TRAINING
FALL 2010

CHICAGOLAND CHAPTER

ASTD
WORKPLACE LEARNING & PERFORMANCE

T O D A Y

A MAGAZINE FOR WORKPLACE LEARNING AND PERFORMANCE PROFESSIONALS IN THE CHICAGOLAND AREA

Letter From the Editor

Fall is here with its beautiful colors and a cool, crisp feeling in the air. It's time to make things happen yet this year and begin planning for next. One topic that seems to be on the agenda for many organizations is leveraging social media. Where are you on this topic? Are you LinkedIn? Do you Tweet or have a Facebook account? Millions are joining every month. It's a great way to connect with others, tap into expertise, discover new ideas and do some informal learning.

Fittingly, social learning, informal learning and new learning technologies are the topics of this issue. This time you'll find articles and information on:

A Contest and Challenge: Our Chapter President is challenging us to "think outside the field." Be sure to submit your story about innovation and leveraging different resources to be successful.

Mobile Learning (mLearning): Read about how and where this technology fits in today's world of busy and mobile learners.

Virtual Worlds: When is using a virtual world a good fit for your training needs?

Social Media: This new space has received a gargantuan amount of press in the past year. How does it fit into the L&D world and your future in this profession?

Resources: The good news is that social media resources are available everywhere. Check out a sampling of those available thru ASTD.

The Learning Curve: This time the topic centers around networking and designing a professional development plan that works.

ICE 2010: The International Conference and Exposition held here this past spring. Take a look at the highlights of this successful event.

CCASTD Events. Check out the events sponsored by our chapter for the rest of 2010.

On the topic of social media, be sure to take a look at *The New Social Learning:* A Guide to Transforming Organizations Through Social Learning. This book by Tony Bingham and Marcia Conner provides insight into the impact social media has on learning. You can download the first chapter from the ASTD site.

Louann

Louann Swedberg

Upcoming CCASTD Programs

CREATING A CULTURE OF ACCOUNTABILITY

Thursday, November 11, 2010

8:30 – 9:00 AM Registration, Continental Breakfast

9:00 – 11:00 AM Program

Bank of America Building

135 S. LaSalle St., Chicago , IL 60674

This session is based on the New York Times, Wall Street Journal, USA Today and Amazon.com best selling book, *How Did That Happen?* Holding People Accountable for Results the Positive, Principled Way.

CCASTD 2010 HOLIDAY PARTY

Thursday, December 2, 2010

5:30 – 6:30 Registration, Drinks

6:30 – 7:30 Welcome and Dinner

7:30 – 8:30 Dessert and Presentations

The Parthenon

314 S. Halsted St. , Chicago, IL 60661

Join us as we commemorate the past year and look forward to a joyous and festive holiday season.

See www.ccastd.org for more information and to register.

Announcing the "Think Outside the Field" Contest!

Did you know that "rich" countries are losing ground to developing countries in the area of innovation? The US has been an innovative leader for so long that many folks find this hard to believe. Not only is it true, it's happening so quickly that we may end up behind before we even notice. Think this has implications for Workplace Learning Professionals (WLP) professionals? As Sarah Palin would say – "You betcha!"

We all know about the speed and constancy of change. We understand how globalization virtual teams and technology are revolutionizing how we learn and share. But when we have a question or need a resource on a WLP topic, where do we look for answers? We typically look within our field – we talk to other WLP experts, we consult WLP books, we go to WLP websites. I'm not suggesting that this is bad. Of course we should seek out expertise from within our field. We have a great deal of knowledge, and if more people were smart, they would listen to us! What I'm suggesting is that there is much we can learn and apply to our field from fields outside our own.

Examples abound in all fields and industries. Pick up any business publication and I'll bet you'll find a story about an innovative application of something someone learned from a source outside their field.

The bottom line is that if we want to help US organizations continue to be innovation leaders in the world, we'll need to leverage as many resources in as many fields as possible.

To help us begin exploring fields beyond our own, I'm sponsoring a "Think Outside the Field" contest.

- How have you applied knowledge from outside the WLP field to accomplish WLP objectives in your organization?
- How are you planning to apply knowledge from outside our field?
- What lessons have you learned that are directly applicable to WLP?
- Who is the "outside the field" resource that you're using and/or what is the "outside the field" research that you're applying?

Tell me the story about what you did (or are planning to do). Tell me about barriers, challenges, success, failure, learnings. Tell me how you found the innovation that you're implementing. Yes, the contest criteria are loose. That's intentional; I want to cast a wide net. Send me your stories by **Friday, November 12.** (Be sure to include your contact information.)

A panel of senior WLP leaders will review the contest entries. A winner will be chosen and will have the opportunity to write an article about his or her experience for a future edition of Training Today. S/he will also receive a $50 gift card. Three runners-up will be able to share a synopsis of their work in Training Today. Winner(s) will be announced at the annual Holiday Party in December.

How many "outside the field" stories are out there? I don't know. I hope there are many! I'm eager to see what's there, and to share those stories with our membership. I continue to believe that now, more than ever, we need to work together to learn what we can wherever we can. Let's explore the world beyond our boundaries!

Best regards,

Deb Pastors

CCASTD Chapter President

708 848 9508 and debpastors@att.net

CHICAGOLAND CHAPTER

ASTD

WORKPLACE LEARNING & PERFORMANCE

mLearning Is Not eLearning on a Mobile Device

by John Feser

With the proliferation of mobile devices and the increasing capabilities of today's smart phones, mobile learning, or mLearning, has been getting a lot of press. Given the similarity between the terms eLearning and mLearning, one might be tempted to assume that mLearning is little more than eLearning on a mobile device. This assumption could not be further from the truth.

Clearly we don't use our cell phones, Kindles®, and iPods® in the same way we use our desktop or laptop computers, or even their technological predecessors, the book and the CD or tape player. So it follows that the type of learning that is appropriate on a mobile device is very different than what we do at our desk. In fact, the differences between mLearning and eLearning are at least as great as those between eLearning and instructor-led training.

The differences between those two deployment options are so significant that it requires a completely different approach to instructional design, graphic and user experience design and information presentation. So, what exactly makes mLearning so different from eLearning? And why is mLearning such an important development?

Understanding the differences between eLearning and mLearning begins with first defining mLearning. While there are many opinions and ideas surrounding this, a good definition of mLearning is:

"mLearning is the use of mobile technology to aid in the learning, reference or exploration of information useful to an individual at that moment or in a specific use context."

The primary differences between mLearning and eLearning fall into four main categories:
- Timing
- Information Access
- Context
- Assessment

TIMING

The first major difference between eLearning and mLearning is the time when learning is expected to take place and the anticipated duration of the learning session.

eLearning	mLearning
*Most eLearning is designed for the learner to sit at a **computer** and progress through a **specified amount of material** for a period of time.*	*By its very nature, mLearning is untethered and can be done **anytime and anywhere.***
*The length of time required to complete a particular eLearning module varies, but generally the **duration ranges anywhere from twenty minutes to two hours**.*	*In addition, the small screen sizes of today's mobile devices means individual interaction sessions, and by extension, **learning sessions are much shorter in duration.***
Because the instruction is designed to run on a desktop or laptop computer, a specific time is usually chosen to complete the module.	*Mobile learning is **ideal for conveying smaller chunks of information** that can be absorbed while waiting for the bus, standing in line at the grocery store or located on or around a job-site.*

An example of this type of training is a quick reference guide. Imagine a new salesperson who has just completed her company's online sales training course. The course was comprehensive, covering a lot of material, including the company's custom sales process. Now she is on her first sales call. Arriving fifteen minutes early, she pulls out her smart phone and reviews a checklist of the 5 key elements of a successful sales call. Seeing that the number one element is to know the name and title of the person she is calling on, she quickly checks her notes and reviews the information about her sales contact. This sort of just-in-time experience exhibits the value in making your learning content mobile.

INFORMATION ACCESS

eLearning	mLearning
*When taking an eLearning course on a topic, such as a sales training or a new product introduction, **two key learning objectives are comprehension and retention.***	*mLearning is more about **accessing information at the moment it is needed.***
*Because the information being learned will be applied at a later time, it is **critical that the material be understood and remembered until it is needed.***	*This implies that successful mLearning is more about **easy and convenient access to information** and less about committing information to memory.*

Take healthy eating as an example. A lesson on the benefits of healthy eating would make for an excellent eLearning topic due to the amount of information and the level of compression necessary to convey the key points. This type of learning would most likely not be appropriate for a mobile device.

On the other hand, learning whether the Caesar salad or a bowl of black bean soup has more calories at a local fast food restaurant via a simplified interface tailored for the device is an ideal application for mobile learning.

CONTEXT

There is no doubt that mobile devices are being used for tasks that extend far beyond talking on the phone and sending text messages. The capabilities of these devices extend across a wide spectrum from geolocation to photography to internet access. As a result, our context drives how we use our mobile devices. If it is lunchtime and we are in an unfamiliar city, we may use a mobile application or the internet to find a suitable place to eat or relax at a park.

Context is one of the key areas where mLearning is distinguished from eLearning.

eLearning	mLearning
*With eLearning, as with instructor-led sessions, it is **critically important to establish the context so that the learner understands the importance of the subject matter.***	*With mLearning, however, **the context has already been established.***

For instance, take an eLearning module about the importance of performing a safety check before using a piece of equipment. You would most likely start the instruction with a discussion of why safety checks are important and specifically how they relate to the particular piece of equipment being discussed. Once the context has been established, information on the actual safety check process can be presented.

An mLearning example for context involves the defense company, Lockheed Martin's recently developed iPhone application. It includes a full pre-flight checklist for the C-130 Hercules Transport plane. The app contains a rotatable, zoomable image of the plane as well as a visual step-by-step guide to each task required prior to flight. The idea is that a visual checklist is easier to use and interpret than a written document. When you add in the ability to clearly see close-ups or levels of detail that simply wouldn't be possible in a traditional checklist, the value in leveraging the context of being next to the item you are inspecting or using becomes obvious.

ASSESSMENT

With eLearning, the gap between when learning occurs and when it is applied in practice can be significant, especially when compared to mobile learning. As a result, the methods of assessment are very different for the two learning styles. While Donald Kirkpatrick's four levels of learning evaluation are applicable to both eLearning and mLearning, the approach to evaluation is different.

eLearning	mLearning
Assessing an eLearning module is relatively easy. By using a series of questions to determine the success of Level 1 – Learner Reaction (what the learner felt about the training) and Level 2 – Learning (the resulting increase in knowledge or capacity).	*The time span between when mobile learning actually occurs and the application of that learning is usually very short, often it is immediate.*
However, with Level 3 – Behavior and Level 4 – Results, it becomes much harder to assess the impact of the eLearning.	*As a result, it is much easier to assess mLearning's impact on both an individual's behavior and the ensuing business results.*
This is not to say that Behavior and Results are hard in and of themselves to measure. Many other factors can influence a person's behavior or an organization's results making it difficult to tie these changes specifically to eLearning.	*Because mLearning is less about comprehension and retention and more about easy access to the right information, Level 1 and Level 2 assessments are less important if the behaviors and results are appropriately changing.*

DIFFERENT DOESN'T NECESSARILY MEAN BETTER

The differences between mLearning and eLearning may suggest that one learning style is better than the other. They are both appropriate in the right situation. For instance, no one would want their cardiologist to do a refresher on the different valves of the heart prior to doing surgery. But you might feel a little bit more comfortable if your doctor pulled out his iPhone to confirm all the side effects of a new blood thinning medication while he is readying to prescribe a new course of treatment for you.

Similarly, an eLearning module on the history of Chicago may be both interesting and educational. The depth of content that could be revealed could require multiple viewings, with each one bringing forth a myriad of fascinating details. But a walking tour of Chicago that uses the GPS feature of your phone to point out and explain important landmarks based on your current location is much more engaging than learning about them at home sitting at your desk.

The point is, the capabilities and features of today's mobile devices are now allowing us to create entirely new ways of learning than previously possible. When you start thinking about your phone or other mobile device from this perspective, you'll be amazed at the creative ideas that will start to flow and the many ways to enhance the learning process. The key in transitioning the learning objectives and content lies in your ability to assess the learner's goals and understand their context and the delivery methods you have available to you as the learning creator.

John Feser is the Managing Partner of Float Mobile Learning located in Morton, Illinois. Contact John at: www.floatlearning.com

Virtual Worlds Offer Real Opportunities to Learn

by John Howard

The car, a small white sports car with Minnesota plates, pulls up to Edward's booth at the Canadian border crossing. Edward's interaction with the driver is crisp and businesslike.
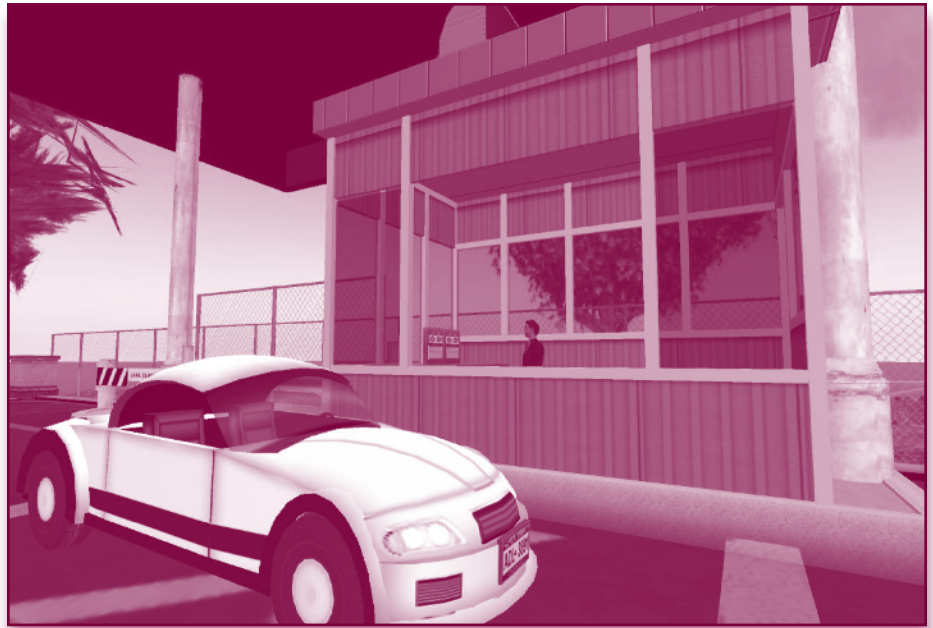
"What is the purpose of your trip?" he asks.

"Uh, I'm just planning to visit my aunt in Canada," the driver replies.

"Do you have anything that you are planning to leave in the country?" Edward continues.

"Um, no," answers the driver.

"How much wine, liquor or beer do you have?" asks Edward.

"I have one bottle of wine I plan to have with supper," says the driver.

This border crossing is typical, like thousands that happen every day. With one exception. Edward is not at the border, nor is the wine-loving driver of the SUV. Edward is a student at Loyalist College in Belleville, Ontario. He is a student learning to staff a border crossing, and his booth is a 3-dimensional replica, created in the virtual world of *Second Life*. The actual Edward is sitting at a computer, wearing a headset and looking through a computer screen as virtual vehicles approach his booth. The drivers are played by faculty or other students.

This example is just one of many illustrating a new trend in training – putting learners into a "virtual world" to learn real-world skills.

WHAT ARE VIRTUAL WORLDS AND HOW DO THEY WORK?

- Virtual worlds are online, 3-dimensional environments.
- They may or may not be reproductions of a real place.
- Users are represented by avatars – a "cartoonish" version of themselves that may or may not look anything like the user.
- In these environments, avatars move around, interact with each other and their environment, and communicate with other avatars via text or voice using VOIP (voice over Internet protocol) and headsets.
- Virtual worlds look a lot like video games, and can be used for gaming, but are different in that they tend to be open-ended without rules, scores or preset objectives.
- Many virtual worlds are user created.

While most virtual worlds began their existence as social and game-oriented applications, they are increasingly being used to help organizations and corporations teach and train their workforce.

One excellent example of virtual world training is the disaster response simulator created by an organization called Play2Train using the Second Life virtual world. Recognizing that it would be impossible for a medical center to totally close down in order to rehearse their disaster response plan, Play2Train reproduced various elements of the center virtually, including the emergency room and parking areas. They then ran a simulated flu epidemic, with patients arriving via ambulance and being triaged in the parking lot, and hospital staff practicing their procedures and communications skills. While not every element of an actual emergency could be simulated, this type of immersive practice allowed staff to understand and appreciate their roles in a crisis, and motivated them to learn the procedures far better in order to be truly prepared.

Continued:
Virtual Worlds

Both this and the border crossing simulation were complex, and expensive, uses of virtual technology. Many businesses start much smaller. Simple role playing activities, such as sales training, can be conducted with a minimum of preparation, yet closely approximate face-to-face interactions. One sales training activity set in a virtual world was a simple role-play of a sales conversation. As the conversation proceeded, the trainer acting as the customer would place sales tips onto a spinning cube above his head. The sales trainee later reported that when he began working with actual customers, he would sometimes still see the spinning cube in his mind reminding him to use the skills he had learned.

What makes virtual world training worth the extra effort? In a recent book on the subject entitled *Learning In 3-D*, authors Karl Kapp and Tony O'Driscoll summarize it with the formula **I+I=E; Interaction + Immersion = Engagement.**

While many forms of online training suffer from participants' tendency to multi-task or lose focus, well-designed virtual world training pulls the participant into the training and makes it memorable, practical and engaging.

WHEN IS VIRTUAL WORLD TRAINING THE BEST SOLUTION?

1. You must do training online, but want it to be highly immersive and engaging.

2. You have time and resources to set up a virtual learning environment and design learning experiences specifically for that environment.

3. Elements of the training include movement and interaction with the environment and other individuals.

4. You want the dynamics and connection that come with face-to-face training, without the travel time and expense.

5. You can devote time to familiarizing participants with the virtual environment.

Virtual world based training presents a lot of challenges, but as VW technology and computer capabilities continue to develop, it will become an increasingly useful tool in the area of employee learning and development. More importantly, it will allow companies to create and deliver exciting learning opportunities in which "anything is possible!"

John Howard is a freelance trainer and virtual world producer based in Morton, IL. He has organized and developed multiple projects and conferences in virtual world settings, and is currently working on a project that uses virtual world technology to teach life skills to autistic teens in the New York City school system. You can reach him at jphoward7@gmail.com. His primary avatar is Corwin Howlett in Second Life.

Social Media Assures Your Future Employment

By Dennis Glenn

The internet and distributed learning have radically altered the training and learning environment as corporations maneuver in today's global economy. Innovation has accelerated the use of new tools and procedures to produce and deliver training. Learners have changed as well, and require a different, more flexible and fluid approach. The global economy has changed the skills needed by today's employers and employees. As learning and development professionals, how do we respond?

Most training programs resemble the Henry Ford Model T assembly line of the industrial age. Production begins and proceeds through the factory until a "finished" product is ready for the customer. Our K-12 and undergraduate programs are carbon copies of this system. Usually, one curriculum model for each grade level is implemented. This allows large numbers to gain access to the product due to the lowered costs. In our industry, there never is a finished product. Lifelong learning is the mantra today. Bottom lines and ROI drive our training programs, many times in directions we have not foreseen. Education and training take time, and short-term assessments often fail to accurately predict the actual benefit to the organization and individual.

The internet has brought another important change to our industry. There is now an internationally-recognized acceptance of individualized, on-demand training. No longer are people willing or able to attend on-site courses to learn new information. Employers have also embraced this concept, since it means their employees often pursue complementary education in their personal time, at home. These new learners see the internet as a searchable delivery system that will eventually offer exactly what they want to learn, the way they

want to learn it. In this way, each learner has the maximum control over his or her own destiny.

> *"The leading edge of consumption is now moving from products and services to tools and relationships enabled by interactive technologies."[1] Even mass production is moving to more consumer-based realities. That a consumer can now order a self-designed Nike tennis shoe, or jeans customized to their every measurement and movement type, is just one of many examples of these web-enabled technologies.*

Training professionals who implement technology and social media connections to individualize learning programs at reduced costs will enjoy new business opportunities. Those who continue to stymie companies and deliver training and products based on the Henry Ford model won't. It's now the "iTunes" business model that allows the consumer to construct his learning as he sees fit. It's the individual who has taken control of her learning and training needs.

With more than 40% of the US work force designated "knowledge workers," improving the effectiveness of these

workers is the main goal of most training programs. These workers have tacit knowledge that must be mined and repurposed to address the impending crisis to replace the retirement of 30 percent of workers in the next few years. This is not just a US problem; Germany, France and the UK have similar employment needs.

The US had been accustomed to filling its knowledge worker gap by importing workers from India, Pakistan and China using the H1b visa program. These countries now have programs that retain many of those workers who would have entered the US using the visa program. And since their countries' lifestyles have dramatically improved, the imported workers who used to stay here after attending college are returning home to claim new jobs created by the global economy.

The Department of Labor estimates that in 2018, the US will require 123 million knowledge workers with a qualified available pool of only 43 million.[2] Conversely, there will be 44 million low skill/low pay jobs in the US with an available pool of 142 million. Let's talk about an impending crisis.

The knowledge worker crisis is real and upon us. Social Media is one of the key tools in our training arsenal that will impact our careers and aid in the transfer of knowledge to our work force.

The first consideration must be to our customers. They are digital natives, growing up with the internet and its connectivity. One critical deciding factor in the American Board of Surgery's recent creation of a National Curriculum for Surgical Resident training was the recognition that their customers (the residents) would rather Google for information than look it up in a medical textbook.

Some of the barriers for learning and development professionals to implement social media in their practice are:

- cost and time
- sharing of knowledge to uncontrolled audiences
- difficulty in measuring success in this new channel

Learning a new language requires immersion in the subject matter, and social media is no different. You must commit time and energy in trying out various tools or channels that might appeal to you and your organization.

The authors of Groundswell offer a methodology to build your social media strategy: POST.[3] It stands for people, objectives, strategy, and technology, where technology is the last consideration in this equation. Don't let the technology be the deciding factor in the construction of your strategy. Even if "everyone is on Facebook" (500 million people gathering online is a powerful draw), it should not be the deciding criteria in the training domain. Remember, we are talking about what the user's needs are and what you can offer. We are talking to someone and not to a group (though that may happen as your connections grow). "What's in it for me" is the driving force in the training domain today.

GETTING STARTED.

The hardest task in getting started using Social Media for training is identifying your training client. The difficulty is we now need new information about not only their level of knowledge but also their commitment to these new channels of communication. Use the Social Technographic Profile to assess the kind of relationship you need to have with your client.[4] Once you determine how your learner interacts with the tools of social media, you can then match it with their learning objectives and build a strategy that is delivered by technology that meets those objectives.

THE FINAL KEY TO SOCIAL MEDIA IMPLEMENTATION IS ENGAGEMENT.

A Harvard Business School study on Social Media says: "A successful social media campaign hinges on great content that creates excitement and buzz among consumers. Excellent content has five characteristics — it should be relevant, personalized, interactive, integrated and authentic." The one new factor in our learning equation is personalized learning. Until recently, the cost of personal trainers, coaches and tutors has been reserved for the elite, just as the production of goods was before the advent of the Model T assembly line. Today, and in the future, technology will continue to enable all that we have accomplished in making information relevant, interactive and authentic — and now, individualized.

1. Zuboff, Shoshana, Creating value in the age of distributed capitalism, McKinsey Quarterly, 2010

2. Bureau of Labor Statistics, Table 2. Employment by major industry sector, 1998, 2008, and projected 2018

3. Li, Charlene, and Bernoff, Josh, Groundswell: winning in a world transformed by social technologies, Harvard Business Press. 2008, p67.

4. http://www.forrester.com/empowered/tool_consumer.html

5. Gupta,Sunil, Armstrong, Kristen, and Clayton, Zachary. Harvard Business School Press, Issue 9-510-095, March 2010.

Dennis Glenn, MFA is a former Assistant Dean for Distributed Education in the School of Communication at Northwestern University has created a consulting company to serve the healthcare industry. He is currently building an on-line virtual patient simulation to prepare surgeons for re-certification and teaches Social Media for MBA students at Lake Forest Graduate School of Management.

As a consultant to many corporations and educational organizations, he has designed learning systems, curriculum, business plans, and classrooms for synchronous and asynchronous learning environments. Mr. Glenn has presented at numerous conferences each year including the ASTD International Conference, ASTD TechConference, Distance Learning Conference, Association of College and Research Libraries Conference, Internet2 Meetings, E-Learn Conference, Educause and the Workforce Performance conference. He can be reached at dglenn@discoursellc.com.

Social Media: *Social media are media for social interaction, using highly accessible and scalable publishing techniques. Social media uses web-based technologies to turn communication into interactive dialogues. Andreas Kaplan and Michael Haenlein define social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, which allows the creation and exchange of user-generated content."[1] Businesses also refer to social media as consumer-generated media (CGM). Social media utilization is believed[who?] to be a driving force in defining the current time period as the Attention Age[citation needed]. A common thread running through all definitions of social media is a blending of technology and social interaction for the co-creation of value.*

Social Media is Exploding! Are You Onboard?

Social Media is everywhere today. You don't have to look far to find articles, resources, blogs, webinars and other information about this exciting new platform. Are you up to date and on board with this new phenomenon? Start by looking in our own back yard. See what information and research ASTD has to offer on this topic. Just a few of the sites and resources are listed below. Don't be left behind — get connected and join in the local or global discussions on one or all of these sites.

DID YOU KNOW? CCASTD has a presence on both LinkedIn and Facebook? Get on and get involved! Begin by going to CCASTD.org. You'll find the links under Membership & Community, then CCASTD Online. See you there!

DID YOU ALSO KNOW? ASTD has a presence on several of the Web's most popular social media websites. "Friends" on these sites may consist of ASTD National Members, Chapter members, or even non-ASTD members. Basically, anyone who wants to make the world work better!

Go to astd.org/mobile to stay connected!

There are so many resources available on the topic of social media and Web 2.0. If you are looking "close to home" for a start, check out what ASTD has. There are articles, reports, books and research findings. Some things are free, some have a fee. For chargeable items, the fee is reduced if you are an ASTD member.

Here are just a few things found on ASTD's website. See www.ASTD.org for these and other social media resources.

THE RISE OF SOCIAL MEDIA
(PDF Download)
The ASTD *Rise of Social Media* report explores the business case for support-

Facebook *is a social networking website for the professional -and- personal sides of life. Simply join facebook then, join the ASTD National Facebook Group, the ASTD Press Fan Page, and the T+D Fan Page.*

Not only are thousands of workplace learning and performance professionals joining LinkedIn, but they are joining the ASTD National LinkedIn Group as well. ASTD also uses LinkedIn to promote online networking at ASTD Conferences. ASTD Benchmarking Forum on LinkedIn.

Twitter *is a website for short blog posts. ASTD uses the ASTD Twitter Page to link the Twitter community with the updates from the ASTD Blog, as well as for the ASTD 2009 International Conference and Exposition. Are you on Twitter? Follow ASTD Public Relations for communications updates, ASTD National for training industry news, and Gina Urgena, Director of Chapter Services for Chapter updates. ASTD International Conference and Exposition on Twitter (hashtag #astd10).*

Second Life *is a 3D virtual world. ASTD acknowledges that 3D communication tools offer the potential for richer communication than 2D tools such as email, instant messaging, and blogs. Virtual environments and relationships will almost certainly be part of learning in the future.*

ASTD's discussion boards *have thousands of members and a wealth of knowledge spanning several years: Consulting, E-Learning, Evaluation and ROI, Global Leader, International, OD and Leadership, Performance Improvement, Training Fundamentals.*

ing and using social media technologies from a learner's point of view. This exclusive perspective provides business leaders with insight for a new strategic priority: to leverage the power of social media tools in order to maximize learning and increase the performance of the entire workforce. While most organizations have yet to fully embrace the use of social media in the workplace, there is a strong belief among the professionals surveyed that adoption of social media technologies will continue to grow in the coming years. Hence, it is critical for business leaders to prepare for the fundamental shift in habits and expectations that the surging Millennial generation will bring to the workplace- computers and collaborative technologies are an extension of who they are. This report includes valuable results and recommendations to help executives make strategic decisions that can positively affect organizational goals and growth.

Note: there is a cost for this PDF. A reduced rate is available for ASTD members.

T+D WEBCAST- RECORDED SESSION NOW AVAILABLE!

How do we prepare for 2020? In this presentation Karie Willyerd, co-author of the newly released book *The 2020 Workplace,* will explore the changes happening in the workplace today:

- Three shifts at play now that will affect the future
- Learning shifts between now and 2015
- 10 predictions for the future of social learning.

Go to ASTD.org to view the on-demand webinar.

TRANSFORMING LEARNING: WEB 2.0 TECHNOLOGIES
(PDF Download)

Most organizations use Web 2.0 technologies in an effort to improve knowledge sharing, foster learning within organizations, and provide more informal learning opportunities. Yet along with the learning opportunities come risks such as the danger of leaks in confidential information. This research report endeavors to shed light on the emerging era of corporate learning in which Web 2.0 technologies such as social networking, Web services, and blogs are being adopted and integrated into the learning function.

Note: there is a cost for this PDF. A reduced rate is available for ASTD members.

Share what you know! If you have a great resource in the Social Media/Web 2.0 tools area, let us know! Send your information to Admin@CCASTD.org. Or, better yet, share it on our LinkedIn or Facebook sites.

Networking in Real Time: Designing a Professional Development Plan That Works for You!

As a student in the Training and Development Program at Roosevelt University, I have had the opportunity to study adult learning theories and their various practical applications. Learning about how to be an effective training and development professional is one thing. Getting out in the real world and actually doing it is another.

Actually putting theory into practice is regular topic of discussion in class. My professors either currently work in their field of expertise or have experienced a robust professional career prior to entering the world of full time academia. They frequently push their students to get involved in local organizations, increase their network of local practioners and seek as many professional development opportunities as possible. Since many of my peers are employed full time while taking full time class loads, this can be a tricky, seemingly impossible task. Luckily for us we have technologies that, in theory, make networking as easy as logging into a LinkedIn account or following a Twitter feed. The question I ask myself is, "How much professional development does simply being a member of the CCASTD LinkedIn Group really bring me if I don't attend any CCASTD events?" After thinking long and hard about it I have concluded that the answer is: not that much.

Don't get me wrong- there is an amazing amount of quality information shared on LinkedIn including CCASTD event postings and member-to-member best practice sharing. The problem is that you have to log in to be a part of the discussions and it can be easy to bypass LinkedIn updates on busy work days. Even when you are participating in the discussions, it can be difficult to make the most of the professional development opportunities you find there.

So here is where I find myself- a student with a wealth of adult learning and workplace improvement theories and applications in my head and a membership to CCASTD on my resume. So how do I actually network effectively? Who do I connect to and what actions can I take to make these connections work to further my career and the careers of others around me? The answer is simple: meet people face-to-face and have a plan of action to make those interactions as rich as possible. Luckily, as CCASTD and ASTD members, a plan has already been meticulously and thoughtfully designed for us - the ASTD WLP Competency Model (the model). You can find the model at: http://www.astd.org/content/research/competency/AreasofExpertise.htm.

"OK," you might be thinking, "It all sounds great but I would really like a chance to see how this works in the real world." Your chance to see the model in action happens more than you think! If you go to the CCASTD Web site (www.ccastd.org) and take a look at the monthly events calendar you will have access to wonderful events like the recent CCASTD Student Special Interest Group (CCASTD SSIG) event on September 15, 2010. CCASTD leaders that plan these events are great at sharing the areas of the model that the event addresses. The September 15, 2010 CCASTD SSIG event, for example, addressed the entire model as an illustration of a professional development roadmap.

Deb Pastors, CCASTD President, kicked off the event with a discussion of the model and how to create an individualized plan of action to make the most out of networking opportunities. Next, CCASTD leaders provided insight on the value of CCASTD membership for "filling in the gaps" of those newly-created professional development plans. Participants walked away from the event with a structured professional development game plan as well as new relationships with peers and practitioners that can help them reach their career goals. Not bad, right?

The CCASTD SSIG event is just one event of many offered to members each month. Every event on the CCASTD events calendar can provide you with valuable professional development experience as long as you do a little leg work ahead of time. Here are some tips worth sharing:

1. **Create a professional development plan for yourself.** You can use the ASTD WLP Competency Model or something similar. Make sure you identify what competencies you have mastered already and what competencies you need to sharpen to further your career.

2. **Take advantage of professional development opportunities.** These opportunities will likely be in the form of events offered by CCASTD or other professional organizations. If you are a member you should get your money's worth!

3. **Network with a purpose.** Go to events that target competencies you need to sharpen and be prepared to actually discuss your needs with other event participants. It's not just about shaking hands and getting business cards. If you go to events with no plan of action you will likely leave the event feeling a little empty handed (minus a raffle prize or two). Nobody likes that feeling.

4. **Give back.** Effective networking is like karma- you have to give something to get something. Plan to attend events where you can serve as a subject matter expert (SME) and offer to help sharpen someone else's target competency. You will likely find that helping others succeed is the best way to advance your own career.

5. **Don't be afraid to actually meet people face-to-face.** The idea of social networking online is appealing, I know. Just don't fool yourself into thinking that joining a group or connecting with a peer online will help your career grow. They say that most human communication is non-verbal. Make the time to connect with new people in person so you can make a memorable impact and build a strong relationship that, maybe, can be maintained online down the road.

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ASTD ICE 2010 Recap

The data is in. The 2010 ASTD International Convention and Exposition (ICE) was an official blockbuster! Here are some of the highlights of this year's event which was held here in Chicago.

ATTENDANCE
- 9,000 attended in 2010, up from 8,000 in 2009
- 1,800 international attendees came from more than 70 countries
- U.S. attendees came from 49 states, the District of Columbia, Puerto Rico, and US Virgin Islands
- 50% of attendees were first time ICE attendees

EXHIBITORS
- There were 340 booths/exhibitors
- 60 organizations were sponsors of some portion of ICE 2010

LEADING EDGE
- This conference featured "paperless handouts" – session handouts were available online for download. ICE is going green!
- Twitter was a key feature this year. Attendees were Tweeting live from sessions and exhibitors were using Twitter to communicate with attendees.
- Twitter response continued for two weeks after the conference as attendees continued to share their experiences.
- ASTD used Facebook status updates as another tool to alert attendees to event going on in the store and Expo. LinkedIn was used to provide additional networking opportunities.

WHAT ATTENDEES SAID
- "Being a Volunteer was wonderful and helped me to get the most out of attending the conference."
- "The Celebration was awesome! Very well put together; great band - very interactive; great food - nice to sample from around the world; and great setting. Much better than what I attended years ago!"
- "Exceeded expectations!"
- "Excellent organization and selection of vendors."

SESSION FEEDBACK
- Overall satisfaction with sessions and speakers continues to remain high and stable.

NATIONAL ASTD PERSPECTIVE
- Staff from national ASTD felt attendees were particularly enthusiastic about the conference experience. One of the most rewarding things for national staff to see is the camaraderie and networking that happens organically when thousands of learning and development professionals get together.

LOCAL CCASTD CHAPTER PERSPECTIVE
- An unbelievable cast of dedicated and professional volunteers made the event run smoothly. Thank you for your time and enthusiasm!
- Many thanks to Ken Philips for his dedication and innumerable hours spent coordinating the volunteers, Day Manager roles, and other details behind the scenes to make this event a success.
- Reaction from a Day Manager was one of utter surprise and delight. Things always come up at the last minute and often on the day they are to serve, some volunteers aren't able to make it. That was not the case in Chicago. Everyone showed up for their assignments. We actually had a few more people than we needed. This was a first!

What was your ICE experience like? Have a great story to tell? We'd love to hear your stories or get your feedback. Send your experiences or comments to Admin@CCASTD.org.

CCASTD
Alliance Organizations

ACPI
Association of Career Professionals International: www.acpinternational.org

CCASTD
Chicago Chapter of the American Society for Training & Development: www.ccastd.org

CCF
Chicago Coach Federation: www.chicagocoaches.com

CISPI
Chicago Chapter of the International Society for Performance Improvement: www.cispi.com

CODIC
Chicago Organizational Development Institute Chapter: www.codic.us

NSA-IL
National Speakers Association-Illinois: www.nsa-il.org

ODNC
Organization Development Network-Chicago: www.odnetwork.org/odnc

STC
Society for Technical Communication: www.stc-chicago.org

ADDRESS SERVICE REQUESTED

www.CCASTD.org

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