

*Entelechy's Newsletter for Trainers, Managers, HR Professionals and Others
Responsible for the Performance of Others*

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FREE PRACTICAL DESIGN AND DEVELOPMENT TIPS

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As most readers know, ADDIE (Analysis, Design, Development, Implementation, and Evaluation) is one of the most popular instructional design models in use today. It provides structure and discipline to designing and developing training. Unfortunately, it sometimes adds time and cost unnecessarily.

Entelechy developed *Practical Design and Development Tips*, an eGuide that retains the useful elements of ADDIE while providing shortcuts and tips to reduce the amount of time ADDIE demands. If you're constantly being asked to "create it yesterday" or "can you do it for less?", Entelechy's *Practical Design and Development Tips* eGuide is for you. Check out <http://unlockit.com/eguide-HPT-PDD-EG.htm> for more information on this 100-page, tip-packed guide!

Below are the tips from the Analysis section of *Practical Design and Development Tips*. The tips are organized by subtopic within the Analysis phase:

- Conduct a Performance Assessment
- Determine Goals
- Conduct a Learner Analysis

- Conduct a Resource Analysis
- Determine the Likely Delivery System(s)
- Analysis Summary

Conduct a Performance Assessment

1. If you are designing training for a new topic or group of people, you will need to conduct more analysis and devote more effort to the design. However, don't use the Instructional Systems Design (ISD) process as a substitute for your own knowledge!
2. Learn the lingo before talking to anyone in the group. Save time by reading a job description from the group.
3. If you can talk to only two people, talk to the manager of the group and one exemplary performer.
4. Use email to gather information.
5. If you're designing systems training or application training or policy training, sometimes the best source of performance-related information is the group the learners go to for support. For example, the internal technical resource center can be a great source of information for technical skills deficiencies. Another example: the audit department is a great source for errors made by processors.
6. Focus on job performance. Keep asking, "What should it look like?" or "What should they be doing?"

Determine Goals

1. Nail this element! Ask the manager what specifically she would like to see as a result of her staff attending training. Ask the manager how she would recognize the improved behavior.

2. These are not YOUR goals!!! The goals should be written from the perspective of the learner and should begin with the phrase, “As a result of attending this training, the participant should be able to....” Note: if the goals do not directly and immediately apply to the learner’s job, rewrite them!
3. “If you don’t know where you’re going, any road will do.” Goals represent “where you’re going!”

Conduct a Learner Analysis

1. Don’t overanalyze. The more you analyze, the more discrepancies that you will find. At some point, you will reach the conclusion that training is impossible since each learner has a unique set of learning needs and requirements. This is called “analysis paralysis” and is caused by overanalysis.
2. Talk to the manager.
3. Avoid surveys; they typically tell you what people think you want to hear.
4. Watch the people do their jobs.

Conduct a Resource Analysis

1. Find support! Can’t do Word? Find someone who can.
2. Exchange services: you do something for someone and that person does something for you.
3. Make friends with the management or support function personnel: HR, sales or services support, QC, etc. They analyze and contribute to the performance of the same audience you train. Often, they have models, insights, and/or relevant activities that will cause your audience to succeed or fail without training. They may have performance criteria, hiring models, compensation data that will provide insights into the importance of the “training content” to the audience, or they can provide content directly, if asked.

4. Keep a list of professionals in your field. Contact these individuals from time to time so that you can contact them when you are in need of their expertise. We all need a helping hand from time to time, don't be afraid/uncomfortable asking others when you are stuck.

Determine the Likely Delivery System(s)

1. Talk to the manager.
2. Think simple – email, job aid.
3. Think convenient (for them) – staff meeting, lunchtime.
4. Think easy (for you).

Analysis Summary Document

1. Prioritize by:
 - Size of audience (fewer potential audience = less time devoted to the project; far-reaching, large numbers = more time devoted to the project).
 - Importance of topic (safety and sales will require more time compared to less important topics such as organizational changes).
 - When is the training needed (today vs. tomorrow)?
 - Zero-based training (what would they do if you did nothing?).
 - Availability of resources/support (the more help, the less you have to do).
2. Be realistic – not conservative and not optimistic. How big is the problem, REALLY? What would happen if you did nothing?

3. Know your client and the goals they are trying to reach. Some will sacrifice quality for time and/or cost. Other clients want the best quality and don't care how long it takes. Understanding your client's goals up front can cut down on the number of edits and make them more satisfied in the long run.
4. Your job is to provide the "best" training. "Best" depends upon the client's needs and requirements. "Best" is a balance between instructional quality, time, delivery methodology, and cost (both design/development and implementation/delivery).
5. Think as if you were your own training company. How could you – how WOULD you – cut corners without sacrificing the quality?

For more free tips, please check out <http://unlockit.com/improve.htm>.

For more information on Entelechy's eGuides (including Entelechy's *Practical Design and Development Tips*), check out <http://unlockit.com/eguides.htm>.

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QUICK LESSONS

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Use the following performance tips to simplify, clarify, or motivate:

- Wisdom is the reward you get for a lifetime of listening when you'd have preferred to talk. Today, talk less and listen more.
- When someone isn't doing what you expect them to it's most often because 1) they don't KNOW that's what you expect, 2) they don't know HOW to do what you want, or 3) they don't WANT to do it your way. Figure out WHY before you determine HOW to fix it.
- Do not let what you cannot do interfere with what you can do.
- They may forget what you said, but they will never forget how you made them feel. – Carl W. Buechner

- A candle loses nothing by lighting another candle. – Erin Majors
- Nobody cares if you can't dance well. Just get up and dance. – Dave Barry, comedic writer
- Give people the freedom to make mistakes and hold them accountable for learning from those mistakes.
- The world's shortest communications course: 1. Ask. 2. Listen.
- The world's simplest (and most effective) motivation course: 1: Find someone doing something right. 2. Tell 'em.

And my favorite:

- If you're not living on the edge, you're taking up too much room.

You can get more free performance tips simply by visiting Entelechy's website at www.unlockit.com and pressing F5 on your keyboard (or clicking the Refresh button on your browser); the Performance Tip will refresh with a new tip.

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Send this email to your friends and colleagues who may be involved in training and the performance of others and could benefit from FREE performance tips, tools, and techniques.

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