



Forward this newsletter

Training Solutions | Training Services | Training Tools | Case Studies | About Us

The Key
Sept. 21, 2009

In This Issue

- » Letter from the Editor
 - » Instructional Design Shortcuts
 - » Training Design Process - Aligning and Developing Resources
 - » And Now, Something Completely Different
-
- » [The Key Archives](#)

Letter from the Editor

Back in June, I joined more than 270 of my relatives at the Traut family reunion. Below is a write-up in the St. Cloud Times by my Aunt Marcella. Being 270+ of us and being that we're all Trauts, it took us over a half hour to organize ourselves for this single group photo. (I'm 23rd from the left in the fifth-ish row....)

Back when I lived in Sauk Centre and was dating my wife-to-be, Cathy, we'd be shopping in St. Cloud when this person would come up and start talking to me. After we'd be done talking and the person moved on, Cathy would ask, "Why didn't you introduce me?" I would sheepishly admit, "I think she was my first cousin, but I don't know her name."

Here are 270 of my closest relatives, many of whom I now recognize (thanks to colored t-shirts - by family and name tags:

Traut family celebrates lineage with gathering, book

More than 270 descendants of Martin and Susan Traut get together at Sartell school



PHOTO SUBMITTED BY MARCELLA PIASECKI, SARTELL

Submitted by Marcella Piasecki
Sartell

SARTELL — June of 1994 was the first family reunion for the descendants of Martin and Susan Traut. At this year's celebration, about 150 people attended. Family came from Alexandria, Va., to Fallbrook, Calif., and from Mesa, Ariz., to Grand Forks, N.D.

Every five years in June, the family gathers again to celebrate. This year — the fourth reunion — was held June 27 at St. Francis Xavier School in Sartell. More than 270 descendants of Martin and Susan Traut gathered. Those gathered were between the ages of 5 weeks and 84 years old.

As of Jan. 1, descendants of Martin and Susan Traut include 11 children, 71 grandchildren, 159 great-grandchildren and 77 great-great-grandchildren. There have been six great-great-grandchildren born

The Traut family had its fourth family reunion on June 27 at St. Francis Xavier School in Sartell. More than 270 descendants of Martin and Susan Traut gathered to celebrate.

As of Jan. 1, descendants of Martin and Susan Traut include 11 children, 71 grandchildren, 159 great-grandchildren and 77 great-great-grandchildren.

in 2009. This year, to honor the occasion, the children of Martin and Susan Traut published a book in memory of their parents. The book is full of memories of the life of the Traut Dairy Farm. It is more than 300 pages with more than 200 pictures.

The abstract for the purchase of the first home of Martin and Susan is dated Jan. 2, 1925 and included 152 acres. The decision to start bottling milk and delivering door

to door came in 1932 and the dairy business was sold in 1945.

Readers also learn about dancing at the Coliseum, each summer getting more than 2,400 chicks, Friday nights dressing chickens, a 10-day trip to the State Fair, how many miles Martin and Susan's 1964 Chrysler New Yorker had on it when it died and much more. A large portion of the book is dedicated to couples involvement with St. Francis Xavier Parish in Sartell.

SEND YOUR NEWS, PHOTOS E-MAIL CITIZEN@STCLOUDTIMES.COM **REGULAR MAIL** P.O. BOX 768, ST. CLOUD, MN 56302. **TELL US ABOUT** Ribbons and trophies won in school, clubs, youth or recreation sports, reunions, festivals, church events, big fish or recitals. **PHOTO TIPS** When you e-mail photos, send them as jpeg attachments with at least 200 dpi. Please identify everyone.

So what does my family reunion have to do with training? I think in some ways, training provides the connection with our work family. Instructor-led training in a classroom allows us to meet eyeball to eyeball, shake hands, and connect on a physical level. And connectedness, I believe, leads to engagement and performance.

In this day of online learning, asynchronous "meeting," Blackboard, and Blackberry, it's easy to stay connected on a superficial level, but harder to get connected on a visceral, relation-building level.

And I think some elements of organizational or individual behavioral change REQUIRE connecting on such a basic level.

As we learn from Stephen M.R. Covey, once we connect on this level, the speed of business interactions increase and the quality of those interactions results in better decisions. Connecting is important AND it pays business dividends.

Terence R. Traut
President

Instructional Design Shortcuts

Recently I received a phone call from a trainer looking for instructional design templates - tables that, when filled in with requested information - would reveal "the training solution."

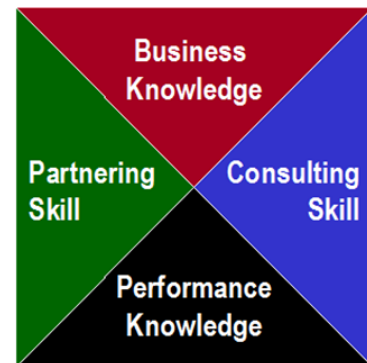
Having designed and developed training for 29 years now, I understand the goal of the caller - make the training more effective and the process more efficient. In fact, if we had a perfect template, virtually anyone could design and develop great training.

While there are models that help guide the process - ADDIE and Dick and Carey's Instructional Systems Design (ISD) Model come to mind - they intentionally remain at a fairly high level, providing suggestions and guidelines and not hard-and-fast rules.

Effective training design comes from a variety of skills and experience AND from getting dirty. Templates - and even processes such as ADDIE and ISD - may be able to shorten the process helping design and develop training faster, but if training is the wrong solution, then all templates or processes do is further remove the designer and developer from the truth, allowing the designer and developer to work in a vacuum.

In our eGuide, *Entelechy's Approach to Performance*, we suggest that effective training designers and developers possess the following skills:

- **Business Knowledge:** Being able to speak the language of your clients; understanding what drives them.
- **Performance Knowledge:** Knowing why people perform (or don't perform) and being able to determine best interventions.
- **Partnering Skill:** Being able to build a credible business relationship with clients; being accepted as an integral partner.
- **Consulting Skill:** Being able to provide insight outside of your perceived role as trainer; having your opinions and insights accepted.



Yes, processes guide the instructional designer and developer to develop more effective training in less time and with more confidence. Yet, the very process and "templates" that work in one situation, actually slow down the design and development process in another situation. For example, one client may not know why people aren't performing as expected; a thorough performance assessment may be beneficial. Another client may be able to state exactly what's causing the performance gap, and a thorough needs assessment would be wasteful (and confirm in the client's mind that trainers are clueless!).

In our eGuide, *Entelechy's Practical Design and Development Tips*, we present the ADDIE model as the base approach and then provide shortcuts to the ADDIE model, things you can safely eliminate or shorten with minimal impact on the resulting training. However, even these shortcuts require thought and an understanding of the consequences before they can be arbitrarily deployed.

In my experience, the best "short-cut" to effective training design and to superior training results is partnering with the client, bringing to bear your unique knowledge of performance/adult learning in addressing the client's performance challenges.

The above information comes from *Entelechy's Approach to Performance* and *Entelechy's Practical Design and Development Tips*. These eGuides - and others - will help you increase the effectiveness of your training and are available for immediate purchase and download at Entelechy's main website at <http://unlockit.com/eGuide-Intro.htm>. (We promise you will be 100% satisfied - and if not, contact me personally at ttraut@unlockit.com!)

Training Design Process - Aligning and Developing Resources

If I were to ask your clients to describe what it's like to work with you, how would they respond? Would they say that working with you is like a partner, resulting in a collaborative and effective training solution that was relatively painless to develop?

Or would they say that working with you, the training department, is challenging and often not worth the effort? You have too many "processes" and requirements that



force the client to jump through hoops just to get run of the mill training.

With the economic downturn, many training organizations are finding that NOW is the time to review its processes, its tools, and how it goes about the business of supporting the business.

Because virtually every project we work on involves working with the client's learning and development organization, we're often called on to help improve the organization's effectiveness, from upskilling designers, developers, and instructors to creating processes and templates that will increase the effectiveness of the organization.

Effective training organizations have a clear and client-focused design, development, and delivery process that outlines roles, responsibilities, and deliverables. Who does the needs analysis? The designer? The instructor? Both? What is shared with the client?

Here's an example of a Performance Consulting and Training Process (Roles of ID and Trainer) that we created after consulting with a client:

The Performance Consulting and Training Process (Role of ID and Trainer)

1. Request comes in to Training Department.
2. Training Leadership Team contact (Cindy, Nancy, Training Manager, or ID Manager) assigns an ID to the request. Training Leadership Team sets up an interview with the requestor and the ID. (Cindy attending is optional.)
3. The ID leads the interview with the requestor asking questions such as:
 - a. What is the need? What indicators point to the need? Is this something that has occurred recently?
 - b. How is business impacted? What are the desired business results?
 - c. What performance is required to achieve the business results?
 - d. What is the current performance and/or business results?
 - e. What are some possible reasons for the performance gap?
 - f. What options have you considered? What would happen if you did nothing?
4. If the MOI might include training to be delivered by a Trainer, the Trainer is identified and notified; the Trainer's involvement is clarified.
5. The ID creates a Memo of Intent (MOI) outlining the need and training's response and rationale. The MOI is provided to the Training Leadership Team contact for review.
6. The ID sends the MOI to the requestor or meets with the requestor.
7. The ID works with business resources identified by the requestor (at the ID's request) to continue the needs assessment and training design.
8. The training design is reviewed by the requestor, appropriate business resources, and the Trainer.
9. The ID makes appropriate changes based on the feedback and begins development.
10. As required, the ID interfaces with the business resources for content and business process questions. The ID interfaces with the Trainer for instructor and learning activity questions.
11. If required, the ID schedules a walkthrough of the training with appropriate business resources (including the requestor, if appropriate) and the Trainer. The business resources and Trainer provide feedback which the ID incorporates into the training.
12. The Trainer reviews the final training materials and identifies questions for the ID.
13. The Trainer rehearses the training and prepares for the first delivery. Questions or concerns are addressed (within time constraints).
14. The Trainer conducts the first delivery of the training. If appropriate, the ID audits the delivery and makes notes of changes that need to be made.
15. After the first delivery, the ID and Trainer discuss and agree to changes. The ID makes the changes and provides the final master to the Trainer and to Training Administration.
16. The ID collects the Level 1 feedback and Level 2 assessment information and provides a report back to the requestor in a follow-up memo. As appropriate, the ID and/or the trainer work with managers to determine (and increase) on-the-job impact.
17. The Training Leadership Team contact follows up with the requestor and the recognizes the achievement of the ID and Trainer.

The process was created to reduce the amount of "work" by the client while simultaneously increasing their level of "commitment/involvement" through reviews. Additionally, the level of specificity enabled the organization's instructional designers/developers and instructors/trainers to work more effectively with each other.

And lastly - and critically - clear role definition pinpointed accountability enabling management to provide coaching and, where necessary, remediation to IDs or trainers. Entelechy was asked to create a certification program that equipped - and tested - each ID and trainer with the skills required for them to fulfill their responsibilities as defined in the process.

What's YOUR process? What do your clients think of your process? If you'd like to discuss how you might make your process more effective, or how you may increase the effectiveness of your IDs, developers, or instructors, contact us at info@unlockit.com.

And Now, Something Completely Different

Cursive Writing

Want to stimulate an explosive email exchange? Ask your colleagues, "Is it really necessary to teach cursive writing?" I did and WOW did I get a bunch of responses! For a credible perspective on handwriting analysis, see <http://lifestyle.msn.com/your-life/just-dreaming/staticslideshow.aspx?cp-documentid=21458479>

The Day Everything Changed



The world changed September 11, 2001 when terrorists flew planes into the World Trade Center in New York City. Our hearts go out to everyone affected by this cruel taking of innocent lives; and we ask "why?" Check out a young Declan Galbraith singing, Tell Me Why: http://www.youtube.com/watch?v=_j6lBdHW_rY

[Training Solutions](#) | [Training Services](#) | [Training Tools](#) | [Case Studies](#) | [About Us](#)

[Home](#) | [Search](#) | [Contacts](#)

© Copyright 2009 Entelechy, Inc. All Rights Reserved.

[Forward email](#)

SafeUnsubscribe®

This email was sent to ttraut@unlockit.com by ttraut@unlockit.com.
[Update Profile/Email Address](#) | Instant removal with [SafeUnsubscribe™](#) | [Privacy Policy](#).

Email Marketing by



Entelechy, Inc. | PO Box 878 | Merrimack | NH | 03054