational buy-in: getting executives to commit to development options, not just pay lip service. Agreements sliding away into the distance - even written ones."

-Michele Haywood, Australia

"Management pushing training solutions in search of problems to solve."

-A Learning Colleague

"If shareholder value is more important than providing the people in a people business."

-A Learning Colleague, Germany

Company Culture/Structure

"Developing courses keeps me awake. I also worry about how to convert the 'support' for training into real action that takes people forward."

-Stephen Roberts, South Africa

"Working more collaboratively with the multiple independent and sometimes siloed training organizations that exist within a large organization."

-A Learning Colleague, U.S.A.

"Lack of information sharing between trainers and IT people - my experience is that IT puts up a lot of barriers rather than assisting with problem solving. Lack of understanding of the technology by top-level management - they have a perception that you can buy something off the shelf, plug it in and it should go! This leads to unrealistic timeframes and expectations. The 'ludite' nature of a significant portion of the workforce - reluctant users of technology. The potential to over-invest in a quickly changing area of learning and technology. The creation of a social environment for eLearning. I hope that all of these problems will be resolved: IT/learning will start talking the same language, eLearning and other learning will exist in a seamless blend so that learning is integrated into everyday work, and the MASIE Center will run a workshop in New Zealand!"

-Kelly Manning, New Zealand

"Getting the 'C' level to understand the value of education and learning relative to the impact on the bottom line."

-Steve Delcarson, New Horizons, U.S.A.

"Learners that are disinterested in training: they are exposed to training with enthusiasm and encouragement, and encouraged to go back to their workplace and use their newly taught skills. They respond with apathy, considering training a total waste of time. Why are their attitudes like that? What more can we do? How can attitudes be changed?"

-Robyn de Klerk, South Africa

"At what moment in time will HR/T&D people turn into business people instead of behaving like bookkeepers and/or risk-avoiding defense people."

-Vincent Perquin, Siennax, Netherlands

"What keeps me up at night is the expectation from businesses that eLearning does not require a serious investment in development."

-Jonathon Goodwin, U.S.A.

"How to get senior and middle management to view people development as more than a training event."

-A Learning Colleague, U.S.A.

"I actually have a small sign on my bulletin board that reads 'Five things that keep me up at night.' How can we move the training organization from a position of service provider to strategic partner? Why don't managers take ownership for ensuring that the associates in their organization are trained? What will it take for our organization to embrace eLearning?"

-A Learning Colleague, U.S.A.

"Lack of understanding among top management about available blended solutions."

-David Barton, U.S.A.

Company Culture/Structure

"Internal political wars with HR people who have inadequate knowledge of our roles in training people for the business we are in (pharmaceuticals). They insist on interfering and telling me how I will do things. EXTREMELY FRUSTRATING."

-A Learning Colleague, Australia

"I'm concerned that decision-makers in large companies will continue to promote eLearning as the best delivery method for all topics in business, even when it is not effective for certain subject matters."

-A Learning Colleague

"Managing the organizational change from solely in-person learning to a blended approach. Effectively evolving a more lasting organizational and individual culture of continuous internalization of ethical behavior."

-Beth I. Warren, WorkWorlds' Human Resource, U.S.A.

"We need to have a stronger cooperation between the U.S. and Europe for eLearning research and implementation (taking fully into account the cultural dimensions of learning, and some distance from the actual 'behaviorist' paradigm)."

-Marguerite Pezeril, Pole Universitaire Europeen, France

"The belief that great learning solutions are available without sweeping cultural changes throughout an organization."

-William Vanderbilt, CompTIA, U.S.A.

"The belief that we can continue doing things the same old way with the same type of results and continue to be rewarded for this. Lack of vision as to what really matters: too many times, I run into organizations that believe they are cutting edge learning groups, only to find that they have individuals who are only concerned about 'getting this off my desk!'"

-R. Spencer, New Horizons CLC, U.S.A.

"Making sponsors understand the difference between training and communication, and then delivering a product that is appropriate."

-A Learning Colleague, U.S.A.

"Two things: clients who presume training is the answer, and don't understand how it can't be, and clients who rarely deliver on their part of the project plan, expecting you to take up the slack and roll out the original date."

-A Learning Colleague

"Leadership keeps me up at night: many organizations feel that they have strong leadership, but when you really look at things, what they are calling leadership is actually management. Managing the day to day activities is a world away from exhibiting strong leadership. Without leadership, learning is many times just an afterthought or a 'necessary evil' that one has to budget for. Organizations with truly strong leadership see the learning function as integral to their success. They see the learning function as an asset, not overhead. So, what keeps me up at night is, how can we build leaders? How can we build organizations that look to the future and not just at managing the bottom line to decrease the impact of overhead. How can we get leaders to lead...not just manage?"

-Ron Sober, University of Michigan Administrative Info Services, U.S.A.

Company Culture/Structure

"How to increase the degree to which participants apply leadership skills on a daily basis. How to interest top management in supporting more innovative strategic development for leaders, and how to 'on-board' new executives."

-A Learning Colleague, U.S.A.

"Developing innovative ways to change a long-standing culture of lecture-based instruction. How to adapt existing materials into interactive training, quickly. Making sponsors understand the difference between training and communication, and then delivering a product that is appropriate."

-A Learning Colleague, U.S.A.

"Getting higher level management to provide support and commit resources to transform our eLearning system to better meet student needs. Training needs to be available when, where and how our audience needs it: chunked, tagged and searchable."

-Jakob Bayer, Hewlett-Packard Imaging & Printing Group, U.S.A.

"Ensuring that the mix of learning 'partners/technologies' is appropriate and that it positions us for future growth and success. Ensuring that we have the right people in the right seats to do all of the above."

-A Learning Colleague, U.S.A.

"How do we effectively help the organization (business areas and executives) understand and promote our learning department as a strategic business partner and change agent for their business objectives? I hear their support in conversation, but am not sure it's truly believed and promoted."

-A Learning Colleague

"Talent management and how learning plays into building and maintaining an effective workforce."

-Jamie Clark, Deloitte, U.S.A.

"How can eLearning be utilized within churches and ministry organizations to support the spiritual formation of today's computer-literate youth?"

-Tamara Posthuma, E-Church Essentials, U.S.A.

"How do I evaluate trainers and coaches to find the right online tutors for my learners? What makes a learning community thrive?"

-Corinne Wilhelm, Germany

"How to reinforce management and soft skills training to assist with the transfer of learning to job application."

-A Learning Colleague

"Generally speaking, there is not presently enough support for developing/applying eLearning standards, metadata, etc., for developing/applying accessible learning tools and content (i.e. for students with disabilities), or for open source projects, all of which are clearly 'the way forward!'"

-A Learning Colleague

"Our managers think it's very simple to create, deliver and support content."

-A Learning Colleague

Company Culture/Structure

"Creating a culture shift in the way my customers view learning. We are launching two major new programs that use an experiential basis (WBT and ILT driven) for learning rather than a 'tell' method. The operations groups are struggling with the theory and 'practical application'."

-A Learning Colleague, U.S.A.

"Making sure education and development strategies are aligned/linked to business strategy and that our learning/people strategies are right."

-A Learning Colleague, U.S.A.

"How do I change/convince a conservative, risk-adverse culture to take steps toward adopting technology-based training initiatives? This seems like something that would have been discussed 3 years ago; however, I can't believe that ours is the only organization out there with the same problem today."

-Ronald Cohen, U.S.A.

"Have we ensured that the wider operational context is an integral part of the training we are delivering to our trainees who are attending system training?"

-Declan Foley, Ireland

"Getting different organizational areas to cooperate (politics)."

-A Learning Colleague, U.S.A.

"I am concerned that our infrastructure is unproven and taking some pretty hard hits."

-A Learning Colleague, U.S.A.

"How do we combine strengths and create synergies from different functions while targeting learning objectives like workforce development, knowledge management, organizational effectiveness, business process, quality and management of change? How do we convince people that, to be most effective, looking around to understand what is going on around them is as important as what they do? How do we convince people that in our information overload era, who you know is more important than what you know? These questions are what keep me up at night because they imply some paradigmatic changes in the way we do work, and most people are way too busy to listen to them."

-Olivier Lavergne, Hewlett-Packard Workforce Development, France

"Identifying the importance of manager involvement in training expectations and follow-up."

-Michael Buttrey, Michelin Tire Co., U.S.A.

"It concerns me that some business professionals do not view training or learning organizations as vital to the 'business of business.'"

-Maureen Remeika, John Hancock Financial Services, U.S.A.

"Training always seems to fall by the wayside in tough economic times. It is the first item to be cut and the last item to be reinstated. The impact and value of training is not clearly understood and appreciated by those individuals in control of budget dollars. As a training manager, I am 'Up at Night' trying to develop methods to provide rapid deployment of high-impact training interventions that are recognized by those that influence and/or control the purse strings."

-Gary Clement, U.S.A.

Company Culture/Structure

“Effective management of learning strategies for the organization.”

-Jenna Papakalos, First Data, U.S.A.

“Getting long-term strategic developments supported within a quick-win environment.”

-A Learning Colleague, United Kingdom

“I work in the financial services industry. I am constantly amazed as to what organizations think is training material. Note to all - PowerPoint presentations are not the same thing as training material. PowerPoint is nice for an overview or introduction but lacks substance. What keeps me up all night is that this approach depreciates the service level provided to customers and creates the potential for enormous financial exposure for the organization; however, senior management continues to regard training as a nonessential department.”

-A Learning Colleague, U.S.A.

“What keeps me up at night is how many non-learning professionals are creating learning in my organization with no understanding of instructional design, no desire to measure business impact, and lack of appreciation of this discipline. Another thing that keeps me up at night is the lack of sharing practices in my organization.”

-A Learning Colleague, United Kingdom

“The absence of a true dialogue at all levels: organizationally and politically. The lack of understanding among people and the subsequent assumptions that create barriers to problem solving.”

-Caesar Taormina, U.S.A.



Chapter 5: Educators Have Worries Too

While most of our comments are from learning and training professionals in corporate settings, we did get some very targeted late-night challenges from our colleagues who work in secondary and higher education school/college settings. Some of their comments are integrated into the other sections, but here is a cross sample of their unique issues:

- Range of student needs
- Methods of learning systems in higher education
- No money, no budget and no resources
- Most effective tools and methods for learning

"The challenges of universities and corporations working together constructively as a positive force for economic and workforce development in this country. It could be a tremendous asset, but for the most part, it is the 'Great Divide.'

-Susan Bray, New Vistas, U.S.A.

"Getting buy-in from our administration for wireless technology for teaching and learning, retaining qualified faculty to teach CURRENT tech skills, and finding the money for professional development so that our faculty can remain CURRENT in the technology - much less cutting edge."

-Nanette Stillwell, Pitt Community College, U.S.A.

"Having to reprimand students who are not responsible and are in danger of failing a course. Students who lie or cheat. How to enable students to be motivated without having to be their parent."

-A Learning Colleague, U.S.A.

"Late night/early morning awakenings, for me, are usually associated with curriculum adjustments, exercise continuity, and new ideas for courses and exercises reinforcing learning. Additionally, these situations occur prior to budget meetings, curriculum certification inspections, and altercations with students or faculty."

-Rhamy Morrison, U.S.A.

"Trends in demographics, the economy, the environment, in learning, politics and technology."

-Terry Calhoun, Society for College and University Planning (SCUP), U.S.A.

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"I lose sleep worrying whether I can, as an educator, successfully stay abreast of those in the field actually doing the job for real. All educators are (at least) bi-professionals, with lots of conferences to go to, lots of books to buy, etc., etc. So, can we ever stay ahead and be relevant or are we (as they say here in the UK) 'on a hiding to nothing?'"

-Derek J. Smith, University of Wales Institute, Cardiff, United Kingdom

"The increasing fascination with technology that replaces teachers with computers, the lack of fundamental preparedness in primary and secondary schools that results in students who are less capable of post-secondary work at a true post secondary level, and regulations put in place by aged plutocrats who no longer teach or train that force faculty to rely on technology to get around the regulations, thereby increasing the importance of my first point."

-A Learning Colleague, U.S.A.

"What keeps me up at night is wondering how to connect students with services on campuses when they are at a distance. Are institutions listing all of the necessary connections on their Web sites, like contact information for accommodations and academic contacts? When a student has questions and concerns, can they easily find where to ask, or who to ask? When you are on a campus, you can walk through the door to find a person, you can search from a paper directory, you can stop someone and ask them. What doors are our distance students walking through? What do they look like? They are Web doors and email doors and phone doors. Are they getting their questions answered appropriately? Do they know how to grieve a difficulty? Are all of the institutions legitimately helping students learn or are they just out there to make a buck? This keeps me up at night."

-Cheryl Michie

"What can I do to make up the deficit in core skills that graduates of the public school system (secondary and post secondary) have in fundamental writing, listening, and reading skills? More importantly, why are these skill levels declining with each new class entering into the workforce while education costs continue to rise at multiples of the inflation rate?"

-A Learning Colleague

"The abysmal writing of the students in my courses - and of professionals!"

-A Learning Colleague, U.S.A.

"Where are all of my students who called for information but never actually enrolled? I know there is a HUGE need for industry services; I've advertised those classes but no one is enrolling. Should I really go door to door and hand out flyers to make my program grow or is it just going to be another marketing effort in vein like the other 3 projects I've approved? I need to find a better LMS, one that I can afford. Where's the state leadership? Which part of 'this is uncharted territory,' 'you may not have any students at all,' 'we're the first in the state' and 'I need you to be flexible' didn't these teachers grasp? How can I get office supplies to all of my teachers without having to meet with them due to time constraints? How can I utilize our accessible TV station to improve on eLearning? How on earth can I reach the target audience of computer illiterate students with the TV station and the internet-I have a TV station but no one to produce the shows! I don't have enough policies and procedures in place to run a virtual school, which is already open and running. Where can I get better qualified online instructors? How can I better train my online teachers and how can I

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stay in touch with them more often? They want f2f, I want web IM! The fact that my teachers want more f2f tells me they are not really good online teachers."

-Lisa Paez, School District of Palm Beach County, U.S.A.

"Decisions on teaching and the impact of student learning being directed and resolved by persons that have no teaching experience. How does one convey to these non-teaching professionals the importance of the topic?"

-A Learning Colleague

"What commonly keeps me up at night are fretting about being absolutely current and knowledgeable about the subject area/skill(s) I am about to teach to the faculty in our community college, and worrying about the 500 out of 2000 things I did not accomplish the day before."

-Gail Allan, Algonquin College, Canada

"That young people in other countries are learning and training at a faster pace than young people in the U.S.A. We need to do better for our young people. That is good for everyone."

-Wade Dyke, U.S.A.

"Did I make the right LMS choice? How can I meet deadlines in rolling out a system when I don't have any control over the IT resources and limitations? My vendor has recently merged with another - will they maintain the flexibility in their product that I need/want? How can I grant access to my system to people even before they are entered into the HR system that I take a feed from? How can I keep expectations in line? What about scope creep? Will the learners hate the new interface even though it will improve their registration process and itinerary? How can I really train these users? How do I get buy-in to the LMS? Do I really need an LCMS? How much storage do I need for future online learning and on what platform?"

-A Learning Colleague, U.S.A.

"The curriculums today's U.S.-born college students are engaged in. There is a significant decrease in U.S.-born students enrolling in Science and Math-based degree programs. The number of U.S.-born students enrolling and graduating with Engineering degrees has substantially declined. The culture has changed to look for ways to make quick bucks and more of them. How do we make studying the sciences, mathematics and engineering courses more exciting to ensure that the U.S. develops products that make us an exporting country rather than an importing country?"

-Ronald Krisak, U.S.A.

"Being able to motivate my students without having to entertain them - shifting the paradigm from school 'work' to school 'progress.'"

-Shanon Sims, Travis High School, U.S.A.

"Not meeting the needs of my students, not being organized enough, planning too much material, overestimating the capabilities of my students, not having enough time in the day to plan, offering enough in-depth information so that students can learn the concepts, and making learning fun for all."

-Fredele Zouzounis, Sonoma Valley High School, U.S.A.

Educators Have Worries Too

"After being a HS educator for 27 years (choral director), what impact can I continue to have on students who have a tendency to 'blow off' commitments to educate themselves for a successful and fruitful future? Even in my discipline, I try to show them the importance of technology in their lives and the need to develop a love of/passion for lifelong learning."

-John Fallon, Walhalla High School, U.S.A.

"How I can improve learning outcomes by using more interesting IT/computer presentations in my classroom that satisfy students' needs and give them the feeling that they get more from me as their teacher than other teachers?"

-David Gillingham, Griffith University, Australia

"How do we shine the light on our community colleges and share our expertise in instructional technology and online learning with national and international, private and public entities? As an academic institution, we are committed to providing our faculty with the latest technology for delivery of coursework, whether on-site or online. We provide training and support and have built an impressive cadre of experienced faculty with technology delivery skills in numerous areas. There are students out there who can benefit from these skills. How do we expedite matching these students with our programs?"

-Ann Marie Murray, Hudson Valley Community College, U.S.A.

"I worry that teachers do not establish a personal culture of continuous improvement."

-Gordon Dahlby, U.S.A.

"Will the balance of traditional 'going to class,' providing 'face to face' experience in teaching and learning, where effect and affect are immediate, be transferred to the learner in the newest reality of distance learning technologies, specifically through the use of true holographic imagery of the sender being brought into the learning environment of the 'distant' student? A special projector is needed, which now costs \$7,000 (the price of the VCR once upon a time). Surely that will be reduced to the price of a web cam or 'web-to-live' projector just a few years from now."

-Michael Pelitera, Indian River Community College

"For several reasons physical learning environments in schools are changed. We hardly know or investigate the best ways to support the learning process through modifying physical environments."

-Paul Grooten, Windesheim, Netherlands



Chapter 6: Keeping Current/Relevant

Learning professionals have to be constant learners themselves. So, many of you stay awake at night either learning or worrying about not having time to learn. Here are some of your "staying current" issues:

- Maintaining a working knowledge of the latest and greatest technological advances
- Keeping current on the actual best practices
- What works and what doesn't
- Trends in learning: how to stay current and face the future

"How to continue to stay relevant and keep my audiences engaged."

-Sheila Bell, Sheila Bell Seminars, U.S.A.

"The training industry becomes more irrelevant every day. Most bosses use training to assuage their accountability for developing subordinates. It is the easy way out and doesn't make a difference. Far better to give a subordinate a challenging assignment and get them a coach to help them complete it. I believe that the only training that will survive is specific task training...how do we design a control system or operate PowerPoint software. So-called soft skills training will go the way of the dinosaurs. I don't know what percentage of the total industry my comments represent, but I'm guessing that it is substantial."

-Hank Epstein, The Quality Coach, LLC, U.S.A.

"Staying ahead of the curve on emerging technologies that will help speed the delivery and absorption of learning."

-A Learning Colleague, U.S.A.

"How people learn about our products is changing drastically (Googling, blogs, IM, etc.) and I'm not sure that we're keeping up."

-Dick Carlson, Microsoft, U.S.A.

"Wondering why the gap between what we should be doing (supporting learning and performance in ways that meet business needs) and what we do (the same old stuff) continues to persist."

-Steve Villachica, DLS Group, U.S.A.

"The amount and pace of change: there is no option to get things right and also ensure that the team is aligned."

-A Learning Colleague

"eLearning is now culturally accepted and demand is skyrocketing: keeping up with the demand concerns me."

-Jeremy Smith, Herman Miller, U.S.A.



Keeping Current/Relevant

"There are many new learning opportunities in spaces such as gaming that really need to be better defined. Scoping and pricing these projects is challenging."

-Nicholas Bird, RWD Technologies, U.S.A.

"I've always prided myself in my ability to embrace new technology but I have no idea what it would be like to grow up with it. I worry about appealing to the next generation! Will eLearning become a boring fact of life for them? What does my low-tech upbringing bring to the table? How do we keep learners engaged when there's no more 'Gee Whiz' factor?"

-Sally Zuhn, COUNTRY Insurance & Financial Services, U.S.A.

"How to keep up with technology when it comes to eLearning. There are so many new, improved tools out there that it's difficult to know which way to turn and when to purchase something, truly knowing that you're moving in the right direction with the right tools."

-Karen Frederick, Utica National Insurance Group, U.S.A.

"The migration of training from a transactional/event approach to one that's truly consultative and highly tailored. What's the next version of eLearning look like? Has performance support been the 'sweet spot' all along? What does the next generation of certifications look like?"

-Bob Mosher, Microsoft Learning, U.S.A.

"The thought of getting my instructors to buy into a blended learning concept: in theory, they are all in favor of the approach, but in actual application they all fall down and revert to the traditional approach in fear of losing control."

-David Evans, Richmond Police Department, U.S.A.

"Am I falling behind? Will my work be appreciated? What is the competition thinking up while I am producing and possibly stagnating: what is the shelf life of my work?"

-Jim Bates, Boeing Airplanes and International Ski Federation, U.S.A.

"I'm an instructional designer in the training department and I'm concerned that I have had very limited exposure to eLearning. My department is now discussing an e-environment in which to move some of our training. Although I have a Masters in Instructional Technology, I have only a couple of small eLearning projects under my belt. How do instructional designers prepare for this change?"

-A Learning Colleague, U.S.A.

"Trying to keep up with all of the changes in the training field and struggling to be knowledgeable so that I can best advise my clients. Also, thinking about business development opportunities."

-A Learning Colleague, U.S.A.

"Surfing over the Internet to search for 'knowledge.'"

-Helen Ma, New Glory Consultants Limited, Hong Kong

"Keeping up with technology and changes as rapidly as they happen; beginning to utilize simulation software and develop online modules as supplements to our training services."

-A Learning Colleague, U.S.A.

Keeping Current/Relevant

"The frustration that simple PowerPoint-like presentations tagged to quizzes focused on rote recall remain the technique of choice in eLearning. Even with alluring animation and multimedia, eLearning is stultifying, and the probabilities of making an impact on the user are low. Why is it taking so long for the industry to move away from the 'tell and drill' approach? What will it take to hurry it along?"

-John Cleave, Experience Builders, U.S.A.

"How in the world can I keep up with all this changing technology? I now must become an expert in keeping up with the latest and greatest, which is an ever-moving target. A stellar trainer now needs to be a quick study as well as have great instructional design and online and classroom delivery skills. I'm doing it, thankfully, but the years of coasting are long gone."

-Jean Marrapodi, Private Healthcare Systems, U.S.A.

"Nothing really keeps me up at night; however, a concern that does not actually interfere with my sleep is my concern to keep up with technology personally and my own professional development. How do I improve my skills in an academic culture that seems to pay lip-service to professional development, but frowns on someone using work time to improve skills?"

-Art Crawford, U.S.A.

"It seems that, year after year, we continue to talk about the same upcoming changes and methodologies in training, but the horizon doesn't get any closer. What keeps me up at night is not knowing when to make the investments needed to provide the products/services I continue to hear will be needed, and when potential customers will be ready to engage them."

-Kevin Brice, MeasureUp, U.S.A.

"The fast pace of change has accelerated the speed of process analysis, performance consulting, the creation of appropriate interventions and rolling out training (if it is needed). Targeted staff are immersed in information and can't attend to all the details that would help create better performance."

-Dena Stevenson, Tier One Bank, U.S.A.

"One of my concerns is trying to stay updated in relation to the innovations of technology. Another is to try to transmit that knowledge to my students in an interesting way; that takes time to prepare. Every year, even if the contents stay the same, I always review my lecture material."

-Ana Paula Afonso, Iscap, Portugal

"Keeping up with technology and influencing the organization to do the same."

-A Learning Colleague, U.S.A.

"Keeping updated on the latest advances in 'train the trainer' and facilitator techniques (A great help is the Internet to download ideas and new materials)."

-Alejandro Phelts, Despacho de Alejandro Phelts, Mexico

"Not enough time to keep up with all of the learning and information out there. Your TRENDS is uniquely the only thing that I read consistently - perhaps because it is the right length, or because it is the most useful. The things that keep me up at night are all of the things that I don't know about and should know about. Too much of my job is about putting out fires and dealing with the thing that is right in front of me. As learning

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professionals this must also burden our learners/target audience. How can we help with this information overload and help our learners not have this same fear? What can we be doing in our design approaches and solutions to not make this an issue for our learners?"

-A Learning Colleague, U.S.A.

"Are we (learning) agile/flexible enough to move at the speed of business and support its needs?"

-A Learning Colleague

"What keeps me up at night is whether the course I've planned or am teaching is current. With things changing as rapidly as they do, I'm often afraid that the 'cutting edge' information in the course has been replaced overnight, especially because I work with agencies that seem to adopt 'new ideas' at the drop of a hat."

-A Learning Colleague, U.S.A.

"Wondering if there is anything else I could have done...Or what I could have done differently!"

-K. Trickett, Polar Bear, Canada

"I worry that I don't know as much as people think I do; that I don't know as much as I think I do; that I don't know as much as I should."

-Robert Fatula, US Food and Drug Administration, U.S.A.

"Discussions with others on their training/learning needs/opportunities stimulate so many ideas based on over 25 years in the eLearning industry. Where does one focus one's attention? Which is the best business opportunity, both for oneself and for training/learning in general (as seen by an ardent me-learning advocate!)"

-Colin Mansell, ICUC Limited

"Is the effort I am putting into the design and implementation of an eLearning strategy going to be worth it? What don't I know about training and development that I should know?"

-A Learning Colleague

"The inability to keep pace with the technology. Technology in education is spreading so rapidly and in so many directions (kind of like nuclear fallout!) that it's impossible to keep up."

-Terry Hancock, Soldier Support Institute, U.S.A.

"Wondering how I'm going to stay on top of the rapid changes in learning technology."

-A Learning Colleague, U.S.A.

"In a good way, wondering what new advancements/technologies I can use to expand or improve my next project."

-A Learning Colleague, U.S.A.

"Providing performance support and learning that is on-demand, effective, and relevant to the requestor is getting more and more complicated to manage effectively."

-Dave Dondero, U.S.A.

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"How do I stay abreast of-and best utilize-all of the new technology and instructional trends in the learning field while also staying focused on business goals and results?"

-Ray Stevens, Staples, U.S.A.

"The future of virtual studies, students, teachers and educational institutions. The transformation of institutional organization and administrative structure. Which is the next educative and eLearning business?"

-Carlos Biscay, e-ABC, Argentina

"The act of discovering something exciting and profound that stimulates my thoughts and gives me the sense of accomplishment and comprehension of something that I have never thought of before. Also, the introduction to a new idea or direction of thinking that would help me in life gets me motivated to keep burning the midnight lamp."

-Tony Thomas, Oman

"Keeping up with industry latest trends and researching new ideas for product development."

-Catherine Ng, Angliss Multimedia, Australia

"Surfing the net for both personal and professional enrichment."

-Francis Tong, Singapore

"The thought that lots of us are recreating what someone else has already done but we don't know it."

-Dennis Macnamara, AShareNet, Australia

"Two things regarding the mass amount of product technical training on a variety of security and communications products: are we teaching the latest version or revision, or did the vendor/ engineer get it to the field and bypass us, and is there something out there I'm not aware of that I should be taking advantage of (rather than flying 120 people a week to a certain location for instructor-led training)? We do eLearning, and we do webinars, but sometimes they just aren't as effective as instructor-led..."

-A Learning Colleague, U.S.A.

"THE NOISE: written anecdotal rubbish that argues that it is globally applicable 'solid research' on eLearning, especially stuff from the U.S. that still focuses on content issues. We need more balance in discussion from a global, contextual point of view. We especially need more rigorous debate from the corporate, not school-oriented, viewpoint and increased realization that infrastructure is still a major issue across Asia/Oceania."

-A Learning Colleague, Australia

"From an Australian perspective that looks at job-focused (vocational) training rather than broader educational issues, what keeps me up is the work required to comply with a constantly evolving regulatory framework: registration to train, audits of training quality, national training statistics, professional development of staff in line with such changes, competencies that are nationally accredited for only 5 years (therefore, they are up for industry review from the three-year mark onwards), leaving little time to bed-down a system before the next change comes."

-Ian Pfeffer, Australia

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"Keeping up with a curriculum that is constantly changing."

-Daniel Birch, U.S.A.

"Technology: I worry that my skill set is looking more 'IT' than 'trainer'."

-Janet Clarey, Utica National Insurance Group, U.S.A.

"Continuous learning to facilitate staying on top of trends in this disruptive knowledge era."

-Beth I. Warren, WorkWorlds' Human Resource, U.S.A.

"Attempting to keep up with technology and then being able to use at least some of it (ex: sound/video) to deliver quality learning events to the masses quickly over limited server/bandwidth situations."

-Kris Wilkerson, COUNTRY Insurance & Financial Services, U.S.A.

"Technology and learners continuing to evolve at different rates."

-A Learning Colleague, U.S.A.

"How to hyper-rapidly get ourselves up to speed to understand, meet and anticipate the needs of our organizations in regards to learning, people development and performance support. (eg. How to assist with change management in the organization, how to produce flawless launches to customers, how to quickly clarify what the company needs, and how to maintain knowledge of the various products available from providers in order to match the right product to your need)."

-Mary Ellen Albritton, Dana, U.S.A.

"...not knowing what we don't know."

-Dawn Kuhn, Trader Publishing Company, U.S.A.

"My next eLearning-strategy update that I have to submit to my CEO - He is going to think we are stuck in a time-lapse because I'm telling the same story as I did in 1999, 2000, 2001, 2002, 2003..."

-A Learning Colleague, Germany

"Are the people who need it most getting the training they should? How do we make learning more transparent, and therefore, more relevant to our people? Why can't we deliver more and deliver it faster?"

-Gary Harris, Wegmans

"Are we as effective as possible in our learning efforts - do they drive business results, build capability and help the individual and organization be successful? Can we make eLearning truly global and truly effective?"

-A Learning Colleague

"Not having current information/trends to work from in specific fields. I train across an enormous range of areas and keeping current and relevant is the greatest challenge. I am hoping that the new eLearning options will help with keeping at the cutting edge in my training development and delivery."

-Ray Moos, Moos Holdings Pty Ltd, Australia

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“Learning new technologies: incorporating video, animation, sound and graphics into my authoring tool. Keeping up with the market in case we need to upgrade to other applications.”

-Diane McCullough, Blank Rome LLP, U.S.A.

“Relevance of our initiatives to what the business needs.”

-A Learning Colleague, U.S.A.

“There just aren't enough hours in the day for me to do the work I need to do and try to keep up on the latest trends in eLearning. If we do catch a wave on something that's new and exciting, by the time it gets tested and approved for use on our large government networks, it may already be outdated.”

-Ann Edmiston, U.S.A.

“What keeps me up at night is how to best keep up with the developments in mobile learning, and what the best options are for our population.”

-JoAnne Meise, Target, U.S.A.



Chapter 7: Time & Resources – Quality vs. Quantity

Ah, the ole stress between quality and quantity. Give us a lot and give it to us now...oh, and with almost no resources. So, what is new? Well, that ongoing conflict keeps all of the learning and training community awake at night. Some of your key worries include:

- Limited financial and human resources
- Managing simultaneous projects with no resources
- Reducing staff and outsourcing
- Rapid Development expectations
- Does fast and worldwide mean lower quality
- Does e-Learning that is low-cost mean sacrificing quality

“Getting everything done on time and on budget without upsetting customers. It seems customers want everything done as inexpensively as possible, and I have to manage a customer's desire to meet a deadline using as little funds as possible...but at the same time, I have resource managers who want to do everything ‘by the book.’ And although I applaud their desire to do the right thing, many times customers don't want to pay for the right thing: they want learning done fast and on the cheap.”

-A Learning Colleague, U.S.A.

“Clients who think that inexpensive approaches that result in performance change are inferior to expensive bells and whistles that transmit content.”

-Sivasailam Thiagarajan, The Thiagi Group, U.S.A.

“What keeps me up at night is when management refuses to acknowledge the need for a detailed Front-End Analysis and Requirements Document. Instead, they just want the lesson done on this [a certain] date. It seems like it is not important that the lesson doesn't meet the actual training requirement. But, of course, since the customer didn't clearly state what the requirements were/are, we build what we think we can give them by the time required. I wish that we could spend more time developing a Front-End Analysis and Requirements Document that addresses the training need.”

-Joel Courtemanche

“Things I should have done, but have not yet gotten to - they could be work-related, family-related, or just some commitments in my life that I haven't met.”

-A Learning Colleague, U.S.A.

“Although I wouldn't say that I necessarily lose sleep over it, a concern of mine is the richness of communication (or lack thereof) when dealing with technology-related media. While tools like CBT's are convenient, I find that their effectiveness is often quite inferior to instructor-led training. Furthermore, this problem is not limited to just training-related communication. Increasingly, we must rely on technological tools such as email, listservs, text messaging, and the like for day to day communication in our jobs. These less rich methods of communicating lead to more misunderstandings

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and misinterpretations. Each has its place, of course, but it seems that we are trading quality for quantity and speed when we use these technologies for communication.”

-A Learning Colleague, U.S.A.

“Being able to fit all the training needed in the time allowed. Being pressured to complete students against my better judgment.”

-A Learning Colleague, U.S.A.

“A lot of internal customer pull for services but...limited time and resources to provide them. Not transitioning (fast enough) the OD & Training department (all of HR?) to a ‘performance improvement’ function. We’re still pretty much focused on producing or otherwise managing ‘classroom events’ without strong connections to business goals and with little measurement of business impact. ‘Production is king’ so things like thorough training get sacrificed.”

-Bob McIntyre, U.S.A.

“What keeps me awake at night is wondering how we’re going to get all of our work done. I am in charge of professional development for a medium-sized, nonprofit association, and our mission is large but our staffing is quite small for the job that we do. I am concerned about the impact of this on my staff as well as myself. Talented and dedicated people are attracted to a work environment filled with other talented and dedicated people - my organization is lucky to have that. But, too-lean staffing can damage and discourage talented and dedicated people. That is a huge concern to me.”

-A Learning Colleague, U.S.A.

“How I can provide what learners need, when they need it and in a format (or via a medium) that’s palatable to the IT mentality? Three - five day classes just don’t do it for them anymore and to go this route seems like an increasingly large waste of time, money and resources.”

-A Learning Colleague, U.S.A.

“Attrition/dropping out.”

-Joe Connolly, Conewago Blended Academy, U.S.A.

“My ongoing challenge is ‘right-sizing’ a training department to ensure adequate capacity to respond to clients’ training requests and meet revenue goals. Striving to attain revenue goals when understaffed leads to burnout, which leads to turnover...but over-staffing leads to low utilization, which leads to down-sizing.”

-A Learning Colleague, U.S.A.

“With a target of launching a single enterprise LMS by October that will replace multiple legacy systems, I’m concerned that all resources will be applied to implementing technology while people readiness and process engineering will be neglected. I’m afraid that technology is the tail wagging the dog on this one.”

-A Learning Colleague, U.S.A.

“The large disparity among eLearning consumers between what they think it takes to create rich, engaging, and relevant learning and the actual effort and talent involved.”

-Bryan Menell, Fusion Learning Systems, U.S.A.

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“The huge gap between the learning people say they need/want and the amount of effort they are prepared to make in order to achieve results.”

-Steven Baldwin, Elingua, Spain

“What keeps me up at night is keeping up with the pace of change in the company where I work. The continual exercise of doing less with more, and doing it faster and cheaper, gets overwhelming. While my immediate supervisor is sympathetic, there seems to be no one ‘pushing back’ up the organizational ladder on behalf of the training developers doing all the work. At my company, this results in a cycle of ‘fire drills.’ One is forced to rush through the design and development process (forget needs analysis!), only to learn that the project has been shelved for reasons which could have been avoided had proper planning taken place.”

-A Learning Colleague, U.S.A.

“Lack of accountability! [A great deal of] money is spent on technology and people still don’t know how to use it. Why is it that there is money to buy the stuff but never enough money or time to learn how to use the technology to work more effectively?? After all, isn’t that why we bought it?”

-Linda Dixon, Aramco Services Company, U.S.A.

“Constant pressure to produce eLearning faster at a lower cost and having to learn new software on-the-fly as the project allows no time for learning new things.”

-A Learning Colleague, U.S.A.

“Having the time to develop and implement the right strategic plan, because we’re too wrapped up in tactical issues and artificial deadlines.”

-John Halquist, Hastings Mutual Insurance Company, U.S.A.

“How to reconcile the role of enhancing human performance to war fighting objectives; specifically, the moral dilemma posed by being in the training industry and how advancements in learning technology enable superior decision making capabilities on the battlefield. I think that our nation’s resources and our collective brain-trust in advancing learning could be better spent on solving many other world issues, which could in turn...reduce the need to use learning technology for military preparedness and/or aggression.”

-Sandy Gazdyszyn, Raytheon Technical Services Company, LLC, U.S.A.

“[Constantly] figuring out how to develop learning events cheaper, faster, and better.”

-John Wishall, U.S.A.

“Last night I was up thinking about work. I was planning out deliverables and strategies for my latest Instructional Design project, thinking about the job interview I need to conduct today, and then trying hard NOT to think about all that and get to sleep. Most of the time I can’t sleep because I’m trying to solve some challenge I’m facing at work, mostly around how I’ll find the time to get it all done by the deadline!”

-A Learning Colleague, U.S.A.

“The Big Truth: managing family and relationship obligations without negatively impacting my professional or personal life!”

-Dean Waters, Saratoga OnLine/Spa.Net, U.S.A.

Time & Resources – Quality vs. Quantity

“Being able to deliver a quality product to my clients with...constrained budgets and decreased timelines.”

-Mary Meadors, U.S.A.

“Attempting to manage our intellectual property is keeping me up at night. Our company started with two online courses - we are now up to 15, with 6 additional courses in production. As a result, my SME’s, ID’s, and writers are constantly at risk of rewriting information that has already been produced. Developing a content management system is now my priority.”

-Giavona Genest, National Notary Association, U.S.A.

“Mostly time zone differences with colleagues in Japan and Asia Pacific! Tools...are great for eMeeting, but still - there's that time zone difference. I find myself up (literally) late at night and early in the morning to work with them.”

-Ellen Browne, Novartis, U.S.A.

“Increased demands/expectations imposed upon fewer people. The precarious role of the knowledge worker within the short-term results environment of our industry.”

-Laurence Cowles, U.S.A.

“Trying to figure out how to focus my time and attention on the most important areas. As our company changes rapidly, some of the basic blocking and tackling of training gets left behind.”

-David Savage, U.S.A.

“The Catch-22 that there are things we can do to make our processes and organizations run more efficiently, but those things rarely rise above the priority level of whatever other project/product is hot at the moment. I frequently find myself saying, ‘If I had a little time to automate this, it would save a lot of time over the upcoming year,’ but I never even have that little time to do the automation.”

-Christian Lee, U.S.A.

“Professional staff development at the middle grades in corporate America seems to be growing in importance, but diminishing in quality. The move seems to be towards quantity rather than focused results.”

-Ron Ryan, U.S.A.

“Technology versus content. Tight deadlines on products that are not complete.”

-A Learning Colleague, U.S.A.

“Usually I am thinking about the next step in the process on what ever project I am working on. Sometimes a thought comes to me at say 11:00 pm; then I need to get up and write it down or I will just lie awake and think about it and even start to develop it in my head.”

-Eulinice Clarke, Wells Fargo Financial Canada Corporation, Canada

“How to spend every dollar to maximize the return not just financially, but in employee engagement and perceived value.”

-A Learning Colleague, U.S.A.

“Making deadlines after being squeezed by the developers.”

-Susan Weingarten, CompuTech Training Solutions, LLC, U.S.A.

Time & Resources – Quality vs. Quantity

“How can we get done all that we need to do and how do we incorporate eLearning into the mix to best capitalize on everyone’s talents?”

-A Learning Colleague

“Too many demands from the business placed on too few Learning and Development staff.”

-Jake Edmondson, Memec, U.S.A.

“...adoption of a new tool...causes us to ‘re-design basic content’ rather than invest energies into developing/improving strategies and improving content based on prior evaluations. I get caught up in the WASTE of valuable time and people power. Although I use the opportunity to address some of the ongoing concerns, it is often a redesign ‘black hole.’ The decision regarding the massive change is often out of our control but we must comply.”

-A Learning Colleague, U.S.A.

“Certifying competency - not learning. How do we develop scalable, financially viable, valid certification programs in tandem with business speed-to-market?”

-Dean Brown, ACT, U.S.A.

“Producing training content that is on target for the learning audience...within the short timeframes set by our client.”

-Kim Klomparens, Wachovia, U.S.A.

“Lack of time!!!! I wake up at night wondering how I am ever going to finish developing training for an application that is still in development itself! Each delay in the completion of this application is one more sleepless night for me as I worry over the loss of time I have for developing the training (wouldn't it make sense to delay the roll-out of the product instead of just decreasing the amount of time for developing training???? I say yes!).”

-Kristin Broggi, U.S.A.

“When I have multiple priorities, all of which have short turnaround times, all of which have been identified as high importance - and I haven't finished any of them! That's what keeps me up at night.”

-A Learning Colleague, U.S.A.

“Sometimes I worry about internal politics, but mostly I worry that I'm not going to be able to get everything done.”

-Connie Broughton, WashingtonOnline, U.S.A.

“The continuing pressure from managers to develop individual contributors in less time. Two-day workshops are condensed to one day. Once they become one day, how can we do it in half a day, etc. Yet, managers are expecting the same results - go figure!”

-Sandra Cipriani, U.S.A.

“Now that we have all this wonderful online content in English and a new LMS that supports our local languages, how can we quickly translate our English content into our 9 local languages???? Not only quickly but cost effectively????”

-Kim Pretzer, Dow Corning, U.S.A.

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“Day to day ‘omigawds’ are not an issue. What gets me the most is the continuing expectation that I should be running a world-class learning department with hardly any staff...The expectation is Performance Management, the resources dictate Order Taking.”

-Shirley Boxem

“We're a small training and support area and don't have the resources or manpower to assign someone to a specific project. We do everything ourselves.”

-A Learning Colleague, U.S.A.

“I am concerned that student financial aid for adult learners is woefully lacking and that with a relentless growth of...this population...[coupled with] the nation's critical workforce shortages, our learners and our country are in serious danger of falling behind globally.”

-Susan Robinson, American Council on Education, U.S.A.

“Globalizing courses (translation, cultural issues) - quickly and cost effectively. Fast-to-market learning solutions.”

-A Learning Colleague, U.S.A.

“The increasing trend of designing 'simple, fast, and entertaining' content to mirror what we see on television vs. more in-depth and appropriate learning content. TV implies most of life's problems can be solved in 30 or 60 minutes, or at most in a two-hour special. We all know life is not that simple.”

-Tom Forster, Skywalker Properties Ltd., U.S.A.

“Whether I'm making the right purchasing decision on training resources - courseware, software, instructors, etc.”

-Raymond Moy, U.S.A.

“Lack of tech support for eLearning activities.”

-A Learning Colleague, U.S.A.

“I always wish there was a better way to provide training rather than the corporate mentality of 'just in time' training. I try to find more meaningful ways to share the material, but am so pressed by the outlines that I often feel as though my learners aren't getting the best possible training. There has got to be a better way to balance budget and training needs into a win/win situation.”

-Tzipora Katz, Online Consulting, U.S.A.

“Insufficient knowledge about the learners, last minute changes and non-adherence to simple I.D. principles by the client: all require re-work.”

-A Learning Colleague, India

“Too much work, too little time...work-life balance, funding. eLearning infrastructure: tools, policies, processes, support.”

-Dawn Adams Miller, Microsoft, U.S.A.

“Companies are increasingly under pressure to reduce costs to remain competitive, increase profits, and increase (apparent) productivity. Unfortunately, early cuts are almost always in training, including 'compliance' training. As a result, safety, health and environmental training professionals are seeing a disturbing and increasing trend

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in the use of training methods that often are...inappropriate and not in compliance with federal regulations and standards. Substituting videos, on-line, or computer-based training for knowledge-based learning is fine, but much EH&S training absolutely requires hands-on training, exercises, and evaluation by an expert instructor who is physically present. Otherwise, the workers, the public, and our environment are put into harms way. Anyone (or any company) who does not believe this need only study the post-incident investigations of major industrial accidents, which almost always identify ineffective or total lack of appropriate training as one of the major causes of the accident. Increasing profits and productivity are worthy objectives, but not at the expense of life, limbs, and environmental degradation."

-Charles Richardson, National Environmental, Safety and Health Training Association, U.S.A.

"Employee relations issues, major project deadlines, major policy issues & questions, employee selection and development issues...[including] coaching and conflict situations."

-Jim Lopp, Texas Parks & Wildlife Department

"Barriers to eLearning: there are still huge hurdles to overcome to ensure employees really get value from the investment in eLearning made by organizations. Do we really know what these are and how to address them? Learning in new ways is a significant change for most people and companies: my concern is that it will take far longer than we anticipate for organizations to really change - therefore the rewards for our investments now will not be delivered for some time to come."

-Claire Hamlin, BP, United Kingdom

"That companies still seem to neglect the benefits of knowledge sharing and keep cutting down on budgets for learning."

-Ulrich Barslev, Læringsshoppen, Denmark

"How to provide more professional development in a timely fashion to professionals who already have a busy schedule. After initial training, how to provide follow up...as needed: q and a, especially for the reflective thinkers and those who have not yet delved into the technology."

-Lucy MacDonald, Lucyonine, U.S.A.

"Constantly trying to justify training value in real dollars."

-Scott Trefren, U.S.A.

"What keeps me up at night is worrying about how to meet all the requests for new learning while at the same time support the existing offerings, both ILT and online. People want more and more options, and they don't seem very willing to give anything up."

-Ginny Dodson, U.S.A.

"The constant 'put' on us...more courses...more courses...more courses. Push the envelope...push the envelope...push the envelope."

-A Learning Colleague

"Resourcing - there is high demand and low availability for people skilled in I.D. AND eLearning AND LMS."

-A Learning Colleague

Time & Resources – Quality vs. Quantity

“Have I dropped any of the myriad details involved with training?”

-Susan Goodman, U.S.A.

“Not enough time to design high-quality programs. Feeling like I'm constantly doing rapid design with the intention of going back and ‘perfecting’ the content later, but never having the time to go back.”

-A Learning Colleague, U.S.A.

“Individuals who make short-sighted decisions to opt out of training that would improve their performance because ‘they have too much to do.’ Managers who send people to training without adequately planning how the new skills will be used at work.”

-Harold Strawbridge, U.S.A.

“Having the capacity to deliver quickly on web-based training. We have more demand than I have resources to fulfill. [We] need to build rapid delivery skills.”

-Jon Malstrom, Friedkin Companies, U.S.A.

“Functional managers do not put the resources (time, budget, materials) into the training projects they ask for. As CLO, I am starting to believe the quality of work coming from my department is suffering due to these gaps. I am not prone to penalize people, but I do not want this to go on without some pain on the part of the culprits.”

-A Learning Colleague, U.S.A.

“Offering T&D that is meaningful, timely and easily to apply.”

-Linda Glover, U.S.A.

“How to drive efficiencies in the design and development of learning solutions so that we continue to increase value and decrease cost.”

-Rosaline Tsai, Prisma International, U.S.A.

“An overwhelming volume of work to do and needs to meet. That coupled with limited staff and resources creates significant heartburn.”

-Terry Hancock, Soldier Support Institute, U.S.A.

“My clients' ever-tightening project deadlines and unrealistic expectations.”

-A Learning Colleague, U.S.A.

“More ‘iron-clad’ methods of justifying additional training personnel related to new business.”

-Robert Marble, Diebold, U.S.A.

“Deadlines for training plans (on paper). Details about specific projects as they roll out.”

-A Learning Colleague, U.S.A.

“The increasing trend of learning content being viewed as a COMMODITY. Organizations are forgetting that quality still matters, and all content...is not created equal. The cheapest content and delivery modality is still a waste of money if it doesn't change any human knowledge or behavior.”

-Pete Weaver, DDI, U.S.A.

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“Resource management.”

-Peggy Burns, The Regence Group, U.S.A.

“Has the software development department budgeted for the training material, or is it going to hit me just before the product is going to be released and they have spent all their budget? There is a company process that is supposed to involve the training department for every launch, but many times, training still remains an afterthought. With more than 60 projects going on in various phases, it is impossible to catch everyone at the right time from my department alone!”

-Heather Buscher, U.S.A.

“I am writing this from the LMS vendor side. I have noticed a trend with RFP's [that] organizations send out to prospective vendors. There are those organizations who do take the time to think about their business strategy, how the learning strategy supports it, what types of technologies can enable that strategy and designing an RFP to meet their needs. Then there are SO MANY others who will send vendors the template RFP's and RFI's that they downloaded from a website [without] even looking at how the requirements and questions listed in the RFP support their strategy. I am sure that the authors of the template intended it be a template to work from. So many RFP's these days are asking vendors to fulfill every possible need they will ever have and...now. With additional probing, you often discover that what is requested may be a very low priority item or not even [a] relevant [one] because the budget they have is sufficient for certain pieces of the puzzle. The challenge for the vendor is the resource and time investment required to do an adequate job of completing the RFP. We often chuckle to ourselves when we receive the same RFP from more than one company!”

-A Learning Colleague, U.S.A.

“The MASIE Center has done a lot of work with its membership around strategy, technology, how they support each other, what's the latest and greatest, etc. I would love to see The MASIE Center look at this part of the process as well: streamlining the RFP process or acquisition of technology. While some of you may yawn reading this, I think what organizations will gain is not only a better understanding of their needs but also a better understanding of how to get the most from a vendor.”

-A Learning Colleague

“Bad dream: We listen to our customers begging for more training, use every creative idea possible to bootstrap quality content on a low budget, and deliver amazing stuff in very little time. Our customers respond: ‘We don't have time to take all this training!’

-Ken Hirsohn, VERITAS Software, U.S.A.

“Actually, with my workload and schedule seemingly increasing exponentially, I have the reverse situation of falling sound asleep every night and having a difficult time rising in the morning.”

-Werner Schmidt, East Bay Municipal Utility District, U.S.A.

“A tendency to confuse procedure with process in creating training.”

-Hollis Wagenstein, U.S.A.

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“New course development that meets the needs of our users of both resident and distributed learning courses. I am the only ISD person with responsibility for 38 courses, which leads to long days and nights.”

-A Learning Colleague, U.S.A.

“Ever faster development cycles that make it difficult to maintain minimum quality standards.”

-A Learning Colleague, U.S.A.

“Needs assessment and front-end analyses seem to be getting short shrift, leading to what I call the Burger King mentality of training development and performance support: ‘Give me two hours of eLearning with a blend to go, but hold the pickles. Trust me - I know training is all that is needed.’ My fear is that training is becoming a commodity [with a] major value [of] bragging rights and a pass to making it to the Training 100.”

-Ruth Ann Marco, School Street Associates, U.S.A.

“Marking scripts because there never seems to be enough time in the day to complete the task.”

-A Learning Colleague

“Thinking of more creative ways to teach, more interesting ways to train others, more useful ways to employ my time.”

-Francis Tong, Singapore

“Many clients seem to be driven to want to lower cost with little or no consideration about potential impact on quality of solutions.”

-Don Zwicker, The Mosaic Company, U.S.A.

“Time-to-market (not enough time); balancing the tactical requirements of my role with the strategic; budgets, budgets, budgets.”

-A Learning Colleague, U.S.A.

“Concerns about being able to get enough resources to deliver the training objectives.”

-Loong-Tee Ong, STEP Management Pte Ltd, Singapore

“How to deliver new courses very quickly while maintaining a high level of quality.”

-Mark Hagerty, Clorox, U.S.A.

“Solving work related challenges: wake up with a way to handle [them] or [with] at least...next steps. Rolling out a project: wake up remembering actions that need doing...have gone undone or [are] completely forgotten. I typically have no problem falling asleep....it is the waking up at 2:30 a.m. with [the] above thoughts. Can't go back to sleep....so go to office.”

- LouAnn Tanner, U.S.A.

“Trying to get understanding, resources and commitment around the new blended learning methods and media - there is more to it than simply technology and online content!”

-A Learning Colleague, New Zealand

Time & Resources – Quality vs. Quantity

“Prioritizing what I have to fit into the next day, worrying about special presentations, justifying budget requests.”

-A Learning Colleague, Australia

“Presently, we are aware of the benefits of certain models of integrated learning, especially of eLearning collaborative approaches and how they relate to issues such as life-long learning and contribute to the growth of learning organizations. However, those models are the most time consuming ones. According to available surveys and to our experience, most learners, especially those who are senior managers, can't afford the time to go through an eLearning program during work hours. So, they are reluctant (or unwilling) to experiment with eLearning because it involves a heavy extra load of work after hours, working many more hours with the PC (when managing the mail is already so time consuming). How to solve this time availability problem? How to devise balanced learning programs which simultaneously promote collaborative learning and are appropriate for managers' heavy work loads?”

-Teresa Salis-Gomes, Instituto Nacional de Administração, Portugal

“Determining more effective ways to streamline the development and maintenance of modules that would apply for...new retail units (training a lot of new people all at once...usually through live training),...new hires (usually one-on-one OJT or self-study), and...new functionality (new system features or policy updates...usually through memos or one-time modules [that are] not usually integrated correctly into [either new retail units or functionalities]).”

-A Learning Colleague, U.S.A.

“My boss wanted a proposal to be submitted the next day and I was not able to complete it before coming home.....I have only 1 hour the next morning to get it ready. The person we engage to provide the training cancels at the last minute. Bills that I have to pay but the paycheck is still 3 weeks away! Someone at our company screws up and the regulators are on our back with me having to clean [up] the mess.”

- Everboleh Chow, Malaysia

“My organization's ability to deliver 'enough' learning opportunities.”

-Willia Maritz, Kalleo Learning Solutions, South Africa

“My concern is being 'part of the problem' of lack of quality in the design and development of eLearning when speed of delivery is the primary goal. When is it OK to put out bad eLearning? Is it OK? There's been bad classroom learning but that didn't keep people out of the classroom, so it must be OK [to put out bad eLearning]...sometimes.”

-Janet Clarey, Utica National Insurance Group, U.S.A.

“We've all been asked to do more with less over the past few years. This has been especially true in our learning technologies area. However, the recent 6-12 months have been unusually intense. We're well beyond cutting 'nice to haves' and have been cutting 'have to haves.' I'm just staying awake at night trying to figure out how we're going to get everything [done that is] being asked of us to do, even after prioritizations, etc. At some point, something's got to give and I'm not sure what it will be.”

-A Learning Colleague, U.S.A.

Time & Resources – Quality vs. Quantity

“Unusually high demand for training and development solutions. Blended solutions demanded with little or no lead time and zero budget.”

-David Barton, U.S.A.

“Lack of time and resources to fully explore flexible learning options for my organization [and] my team’s professional development.”

-A Learning Colleague

“My answer depends on how the question is interpreted. The two options would be [I am] kept up at night worrying/sweating the details OR [I am] so excited [about something] that I am putting in the extra time to learn more about a topic/project or solving a problem (reality is probably a mixture of both). One worry would be the possibility/probability that I am overlooking an important component that will, in hindsight, be crucial to the success of a project. This is of particular importance when it comes to estimating costs/budgets. An example of excitement would be hunting to find the technique/optimal answer (be it technological or human behavioral logistics) to make a project run more efficiently. The reward of that insight/discovery is very satisfying and keeps me plugging away over the more mundane aspects [of my job].”

-Joseph Bauer, Roswell Park Cancer Institute, U.S.A.

“Maintaining the training capacity to grow the business while keeping an eye on cost and productivity.”

-Mark Wagner, Progressive Insurance, U.S.A.

“The thing that keeps me up most nights is the tug-of-war between sales team and content development team: content with integrity cannot be developed overnight, yet the sales team continually pushes for faster, faster, faster [development]. The two departments seem to be at odds as far as goals: content wants education value in our courses, and sales wants monetary value. N'er the tween shall meet?”

-A Learning Colleague, U.S.A.

“Keeping up with rapid development demands.”

-Dawn Kuhn, Trader Publishing Company, U.S.A.

“How to provide custom content quickly [and] efficiently at a low cost that is engaging and memorable.”

-A Learning Colleague, U.S.A.

“How can I shorten the process of ‘initial request’ to ‘hiring the supplier’ to ‘end product rollout’ without sacrificing the quality of the eLearning program?”

-Sharon Burr, U.S.A.

“How can we do a top-quality job with a mediocre budget? ”

-Mike Gray

“Balancing the workload: I'm juggling institutional and departmental initiatives, delivering workshops, developing workshops, managing my own professional development, and planning future activities. What keeps me up is prioritizing any and all [of my responsibilities] without risk to any and all [of them].”

-Tim Loblaw, SAIT Polytechnic, Canada

“Doing more with less training dollars.”

-Gale Frazee, General Motors, U.S.A.

Time & Resources – Quality vs. Quantity

“Over-usage of online training: [it is] great for the bottom line, but many times, not what is needed.”

-A Learning Colleague, U.S.A.

“Someone is going to push the ROI question and, in our reduced group, we have [insufficient] manpower to tackle the answer.”

-A Learning Colleague, U.S.A.

“Shortening the time between project request and release. The largest amount of time is spent in development and most of that is getting the correct content and reviewing [it]. Also, getting eLearning on hand-held devices that are easy to use and engaging.”

-A Learning Colleague

“Speed at the expense of quality.”

-Carol Goldsmith, Hewlett-Packard, U.S.A.

“Too much work, not enough resources.”

-A Learning Colleague, U.S.A.

“[I am] frantic about project deadlines that may have to be rescheduled 'again' due to waiting on SME content edits/final tweaking.”

-A Learning Colleague

“I am concerned that our learning is rushed and only partial.”

-A Learning Colleague, U.S.A.

“With so little time to develop, review, edit and publish, how much does the quality of our work suffer, and is it true: do people still learn in spite of us?”

-A Learning Colleague, Canada

“Choosing how to spend/use limited resources in such a way as to raise the visibility/credibility of learning. How to get needed learning into the hands of learners more quickly.”

-A Learning Colleague, U.S.A.

“[It] takes too long to create courses, [we have a] backlog of content, we don't have time or resources to address [learning needs], and getting the attention of SME's.”

-A Learning Colleague

“As a learning professional, I am concerned about the quality and availability of learning resources.”

-Maureen Remeika, John Hancock Financial Services, U.S.A.

“As a custom learning provider, we often struggle with how to keep improved performance and business results as the focuses of an initiative. Requesters of WBT are easily tempted by cool graphics and bells and whistles that may or may not enhance learning. Often, these expensive features are selected over other instructional strategies that may better address learning needs. Given today's economics there is usually not [enough money in the] budget for everything.”

-Lisa Toenniges, Innovative Learning Group, U.S.A.

Time & Resources – Quality vs. Quantity

“Trying to figure out a way to do more with less time.”
-Jelan Heidelberg, U.S.A.

“Keeping up with the demand for online course development [with] no staff.”
-Diane McCullough, Blank Rome LLP, U.S.A.

“The needs for workplace learning are growing and the resources to provide learning are shrinking. It takes staff to put together learning opportunities - even beyond classroom instruction: learning groups, online learning and so many more....”
-A Learning Colleague

“How do I keep up with the new learning technologies AND new learning trends, while still maintaining my current delivery/design and development schedule/tasks?”
-A Learning Colleague, U.S.A.

“Picking the right vendors for various training services.”
-Jenna Papakalos, First Data, U.S.A.

“Dollars shrinking/budget cuts.”
-A Learning Colleague, U.S.A.

“Training professionals that get so wrapped up in their favorite authoring systems that they lose sight of the huge labor savings features of adaptive learning on an LCMS and consequently choose an LMS [that] cost[s] their company millions over time - costs that their executives will never know they could have saved.”
-Richard Hinkie, Midwest Energy Association, U.S.A.

“Developing training that is cost effective AND [that] increases the capability of the company (employees) to meet business objectives presently and in the future. The training must be a balance of timing (employee is able to immediately apply what is learned), cost (to create...), [and] quality/effectiveness ([training is] current, accurate, and delivered appropriately). What keeps me up? [Asking if] my training making a difference to the top or bottom line in my organization.”
-A Learning Colleague, U.S.A.

“How to find vendors to produce low-cost, high-quality eLearning and classroom training materials in a reasonable [amount of] time. How much training development to outsource vs. hire new internal employees. How to manage multiple projects without losing my mind.”
-A Learning Colleague, U.S.A.

“Lack of time; having enough time to make all of the changes that need to be made to traditional higher education.”
-Keith Hampson, Canada





e-LEARNING CONSORTIUM Member Benefits

Being a member of the e-Learning CONSORTIUM means being part of a "conspiracy" of performance.

Together, we are evaluating, inventing, revising and improving the exciting field of learning. Here is a summary of your CONSORTIUM benefits.

Event Credits

Each member organization receives two Event Credits that can be used for Learning 2005, our new global event and site of the CONSORTIUM's Annual Meeting, and other MASIE Center events.

Coaching with Elliott

Each member organization receives two 30-minute virtual coaching sessions with Elliott.

Semi-Annual Meeting

This regional meeting is hosted by a member organization to discuss and collaborate on members' key learning decisions.

Learning Retreat

Member organizations are invited to join Elliott in an in-depth learning retreat at The MASIE Center.

Fly-Arounds

Half-day meetings are held in different cities around the globe. These meetings are hosted at member sites and Elliott "flies around" to facilitate discussions.

Monthly Calls

Each month, Elliott holds a virtual classroom or conference call to discuss key industry initiatives and concerns.

Lifelines and Collaboration

We facilitate networking and information sharing among members, including feedback on your pressing "lifeline" questions.

Research & Reports

We provide in-depth research and just-in-time reports on the learning priorities and issues raised by the CONSORTIUM members.

Benchmarking

Our scans and surveys offer a snapshot of the learning industry by presenting benchmarking indicators and detailed data on learning organizations.

Reading Objects

We keep a pulse on industry issues and emerging trends with key articles of interest and other resources related to your business, technology and learning decisions.

Ad-Hoc Research

We can help you find the information resources you need to solve your learning challenges.

Newsletter

We keep you in the know about upcoming meetings and events, new members joining the CONSORTIUM and related news.

Member-to-Member Perspectives

We provide opportunities to work directly with your colleagues in the learning industry in off-line dialogues.

Virtual Special Interest Groups (V-SIGS)

CONSORTIUM members collaborate in the V-SIGs on key issues facing their industry vertical or surrounding a common problem set. V-SIGs often lead to collaborative whitepapers.

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Chapter 8: Metrics

Ok, prove it! Every business worker knows that the need to produce numbers and measures is a total sign of the times. And, Learning groups are under that pressure. Here are your metrics and measurement late night dialogues:

- How to measure what works
- Can we measure the effectiveness of learning activities?
- How do we deal with non-response rates?
- What are true Balanced Scorecard measures?
- Can we measure without spending on measurement?
- And, how do we respond to those 3 loud letters: R O I ?

"Measuring the impact of learning - REAL impact. Demonstrating that value/impact."
-Blaine Pardoe, Ernst & Young LLP, U.S.A.

"Am I delivering effective training? Are training providers [who are] delivering training in my organization delivering effective training? What will the feedback be like following the training?"
-A Learning Colleague, Ireland

"Am I meeting the expectations of the Management Board? Are the targets set for training being met?"
-A Learning Colleague

"My organization delivers organizational consulting, leadership development and executive coaching services. We are constantly looking for better ways to measure our impact. We have wonderful qualitative data, but the hard numbers are a challenge."
-Joyce Sparks, Governor's Center, U.S.A.

"How to appropriately and realistically show whether or not what we're doing is of value, especially as we go into a more holistic model where traditional methods don't work. And how to do this quickly, efficiently and accurately."
-A Learning Colleague, U.S.A.

"One of the business areas we work with is an internal call centre. Fast-paced, stressed, you know the atmosphere...they ask for eLearning and at the same time they want to know how effective it is for their type of environment. In addition to that, we've been doing level 2 assessments...we've had people fail eLearning assessments and that has begun a war of 'it's your people, no it's your assessment' ...[we] need some support on all this."
-Carol Cook, Canada

"After what I feel is a successful training session, do the participants feel the same way? Will they apply what they have learned?"
-Marilyn Quinn, Canada

Metrics

"Good performance analysis is still too rare. I'm worried about competing business pressures - we need to lower cost for content development while [we are] also being challenged to show how our content provides more value than documentation."

-Dan Bielenberg, Accenture Learning

"How can the ROI on eLearning investments be measured - quickly and cheaply?"

-Amit Garg, Upside Learning, India

"Metrics, metrics, metrics! I am continually being asked to measure the success of training programs I roll out to a field organization of [roughly] 300 engineers. I am asked to show proof that it worked. I can quantify the proprietary technical courses in installation and service times but the soft skills are not readily measured."

-Cynthia Willhite, Thermo Electron Corp, U.S.A.

"Using paper and pencil, multiple choice tests to assess performance competency."

-Judith Reymond, U.S.A.

"When will technology enable me to actually detect what the learner is going through while studying, in those moments when he sits in front of the monitor and thinks without clicking or typing anything? When will voice recognition technology will enable me to have an asynchronous software engage in conversation with the learner and analyze his spoken answers?"

-Adi Gilboa, Israel

"How to express to senior management in terms they will understand what value they are getting for their training dollar. This goes beyond ROI."

-A Learning Colleague, U.S.A.

"Accuracy building assessments to measure knowledge, misleading data and data trends, easy answers to difficult questions of knowledge transfer effectiveness, HR-MIS systems and training competency tracking, monitoring and giving credit for Socratic learning environments."

-A Learning Colleague, U.S.A.

"Assessing and evaluating learners after a learning event are [tasks] of primary importance to me. Finding ways to use assessment to establish learning outcomes, define measures and evaluate learning, all the while linking them to performance plans, involves communication and agreement throughout the organization."

-Nancy Gaither, Thomson Prometric, U.S.A.

"Why does leadership not see the obvious value of online availability of training? How does one go about articulating in terms [management will] understand that eLearning is beneficial in terms of employee performance, motivation, and morale? ROI, manpower offsets, shortened training sessions are all obvious, but often, there is no direct link between eLearning and measurable advantages. What kinds of measurements show that the use of technology in the classroom has beneficial effects? I need a universal translator which goes from intuitive trainer-speak to high-level-management-speak."

-Gary Twogood, Air Education and Training Command, U.S.A.

Metrics

"Is training always going to be considered a necessary evil? How can I prove an ROI on training when use of the technical training can only be done on a subjective level that can't be measured in production of work?"

-A Learning Colleague, U.S.A.

"Showing the value of learning to learners at the boardroom level. Creating compelling learning content that is usable on the job. Attracting and retaining top talent for a learning team that is running at the speed of business."

-Bob Dean, Grant Thornton LLP, U.S.A.

"Tying training to performance/corporate big bets: analytics."

-Dawn Adams Miller, Microsoft, U.S.A.

"QUALITY: Are we achieving it? Why aren't we measuring it? I wish management would care as much about it as the raw numbers. Ensuring that every element of workplace learning that is created, managed, or distributed by my team provides self-evident value to the business - regardless of how it is delivered."

-Rob Lauber, Cingular Wireless LLC, U.S.A.

"Analysis is seldom completed before the project budget, delivery method, or deliverables are decided."

-Dan Wybrant, TEC, U.S.A.

"What keeps me up at night is 'How do I measure success or failure of a program when the desired outcome is not numeric or easily identifiable?' (ie. soft skill training)."

-Stephen Larli, State Farm Insurance, U.S.A.

"As we increasingly move toward blended learning solutions and see more informal learning (performance support, coaching, assignments, etc.) taking place - the true convergence of learning and work - how do we measure what we do and [its] impact? The obvious answer is through business results, but there seems to be more need to qualify it."

-A Learning Colleague

"The challenge of measuring and validating training effectiveness. In our fast-paced world [of] seeking instant results, we sometimes fail to capture this piece of data."

-A Learning Colleague, U.S.A.

"Have I made a profit?"

-Susan Goodman, U.S.A.

"Clients asking for metrics on training-driven performance improvements to justify their purchase of training, but no one willing to either finance or even participate in data collection efforts. People ask for this data, but where is it supposed to come from? Is the training provider supposed to be embarrassed about not having it when an uncommon level of client investment is needed to develop this information? What's more, is one client supposed to be willing to finance data collection and analysis, and be vulnerable with the release of proprietary information in order to benefit some other prospective client? The need for clear-eyed business realism in the realm of HR is long overdue."

-A Learning Colleague, U.S.A.

Metrics

"Not achieving new training program objectives/expectations after piloting the program."

-A Learning Colleague, U.S.A.

"Linking learning to performance to results."

-Jerry Moran, U.S.A.

"Most essential is the need to be able to show a return, preferably a financial return, for the services provided."

-Ted Christensen, Arizona Board of Regents, U.S.A.

"Staying out of the commoditization trap in which Procurement/Purchasing wants to determine value delivered by a rate card and buyers don't recognize differentiation. The flip side is balancing innovation and relevance so we are seen as a partner that creates value and not as a cost."

-A Learning Colleague, U.S.A.

"Wanting a more accurate methodology of assessing the true value of the training we provide that goes beyond the 'smile sheets,' follow-up surveys, customer feedback/management observation and performance metrics (pre and post training)."

-Robert Marble, Diebold, U.S.A.

"The need to measure the impact of learning on the bottom line and the stress that it is putting on the learning community in my company. In the past, the only metrics were [based on] how many took the training and [if the] the training timely."

-A Learning Colleague

"If we build it, will they come? Meaning, we spend time, energy and resources creating learning solutions to engage learners and provide information in a timely manner, [yet] even with sophisticated measurement, are we effective?"

-Suzanne Smith, Sun Life Financial, Canada

"Random Benchmarking....being done.....being asked for....incoming and outgoing....knock, knock, who's there 'no-purpose benchmarking.' What I find is very little defined process [from] end to end for [developing a] reason...design of, and final post mortem (or 'did we use it' stuff). HP is working quickly to finalize a Global BM strategy that I can take around the company for better understanding of why and when, etc. Anyway, that's what keeps me up."

-Jeff LaBrache, Hewlett Packard, U.S.A.

"Juggling limited development resources across a plethora of 'great ideas.' Learning technology projects and initiatives are competing head to head with the next revision to proprietary engineering tools or system estimating software for sales staff. It's a basic ROI/EVA calculation. If I have \$20m to spend on IS/IT projects, which...will deliver the most 'real,' 'hard' business benefit? No more soft cost benefits such as 'if we implement this system, it will save an average of 15 minutes/day/person, so if the total employee count isblah, blah, blah:' senior management wants to know the names of positions that will be eliminated if a system is implemented. They are coming back to confirm that the proposed ROI was actualized in hard dollars of revenue, margin dollars or cost avoidance. If you convince the CFO and internal controllers that your Learning Technology project will reduce cost, drive revenue or increase margins, you'd better be able to measure it

Metrics

because the fact that your project got funded means another project didn't. It's a different world for many in the IT/IS ranks."

-Mark King, Siemens Building Technologies, U.S.A.

"Evaluating training effectiveness: when I continue to see the use of smile sheets rather than the performance and retention evaluations, I wonder if we'll ever get to ROI."

-Elizabeth Love, University of Washington Medical Center, U.S.A.

"Does synchronous training really improve the ROI as compared to...classroom training?"

-Steve Mackay, IDC, Australia

"How does corporate learning management work with distributed learning management who has allegiance to line managers? How should the investments be measured in this situation? How can we insure/prove that our value is greater than our budgets? ."

-Sonya Mau, U.S.A.

"[There is] very little apparent interest in measuring results, particularly [at] higher levels, i.e., impact of learning/performance initiatives to business. This would help provide info that would support more effective decisions to address the fact that many clients seem to...want to lower cost with little or no consideration about potential impact on quality of solutions."

-Don Zwicker, The Mosaic Company, U.S.A.

"I always have a tough time establishing hard returns on training investments. Approval for my learning projects runs into loops."

-Renu Khanna, India

"One of our offerings to customers is training on the equipment they buy from us. This is traditional classroom-based, but with elements of CBT increasingly creeping in, I have been giving briefings both internally and externally on the benefits of adopting an eLearning policy, which could bring about a great paradigm shift. Everyone always agrees that this would be a good idea, but most are concerned about the risks and costs involved. I have shown dozens of ROI calculations to support my arguments, but am looking for some very simple 'killer facts' that are indisputable regarding the benefits of an eLearning strategy: [I want to demonstrate] ways of minimizing the risks (and costs) initially involved [in order] to grow confidence in this training method."

-Kev Burke, United Kingdom

"Measuring learning."

-A Learning Colleague, U.S.A.

"Developing and delivering training to external customers vs. internal employees. There appears to be a significant amount of overlap between the skills necessary to create the both types of learning modules. The issue I have is how to deal with evaluating my audience. It is much easier to evaluate and decide how to deliver training to internal employees, but how do you evaluate external customers when you are unsure as to how many there are or what their infrastructure capabilities are?"

-Brian Lauer, U.S.A.

Metrics

"Truly integrating the need for employee qualification and improving key capabilities into the business process model with associated metrics (not an ROI study)."

-A Learning Colleague, U.S.A.

"Further developing online research strategies that effectively measure the bottom line impact of eLearning."

-Beth I. Warren, WorkWorlds' Human Resource, U.S.A.

"I believe measurement engines, like simulation engines, that can be repurposed for the standard HR measures would be extremely useful. Statistics show [that] few companies measure levels 3 and 4. I see training getting more and more swallowed up by IT or IS because we don't measure, and we don't have the technological expertise that they do. The disciplines involve different mindsets and, typically, different personalities. That keeps me up at night."

-A Learning Colleague, U.S.A.

"Whether our rapid development tools and strategies that we've developed during the past year will actually increase the amount of online courses we develop. We've analyzed the benefits, but will something impact our outcomes? How do we best measure [if] these tools and strategies are making a difference?"

-Maureen Anderson, UnitedHealthcare, U.S.A.

"To have adequate economical science input to model and help use/valuate costs/ROI in eLearning."

-Marguerite Pezeril, Pole Universitaire Europeen, France

"How to measure the degree to which a learner's performance has changed based on the training."

-Michelle Gruener, U.S.A.

"Quantifying the value of my division's investment in learning is what currently keeps me up at night. Building an infrastructure to collect the data needed to assess value from multiple suppliers and from various internal platforms is challenging."

-Karen Smith-Will, U.S.A.

"Accountability and Level III Evaluation - I can make sure they complete the class but how can I assess whether or not their behavior has changed? Are data collection methods different or easier for eLearning?"

-Sharon Burr, U.S.A.

"I am concerned with a value-added balanced scorecard."

-A Learning Colleague, U.S.A.

"Difficulty with establishing enterprise learning metrics that drive appropriate behavior and [that] are perceived as consistently fair given the diversity of learning challenges facing our 2000 stores."

-Charlie Gardner, The Home Depot, U.S.A.

"Now that we track all education electronically and there's no paper trail, what happens if all is lost? How much would be lost from the evening backup to when the system crashed? How much could we recapture? If the sign-in sheets are still available, they could reenter data but online learning records could be lost for a few

Metrics

hours. Is the education we deliver making a difference? How can we measure? Really.”

-Margie Schulte, SSM Health Care, U.S.A.

“Establishing/proving/measuring how ongoing learning and development contributes to better organizational/individual performance.”

-A Learning Colleague, U.S.A.

“Building an eLearning environment that is both useful and profitable for a modest client base. Measuring the effectiveness of training for software users. Maintaining the competency of traveling trainers and accurately measuring the quality of their training.”

-Paul Barton, Municipal Software, Canada

“Indicators that I can use with respect to training and showing that it is making a difference in organizations.”

-Daria Olynyk, IT Skills & Solutions, Canada

“Being able to indicate to the C level of the organization the return on the company's investment in education, training and development.”

-Patricia Cunningham, U.S.A.

“If there's one thing to think hard about, it is the post-implementation process and evaluation of eLearning. For custom developers of eLearning, I think one of the biggest lacunae is information about how eLearning is being used, its effectiveness and user feedback. Often, being custom developers (and offshore at that), the project team has to move on with other assignments once a particular project/product is delivered. What I'd like to learn are ways to close this loop of the ADDIE process and be involved in the post-implementation of a project, even though one might be completely in the rough and tumble of another.”

-A Learning Colleague, India

“Ensuring that we're demonstrating how learning is linked to business objectives. Proving the ROI of learning dollars spent.”

-A Learning Colleague, U.S.A.

“Building and effectively sharing a comprehensive, systemic and holistic view of where and how learning happens at HP: how to capture [the data], store it and spread it out.”

-Olivier Lavergne, Hewlett-Packard Workforce Development, France



Chapter 9: Marketing (Internal & External)

If we build it, will they come? The best learning in the world needs great marketing and exposure to get in front of the learners. So, when you can't sleep at night, you are often thinking about or designing better ways of marketing learning resources to the learners. We heard you wondering about:

- The quality of your training is irrelevant if no one knows or wants to take it.
- Marketing first to management
- So many learning options, so little time
- Getting them to come and then return to on-line learning resources

"How to translate training into preference and use of our products. How to get our customers to value the fact that we offer...our service training in a variety of formats."
-Richard Thompson, U.S.A.

"Getting people in the organization to sign up and attend valuable courses (both ILT and virtual events) when these offerings aren't required for certification. In other words, they are elective courses, but nonetheless, extremely important. Lack of time is the primary culprit as reported by people in the organization."
-A Learning Colleague, U.S.A.

"As a service organization, what can we do to identify the changing needs of customers?"
-Nicholas Bird, RWD Technologies, U.S.A.

"How to continue to communicate the value I deliver [to] my clients and help them recognize [that] learning and development are investments in the future, not present costs to be eliminated."
-Celia Szewach, Creative Collaborations Consulting, U.S.A.

"Marketing, marketing, marketing - boon and bane!"
-Susan Goodman, U.S.A.

"As an independent eLearning provider, I spend many sleepless hours trying to figure out how to market our programs to the masses and still keep our prices low enough for those that need [to purchase] the training."
-Sandi Sturm, Creative Conservation, U.S.A.

"Lost opportunities because customers don't know what we have to offer...being dependent on sales channels that often don't understand the value of our training products and services."
-Elizabeth Brock, U.S.A.

"Ideas of how to reach out to an audience that comes to training 'because [it has] to.'
-A Learning Colleague, U.S.A.

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LEARNING2005.

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LEARNING2005
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Marketing (Internal & External)

"How to convince our field organization that online training offers great value to our customers [externally], not just internally. And how to make them understand there is a cost to developing material for both instructor-led and eLearning. eLearning is not cheaper to develop but it has equal or greater value to the customer, who can get the training right when they need it and go back to it at any point. Not to mention [that] it saves on travel costs (particularly for internal training)."

-Heather Buscher, U.S.A.

"Dealing with the resistance from learners regarding eLearning even though we did [devise and implement] a marketing strategy."

-Pam Chang, Sears Canada, Canada

"How do we ensure fresh ways to maintain marketing of self-directed learning?"

-A Learning Colleague, UAE

"Motivation of students to study online."

-Elena Tikhomirova, MESI, Russia

"Embedding learning within online help systems. Online help has traditionally received a bad rap regarding its usefulness; however, technologies are being developed that will provide a tremendous amount of possibilities in delivering useful help systems. The question is, how do you convince your application developers that such technology is worth the time and cost of implementation? My hope is that eLearning vendors and conference coordinators (if they have not already done so) will market heavily to application managers and developers to help eLearning developers spread their message about online help systems."

-Brian Lauer, U.S.A.

"Effective external marketing of eLearning."

-Beth I. Warren, WorkWorlds' Human Resource, U.S.A.

"I work in a large law firm, and getting the attorneys to attend training is our biggest challenge."

-A Learning Colleague, U.S.A.

"How do I win more clients (learners and their bosses)?"

-Corinne Wilhelm, Germany

"One concern is upgrad[ing] the skills of salespeople...on teams [that are selling products globally]. The skills and knowledge are different from those of many traditional sales managers."

-A Learning Colleague, U.S.A.

"How to get learners hungry for what they need both inside and outside of a classroom."

-A Learning Colleague, U.S.A.

"Trying to get customers to convert from old to new technology (e.g., stop using VHS video tape and use DVD or online streaming video)."

-A Learning Colleague, U.S.A.



Chapter 10: Outsourcing & Job Security

"Send it to the lowest cost point!" "Outsource it, unless it is our core business and competency!" "Can we get it done faster, cheaper and better in India/China/Mexico?" These statements and questions weigh heavy on the daytime and nighttime thoughts of learning and training professionals. There are real worries about the future of in-house learning design and development staff. Sound familiar?

- Will management outsource all of learning?
- What happens to the quality and personalization when and if we are outsourced?
- What happens to ME if we are outsourced?
- What are the costs and issues with outsourcing?
- Is outsourcing an ALL or NOTHING issue?

"The impact of the outsourcing trend on eLearning keeps me up at night. What will change about our internal role in the company? Will we be able to keep up our momentum without the insider's 'touch' to what we do?"

-A Learning Colleague, U.S.A.

"Job security."

-A Learning Colleague

"Since it's just one year since my IT training unit was eliminated and my remaining staff of 4 lost their jobs, I wonder how long until HR training (where I was moved and [now] manage IT training as a staff-level person) is affected/downsized...that's my concern...especially with a kid in college!!"

-Elizabeth (Betsy) Gallagher, U.S.A.

"The profession of many trainers absorbing into wizards because the public wants something for nothing, because of changing social values (the public can no longer even recognize high quality in many areas [and] can't distinguish high quality from 'good enough'). Subject matter experts using cookie cutter templates and wizards can output stuff that's 'good enough' and for a lot [less] than [the cost of] paying middleman trainers/writers, etc. Because of that I've said, 'good enough' [now] really IS good enough."

-A Learning Colleague, U.S.A.

"What will my role be as a learning developer in the future? With the role of the traditional ISD seemingly changing, will the ISD need to re-skill to remain relevant?"

-Nicholas Bird, RWD Technologies, U.S.A.

"Will I catch a bullet as they whiz by ever-closer during perpetual layoffs [by] my employer?"

-A Learning Colleague, U.S.A.

Outsourcing & Job Security

"My fear is that the federal budget cuts will soon trickle down and cut off funding for training in public health, etc. And short-term, we'll be out of business and, long-term, the country's infrastructure will gradually crumble."

-A Learning Colleague, U.S.A.

"Career growth opportunities for long time (20+ years) eLearning design professionals. Off-shoring ID as [a] management obsession."

-Ted Prohov, U.S.A.

"Will my job get outsourced?"

-A Learning Colleague

"Worries about the future of my business."

-A Learning Colleague, Croatia

"Jobs going overseas."

-Carol Floyd, U.S.A.

"Human Capital forecasting - that is, understanding demand patterns for skilled employees and then trying to accurately model and forecast that over [the next] 3-5 years. This also assumes known competency models and KSA's for what a 'skilled employee' (by role) is now and what he/she will need to be in 3-5 years."

-Dean Brown, ACT, U.S.A.

"Outsourcing and the overall impact to the learning audience."

-Kim Klomparens, Wachovia, U.S.A.

"Thinking about what I need to do with my career so I can continue to be marketable."

-A Learning Colleague, U.S.A.

"As budgets and economies tighten, training becomes dispensable."

-Ann Hutchinson, U.S.A.

"Does the additional overhead to ensure ongoing quality and efficiency of HR/training outsourcing actually support business success, measured both in financial and driving capabilities of the organization?"

-A Learning Colleague, U.S.A.

"With our increasing reliance on third party providers and off-the-shelf solutions, are they fully compatible with our corporate systems and will they provide the functionality as described? What little nuance will tip the scale towards failure?"

-Bill Kurolovech, DaimlerChrysler, U.S.A.

"Senior leadership thinks that quality training and learning can be developed overseas and they are outsourcing. The role of designer, once thought a specialty role, is now thought of as a basic job that can be farmed out. I work with developers in India - yes they can do a fine job, but organizations still need designers onsite to manage content and projects. I've seen low creativity and poor project management from India-based development firms. But it's hard to compete with a \$50 unit cost vs. \$80 for my unit."

-A Learning Colleague, U.S.A.

Outsourcing & Job Security

"Outsourcing."

-A Learning Colleague

"Having the next job lined up."

-A Learning Colleague, U.S.A.

"Outsourcing of the training function."

-A Learning Colleague, U.S.A.

"Worry about not having a job in the next 2 years; anxiety around lay-offs and new co-workers with hidden agendas or not so hidden agendas."

-Janet Rivers, U.S.A.

"Outsource or insource?"

-A Learning Colleague, U.S.A.

"Losing my lousy job and not being able to find another one. I would give anything to leave what I am doing (unrewarding grunt work) and take a position doing what I should be doing: training/facilitation and curriculum design work. Problem with this? No one is hiring."

-A Learning Colleague, U.S.A.

"Staffing models for instructional design and WBT development: how much can reasonably be outsourced without losing quality?"

-A Learning Colleague, U.S.A.

"Training outsourcing."

-A Learning Colleague

"My company just announced that my line of business will be spun off from the corporate holdings. What keeps me up at night is whether or not my staff will still have jobs. Our fate will be decided by the spin-off company. They are concerned with ROI and the value-add of training & development."

-A Learning Colleague, U.S.A.

"How long will eLearning be separate from learning? How long before eLearning specialists are subsumed into the general learning community. Is the skill set of the eLearning specialist becoming of less and less value?"

-A Learning Colleague, United Kingdom

"As sad as it may sound, I am concerned about future cutbacks to our training department. Over the last six years, we have been cut in half and the time is drawing near for another cut if you look at [the] historical timing of the layoffs. It is not a pleasant feeling."

-A Learning Colleague

"Wondering when I will be outsourced - and am I ready for it."

-A Learning Colleague, U.S.A.

"Creating compelling arguments to keep learning in-house when outsourcing seems so much more attractive, inexpensive and fast to the operations groups I support."

-A Learning Colleague, U.S.A.

Outsourcing & Job Security

"The trend of outsourcing. I manage the Learning Management System for BMS and we are currently in the process of having the technical application support outsourced and concurrently are about to upgrade the LMS."

-A Learning Colleague, U.S.A.

"Trainers who resist eLearning because they secretly fear that it will replace them when in fact, they can leverage eLearning to make their jobs even more secure when they blend what can be done online to shorten classes. [They can] then can focus on the things only they can do in the classroom. Anyone want their surgeon to leave brain surgery only online? Or welding, or tapping into a live gas main?"

-Richard Hinkie, Midwest Energy Association, U.S.A.

"Outsourcing through offshoring."

-Carol Goldsmith, Hewlett Packard, U.S.A.



Chapter 11: Technical Requirements (ie. system security, tools, etc.)

Learning issues can get pretty technical in the digital age. As you select and deploy learning tools, systems and software, you often are having technical nightmares or worries. The best learning strategy can die on the vine when the technology fails you. Here are your high tech nightmares:

- Tool selection
- Benchmarking
- Scalability
- Security

"What is the right tool to support a virtual classroom AND collaboration?"

-Bonney Hettinger, Corning, U.S.A.

"Security issues: I am always worried that our system could be hacked and all our customers' information stolen. I worry that no matter how much security our system has, it is still vulnerable."

-A Learning Colleague, U.S.A.

"Compatibility issues with various versions of Internet Explorer."

-A Learning Colleague

"What keeps me up at night? Most eDevelopment tools are still 50% useful and 50% frustrating. I am waiting for the day when the tools give me more than I need and are easy to use, not the opposite."

-Joe Dingwerth, American Century Investments, U.S.A.

"I am concerned that online courseware is not as sophisticated as the courseware developed in the 1970's. We do not see as many designers using the power of the computer to generate unique scenarios, to manipulate the environment and to react to student input. CBT design should not be constrained by the limitations of HTML or JavaScript. New and better online tools need to be developed to bring us back to replicate the learning technologies developed for these early CBT systems."

-Fred Banks, The Boeing Company, U.S.A.

"Even when I have piloted, what if I have technical issues with my course?"

-Pam Chang, Sears Canada, Canada

"What keeps me up at night is the concern that the deployment and authoring technology we employ will not work with all our end users' workstations. With the abundance of proprietary plug-in's and activeX controls, this seems to be a problem at one time or another."

-A Learning Colleague, U.S.A.

"Easy-to-use certification authoring tools."

-Florence Morel, ST Microelectronics, France

Technical Requirements

"Convergence VoIP, phone and Instant Messenger [all result in] free and live eLearning. [I'm kept up thinking about] collaborative tools dedicated to learning and rapid eLearning development tools."

-Jacques Fayet, France

"How can I make the Virtual Classroom more interactive for my participants? We have a limited budget for travel, so the VC is our main means of training employees all over the country. I am using a variety of activities and instructional techniques and still have people that are 'checking out'."

-A Learning Colleague, U.S.A.

"Technology interfaces that don't work."

-A Learning Colleague, U.S.A.

"Finding a rapid development tool for technical training that does not require special training [before] use (contractors, SME's, [and] others often do development) but [that] allows for [a] high degree of interactivity: e.g. pop-ups, mouse-over's, pictures of components that can be split apart and put back together."

-A Learning Colleague, U.S.A.

"How do I reach a large audience spread out all over the country without using the same delivery method (web conference) over and over again?"

-A Learning Colleague, U.S.A.

"Gaming - how can it be leveraged to convey system training and business process training to the learning audiences?"

-Kim Klomparens, Wachovia, U.S.A.

"On the positive, the next steps in rapid turnaround of learningware that can reach more people and stay current with topics, making the learning experience meaningful and portable."

-Jim Bates, Boeing Airplanes and International Ski Federation, U.S.A.

"I worry about going to different client sites and having the technology fail in some way...or arriving to discover that the wrong materials were sent. In my distance classes I am constantly worried that there will be a bandwidth issue...students will 'drop off' and I'll never know about it."

-Tzipora Katz, Online Consulting, U.S.A.

"Learning provider consolidation will leave the industry with only a couple of big providers of courseware/eLearning solutions/LMS solutions."

-Ian Dunnington

"If we become overly dependent on computers, what happens if they fail? We are heavily dependent on cars but there are other alternatives available."

-Roger Steinhorst, Fireman's Fund, U.S.A.

"External learners not being able to access our internet-delivered courses because of firewalls, system configurations...Also, slow load times of system simulations discouraging usage."

-Judy Joliat, Cendant Galileo, U.S.A.

Technical Requirements

"How extensively will learning be impacted by the likes of new search technologies, blogs, real time communication and collaboration technologies, and RSS feeds? Will learning communities really dictate preferred delivery channels and will organizations be able to supply them? Will there be service platforms that are flexible enough to host and integrate solutions from a variety of vendors?"

-Marilyn Pratt, SAP Developer Network, U.S.A.

"Better ability to have synchronous delivery without a special case for each participant."

-Lisa Neal, eLearn Magazine, U.S.A.

"Rapid eLearning development which complies with SCORM (links with our current Learning Management System) and provides rich and effective learning, which can easily be accessed."

-A Learning Colleague, Saudi Arabia

"Information security."

-Donna Tschetter, Capital Region Newspapers, U.S.A.

"Transparency: Will my customers have to make a change that they don't understand? Security: this is my most important concern. Implementing secure POP, (POPS), secure HTTP (HTTPS), etc., to keep information safe. Also, teaching users good security practices, such as how to manage passwords."

-A Learning Colleague, U.S.A.

"Unstable delivery environments (shifting hardware/software configurations)."

-A Learning Colleague, U.S.A.

"Security issues concerning the online exam system."

-A Learning Colleague, Netherlands

"Intellectual property concerns, especially from companies who do nothing but target other companies with IP suits. The current law in the U.S. is out of control and is starting to tend [to go] in that direction in Canada."

-A Learning Colleague, Canada

"Reliability - WBT requires dependence on a number of systems in order for a learner to have the experience designed by the author. The LMS, the intranet, the workstation, the course all must perform reliably in order for the learner to receive the authored materials as designed. In today's world of outsourced IT, there are more occurrences of failures than before. The end user does not care what the problem or whose responsibility it is to fix it, they just know that they went for training and didn't have a good experience. Additionally...I have to be very knowledgeable of learner self-inflicted reliability issues and be able to problem solve them quickly. For example Yahoo and Google tool bars come with [a] pop up blocker which will effectively shut down a course that "Pops up" in a new window from the LMS. People download [programs other than] the [one designated as the] company standard. Thus, WMV files do not work. So, reliability is a big one for me."

-Bill "Red Dog" Martin, Proctor & Gamble, U.S.A.

"Technology failing and being forced to use an alternative."

-Alison Blair, University of Queensland, Australia

Technical Requirements

"Creating new ways to educate readers online that don't require help from product development [and that] are simple enough to code that they don't take me 12 hours each to post using our CMA interface."

-A Learning Colleague, U.S.A.

"To have fully operational for instructional designers and practitioners a set of fully interoperable and user-friendly IMS LD tool kits authoring tools."

-Marguerite Pezeril, Pole Universitaire Europeen, France

"The thing that keeps me up nights is finding a way to incorporate new technologies and at the same time ensure they are accessible to screen readers and screen enlargement software for people who are blind or visually impaired."

-Vern Roberts, Department of Assistive & Rehabilitative Services, U.S.A.

"Making technology work to the benefit of the learner without the technology becoming an end in itself."

-Gale Frazee, General Motors, U.S.A.

"Online learning and truly global tools to support it."

-A Learning Colleague, U.S.A.

"How do I stop other providers from copying my content?"

-Corinne Wilhelm, Germany

"...getting eLearning on hand-held devices that are easy-to-use and engaging."

-A Learning Colleague

"Podcasting."

-Carol Goldsmith, Hewlett Packard, U.S.A.

"Why can I not easily create a secure copy of the production system on which to train attendees? Will the training system be affected by production glitches? Can we mirror system amendments/updates on the training system on time to ensure trainees get the appropriate training that reflects the system they will use when they return to the workplace?"

-Declan Foley, Ireland

"Work and learning need to be more integrated to achieve fast learning, learning by doing, learning just-in-time [and] learning on the job. My hope is that vendors of learning tools integrate this concept into their tools. Learning objects need to be integrated in your work, the tools you use [and] the procedures you follow."

-Michiel Kostermans, FSR Opleidingsgroep, Netherlands

"What keeps me up at night is technology (networks, broadband, cache boxes) that doesn't work."

-A Learning Colleague, U.S.A.

"Enabling a total system for staff, partners and customers for browsers and mobile devices (PDA's, smart-phones, etc.)."

-A Learning Colleague, United Kingdom



Chapter 12: Other Insomnia-Inducing Thoughts

We didn't expect to get some of these answers, but that makes sense. Ask folks what keeps them up at night and they might be thinking about stuff other than training and development. Believe it or not, worries totally unrelated to your careers are also keeping you up at night! It is nice to see that some people still consider striving for world peace and raising tolerant children their first and foremost responsibilities. Of course, late-night chocolate binges, harrowing hot-flashes and the like will also do the trick:

"Avian Flu pandemic, chemo/bio terror, misguided liberal spending that 'enslaves' its recipients, court activist decisions that circumvent legislative action...not much else."
-A Learning Colleague, U.S.A.

"My mind races through all the things I could or should do in the various roles of my life. When I focus, I come up with some of my best ideas in the early morning."
-A Learning Colleague

"The NHL strike."
-A Learning Colleague

"The '3 o'clocks' - all filters are off, rational deflector shields are down, perspective is lost in all senses and even the most trivial concern takes on epic proportions. One solution is to spiral down with it until the castle built in the air is so clearly, visibly absurd, that you smile or even laugh out loud before rolling over and going back to sleep."
-A Learning Colleague, United Kingdom

"To be honest, the things that occasionally keep me up at night have little to do with my profession, career, or job. Rather, they are things with eternal consequence, not temporal things like how well my employer is doing. The moral fabric of the nation and world, the spiritual condition of people near and far, and the development of my children and their future children into people with a passion for following God's will - those are the things worthy of constant attention and an occasional sleepless night. I expect you're looking for a different kind of answer, but I do think we need to keep what we do for a living in the proper big-picture context. I do appreciate you and others who keep pushing the learning technology envelope further, and in my professional life, I benefit from that. Keep up the good work."
-Claudia Towne, U.S.A.

"I have learned over the years that sleep is most important. I mull over my thoughts during a hot shower or bath, but nothing disturbs my sleep (except for a strange noise outside my home). Then, fully rested, I head out knowing my rested brain is ready to work, not dulled from tossing and turning all night."
-A Learning Colleague, U.S.A.

"Nothing. I am so exhausted at the end of the day that I sleep very soundly."
-Michael Gallagher, U.S.A.

Other Insomnia-Inducing Thoughts

"The peace and calmness in the surroundings which are otherwise chaotic in normal work times with all teams and colleagues in office. This, naturally, helps [you] to focus and concentrate on your work and increases productivity at least 1.5 times more."

-A Learning Colleague

"Worrying about money."

-Jeffrey Pollard, Wachova Securities, U.S.A.

"I love nights ... quiet, uninterrupted thoughts. I have always been this way. [There is] nothing to do because of Internet etc. I used to knit, read, [or] listen to music when there were no PC's."

-Cindy Hoong, Netherlands

"Things I have to do the next day, or things I had forgotten that day. Many times I can remember these things when I relax."

-A Learning Colleague

"Personal: Have I taken the necessary steps to ensure financial security when I retire? Will I be healthy enough to enjoy my retirement?"

Global: Will the war on terror ever be over? If terrorists seriously disrupt the flow of oil from the Middle East, will we all freeze and start walking again...what will I name my horse?"

National: Is Bush doing enough to protect us from a dirty bomb attack? Why is religiously inspired hatred tolerated by spiritual leaders and their communities while they focus on marginal secular issues? And, why do Christian conservative leaders, including elected officials in this country, act with such a lack of compassion toward so many of their fellow, less fortunate citizens? Are they reading a different Bible?"

-Peter Manson, U.S.A.

"Worries from family, work and money."

-Sandra Berg, U.S.A.

"If life were any better, I'd be two people. Absolutely nothing keeps me up at night, unless it is a creative brainstorm that I can't pass up working on."

-Jack Pierce, Learn. Perform. Succeed!

"Internet surfing, watching 'Nightline,' reading a political or social commentary book."

-Paul Edstrom, U.S.A.

"The pleasure of doing."

-João Carlos Teixeira Roque, Positivo Informática Ltda, Brazil

"Captain Beefheart: 'Safe As Milk,' Brian Wilson: 'SMILE,' Marvin Gaye: 'What's going on?'" All [are] appropriate."

-Peter Bongers, Netherlands

"Conflict."

-A Learning Colleague

"What product does the United States produce for the entire world to consume? What leadership role does the U.S. have? Is it a nation of peacekeepers? If so, who

Other Insomnia-Inducing Thoughts

has been paying the bill? How do we maintain our share or increase our share of the World National Product (play on GDP/GNP in a global society)? The best product that the U.S. can offer to the world is through an investment in our Human Capital."

-Ronald Krisak, U.S.A.

"Global warming; leadership effectiveness and ethics (of countries and global corporations)."

-Elizabeth Valentine, VCLtd, New Zealand

"Money."

-Alesha Sevy, U.S.A.

"What keeps me up is...school work that I need to finish before deadlines!! But what REALLY gets me roused is knowing that we humans have so much going for us yet we insist on throwing it all away on petty, ridiculous, wasteful, self-righteous conflicts over who is 'right' and who is 'wrong' when the reality is that WE ARE ALL RIGHT AND WE ARE ALL WRONG in some respects. We waste our resources and greedily continue to use outdated transportation technology just because we are too cheap to invest in REAL SOLUTIONS to our problems. We insist on trying to win people over to our ways of thinking and we even resort to violence in order to 'convince' them to see things our way. Why can't we live and let live, respect our planet and each others' cultures and perspectives and accept the best of what we all have? We could use our technology to educate each other and progress beyond belief. We could achieve our wildest dreams and possibly shoot (literally) for the stars. Instead, we shoot at each other like a bunch of uncivil, ill-mannered children who don't know how to behave, share, and/or get along with each other. Sometimes it just all seems like such a waste. We CAN do better. But will we ever??? This is what keeps me up at night - this and my deadlines...."

-Don Newman, The Columbus Organization, U.S.A.

"After graduation plan, job hunting, ideas for adventures."

-A Learning Colleague, U.S.A.

"Sleep-sappers: unemployment, underemployment, our shape shifting economy, the lack of financial preparedness of the aging Boomer generation and our massive inattention to the world outside the boundaries of the United States and the 6 o'clock news. On the plus side: advances in medical knowledge that will prolong our 'useful' lives, the resilience of the aging boomer generation, our ability to reinvent ourselves and extend our working lives, and the boundless splendor of the planet on which we live."

-Hollis Wagenstein, U.S.A.

"...at night I play games, keep up my personal mail and do some research on my own project."

-Evandro Castilho, Projeto Kadiweu - Selo Editorial, Brazil

"Creation under no pressure."

-Fernando Salazar, SIDOR, Venezuela

"Affordable housing for individuals [in their] 70's, medical cost/prescriptions - not affordable to many - natural remedies vs. medicines to help us stay healthy, vaccines -

Other Insomnia-Inducing Thoughts

are they necessary? Are they good for us? Better ways to motivate our youth to excel in all areas."

-Beth Jarrard, U.S.A.

"Working tension + coffee."

-Shuka Shavit, Blue Squer Israel, Israel

"Invariably, work keeps me up late at night! ."

-A Learning Colleague

"Only my students and eLearning courses, nowadays. All other tasks, I accomplish in a restricted daily plan. Since I decide to stay out of enterprises/organizations and work only for projects and as a consultant/freelance trainer."

-Etelberto Lopes da Costa, Training Consultant, Portugal

"I study (an online program) at night. Normally, I work with Internet."

-Elton Yeung, Cathay Pacific Airways, Hong Kong

"Money problems."

-Paige Heard, U.S.A.

"Loose ends, evolving notions culled from oceans, when all is flux and I haven't devoted time to think through, all I do is stew and brew... if I knew but I gotta keep thinking it through...!?"

-Malcolm Cook, Fresh Logic, United Kingdom

"Completing some slides or other material. Looking for news."

-A Learning Colleague

"Ice cream and chocolate after 10:00 pm."

-A Learning Colleague

"I'm not kept up at night, but the issue that concerns me the most is the willingness of more and more Americans to trade in their freedom for security. To me, that means fewer people willing to take personal responsibility for their lives. How can such people learn or ask questions that lead towards improvement and innovation?"

-Tom Swider, U.S.A.

"The Web...information seek! News, communication and personal development."

-A Learning Colleague, Portugal

"How do we encourage empathy in our children for peoples from all nations? [Are] selfishness and greed preventing us from learning and enjoying the cultures of others? How do we separate religious beliefs from those who would use religion as an excuse for genocide and purgation? Can one truly separate oneself from one's thoughts so as to independently judge the root and the effect of one's thinking and actions?"

-Caesar Taormina, U.S.A.



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