**2012 SOS Submission: Southeastern Virginia (SEVA)**

**Boot Camp: Instructional Design**

|  |  |
| --- | --- |
| **Submission Date: December 6, 2012** **Chapter Name: Southeastern Virginia** **Chapter ID: CH4096** **Chapter Location: Hampton Roads, VA** **Chapter Membership Size: Medium (200 Mbrs)** | **Contact for this Submission: Jeff Gehris** **Email Address: jgehris@langleyfcu.org** **Phone Number: 757-825-7155** **Chapter Title: President** **Chapter Website URL: www.seva.astd.org** |

**Description of Effort:**

The ISD Boot Camp was developed by five chapter Board Members in an effort to provide a learning opportunity for Workforce Learning and Performance professionals in the Hampton Roads area. We targeted both members and non-members who were new to the field of training and development as well as those that wanted to hone ISD skills.

The program lasted for five months. Each month the facilitator focused on a section of the ADDIE model. Throughout the five months, participants worked on a classroom project (Map and Compass) and a personal project to ensure learning transferred outside the classroom. By the end of the boot camp, participants had completed two training programs from Analysis to Evaluate and had developed a better understanding of the ADDIE model.

**Need Addressed:**

Our goal with the program was to provide members and non-members with a strong working knowledge of the ADDIE model through facilitated discussion, role playing, and practical use.

**Does this effort align with your chapter mission?**

This effort aligns with our mission of providing the Hampton Roads area with opportunities for professional development and networking. While learning took place and has transferred to their environment, we also wanted to promote building our local network of WLP professionals. Participants were able to develop their relationships with fellow WLPs through group projects and networking time provided prior to and after each session.

**Does this effort align with ASTD's mission?**

This program very much aligns with ASTD’s mission of “Empower professionals to develop knowledge & skills successfully.” The entire program was designed around enhancing the knowledge and skills of the participants.

**Target Audience:**

The program was open to both members and non-members. Our audience ranged from individuals who have been in the learning and development field for 20+ years to those that are still in college or searching for their first learning and development position.

**Costs/Resource Use:** *(Include any details regarding use of resources including monetary, donations, contributions, volunteer hours, people resources, etc. and how you went about getting these resources.)*

There was a one-time fee of $25 for members and $50 for non-members to offset the cost of the program. Our goal was not to make money but to educate. The five volunteers who each facilitated a session volunteered their time to develop the materials and presentation and deliver the training. Each individual spent numerous hours preparing for their sessions. The development began in March and the first session was in June. The last session was in October. All materials were due to the President the week prior to the event and were copied for each of the participants. A local facility was used for the entire event at no cost to the chapter. Our only costs, not donated, were for materials (i.e., binders, pens, highlighters, printer paper, and index dividers) and breakfast each month. The entire event cost $1,030 and we raised $1,125 in registrations. This left us with a profit of $95.

**How did you implement?** *(Please give a brief description.)*

The program was announced on our website and fliers were distributed at professional development events. We had 36 people register as participants and five facilitators at almost every session. During the session, participants were provided with handouts, resources, and exercises that were completed in class. The sessions lasted three hours.

Each session began with a quick review of the previous session, followed by a presentation and discussion about the new session. Participants were encouraged to share best practices throughout all sessions. At the end of the session the entire group would apply what was just discussed to our Map and Compass program. At the end of the five sessions, participants had collectively developed a Map and Compass training program that could be used to train Boy Scouts how to complete their Map and Compass merit badge.

**What were the Outcomes?** *(Include financial, membership increases, target audience satisfaction levels, publicity for the chapter or for the profession, etc.)*

The program was met with great success. Our membership satisfaction survey saw high marks for the program and members requested a similar experience for the upcoming year with another topic. The chapter decided this program was not intended to increase our membership numbers or financial status. We did not market the chapter during any of the sessions and used as much of the registration cost as possible to enhance the learning environment. Membership increases, if any, were not tracked.

At the end of each session, participants were asked to complete a reaction survey. The program received high marks each time. Suggestions given by participants were immediately reviewed by the facilitators and implemented, if necessary, at future events.

**Lessons Learned:** *(Hints and tips for other Chapters who may be considering a similar effort)*

For future boot camps, we learned three hours was not enough. At some points we had to rush participants through practice. We also learned five months was too long a time period. We could have done an every other week session and completed the program much faster. Finally, we learned we should assign the program we wanted them to develop on their own outside the classroom. Many participants found it difficult to select a project, which resulted in many phone calls and discussions. Easy topics such as making a bed, building a campfire, etc. could be used as personal projects.

**Please list the specific ASTD chapter resources that helped guide you in the process of completing this best practice:**

* CPLP Study Guide
* ASTD Learning System
* ASTD Flash Cards

***Please email completed forms to*** [***SOS@astd.org***](mailto:SOS@astd.org) ***along with any supporting documents.***