



Current Poll

What would you like to see as member meeting topics?

- Leadership Planning
- Risk Management
- Client Focus
- Healthy Workplace
- Learning Innovation
- Partners/Suppliers
- Organizational Performance
- Policies, Procedures and Process
- Continuous Improvement
- Quality Management Systems
- Change Management
- Other

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News & Events



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CPSQA NCR Chapter Meeting

Wednesday, 27 April 2011, 08:30 - 11:30



Canadian Public Sector Quality Association
Association canadienne de la qualité dans le secteur public

CPSQA NCR Member Event, Wednesday April 27, 2011

Building an e-learning Strategy facilitated by Stephen Davies.

A study commissioned by the Conference Board of Canada concluded that "the most successful countries of the 21st century will focus on lifelong learning, and the most innovative will use e-learning to do so. A well-trained labour force that consistently learns new skills is able to drive economic prosperity to new heights. E-learning is a tool that enables employers to ensure that their employees gain new skills. E-learning will be the tool of choice for 21st century employees who need access to flexible, just-in-time learning systems".

This CPSQA member event will focus on understanding and building an e-learning strategy in the workplace, and will be presented in two parts.

Events

Conferences

Tue A
ASQ C
Night
Wed A
CPSQ
Wed J
CPSQ
& AGM
Tue F
Ottaw
Fair

```
C:\Presentations\Training>Run "Millenials"
```

```
C:\Presentations\Training> Run "Introduction"
```

Building an e-Learning strategy

Impact on training and learning

Stephen Davies

Stephen Davies

learning
business development

training
ASQ
flywheel
consulting
education
Wales
Ottawa
Canada
lecturing
CSTD
manufacturing
Root cause analysis
Process

PART 1

CHANGING DEMOGRAPHICS

Marshall McLuhan

What impact did the “TV” generation have on business?



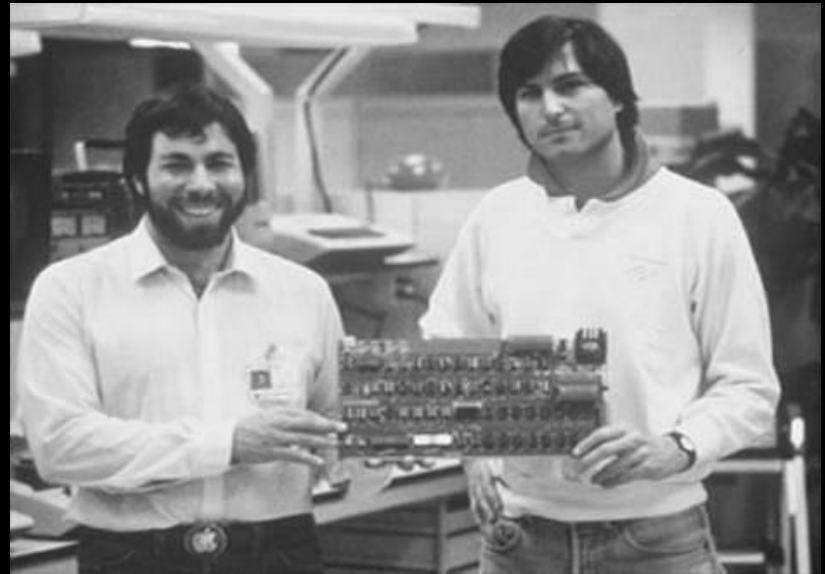
*“The medium is
the message”*





Self centered

Academically lazy

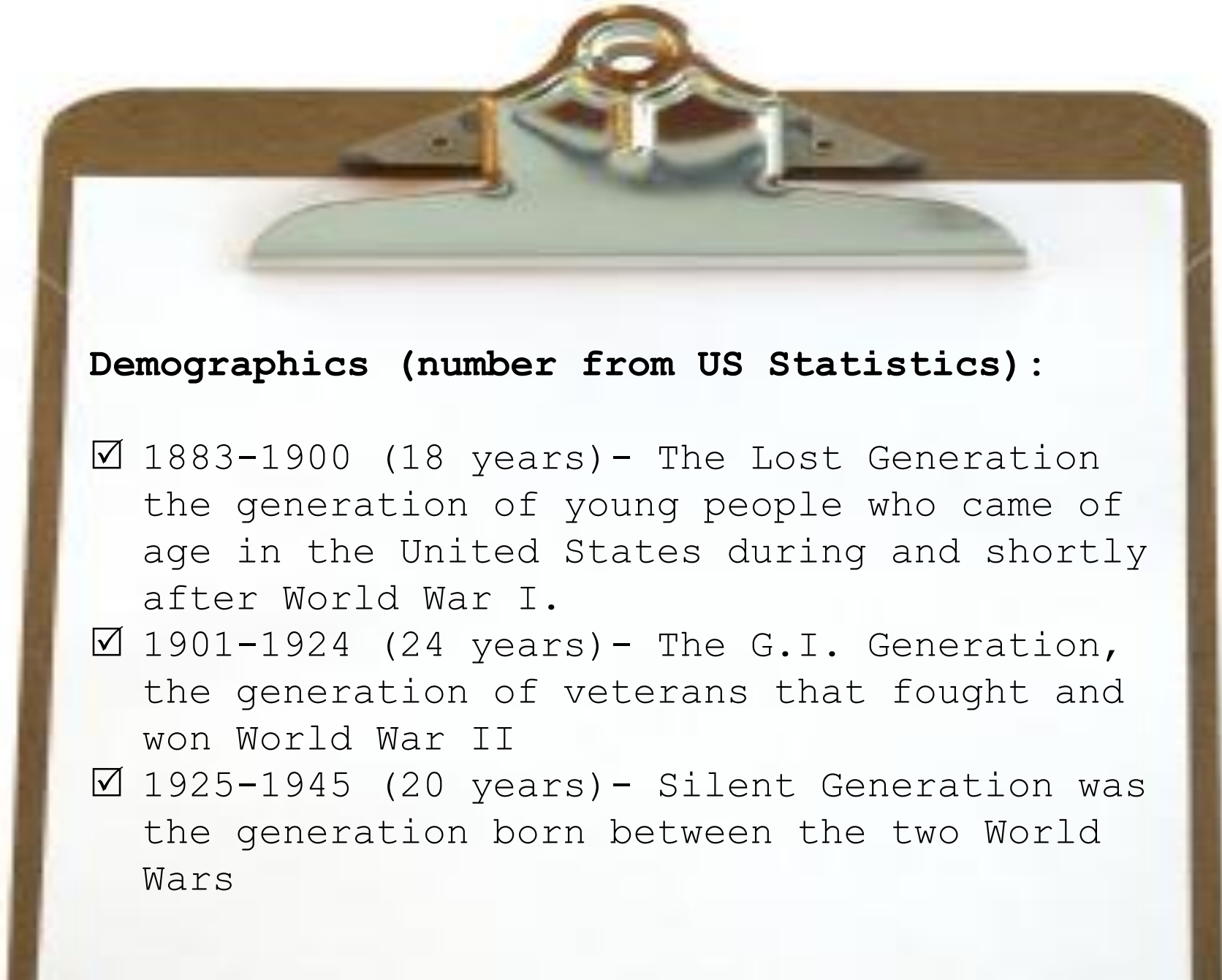




No place in the business world

**HOW DO WE COMMUNICATE
AND TRAIN IN THE
WORKPLACE?**

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C:\Presentations\Training> Run "Demographics"
```



Demographics (number from US Statistics):

- ☑ 1883-1900 (18 years)- The Lost Generation the generation of young people who came of age in the United States during and shortly after World War I.
- ☑ 1901-1924 (24 years)- The G.I. Generation, the generation of veterans that fought and won World War II
- ☑ 1925-1945 (20 years)- Silent Generation was the generation born between the two World Wars



Demographics (number from US Statistics):

- ☑ 1946-1954 (8 years)-The Baby Boomers (Boom Generation) were the generation born just after World War II
- ☑ 1955-1964 (9 years)- Generation Jones was the heretofore lost generation between the Boomers and GenXers (Barak Obama)
- ☑ 1965-1979 (14 years)- Generation X is the generation born between approximately 1965 to 1979, and connected to the pop culture of the 1980s and 1990s they grew up in.



Demographics (number from US Statistics):

- ☑ 1980 - 2000 (20 years) - Generation Y, or "Millennials" are the largest generation in American history. Born between 1980 and 2000, they are 95 million strong, compared to 78 million Baby Boomers.
- ☑ 2001 - present - This latest generation is un-named as they haven't come into their own yet. Early names have included Generation Z, "Generation V" (for virtual), "Generation C" (for community, content or cell phone) amongst others.



Demographics (number from US Statistics):

- Second largest generation after Baby Boomers
- Ethnically tolerant: 60% of 18 to 29 year olds have dated someone of a different race
- Multicultural: 1 in 5 have immigrant parents



Demographics (number from US Statistics):

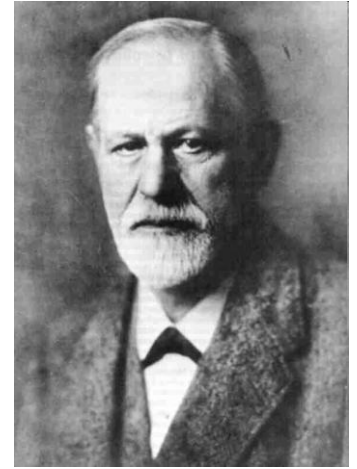
- ☑ Europe the first generation without mature memories of communism or dictatorial rule
- ☑ In newly rich countries such as South Korea or Greece has known nothing but developed world standards of living
- ☑ Latchkey children: 1 in 4 live in single parent households
- ☑ Politically liberal
- ☑ Highly educated: number of undergraduates in 2004 (17.3 million) almost double that in 1970 (8.6 million)

**WHAT IS THE DEMOGRAPHIC
MAKEUP GOING TO LOOK
LIKE IN 5 YEARS IN YOUR
ORGANIZATION?**

```
C:\Presentations\Training>Run "Psychographics"
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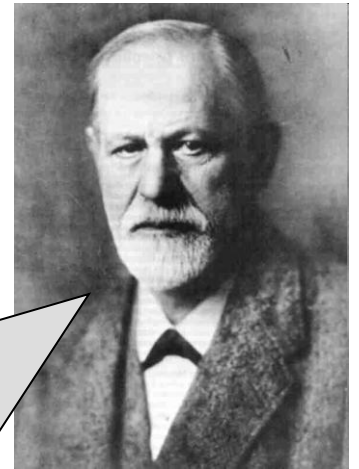
So how do these
“Millennials” work, what
is their psychological
makeup?





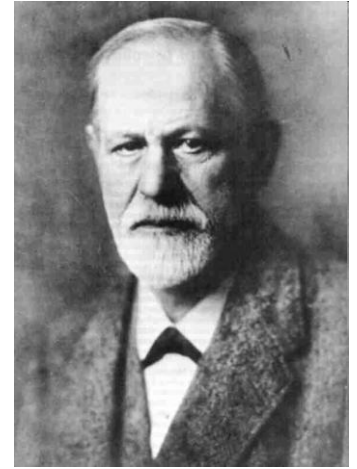
Typically they are very goal oriented.

They are not that risk averse, they are willing to give anything a “go”





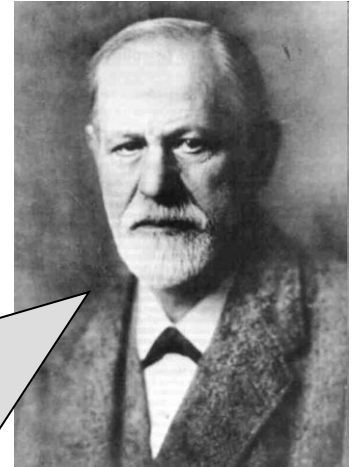
How do they approach
work?



They are not afraid of temporary alliances.

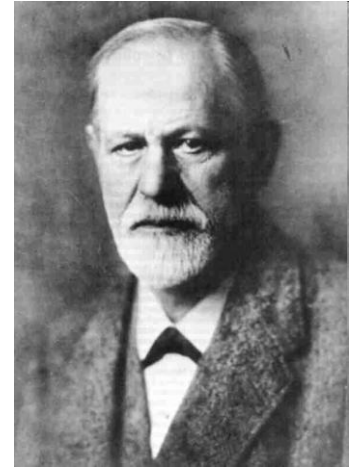
Self organization seems to be high up there in their behaviours as well

This means they can build teams easily.



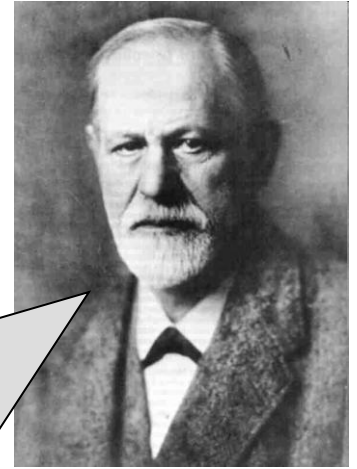


Any downside?



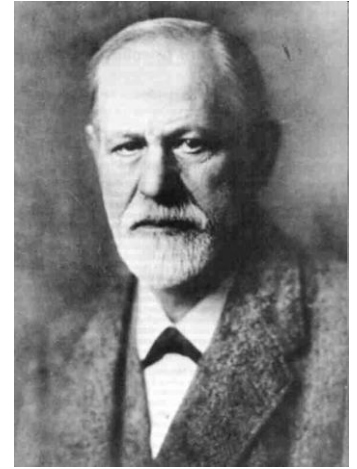


Well they are always the
centre of their actions
and don't really respect
hierarchy or formal
structures



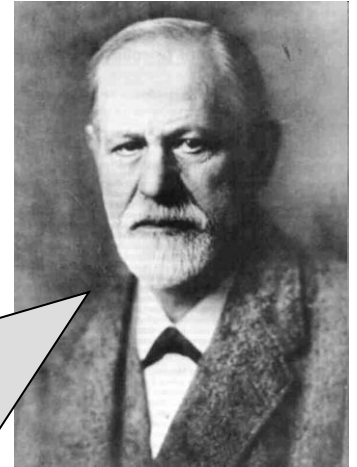


What is the real
fundamental difference?



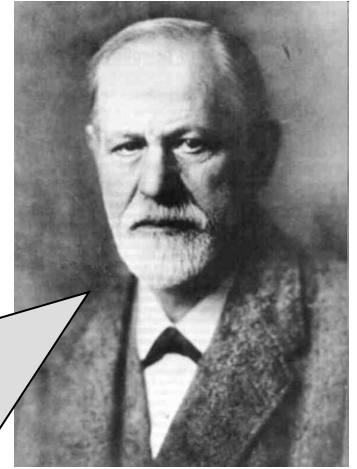


They are not afraid of the virtual world. For boomers it is a fiction, for Millennials it is a reality!



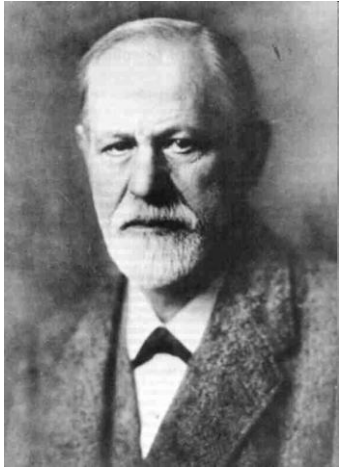


As they mature they will become rapid and precise decision makers with a high proportion of leaders in the “pack”



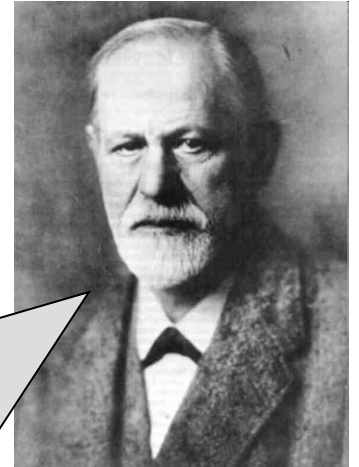


Thanks very much?





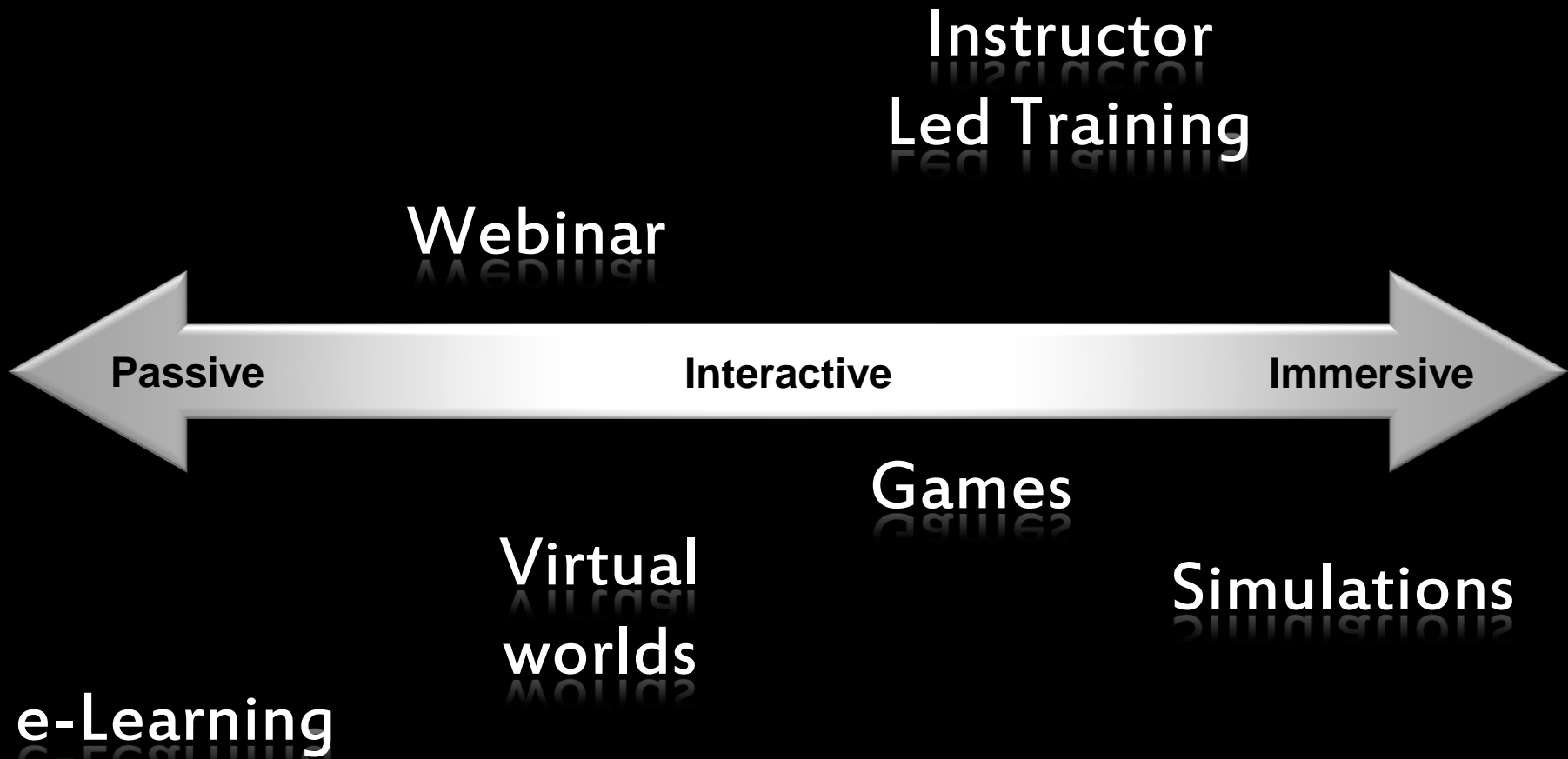
No problem, that will be
\$2000 please!



**HOW DO YOU THINK YOU WILL
NEED TO CHANGE YOUR
COMMUNICATIONS?**

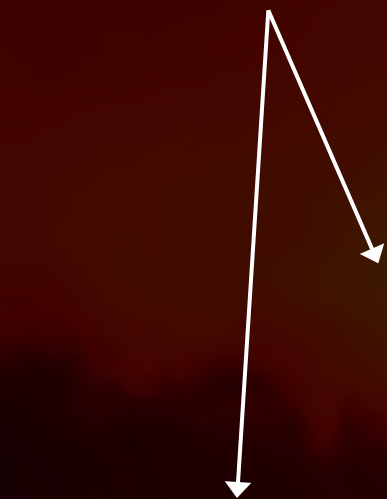
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C:\Presentations\Training>Run "Training"
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Example – Emergency Operations

E-Learning
Acquire EOC knowledge



Games
Apply EOC knowledge
to gain skills



Simulation
Trial and error to test
the environment



Mentoring
Validate

Instructor
Extra help if things
are tough

When to use what type of training?

» E-Learning

- Intensive knowledge transfer
- Awareness and knowledge rehearsal
- Knowledge testing

» Games

- Application of knowledge
- Skills rehearsal
- Behaviour change

When to use what type of training?

» Virtual world

- Any training requires intensive social interaction

» Webinar

- Where instructor input is critical but logistics cost cannot be justified

» Instructor Led Training

- Instructor input is critical
- Beginning of a mentorship
- Group of new people coming together first time

**WHAT IS YOUR APPROACH TO
DIFFERENT TYPES OF
TRAINING?**



A vintage photograph of a social gathering, likely a party or celebration. The scene is filled with people in formal attire, including men in suits and women in elegant dresses. The room is decorated with numerous colorful balloons in shades of red, yellow, blue, and orange. A large, ornate chandelier hangs from the ceiling, and a decorated Christmas tree is visible in the background. The overall atmosphere is festive and celebratory. A semi-transparent white box is overlaid on the center of the image, containing the text "Adding social media to your training programs".

Adding social media to your
training programs

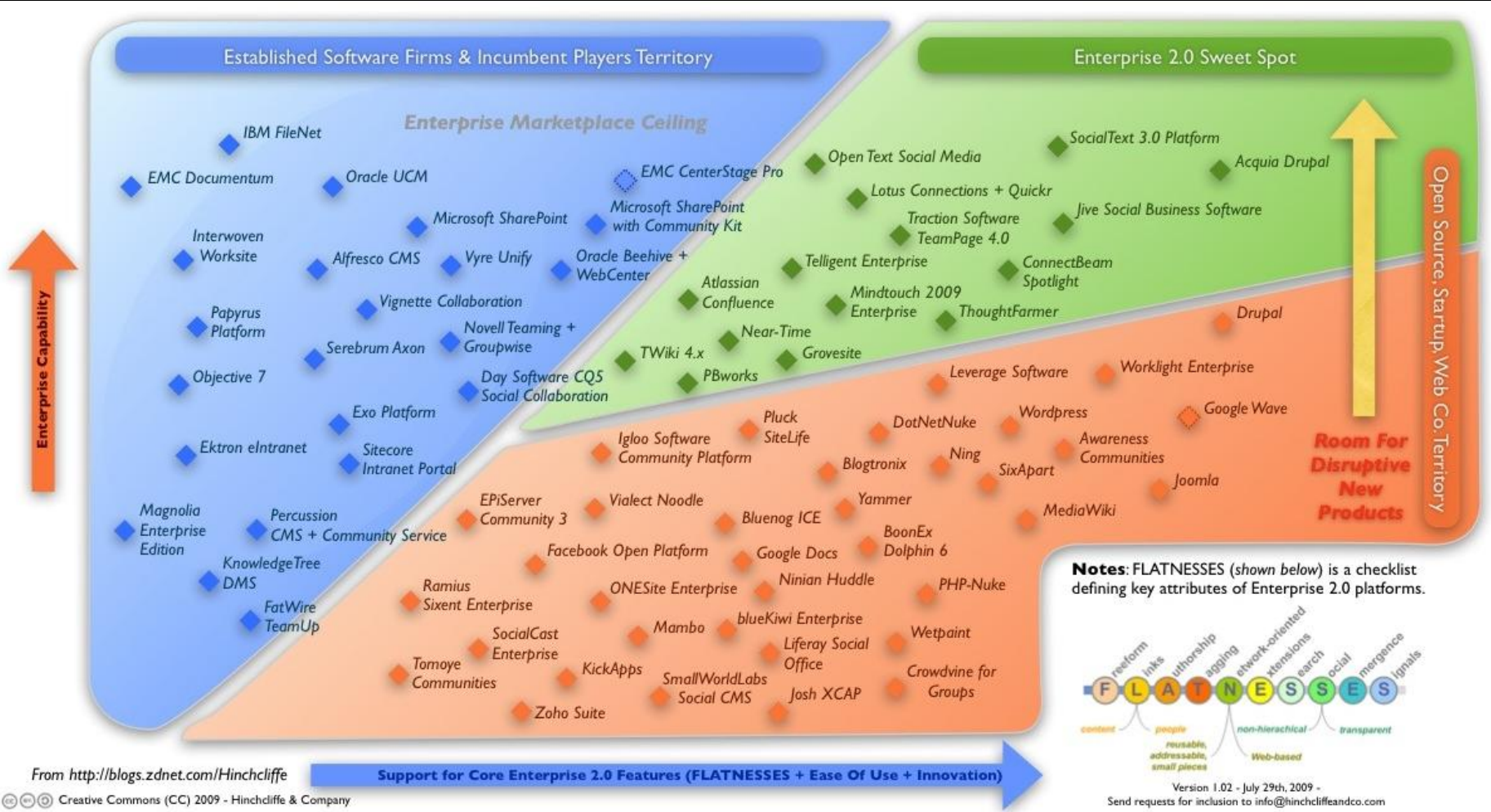


twitter

facebook.



KEY PLAYERS IN THE MARKETPLACE



What and how to use

» Wikis (e.g. Wikipedia)

- User generated content
- Users have med/high technical knowledge

» Blogs (e.g. Blogspot)

- Great for mentoring programs
- Initiates thought process
- Some user feedback (comments)

What and how to use

- » Micro blogs (e.g. Twitter)
 - Enhances social interaction
 - Great at large training events/forums
- » Message/Discussion boards (e.g. Phorum)
 - Discussion **NEEDS** to be initiated (games are great for doing this)
 - Requires moderation
 - Requires drivers

**ARE YOU TAKING ADVANTAGE
OF SOCIAL MEDIA IN THE
WORKPLACE?**

PART 2

EFFECTIVE ONLINE LEARNING

What is competence?

- » ISO 9000

”The demonstrated ability to apply knowledge and skills”

- » ISO 17024:2003

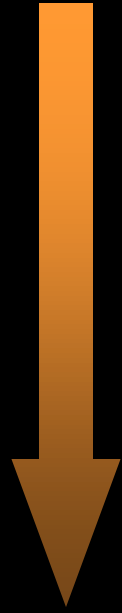
”The demonstrated ability to apply knowledge, skills and, where relevant, demonstrated personal attributes...”

Effectiveness of training

» Measuring effectiveness

- Donald Kirkpatrick

1. *Reaction of student* - what they thought and felt about the training
2. *Learning* - the resulting increase in knowledge or capability
3. *Behavior* - extent of behavior and capability improvement and implementation/application
4. *Results* - the effects on the business or environment resulting from the trainee's performance



Closer to intent of 6.2.2

Training has to address the *competency* of the individual.

For online learning:

- » e-Learning addresses knowledge
- » Webinars address knowledge
- » Games address skills and behaviours
- » Simulations address very specific skills

You have to have the “complete” package, sometimes all on-line but typically as a *blended* solution

Competence and the bottom line



Competence and the bottom line

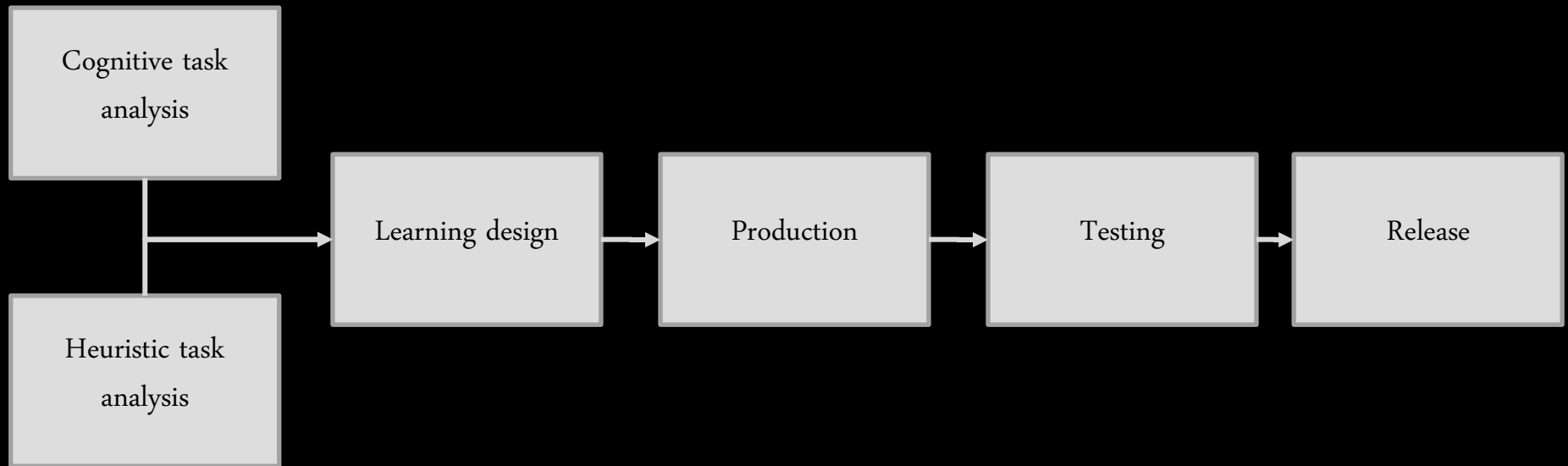
- » Other examples
 - ENEL – Auditor competency
 - Railway Engineers forum – UK railway deaths
 - Australian Food Health and Safety – Public Pressure
- » How does competency impact the bottom line:
 - Ongoing operational costs – effectiveness of resources
 - Risk associated cost
 - legal implication
 - audit failure or non-compliance

Designing effective online learning

- » Look at the process that you are training to
- » There should be a minimum level of competency for each task in the process
- » Effective learning design will address these minimum goals
- » The on-line learning needs to be engaging to ensure that the learner “learns”
- » Where appropriate testing to “certify” competency

**DO YOU EVALUATE YOUR
PROCESS FOR MINIMUM
LEVELS OF COMPETENCY?**

Engagement model



Things to think about

- » Fidelity
- » Immersion
- » Complexity
- » Repeatability
- » Engagement

Development tools



Ensuring employee competency

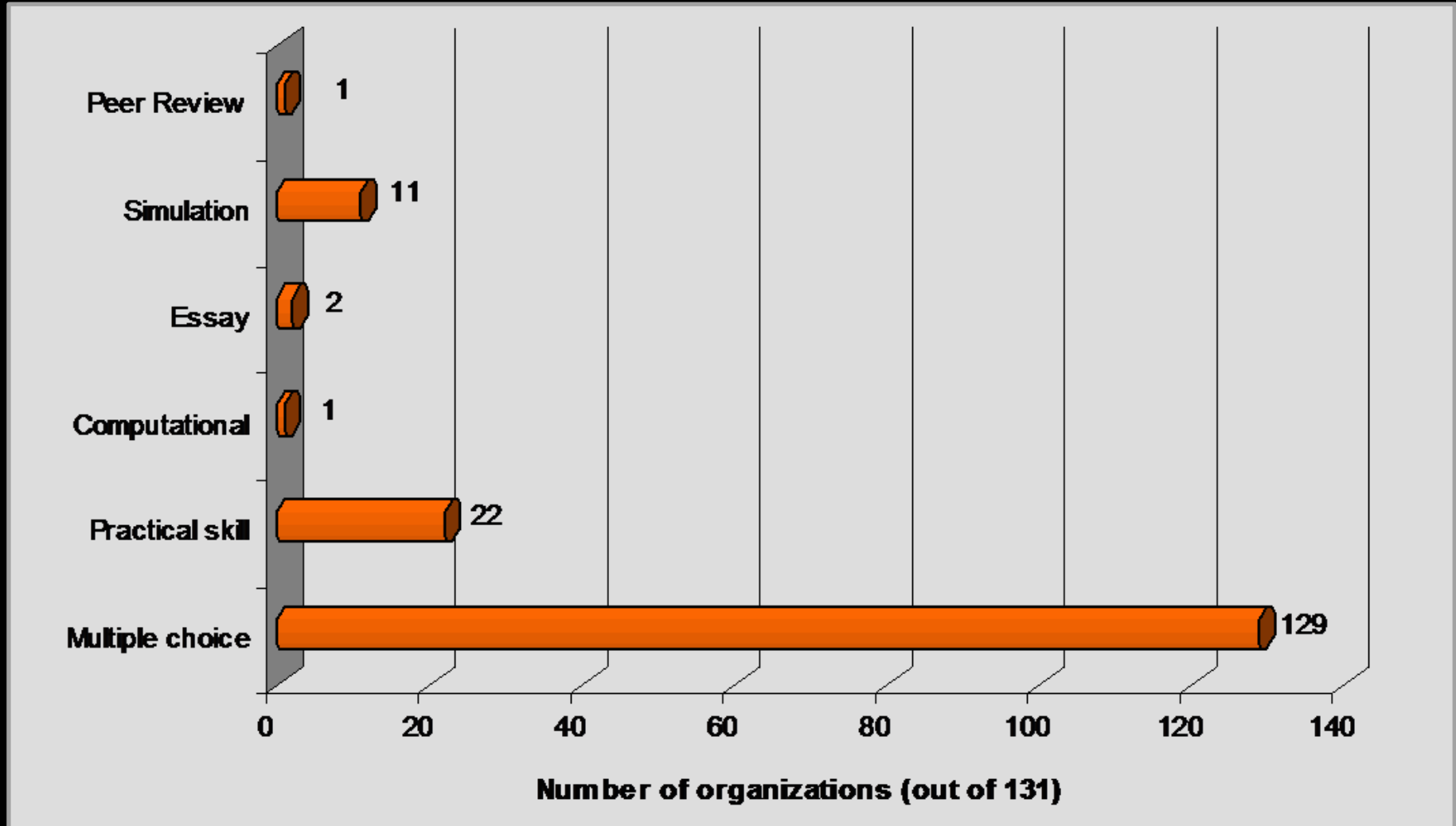
- » 6.2.2
 - a) determine necessary competence...
 - b) provide training...
 - c) evaluate effectiveness...

- » Area of non-compliance because:
 - Hard to define competence
 - Provision of effective training
 - Minimal effective evaluation

Existing methods for evaluation

- » On the job testing
- » Level of existing qualifications
- » Years of experience
- » Assessment
 - Interview
 - Multiple choice
 - Written
 - One-on-one examination
- » Indirect metrics and trends

Existing methods for evaluation



**HOW DO YOU EVALUATE
YOUR EMPLOYEES?**

Issues with evaluating competence

- » Definitive text on workplace testing - Criterion-Referenced Test Development, 3rd ed. (Schrock and Coscarelli).

...only assessments done on

- real-world tasks
- Simulations
- scenarios

can be validly used for certification decisions!

Issues with evaluating competence

- » Correct definition of competencies
- » Cost associated with competence examinations
- » Logistical issues, especially around real-time examination
- » Subject matter expertise in executing and evaluating the test results
- » Tracking the results

How are auditors validating competence?

1. Review HR databases for coverage of training
2. Reliance on “certified” training courses
3. Reliance on “certified” personnel
4. Where time or allows or critical, review training and testing methodologies

How are auditors validating competence?

How do organizations measure effectiveness?

» *Allison Rosset* in T&D* magazine

- ASTD data indicating evaluation to Kirkpatrick model:
 - 13% training at level 3
 - 3% at level 4

* Training and Development magazine, Feb 2007, pp 49 - 53



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