



Reinvent the Learning Process



Take your learning program to the next level

“Western cultural views of how best to organize and lead (now the methods most used in the world) are contrary to what life teaches. Leaders use control and imposition rather than participative, self-organizing processes. They react to uncertainty and chaos by tightening already feeble controls rather than engaging people’s best capacities to learn and adapt.”

– Margaret Wheatley

Cheryl Johnson
12/10/2007

Copyright © 2007. RWL Tech, Inc.. This paper may be freely copied and distributed electronically for informational and learning purposes. It is not to be resold without express, written consent from the copyright holder. Information in this document is subject to change without notice.

Welcome	3
Chaos Theory and Organization Development.....	4
Steps to Harness the Power in Chaos	5
Training Triggers.....	5
Evaluate.....	5
Develop Performance Driven Strategies	6
Adapt and Change	15
Evaluate Again	15
Technology Support	15
Change Management	15
Overview (online learning modules) -	15
Action Learning –	16
Experiential Learning –	16
Performance Support -	16
Conclusion	17
Who we are	18

Welcome

Your organization has just purchased a new learning management system. It was purchased with the intent to deliver training more effectively. Where do you begin? Some training departments may start populating the system with third party courses while others prefer have their legacy content converted in to a format compatible with their new learning management system. If you are ahead of the curve you may have gotten your feet wet in developing some content of your own or purchased off the shelf content and customized it to your organization. For those supercharged training gurus, you have either your own in house development team or a trusted vendor or two to help populate your LMS with a myriad of courses. You are set! Enrollments are up, people are commenting that they really enjoy the convenience of online learning and the courses you have provided are very interesting. Phew... you can relax. It took a significant amount of work to get to this point. There was much to be learned about technology, but with time and patience you were successful.

Enter: a new dimension in workforce population; a generation with a different attitude toward employment. They were educated in a different culture with information readily available and on demand. They were not required to memorize information in school. Instead they learned how to access information. They learn fast and want information to keep pace with their ravenous appetite. There is a need for continuous growth and development to keep them challenged and engaged. If you don't provide this environment, some other organization will, and they will readily move on.

Enter: a new dimension in business. Competition for talent is stiff. Competition for customers is even stiffer. Maintaining a loyal client base is challenging as new companies emerge and offer better service with faster turnaround times at lower costs.

How do you stay competitive in this rapidly evolving environment?

At the center of this chaotic change is the learning space. Let's indulge in an analysis of chaos and discover how this concept can work for you, instead of destroy you.

Chaos Theory and Organization Development

The primary goal of an organizational development (OD) consultant is to initiate, facilitate, and support successful change in an organization. Using chaos theory as the sole model for change may be far too risky for any stakeholder buy-in. The concept of uncertainty on which chaos theory relies is not an appealing motive for change compared to many alternative "safer" models of organizational change which entail less risk. By careful planning and management of disorder a successful intervention is possible, but only with a truly dedicated arsenal of talented and creative resources...

Although chaos eventually gives way to self-organization, how can we control the duration, intensity, and shape of its outcome? It seems that punctuating equilibrium and instilling disorder in an organization is risky business. Throwing an organization off balance could possibly send it in a downward spiral towards dissemination by ultimately compromising the structural integrity (i.e. identity) of the system to the point of no return. The only way to reap the benefits of chaos theory in OD while maintaining a sense of security is **to adjust the organization towards a state of existence which lies "on the edge of chaos"**.

By existing on the edge of chaos, organizations are forced to find new, creative ways to compete and stay ahead. Good examples of such learning organizations are found throughout the field of technology as well as the airline industry, namely organizations such as [Southwest Airlines](#), which used re-invention not just for survival, but also to prosper in an otherwise dismal market. In contrast, there are organizations which, due to extended periods of equilibrium, find themselves struggling for survival. Telephone companies, for instance, were once solid and static entities that dominated the communication market. While the rest of the world was developing new communication technology, telephone companies did not creatively grow at the same rate. The result is an organization that is battling to stay alive unless they embrace the element of chaos due to crisis, and allow creative adaptability to function freely so that self-organization and re-invention can occur.

While organizations existing on the edge of chaos are known to be the most creative and adaptive of organizations, how do their members feel about constant evolution and re-invention? Is it possible to identify with, and stay loyal to, an organization that constantly changes shape? The short answer is yes. As long as the organization does not change its core essence, its identifiable, shared purpose, its members will still experience the organization as a developing system that changes shape but retains the same familiar face.

Perhaps the safest way to use chaos theory in OD is not in the instigation of organizational change, but in the use of its principles in dealing with issues that arise within the organization. By embracing organizational phenomena previously seen as dysfunctional, such as interpersonal conflict, and using it as a source for transformational change by applying principles found in chaos theory (Shelton, 2003), an organization can make "lemonade out of lemons" and become

more responsive to change agents while continuously moving ahead and growing from the inside out without the fear of complete chaos.

www.wikipedia.com

Steps to Harness the Power in Chaos

If your organization has just surfaced from the implementation of a new breed of learning solutions you may be able to relate to a feeling of chaos. So how do you take your organization, which has just emerged from a period of perceived chaos, satisfy stakeholder initiatives, attract and retain talent and improve performance goals. It all begins with an evaluation of your current process.

1. Define Training Triggers
2. Evaluate where you are now.
3. Research with a focus on performance driven strategies that promote organizational goals.
4. Adapt and change as the needs of your employees and customers evolve. Do not remain stagnant or rest in a comfort zone.
5. Evaluate again!

Training Triggers

“Training has always been an essential part of good company culture, but in today's competitive work environment, training is more important than ever. The most successful organizations are those that take the time to continue their employee's education, ensuring they are up-to-date on issues relevant to their field. Some of the training challenges facing modern workers include new technology, enhanced cardholder data security requirements, tighter legal regulations, and tougher competition. Companies should determine if employees need more information on a particular subject or if they desire further training before instituting a formal program. Evaluation deficiencies, individual development plans, succession issues, a new hire, a new product, new technology, or a reassignment are all events that should trigger training, experts say. However, it is not enough to simply offer training opportunities. Studies show it is essential that organizations create a company culture that lets their staff know how important training programs are. Employees who know expanding their knowledge base is important to their company tend to get more out of training programs than other workers. There are a number of benefits to instituting effective and valued training, and they can be measured in increased productivity, customer satisfaction, and profits. Training also attracts and retains quality employees, making it easier to replace workers. Moreover, managers can reduce the amount of time spent supervising their team.” (*Is Your Organization Committed to Training? Transaction World (11/07) Vol. 7, P. 29; Beauchamp, Marc*)

Evaluate

These steps seem very basic at their core. Evaluate, adapt, focus on goals, grow and evaluate again. This does not seem difficult to accomplish. But reality says something different. Evaluation plans are time consuming to implement and outcomes difficult to measure. It does not directly contribute to bottom line results. It takes time away from other, more pressing activities. But growth is always contingent upon some form of evaluation. Would a farmer plant his crop in a field where he did not know the composition or quality of the soil? He

might, but it would take years of trial and error to acquire the information necessary to grow a plentiful crop. If he simply took the time to analyze the soil, he would increase the odds of a successful crop with minimal disruption.

We need to evaluate our organization.

- Who is our customer?
- What are their needs and wants?
- What is the make up of our employee base?
- What are their needs, but more important, what do they need and want to remain loyal?
- How do we build upon employees' current skill sets to maintain competitiveness now and in the future?

In addition, once we develop learning programs the need to evaluate them for several factors is paramount. Evaluation standards for financial ROI and production or performance improvement will help build a strong case for organizations to invest in quality learning programs.

Sometimes we don't evaluate because we don't really want to know the answers. They may require adaptation and change. Change can be painful. It can and will pull us out of our comfortable work environment and challenge us to rise to a new level. We could be required to do things differently, learn new skills, or change buying habits. We are comfortable.

Develop Performance Driven Strategies

Even more difficult than performing evaluations, is taking the time necessary to define performance driven strategies. Once again, the current strategy is working. We haven't been nudged out of the market yet. Our employees seem content with the new learning experiences we have provided. Things are going ok. Organizational goals are being met, but may not be exceeded.

- Are we certain that what we are doing now will be effective two to three years from now?
- What are the trends?
- Do these trends fit our business model, why or why not?
- What can we gain from these trends?
- What do we stand to lose if we don't research and evaluate what others are doing in our market space?
- What type of measurable outcomes are being derived from them, or are they simply a passing fad.
- How or will any of these improve performance of employees or gain you an advantage over competitors.

There is much to be said for doing things the way they have been done in the past, especially if what you have done in the past has brought you success. Hold on to what works, while keeping an eye on what future changes may affect the demographics or dynamics of your business and its model. Study the impact and research the pros and cons of others who have implemented new strategies. Why did they go a new direction? How did they implement those changes? Glean lessons learned from their experience and ask if it was successful? Relate that to your current situation and calculate if taking the risk will help you maintain a competitive edge.

Performance driven strategies can prove challenging to define and even more complex to implement. They begin with an evaluation of your learners. To make learning successful it must be provided in an environment where learning is a priority and not just a one time event. Creating a learning culture involves more than making courses available. It involves defining a strategy where information is easily accessible and employees are rewarded (whether intrinsically or extrinsically) for improving skills they brought to job and skills where they may need improvement.

There are many types of learning, many types of learners and many learning styles and states. It can be challenging to create learning events that cater to needs of all. In addition, certain topics lend themselves better to particular instructional strategies.

Provided below is a high level outline of the most common learning philosophies and the various methodologies for employing them with various topics.

There are basically three competencies we need our employees to have:

- **Cognitive:** mental skills (*Knowledge*)
- **Affective:** growth in feelings or emotional areas (*Attitude*)
- **Psychomotor:** manual or physical skills (*Skills*)

Since this work was produced by higher education, the words tend to be a little bigger than we normally use. Domains can be thought of as categories. Trainers often refer to these three domains as KSA (Knowledge, Skills, and Attitude). This taxonomy of learning behaviors can be thought of as "the goals of the training process." That is, after the training session, the learner should have acquired new skills, knowledge, and/or attitudes.

(<http://www.nwlink.com/~donclark/hrd/bloom.html>)

There many different learning styles. Visual, auditory and kinesthetic are the most widely known. A little less known are Kolb's definitions of the pragmatic, theorists, reflectors and activists.

We do not all learn the same. We focus on and adopt methods we feel comfortable with and shy away from styles that make us feel uncomfortable. When we do that we limit our capacity to learn. Varied forms of learning need to not only be present in quality curriculum, but all learners should be encouraged to at least "try" learning styles that don't suit their tastes.

It is important to realize that learning styles are not 'personality traits' and we all adopt different styles in different contexts. However, we usually favour one or two styles above the others. According to Honey and Mumford (1986), we need to adopt four styles in order to complete any cycle of learning. A weakness or reluctance to adopt any single style will 'block' our ability to learn effectively.

The four styles necessary for completing Kolb's cycle are:

<p>Activists</p> 	<p>You learn by doing, rather than going to the instruction manual. You like to immerse yourself in as many experiences and activities as possible and often like to work in groups so that you can bounce ideas around and try out as many ideas as possible. Your strength is in being open-minded and enthusiastic.</p>
<p>Reflectors</p> 	<p>You will stand back and observe because you like to gather as much information as possible before deciding how to proceed. You would rather get the bigger picture, which will include past experiences and other people's perspectives, rather than jumping in. Your strength is the meticulous collection of data and its analysis in order to reach a conclusion.</p>
<p>Theorists</p> 	<p>You like to adapt and integrate all your observations into theories or frameworks so that you can see how one observation links to all the others. You attempt to insert new learning into your theories and frameworks by asking 'how does this fit in?' Your strength is that when you attempt to solve problems, you use the links to take a step-by-step approach.</p>
<p>Pragmatists</p> 	<p>You are always on the lookout for new ideas so that you can put them into operation. Your main criterion for judging a theory is whether it has any practical implications. Your strength is that you can confidently use new thinking and incorporate it into your work.</p>

Effective learning needs to come in many forms. Utilizing one form of delivery or instruction limits the audience that will benefit. Truly innovative instructional design cannot follow the typical norms of traditional models.

“Design is the human tradition of creative engineering. Design is everywhere and is in everything humans make and do. Design invents, crafts, creates, constructs, and forges. Design plan for successful outcomes aligned with intention. Design is both a verb and a noun; it is a process and a philosophy; it is about function and about form; it is about aesthetics and about usability”. (Lies About Learning, pg. 28) Quite often training organizations focus on creating content. Rather than being “Learner Centric” (Michael Allen’s Guide to e-Learning, pg 75-85) content is “Content Centric”. The focus is on getting content into people’s heads instead of facilitating learning. “ID encompasses much more than following a model or rule set. In fact, ID models are best used as a framework for design. As frameworks, these models can provide a flexible platform from which the designer can construct the most appropriate and effective learning experience. Strict interpretation of models results in a mechanical orientation to design. As a systems-thinking approach, learning design should be considered from an ecosystem mindset, an organic orientation to the many aspects of human cognition and experience.” (Lies About Learning, pg. 29)

To accommodate these differences there are four types of learning supported well by technology.

Types of Performance Driven Learning Methods

1. Introduction or Overview to new information:

When new topics are being introduced some formalized method of delivery helps learners get a broad based, high level view. This is an ideal platform for simple, cost effective e-learning modules created with the more popular content authoring tools such as Toolbook, Captivate, and Lectora. It is also a great place for Instructor Led events.

2. Action Learning:

A powerful form of problem solving combined with intentional learning in order to bring about change in individuals and the organization.

Reg Revans

Case Study Sodexho USA *Fran Szabo*

The pilot for action learning degrees began in 2001. From that initial group the following graduated:

**8 Associate of Science in Facilities Management
24 Bachelor of Management
5 Master of Management
4 Doctor of Management**

This pilot was sponsored and funded by the Local Union 213 in Providence, however, approximately 2 FTEs from Sodexho supported it.

Since then, when I began official supervision of the program, the following have graduated:

**11 Bachelor of Management
2 Master of Management
1 Master of Learning and Development
2 Master of Business Administration**

There are currently 56 active students in the program with another 22 ready to enroll. This effort to manage about 80-85 students annually is using 1/4 management personnel (me), 2 volunteer advisers (approximately 8-10 hours per month) and 1/3 administrative personnel.

Understanding action learning

"Why do some organizations which employ so many intelligent people continue with strategies which are obviously not working, or fail to take actions which are clearly called for, or repeat their mistakes, over and over? Why do some organizations put so much time and energy into not changing - into defending the past and avoiding the future? Why is it that large organizations, particularly, have a tendency to bring out the worst in human nature, so that instead of behaving with the collective wisdom of a thousand, management, at various levels, can display a profound commitment to defensiveness and short term self-interest?"

Cliff Bunning, Educator, Australia

Most employees have plenty of experiences but often do not learn from them as fully as they could. In action learning employees learn to take effective action by reviewing and interpreting their experience in order to identify what it is they have learned. This systematic approach to

learning focuses primarily on the dynamics of the employee's role ensures a more efficient learning process.

Action Learning is one of the most important tools for your development. It is an important adjunct to learning to learn. Where change is almost continuous, employees have to be able to learn about the processes which have helped problem solving even more than the specifics which have helped each problem. In Action Learning employees learn to take effective action by reviewing and interpreting their experience in order to identify what it is they have learned.

Action Learning is a social process. Other people are very involved in the process and they will find that their learning also increases.

Background to action learning

Imagine, if you will, that you are a research physicist. Just when years of painstaking effort seem about to bear fruit, you come up against an intractable problem. Fortunately you are surrounded by other research physicists - past and future Nobel Prize-winners. Unfortunately none of them works in your field. Does this stop you seeking their help?

If you are sensible, and want to win a Nobel Prize yourself, it does not. You put your problem to them. But what can they possibly do to help you out of your impasse?

Back in the 1930s, a young man called Reg Revans found himself working with just such a high-powered group at Cambridge University. When they were faced with difficult research problems, he found that they would sit down together and ask one another lots of questions. No one person was considered more important than any other and they all had contributions to make, even when they were not experts in a particular field. In this way they teased out workable solutions to their own and one another's problems.

Revans was so taken by this technique that, when he went to work at the Coal Board, he introduced it there. When pit managers had problems, he encouraged them to meet together in small groups, on site, and ask one another questions about what they saw in order to find their own solutions, rather than bring in "experts" to solve their problems for them. The technique proved so successful that the managers wrote their own handbook on how to run a coal mine.

Not just learning by doing

Learning by doing may be sufficient, if you are attempting to acquire a basic mechanical skill, like riding a bicycle. If you try often enough and succeed often enough, you will eventually learn how to do it efficiently whenever you wish. But in the complex world of problem solving, doing does not, in itself, lead to learning. You will not learn anything about solving your next problem purely from the act of solving your present problem.

For learning to take place you need to do more than just experience solving your problem effectively; you need to reflect on that experience in order to identify exactly what it is which you have learned, internalize the lessons which you can learn from it, and pragmatically devise action plans, so that you can take effective action in the future in a new and different situation.

That is what Action Learning does. That is how it differs from learning by doing.

Fostering organizational learning

If you believe that the extent to which the people in your area of responsibility learn from their ongoing experience is a strategic variable which strongly influences their future performance and if you would like to do something to foster organizational learning, what strategies should you consider? Set out below are some general possibilities. These need to be considered in the light of the particular needs of your work group or organization -

Instead of using one-shot training courses for staff development, make more use of action learning programs, which aim to foster learning from real projects conducted over a period of time.

Encourage staff meetings and committees to pay attention to their process, rather than just to content issues. End all meetings with a review period aimed at evaluating the group's performance, with the intention of learning how to function better in future.

Encourage all staff to engage in regular reflection and initial self-appraisal with the explicit intention of increasing insight and future effectiveness. Model these behaviors yourself.

Encourage the giving and receiving of constructive feedback aimed at performance improvement and ensure that you encourage feedback about your own strategies and functioning. Actively listen to feedback when you get it.

Seek to develop an organizational climate which is supportive of people taking risks such as being constructively self-critical or innovating.

If you have projects in your area, encourage project members to present their proposed approach to a meeting of colleagues early, in order to get constructive reactions to present progress reports for reflection and learning as the project proceeds and to do project debriefs with a wide audience for the same reason. In this way, the many can learn from the experience of the few and the few can learn from the experience of the many.

Encourage your staff to network with others in similar or related roles in other parts of the organization and in other organizations so as to exchange ideas and experiences.

<http://www.nwlink.com/~donclark/hrd/bloom.html>

Experiential Learning:

As Stephen Brookfield (1983: 16) has commented, writers in the field of experiential learning have tended to use the term in two contrasting senses. On the one hand the term is used to describe the sort of learning undertaken by students who are given a chance to acquire and apply knowledge, skills and feelings in an immediate and relevant setting. The second type of experiential learning is 'education that occurs as a direct participation in the events of life' (Houle 1980: 221). Here learning is not sponsored by some formal educational institution but by people themselves. It is learning that is achieved through reflection upon everyday experience and is the way that most of us do our learning.

The principles of experiential education practice are:

- ◆ Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis
- ◆ Experiences are structured to require the learner to take initiative, make decisions and be accountable for results.
- ◆ Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.
- ◆ Learners are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces a perception that the learning task is authentic.
- ◆ The results of the learning are personal and form the basis for future experience and learning.
- ◆ Relationships are developed and nurtured: learner to self, learner to others and learner to the world at large.
- ◆ The educator(3) and learner may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of experience cannot totally be predicted.
- ◆ Opportunities are nurtured for learners and educators to explore and examine their own values.
- ◆ The educator's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety, and facilitating the learning process.
- ◆ The educator recognizes and encourages spontaneous opportunities for learning.
- ◆ Educators strive to be aware of their biases, judgments and pre-conceptions, and how these influence the learner.
- ◆ The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes.

<http://www.aee.org/customer/pages.php?pageid=47>

Just in Time Learning:

Just-in-time learning systems deliver training to workers when and where they need it. Rather than sitting through hours of traditional classroom training, users can tap into Web-based tutorials, interactive CD-ROMs and other tools to zero in on just the information they need to solve problems, perform specific tasks or quickly update their skills.

Case Study

Sprint *name*

Sprint was an early adopter of formal performance support technology implementation. Their initial experience with an online context sensitive support solution in 2000 was profound, and encouraged further development and support. The performance support group working on a strategy of how best to make performance support solutions an "expected and accepted" part of the corporate "learning" and "organizational development" culture at Sprint. There are still customer groups that want (and expect) instructor-led courses, even though they may not be the best or only solution that will close the performance gaps they are experiencing. Sprint has pioneered performance support with the introduction of i-Help solutions and Oasis solutions. Sandy Price (who was responsible for the University in 2003 and is now a senior vice president at Sprint) was the champion for performance support solution development back then, and remains a strong proponent today.

CMG (Consumer Markets Group) which provides service to residential and home office customers in an 1eight state territory, was part of Sprint when they did the initial pilot of i-Help back in 2000. Because this was a pilot project for the new technology Steven Robertson was trying to integrate into the company, he knew they were going to have to carefully document the process for implementing the solution and prove the benefits. The data collected and the results reported were used as a "proof of concept" and ultimately convinced the Information Technology group to allow the software to be used at Sprint. Word about the results of this first project soon spread to other work groups, which resulted in more requests to build these performance support solutions for a variety of applications across the company.

Employees in the work group were typically receiving seven weeks of training before they implemented the new blended solution. The blended solution included a revamp of the 7-week training curriculum, resulting in 4 weeks of training, and the introduction of the i-Help solution to the

employee desktop. The initial pilot group consisted of eight new hires. They attended a new 4-week training program and were taught how to use the i-Help solution to get "moment of need" help with various screens and situations.. The analysis of productivity gains was achieved by collecting various productivity statistics for existing employees, and then comparing to stats for the pilot group of eight new hires that had been through the new training and were using the i-Help solution. One method of data collection was comparing how long it took existing employees to find information they needed to resolve an issue with how long it took the eight new hires to find the information using the i-Help solution. Other stats such as daily revenue collected and average handle call time were also evaluated. The statistics collected for the existing employees were used as a "base line" for comparison to statistics for the eight new employees that had been through the new training and were using the i-Help solution.

New employees were exposed to a new approach to learning. The then, University of Excellence, group "redesigned the curriculum and reduce training by three weeks and introduced a IHelp solution for on-the-job performance support. IHelp is a Web-based help system for Sprint-specific software that is accessed through a shortcut on an employee's desktop. Organized and developed around the tasks required by the software application it supports, the tool also generates context-sensitive information about whatever task the employee is trying to accomplish when the IHelp icon is activated.

The eight ARRs who took part in the pilot program using IHelps collected more than \$eight00,000 in their first three weeks on the job—time that had previously been spent in class—and produced 72 percent more in average daily revenue per employee than the existing representatives, all of which resulted in a significant positive effect on bottom-line results. In terms of ROI, the reduced training time provided a 300 percent net benefit, and increased productivity for the

pilot-group representatives resulted in a net annualized benefit of 1,616 percent.

"We've been extremely pleased with the results of the performance solution developed by UE," says Sandra Castillo-Jackson, director of accounts receivable operations within the Local Telecommunications Division. "In short, revamping the training curriculum for CMG's ARRs and incorporating the IHelp application have directly affected all three of Sprint's corporate goals: We've seen measurable evidence of increased customer satisfaction, increased revenue, and a feeling of empowerment among the ARRs. We couldn't have asked for more than that."

The success of the Accounts Receivable solution led to requests from other groups in the company to have i-Help solutions created for their applications.

Dan Aldridge happened to be developing a tool (Oasis) at the same time that i-Help solutions were being developed. There was no coordinated effort between them at that time to offer "performance support" solutions. Each did their own thing to solve individual performance gaps. Oasis solutions helps employees perform difficult tasks through a variety of methods (not just asking a series of questions – that was just one simple example. It is a very sophisticated tool that can manipulate data and coordinate interfaces between systems, generate reports, as it performs the task in question).

In addition "communities of practice" within a DocShare environment were developed where information shared was easily disseminated throughout the organization to share best practices and lessons learned. These COPs store many types of documents and information relevant to a particular business unit. The Knowledge Management (KM) group is a part of the new Performance Support organization within the University. They

Performance Support Systems can be utilized by many types of organizations. They provide that "just in time" resource to learn complex systems or processes, just in their moment of need.

In addition, books, videos, presentations, wikis, and blogs can be sources of real time, recently updated information.

All four of these methods, when properly employed, can provide your learners with all the different learning styles to help them acquire the required competencies.

are currently trying to determine how best to incorporate the COPs into other performance support solutions)

i-Help solutions currently supports applications in Retail Operations, Network Services, and Human Resources. New solutions are built upon request. Retail Management and the Network group use EPSS technology to quickly get access to work instructions and simulated demonstrations of complex software processes. The Human Resources group uses EPSS technology to access moment-of-need support for various PeopleSoft functions such as PeopleSoft Employee and Manager Self-Help. Online training or instructor-led training for most applications in use across the corporation is available so employees can initially "learn" how to use the systems. Their performance support solution provides "moment of need" support for performing specific tasks, and supplements any initial "learning" that takes place during a specified training event. They assume that any "learning" that takes place while using a performance support tool will soon be lost (as it is with training events), requiring the user to access the performance support tool again and again. This is the driving strategy behind making performance support solutions part of the Sprint culture. Depending on the tool and situation, it may be possible to eliminate the need for training events altogether and simply use the tool to aid the employee with the performance of the task. Recruiters and Managers use it maximize the use of recruiting software in addition for employee recognition rewards portal.

The performance support solutions are not automatically "pushed" to users desktops. They let the employee decide whether or not they want to use the technology. However, in some cases management is requiring employees to use certain tools because of productivity or revenue gains strategic to the corporation.

Adapt and Change

Based on the results from evaluations changes should be implemented to tweak the learning program to achieve desired results.

Evaluate Again

It is a continuous cycle that will be done over and over and over again until desired results are yielded. Once benchmarks are achieved new measurements can be put in place to keep your employee development cycle on the upward swing.

[Measuring Learning Results](#) outlines many good strategies for a comprehensive evaluation program.

Technology Support

Technology is a powerful mechanism to support these learning methods if applied properly to the experience. Since most learners today are still not intimately familiar with learning technology, a process of implementing this change should be put in place before the implementation of technology learning solutions. To do so ensures that these new learning methodologies will be utilized to their fullest potential over time and with minimal disruption to workflow.

Change Management

Definition: Using processes to ensure that changes are visible, tracked, and monitored in order to ensure a desired outcome. Often change management also attempts to deal with resistance and discomfort experienced by people throughout the process.

Example: eLearning Reviews has a list of over 20 articles on change management in general and 10 articles on change management in higher education. Access these lists at:

<http://www.elearning-reviews.org/topics/culture/change-management>

Implementing these strategies can be challenging for a geographically dispersed audience. Even when all your staff is local, tracking and monitoring these learning experiences can be difficult.

There are many forms of technology that can support and track the types of learning we have discussed. Listed below the types of instructional methods we discussed earlier and the technology support necessary to implement them.

Overview (online learning modules) -

- ❖ Content authoring tools such as Lectora, Toolbook, Captivate, etc.
- ❖ Microsoft Powerpoint

Action Learning –

Use the following tools to define and outline projects in addition to tracking and performing project goals:

- ❖ Performance and learning management systems
- ❖ Analytics (survey and reporting tools)

Use the following collaboration tools to foster a “team” environment and conduct team meetings:

- ❖ Discussion Boards
- ❖ Forums
- ❖ Live Conferences and Webinars
- ❖ Social Networking
- ❖ Coaching, Mentoring

Experiential Learning –

The following methods and tools can help you develop, maintain and execute experiential learning events:

- ❖ Any type of the on the job learning event (structured or not)
- ❖ High level online simulations
- ❖ Virtual world technology
- ❖ Games and Immersive Learning Experiences using artificial intelligence or intelligent tutorial technology.

Performance Support -

- ❖ Web 2.0 technologies such as wikis and blogs
- ❖ Learning content management systems record can store learning objects for future reference.
- ❖ EPSS (Electronic Performance Support Software) development tools
- ❖ Social Bookmarking

Mobile Devices

- ❖ laptop
- ❖ camcorder
- ❖ personal digital assistant (PDA)
- ❖ digital camera
- ❖ cellular phone
- ❖ MP3 player
- ❖ wearable computing
- ❖ Audio and Podcasting

Any great learning environment will use a blended learning strategy to employ many of the above listed methods and technology to derive optimal results from a performance driven learning strategy.

How does one track this type of learning in an efficient and pragmatic way so that the learner benefits and performance goals can be measured?

Learning Management Systems and Learning Content Management systems can be configured to track learning events that take place outside the software application. The key to successful evaluation is based on key benchmarks being established before a new type of training initiative is implemented. Those benchmarks need to be in line with business objectives and then they can be tracked and recorded in the technology tool. With proper set up and configuration learning initiatives can be tracked parallel to performance goals to determine effectiveness.

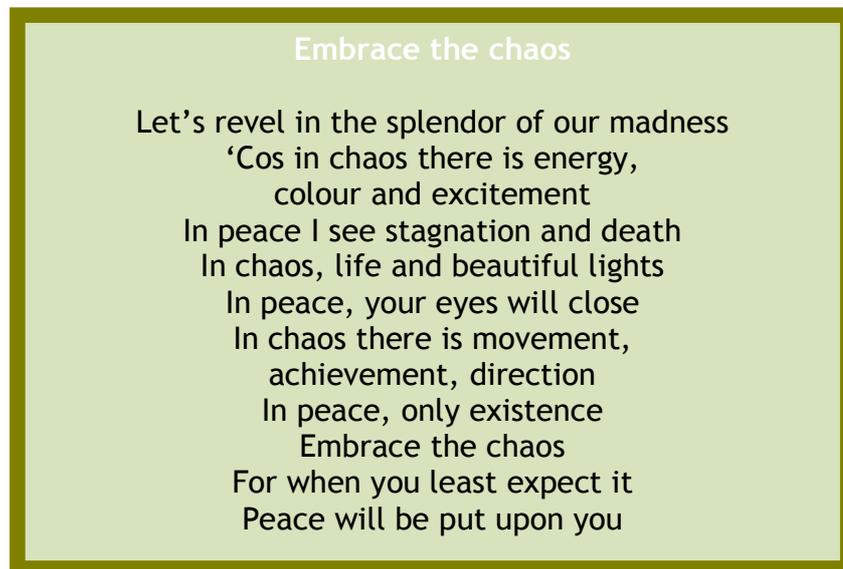
Conclusion

The study of chaos finds that its original definition:

Chaos typically refers to unpredictability, and is the antithetical concept of cosmos. Chaos did not mean "disorder" in classical-period ancient Greece. It meant "the primal emptiness, space". Due to people misunderstanding early Christian uses of the word, the meaning of the word changed to "disorder".

Disorder can exist within chaos but is not the result of chaos. Chaos defines the boundaries in which disorder can exist. Disorder can become organized and exist within chaos, allowing beautiful results.

When an organization learns to manage the boundaries of change, change does not have to be painful or costly. Change is what will keep your organization on top.



Don't be afraid of change. If you don't keep pace, you will be outpaced.

Who we are

RWL Tech, Inc. is a Performance Solutions organization with 10 years of experience in learning, development and performance. With their pioneering attitude, they have made strong contributions in the areas of learning with emphasis on behavioral change. They are recognized for innovating and building programs from scratch and pioneering the use of technology in education. They have been recognized for their dedication to developing learning solutions that drive performance at work and in personal life. Working with a sister organization a powerful interactive patented online training solution for voice recognition technology was developed long before online learning was deemed an effective learning solution. Their unique value is the ability to identify needs, address gaps and develop long term strategies to influence positive change. The keys to their effectiveness are a true passion for learning; strategic thinking patterns; and a desire to facilitate self discovery. Whether it is through staff development, training, teaching, learning, or evaluating, RWL Tech, Inc. firmly believes that setting goals, learning and creativity are the essential ingredients to personal empowerment, growth, and ultimately, success in any capacity.