

# EXECUTIVE SUMMARIES

## Beneath the Tip of the Iceberg: Technology Plumbs the Affective Learning Domain

Sam S. Adkins

Recently developed products are automating learning designed for mapping the affective domain. Several factors are driving the adoption of such products.

**Workforce alignment.** A lot of the workforce misunderstands the business goals of their companies. Some actively resist alignment or are disinterested in the corporate strategy.

**Workforce selection and retention.** A person's score on new affective-based personality assessments are being used to determine his or her appropriateness for particular jobs.

**Workplace ethics.** Breach of ethical behavior can be expensive for companies. Ethics training is now widespread due to corporate scandals, compliance mandates, and legal risks.

**Customer analytics.** Evidence suggests that a worker's emotional state is a primary factor in performance.

**Public safety and national security.** Innovations are already being used by government agencies for gathering intelligence and ascertaining potential homeland security risks.

*For complete text, see page 28.*

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## Performance Support Tools: Where Learning, Work, and Results Converge

Allison Rossett and Erica Mohr

When an organization builds and uses performance support tools, it's attempting to assure accurate and consistent effort by providing access to helpful information at the moment of need.

Rossett and Mohr offer guidelines for ensuring great performance support, the first of which is making the tools integrated with the task. They also recommend avoiding fancy equipment and evaluations; intuitive solutions that reduce cognitive effort work better.

Performance support has yielded documented results and good return-on-investment. Why, then, isn't it everywhere?

The authors asked that question of nine practitioners experienced with performance support. Their findings revealed one theme: Implementation of performance support solutions demands the following change-management strategies:

- \* Leaders and managers must be vocal, consistent sponsors.
- \* Users must be included in the design and development process.
- \* Users should be taught about the tool.
- \* Solutions should match the corporate culture.
- \* Solutions should connect to the context and the user.

*For complete text, see page 34.*

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## Cohorts in Learning

Jane Schultz

Like many associations, FCIB wanted to offer educational opportunities online. But instead of teaming up with a vendor, the association partnered with a university. And that choice has made all the difference.

The opportunity came when a member asked FCIB to develop a course for what was the equivalent of an import-export bank for Saudi Arabia. After receiving a two-year grant worth more than a half million dollars to develop an online course about the risks of doing business internationally, FCIB searched for a partner. Coincidentally, Michigan State University was looking for an association to be the first to develop an online course in trade finance. It was a perfect match.

One of the key decisions made was to follow a cohort learning model because it accommodates and encourages a collaborative learning environment. Most important, the completion rate for the cohort approach is much higher because the group of learners moves at the same pace.

FCIB's willingness to partner with MSU was critical. Typically, associations are leery of universities for being too academic, and many universities have viewed associations as competition or more "nuts and bolts" practitioners.

The fact that both sides were open to the partnership is vital to the ongoing success of the project, which is now offered three times each year.

*For complete text, see page 40.*

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## Knowledge Warriors

Jonathon Levy

Researchers have found that we spend a high percentage of our time—some estimate it at 28 percent—just seeking the information we need to do our jobs.

What workers need, says Levy, isn't just a way to access data, but a way to filter it so the information they receive is exactly what they require, when they need it.

This new system of learning starts with the premise that everyone has different prior knowledge, different learning needs, and a different context for knowledge. At its core is a taxonomy that creates solutions on the fly for every user. No courses, no classes, no separate learning experience; learning becomes an inseparable part of working, of doing one's job. Instead of requiring knowledge workers to come to classrooms (physical or virtual), it brings the knowledge to them, empowering them.

*For complete text, see page 46.*

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## Marketing E-Learning

Caron Osberg

One way to determine how well employees have received your organization's e-learning program is to ask your technical support team.

Employees often call the tech staff due to a need for technical information. But don't be upset that participants don't understand the most basic information—information that you are sure you told them back when the project began. Instead, take it as a signal that there's a need for ongoing marketing of your e-learning (and all training) initiatives to all employees, including management.

The reality is that formal learning isn't an everyday occurrence, so it's important to consider that it's not just what you do, but also what message you convey and how. That's why your ongoing marketing program must keep learners acquainted with the most basic how-to and why parts of their training.

Kevin Kruse, founder of e-Learning-Guru.com, says that effective marketing communication requires learner-centric messaging that is repeated over time. "The 'what's in it for me?' perspective should drive your branding and marketing efforts."

*For complete text, see page 53.*

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