

INSTRUCTIONAL DESIGN & CURRICULUM DEVELOPMENT

SUMMIT
2004

Best Practices in Transforming Training Delivery and Design at CORPORATE UNIVERSITIES and INTERNAL TRAINING ORGANIZATIONS



Announcing
the winners of
the first annual
DICE AWARDS

See page 6 for details



A Two-Day Conference • March 30-31, 2004 The Hotel InterContinental, New Orleans
Pre-Conference Workshops: March 29, 2004 • Mid-Conference Dinner Workshop: March 30, 2004

Hear success stories and key strategies from these leading training organizations:

ADVANCE AUTO PARTS
AMERICAN EXPRESS
AT&T
BOEING COMPANY

BRINKS HOME SECURITY
CHESTERFIELD UNIVERSITY
FEDERATED DEPARTMENT
STORES

FIRST DATA
HALLIBURTON UNIVERSITY
MERRILL LYNCH
NEXTEL COMMUNICATIONS

QWEST COMMUNICATIONS
T-MOBILE
TENET HEALTH

Gain insights, innovative solutions and practical strategies on how to:

- Transition from classroom based to blended learning solutions
- Review and manage vendors for outsourced training and customized courseware development
- Utilize unique instructional design models to improve learning uptake
- Create ways to maximize scarce resources and a reduced training staff
- Employ data and performance measures to quantify your training programs
- Understand the advantages and processes of accreditation of training courses

PLUS! Attend our pre- and mid-conference workshops to further enhance your learning outcomes:

- Instructional Design and Curriculum Development for Customer & Supplier Training
- Implementing Best Practices in Instructional Design and Delivery for Blended Learning
- Step-By-Step Approach to Developing and Implementing Performance Measures for Instructional Design and Curriculum Development
- Best Practices for Technical Training, Curriculum Development and Delivery

Featuring Speakers:



Velma Purser
Director, Learning and Leadership Development
BOEING LEADERSHIP CENTER



Megan Ellis
Director
Curriculum Design Center
NEXTEL COMMUNICATIONS



Cambria Olson
Vice President
Design and Development of Global Learning Group
FIRST DATA

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Dear Colleague:

The ideal learning organization will have unlimited resources, a pool of top instructional design and curriculum development talent, streamlined and integrated learning management systems and the support of top corporate leadership.

But more often than not, learning organizations are struggling to establish one of these elements, or perhaps all of them. And at a time when a number of transitions are taking place—from training to performance consulting, from classroom instruction to blended and E-Learning solutions—you'll need some guidance.

With this in mind, the creators of Corporate University Week are holding the **2nd Annual Instructional Design and Curriculum Development Summit** (March 29-31, 2004, the Hotel Intercontinental in New Orleans). It's the only conference of its kind devoted solely to the improvement of content and processes for instructional design and curriculum development.

This annual event will provide you with **14 leading cases studies** from America's top companies and insightful roundtable discussions about the issues you care about most. You'll hear case studies from some of the nation's most respected learning organizations, such as **Boeing, Sears and AT&T**, all of whom have made bold and sweeping moves in an effort to enforce their company's educational commitments.

In addition, we will be presenting the recipients of the first annual **DICE Awards (Developing Instructional and Curriculum Excellence Awards)**. Two institutions and an individual will be recognized for achieving excellence in Instructional Design and Curriculum development during our awards luncheon.

There is no other instructional design conference that provides you with this exclusive forum of corporate leaders to share best practices, and only this conference will provide you with the opportunity to network with a group of like-minded peers who want to elevate their learning organizations to their fullest potential.

To register yourself and a team of key people today, call Tony Yauch at 212-885-2760, book online at www.iqpc.com, or fax the registration form on the back of the brochure to 973-256-0205. **Keep in mind that the earlier you book, the more you can save on registration.**

Attending this event means investing in the success of your organization through effective workforce development: **Be sure to invest in your training opportunity of 2004.**

I look forward to seeing you in New Orleans in March.

Kind Regards,



Emily Otani
Conference Director

P.S. Sign up for our pre- and mid-conference workshops to take away tools and strategies you can adapt to your own training organization.

WHO WILL ATTEND:

This conference was researched and developed for Vice Presidents, Deans, Directors and Managers with responsibility for:

- Instructional Design
- Curriculum Development
- Corporate Universities
- Technical Training
- Training and Development
- Corporate Training
- Human Resources
- Human Resources Development
- Employee Development
- Program Development



Announcing the winners of the first annual DICE AWARDS

- Best-in-Class in Instructional Design and Curriculum Development (organization)
- Best-in-Class in Technical Instructional Design and Curriculum Development (organization)
- Instructional Design and Curriculum Development Leader of the Year (individual)

See page 6 for details.

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- CD Roms of conference proceedings from conferences you were unable to attend during the year.

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when you become
a member!

A Note from the Shared Services and Outsourcing Network about our Workshops

In addition to hearing practical, first-hand information from the speaker faculty during the conference, the Shared Services and Outsourcing Network has organized interactive workshops to complement your learning needs. Led by experienced and recognized facilitators, these interactive and instructive workshops will provide you with detailed information on implementing constructive changes in your training organization. Catering for all levels, these sessions will enable you to identify solutions that can readily be applied in your organization to overcome your critical management challenges.

A

Pre-Conference Workshop • MARCH 29, 2004 • 8:00AM – 11:00AM

Implementing Best Practices in Instructional Design and Delivery for Blended Learning

The promise is clear: Blended learning programs can combine the best aspects of instructor-led and web-based training with online coaching, performance support, and guided on-the-job practice, providing learners with a rich experience that impacts the bottom line in critical areas of the business. The reality is often different. Initiative owners sometimes find themselves with a consultant's one-off solution that doesn't scale, features from content providers or LMS vendors that don't translate to learning programs, and expenses that would fund small aircraft carriers.

In this session you will learn:

- How blended learning differs from simply combining WBT and ILT
- Key challenges initiative owners face - and how to overcome them
- Seven requirements for a high impact blended learning solution
- How to create a role-based, scaleable, program-oriented solution.
- Three critical solution components: platform, methodology, and experience

About your workshop leader:

Bill Bruck, Ph.D. Principal, Collaboration Architects, LLC. A licensed psychologist, former tenured professor of psychology, and Director of Institutional Research, Dr. Bruck is an authority on online instructional design and organizational learning. A prolific author, Bill has written ten books on the effective use of information technology. His latest book, *Taming the Information Tsunami*, is published by Microsoft Press. His two previous books were *The Essential Microsoft Office 2000 Book*, and *Make Your Mouse Roar*. His books on the effective use of information technology are translated into three languages and sold internationally. A professional speaker, Bill speaks internationally on online collaboration, blended learning, and their impact on organizational effectiveness.

Bill is a graduate of Brown University, Duquesne University, and the University of Florida. His accomplishments have been recognized by his listing in Marquis' Who's Who in America for the last three years.

B

Pre-Conference Workshop • MARCH 29, 2004 • 11:30AM – 2:30PM

Step By Step Approach to Developing and Implementing Performance Measures for Instructional Design and Curriculum Development

As a result of participating in this workshop, attendees will be able to:

- Measure the impact of the learning intervention on business performance
- Develop an instructional design that minimizes the cost to the organization while embedding learning in the regular operating and management processes of the company
- Measuring and tracking key business results, including ROI
- Use reliable criteria for choosing between classroom based, e-learning, and leader led on-the-job learning to gain maximum velocity and results

The workshop will include discussion of three case studies, which produced measurable financial results for major corporations. Each of these used a different instructional design strategy, including:

- Classroom with Action Learning

- Leader Led Embedded In The Workplace
- Web-based synchronous with leader led embedded in the workplace

About your workshop leader:

Leo Flanagan, Ph.D. was on the HR faculty at Cornell University for 11 years. Following that he was General Manager of a global professional services firm. After that assignment he was Director Global Leadership & Organization Development at Merrill Lynch responsible for talent management and firm-wide leadership and management training. His last corporate assignment was as Group Director & Chief Learning Officer, Willis Group a rapidly growing, global corporate insurance brokerage. He is currently President of **Flanagan Consultants, LLC**. The firm focuses on helping clients align their business, marketing, and HR strategies to drive rapid, breakthrough business results.

C

Pre-Conference Workshop • MARCH 29, 2004 • 3:00PM – 6:00PM

Best Practices for Technical Training, Curriculum Development and Delivery

The ultimate goal of this workshop is to provide a foundation of learning for most effectively creating, developing, and delivering technical training online. Technical training is defined for this workshop as, "Any training with objectively measured outcomes." This is more focused than discussing "soft" skills (leadership, etc), but more broad than simply discussing how to train for instructional technology. This workshop will include interactive examples, a case study, group discussion, and illustrations of all concepts from an Instructional Design and Best Practice perspective. During this three-hour session, participants will look at:

- How Adults Learn
- Best Practices in Delivery
- Authentic Tasks
- Content Creation
- Blended Learning
- Self-paced Online Learning
- Leader-led Online Learning
- And Assessment Techniques

As a result of participating in this workshop, attendees will be able to:

- Detail their group's technical training needs
- Create solutions for their training needs using e-Learning systems and platforms

- Create curriculum that translates training materials to the online environment
- Filter these solutions and curriculum through current "best practices" in design and delivery for adult learners

About your workshop leader:

Jeff D Borden, M.A. For the past two years, Jeff has worked as an **Instructional Design Consultant for eCollege**, an e-Learning System Provider. As an Instructional Designer, Jeff has assisted faculty and administrators from diverse fields in conceptualizing and designing their online courses. Jeff has trained and presented workshops and seminars around the country detailing how to best communicate online, in person, and in various contextual settings, as well as teaching others how to be effective teachers and trainers in any environment. He is also a contributing writer for a monthly column "The Educator's Voice" and continues to teach and publish within his major field of study, as well as seek his PhD in Communications from the University of Denver. He has also taught Communications, Theater, and Rhetoric for nine years at the university and college level. During that time, he was the coordinator of Public Speaking and Rhetoric at Metropolitan State College of Denver. In that position, he created and taught several communication courses online as well as teaching professional development courses for college instructors around the country by creating a "Master Teachers" seminar.

8.00 Registration and Breakfast

8.45 Opening Remarks from the Chairwoman Velma Purser, Director, Boeing Leadership Center BOEING COMPANY

9.00 Current Best Practices & Benchmarks in Instructional Design & Curriculum Development in Corporate Universities

The Boeing Leadership Center is a premier corporate university dedicated to developing leaders for the world's largest aerospace company. With over 15,000 graduates since its inception in 1999, the programs at the Center have become a key strategy for developing strong leaders and driving cultural change. The Center's comprehensive evaluation process has captured behavioral changes, performance improvements and tangible business results.

In this session, you will hear how Boeing plans to build on the success of its Leadership Center, and take it to the next level of excellence. Specifically, this case study will highlight:

- "Executive in Residence" and other "leaders teaching leaders" strategies
- Integrating learning and business objectives
- Enabling application of learning in the workplace
- Real time acceleration of leadership capabilities

**Velma Purser, Director, Boeing Leadership Center
BOEING COMPANY**

9.45 Linking Instructional Design & Curriculum Development to Corporate Strategy & Objectives

In an effort to ensure that curriculum content and courseware aligns with corporate objectives, Halliburton University is delivering course content addressing learning objectives relevant to corporate strategy. With this in mind, much of the organization's training is delivered via online technology. However, while appreciating the need to be cost effective, efficient, and accommodating of different learning styles, training is also delivered in a true blended learning setting incorporating distance, instructor led, and web-based just-in-time training, as well as one-on-one mentoring and coaching approaches. In order to strengthen the link between course development efforts and performance outcomes, Halliburton University operates in a framework that:

- Measures performance
- Leverages virtual events (meetings, collaboration, and training) fostering interaction among its global communities with efficiency and effectiveness in mind.
- Promotes the value of the training organization

**Chandra Stephens, Manager, Learning & Technology
HALLIBURTON UNIVERSITY**

10.30 Morning Networking Break

10.50 Developing & Implementing Performance Measures for your Instructional Design Processes & Strategies

In an effort to support Nextel University through the development of design initiatives, including professional development, job readiness, and technical skills for all functional areas within Nextel, Nextel's Curriculum Design Center created an internal process to increase performance of designers and reduce redundancy across audiences. By creating a process map and quality measures, the Curriculum Design Center has streamlined development and increased customer satisfaction. The keys to Nextel's success include:

- Identifying performance requirements for each step of the process
- Clarifying roles and responsibilities
- Creating consistent, accurate deliverables
- Implementing quality measures

During this presentation, you will learn the benefits of implementing an internal development process, keys to success in measuring adherence to the process, and you will walk away with practical tools to help create a process of your own.

**Megan Ellis, Director, Curriculum Design Center
NEXTEL COMMUNICATIONS**

11.35 Utilizing Measurements for Audience Profiling and its Role in Needs Assessment: A Practical Process for Knowing Your Audience

T-Mobile USA's Sales Organization Learning and Development (SOLD) team began evaluating its web-based training and online learning programs in 2003 to determine readiness and receptivity to learning online. As a result of that evaluation, the SOLD team realized that the company's learners were receptive to online learning, but that the programs the team had been delivering were being started but not completed. By undertaking a rigorous audience profiling strategy, the team saw its WBT completion ratios jump to 83%. With the industry standard completion ratio hovering around 47%, the increase in take rate at T-Mobile is significant. In this workshop you will be guided through a series of worksheets to help identify your audience and come up with creative strategies for addressing your audience's unique learning preferences. Additional related topics that will be discussed are:

- Applying traditional "marketing" strategies to the development of learning programs.
- Designing engaging, highly-interactive AND cost-effective online learning programs.
- Identifying trends and leveraging popular culture for online learning.

**Rebekah Harvey, Manager of Instructional Design
T-MOBILE**

12.20 DICE AWARDS LUNCHEON

The winners for our First Annual DICE Awards will be announced! Hear who will receive the Best-in-Class in Instructional Design and Curriculum Development; Best-in-Class in Technical Instructional Design and Curriculum Development and who will be the Instructional Design and Curriculum Development Leader of the Year.



1:30 Building Compelling Curriculum For Compliance, Mandated and Legal Training

Merrill Lynch, and all financial services firms, are finding themselves having to grapple with multiple compliance and legal training requests. These requests, combined with recently downsized training groups, have created a bottleneck in training design and production. Merrill Lynch has been able to turn around complete Flash-based on-line 20 to 30-minute training modules with complete participation metrics in as little as two weeks after the mandate. They have taken a nimble approach to producing mandated training as inexpensively and quickly as possible, leveraging consultants, internal experts, and their internally build Learning Management and Content Management Systems. Assembly of the project group, allocation of responsibilities and deliverables will be examined, including the most challenging tasks:

- Presenting dense, complicated material
- Creating content that has the optimal chance of retention is critical to the success of the project
- You'll get answers to the Who, What, When, How and How Much of compliance/legally mandated training

**Kathleen Goldreich, Global Debt Markets Learning & Development
MERRILL LYNCH**

2.15 Best Practices in Developing Enterprise and In- House Courseware

American Express's learning organization identified a need to create custom courseware but faced numerous challenges as it explored available options in the marketplace. Tools often don't exist to meet the specific needs of the organization and to match learning objectives. In order to meet the requirements-- cost-effectiveness, ease of use, flexible implementation and delivery, capability for web-based team collaboration, standards based, advanced content and assessment features—the group embarked on its own to create its own courseware. This presentation will share success stories about their experience with this creation process, including:

- Increasing the level of engagement
- Creating courseware that maintains a high level of useage and reduces drop out rates
- Understanding Enterprise Courseware Development (ECD)

**Greg Davis, Director, eEngagement
AMERICAN EXPRESS**

3.00 Afternoon Networking Break

3.20 Best Practices in Accreditation for Training Programs

Everyone who designs educational and training programs will eventually need to deal with getting those courses accredited. If the accrediting body's requirements can be built into the instructional design process

it can save hundreds of thousands of dollars. In the DigitalMed course development process, within Tenet Healthcare System, well over \$50,000 was saved in one quarter by adding a simple timing criteria into course design. In this session we will discuss this method and others to help you be proactive regarding accreditation requirements for your training programs. In this presentation, you'll hear about:

- Proactive strategies that worked (and some that didn't) when seeking course and program accreditation
- Simple and inexpensive methods to save time and money on accreditation through your instructional design criteria
- The importance of thought leadership in accreditation issues surrounding curriculum development

**Trish O'Neill RN MS, Senior Learning Consultant
TENET HEALTHCARE**

4.05 PANEL DISCUSSION: Maximizing Resources for Curriculum Development: Time, Headcount, and Cash

During a time when so many training organizations are belt tightening and slashing headcount, the ability to be creative and resourceful is crucial. Learn how organizations are continuing to deliver quality content that meet learning objectives during tough times.

4.50 Closing Remarks and End of Day One

Instructional Design for Rapid E-Learning for Customer and Supplier Training

In our fast-paced business environment, there are an increasing number of critical business situations that require an immediate response. Simple communication methods are not enough! Knowledge and skills need to be transferred to suppliers and customers within weeks of major company events. Trigger events may include an acquisition of a company, a product launch, a ruling on a major lawsuit, and many more. In many cases, Rapid E-Learning is the right solution.

Rapid E-Learning is an exciting new category of e-learning that enables you to build powerful, effective e-learning programs in weeks, not months. The premise behind rapid e-learning is that "time to build" and "time to learn" are as important as instructional quality. In this session, you will learn to:

- Define "Rapid E-Learning" and determine when it should be used.
- Modify Instructional Design processes to ensure quality programs are produced... quickly.
- Effectively integrate SME's into your development processes.
- Measure results, including learner satisfaction and mastery.

Take-aways include tools and checklists to enable you to develop a Rapid E-Learning Instructional Design process for your organization.

About your workshop leader:

Jennifer De Vries is a **Lead Researcher and Senior Consultant** with **Bersin & Associates**. She has over 15 years of experience directing training technologies projects. Most recently, Jennifer was responsible for establishing the e-learning strategy for IBM Software Group's product education, including training and certification for the Lotus, Tivoli, DB2, WebSphere and Rational brands. As a Producer for World Book Encyclopedia's CD-ROM and Online products, Jennifer's team won the prestigious PC Magazine Editor's Choice award. At Motorola, her team was responsible for establishing the first virtual reality-based training programs (simulations) for the manufacturing environment, and her work was highlighted in Training Magazine. Jennifer has a B.A. in Business Administration and Cognitive Psychology from Hope College, as well as an M.A. in Instructional and Training Technology from Governors State University. Based on her work in the field of Performance Technology, Jennifer was recently designated as a Certified Performance Technologist (CPT) by the International Society for Performance Improvement (ISPI).

DAY 2 WEDNESDAY, MARCH 31, 2004

8.45 Opening Remarks and Recap of Day One

9.00 Using Qualitative and Quantitative Measures to Evaluate and Improve Leadership Skills

First Data Corporation has created a pilot leadership program for its front line leaders designed to continually improve their performance and communication abilities. Challenges in supporting this program included re-designing a program with a budget being reduced by 95%, in addition to making the transition of trainers to facilitators, responsible for guiding learners through the LEAD (Learn, Explore, Apply, Develop) process and ensuring learning objectives are met, managers of learners have an increased accountability to ensure application on the job. Developers of the program were freed up to concentrate design efforts on alignment to First Data values and business design by utilizing outsourced services for "Learn" portion of the LEAD process. The program will be deployed fully across all of First Data's global locations, and will incorporate a series of measures to ensure continuous improvements, including:

- Level one measurements gauged through web-based training
- Level two captured in explore/practice sessions
- Level three in on-the-job application evaluations and
- Plans to measure this training program's Ultimate Return on Investment

Cambria Olson, VP of Design and Development of Global Learning Group
Patty Ewing-Grimes, Manager of Instructional Design of Global Learning Group
FIRST DATA CORPORATION

9.45 Best Practices in Employing Internal and External Partnerships to Build Training Content

The development and delivery of truly relevant training content cannot be created without leveraging the talent of internal and external partners, especially if it consists of a variety of methodologies and mediums with clear learning objectives. The learning team at AT&T combines forces with a number of partners throughout their organization to ensure they are creating the best content available. Using this approach, the organization builds a host of projects and training courseware that is fully aligned to business objectives and committed to a complete blended learning approach. This will include:

- Aligning learning to business objectives
- Managing external partnerships
- Strategies and tips to work with Subject Matter Experts
- External content sourcing

Deborah Wilson, Director, AT&T Learning
Cathleen Lavelle, Manager, AT&T Learning
AT&T

10.30 Morning Networking Break

10.50 Best Practices in Developing Instructional Design Models Tailored to Achieve Business Results

Qwest Business Markets Group began implementing a problem-based, student focused learning environment in 2003 as the first step in creating a true learning organization. Moving away from the traditional subject-centered content and "sage-on-the-stage" delivery methodology, Qwest has been able to achieve significant improvements not only in revenue attainment and cost reduction, but the overall attitude towards learning. In this presentation you will learn more about the strategies and methods that lead to this success.

- Applying the andragogical model and managing learner expectations
- Designing learning content around typical business problems not subjects
- Designing a curriculum and environment that promotes "learning-to learn"
- Blending delivery method to achieve results
- Conquering the passive learning environment
- Establishing baseline data and tracking results

Leslie Salyer, Director, Learning and Performance, Qwest Business Markets Group
QWEST COMMUNICATIONS

11.35 Performance Evaluation and Improvement for Training Program Development

Federated Department Stores' Financial, Administrative and Credit Services division (FACS Group, Inc.) identified the need to improve the satisfaction level of its call center customers. The design of a new training program for call center representatives was requested. Rather than simply respond to this request for training, a process was initiated to identify the underlying problems—what were all the factors impacting performance. This process involved partnerships with key stakeholders outside of training to ensure that business objectives would be met and all contributing factors resolved. In this presentation, you'll hear how the process of developing a training program with targeted business objectives incorporated:

- Performance consulting to get at root causes of performance problems
- The use of Performance measures to identify areas of improvement and ensure that training content was being developed to meet objectives
- The use of external benchmarks to set goals
- Changes in hiring practices to meet newly set standards
- Change in operating standards used to drive desired performance results and communication
- The overall performance evaluation process

Results of this pilot program will be shared to demonstrate improved results tied directly to training programs.

Kerry McBay, Director, Training & Development, FACS Group, Inc.
Mary S. Martin, Director, Training & Development,
FEDERATED DEPARTMENT STORES

12.20 Birds of a Feather Networking Luncheon

Are you looking to find common ground amongst your peers to develop? To provide you with enhanced networking opportunities and maximize your learning outcomes, the luncheon room will be divided into sections according to key challenges within your training organization, namely:

- Developing Blended Learning and e-Learning based training
- Communicating the Value of Training and Delivery and Design across the Organization
- Developing Performance Measures for Training Program Assessment

When you arrive at the conference on Day 2, please register for the group you would like to be seated with.

1.30 Best Practices in Implementing a Blended Learning Initiative

Chesterfield County, Virginia is currently in the forefront among local governments in creating its own corporate university, Chesterfield University. Recognizing the range of diversity within its workforce, Chesterfield County has begun the transition from a training organization to a learning organization focusing on learning that will result in enhanced employee benefits, organization benefits and citizen benefits. Centered on the organization's mission, the university brings a wide variety of learning opportunities to county employees, primarily through blended learning solutions. The initiative is aimed toward utilizing a multi-modal approach to delivering key learning objectives to the customer, as well as:

- Determining the appropriate delivery method to achieve learning objectives
- Utilizing a myriad of tools, partnerships and strategies all tied to the organization's strategic goals and competencies
- Combining instructor-led and self-directed web-based, computer-based, and paper-based learning for a true blended learning approach to meeting employee development needs
- Assessing and designing the curriculum to fit the needs of the customer and provide solutions to business problems
- Organizing the curriculum to fit the learning structure of the organization

Sherri Legatt, Training Consultant
CHESTERFIELD UNIVERSITY

2.15 Applying Performance Consulting to Curriculum Development

At Advance Auto Parts, traditional models of training development and delivery have given way to performance analysis, intervention, and measurement. With over 2500

stores, training is no longer an activity delivered because it is scheduled, but is instead part of a set of solutions to address identified business needs. Since shifting its emphasis to performance consulting, Advance Auto Parts' Retail Academy has learned to focus its training resources where the needs are. This presentation will present case studies which depict curriculum development through the performance consulting process. Major points will include:

- Identifying business needs and current performance
- Determining root cause of performance gaps
- Selection of interventions for improving performance

Randy Buerkle, Manager - Instructional Design
ADVANCE AUTO PARTS

3.00 Afternoon Networking Break

3.20 Best Practices in Outsourcing Training Programs and Supplier & Vendor Management

In order to remain a flexible, dynamic and highly efficient business partner, more learning organizations are utilizing outsourcing as a pivotal mechanism for achieving their business goals and objectives. This presentation will detail Brink's efforts in implementing their outsourcing model, identifying opportunities to outsource training programs, and ensuring effective vendor relationships. By attending this session you will discover:

- The advantages of an outsourced training model
- How to identify and evaluate independent trainers and consultants
- How to create and sustain successful vendor partnerships

Christina Parr, Corporate Manager of Learning and Development
BRINKS

4.05 Roundtable Discussion: Best Practices in Managing Outsourced Training Programs and Supplier & Vendor Management

Reviews of the myriad of vendor and e-Learning/Blended Learning solutions directly from the end users, including management tips, strategies and solutions.

4.50 Closing Remarks from the Chair and Close of Conference

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HRD Press



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Announcing the winners of the first annual DICE AWARDS



To applaud outstanding contributions by learning professionals, we are introducing The Developing Instructional and Curriculum Excellence (DICE) Awards, from the creators of the CUBIC Awards (Corporate University Best in Class), to recognize best practices in instructional design and curriculum development.

We have assembled a prestigious panel of training experts to objectively evaluate nominees and to award *First Place* and an *Honorable Mention* in each of the following categories:

- Best-in-Class in Instructional Design and Curriculum Development (organization)

- Best-in-Class in Technical Instructional Design and Curriculum Development (organization)
- Instructional Design and Curriculum Development Leader of the Year (individual)

Both First Place and Honorable Mention winners will be announced during the DICE Awards ceremony at this Summit. **Entries must be received no later than January 30, 2004.** You may download the information at <http://www.hrevents.com> or email conference director, Emily Otani at emily.otani@iqpc.com.

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SSON prides itself on creating sponsorship and exhibit opportunities that fit your company's specific sales, marketing and branding needs. In order to maximize your organization's exposure at the event a Shared Services & Outsourcing Network representative will work with you to create a custom tailored package for your company that will have the greatest impact on your target audience.

Below you'll find just a few of Shared Services & Outsourcing Network's most popular sponsorship packages — all of which include a specific number of delegate passes, exhibition booth and a direct marketing campaign specifically targeting your clients and prospects.

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Register by Phone, Fax, E-Mail or Online

Phone: 1-800-882-8684
Fax: 973.256.0205 24 Hours A Day
Email: info@iqpc.com
Mail: International Quality & Productivity Center
 150 Clove Road, Little Falls, NJ 07424-2157
Online: www.sharedservicesnetwork.com

Important! To speed registration, provide the product code located on the back page—even if it is not addressed to you!

MAKE CHECKS PAYABLE IN U.S. DOLLARS TO: IQPC

* CT residents or people employed in the state of CT must add 6% sales tax.

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Gold Package		
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Conference +1 Workshop	Save \$100 \$2,299	\$2,399
Conference Only	\$1,899	\$1,899

Details for making payment via EFT or wire transfer:

Greater Community Bank, 150 Clove Road, Little Falls NJ 07424 Phone: 973 890-5444

ABA/Routing: 021206566 Acct Name: International Conference Institute

Account #: 21104620 Fed Tax ID: 13 3839754

Reference: Please include the name of the attendee(s) and the event number: 2042.02

Payment Policy: Payment is due in full at the time of registration and includes lunches, refreshments and detailed conference materials. Your registration will not be confirmed until payment is received and may be subject to cancellation.

IQPC Cancellation, Postponement and Substitution Policy: You may substitute delegates at any time. IQPC does not provide refunds for cancellations. For cancellations received in writing more than seven (7) days prior to the conference you will receive a 100% credit to be used at another IQPC

conference for up to one year from the date of issuance. For cancellations received less than seven (7) days prior to the event no credits will be issued. In the event that IQPC cancels an event, delegate payments at the date of cancellation will be credited to a future IQPC event. This credit will be available for up to one year from the date of issuance. In the event that IQPC postpones an event, delegate payments at the postponement date will be credited towards the rescheduled date. If the delegate is unable to attend the rescheduled event, the delegate will receive a 100% credit representing payments made towards a future IQPC event. This credit will be available for up to one year from the date of issuance. No refunds will be available for cancellations or postponements. IQPC is not responsible for any loss or damage as a result of a substitution, alteration or cancellation/postponement of an event. IQPC shall assume no liability whatsoever in the event this conference is cancelled, rescheduled or postponed due to a fortuitous event, Act of God, unforeseen occurrence or any other event that renders performance of this conference impracticable or impossible. For purposes of this clause, a fortuitous event shall include, but not be limited to: war, fire, labor strike, extreme weather or other emergency.

Please note that speakers and topics were confirmed at the time of publishing, however, circumstances beyond the control of the organizers may necessitate substitutions, alterations or cancellations of the speakers and/or topics. As such, IQPC reserves the right to alter or modify the advertised speakers and/or topics if necessary. Any substitutions or alterations will be updated on our web page as soon as possible.

Special Discounts Available: A limited number of discounts are available for the non-profit sector, government, military organizations and academia. For information on this, please call Tony Yauch in customer service at 1-800-882-8684.

Lodging Information: Sessions for the Conference & Workshops will be held at:

Hotel InterContinental

444 St. Charles Avenue, New Orleans, LA 70130

Phone: 504-525-5566 Fax: 504-523-7310

To secure reduced rates, please book by february 28, 2004 and be sure to mention our conference name to receive the discounted group rate. Note: call hotel for directions or transportation suggestions.

Making Travel Plans: For discounted Flight reservations on most major carriers, make sure you or your Corporate Travel Department contacts IQPC's Official Travel Planner, Candy Eardley of Travel Forum, toll-free at 1-877-852-4135 or locally at 973-942-0100. Candy can also be reached via email at candy@travelforuminc.com.

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FOR SPECIAL CUSTOMER ASSISTANCE AND QUESTIONS REGARDING ATTENDANCE

For Personalised Customer Service attention, please contact Shawn Whigham directly at 212-973-3313 or via email, shawn.whigham@iqpc.com

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- Two workshops
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Web: www.hrevents.com

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2004

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