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NEBRASKA CHAPTER

Association for Talent Development

March Newsletter

Dear Contact,

Well, hello there, March!

Spring is right around the corner, right? I mean, it has to be. We have to be rounding the bend and heading for greener pastures, right?

Right! With spring brings new and renewed ideas! This month we have information on ICE (not the cold kind!), the ChIP program, and our program on writing effective learning objectives. Check out the information on understanding and defining different learning objectives and using that knowledge for better training results.

There is so much more waiting for you below, as well as on our website at www.atdnebraska.org. Check it out!

Sincerely,

Sandi Knowski
Director of Communication



March 2015

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Omaha's local chapter of the Association for Talent Development.

ATD Nebraska is an organization dedicated to providing professional development for its members to improve workplace learning and performance.

Who loves ICE?

By Ericka Juno and Jon Titus

Have you had enough of the winter weather? Are you already dreaming of summer sun? Well, don't forget there are some great things that ice can bring you. If you are thinking about a frozen beverage, you are my type of person! If you are thinking about professional development, you are still my type of person!

ATD's International Conference & Exposition (also known as ICE) is fast approaching. May 17-20, 2015, you too could be in sunny Orlando, Florida. ICE brings the training and development industry to life by bringing together over 10,000 practitioners to share best practices and insights.

And, even better, it is not too late to get the early bird pricing for ICE.



Annual Sponsors

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If you wish to become an Annual Sponsor, please [contact us.](#)

That's right! Because there are already five members from our local chapter going, we are going with a conference team rate of \$1,200 for National members. You can still sign up at the \$1,200 member price, but you need to act soon. For more information, contact Jon Titus at presidentelect@atdnebraska.org.

And do you know what goes great with ice? ChIP! The Chapter Incentive Program (ChIP) is a revenue-sharing program offered by ATD National to chapters. So, when you order anything (even ICE), be sure to use ChIP code **CH6064**.

Sound too good to be true? Well, it isn't! I hope to see you at ICE with some ice!

Do You Have Different Learning Objectives?

Submitted by: Kristi Rutledge

Have you ever experienced something like the following? You and your spouse or significant other attend a Saturday matinee to pass the time before meeting friends for dinner. You sit enveloped in the theater's darkness, riveted to the story unfolding before you. Time evaporates and your mind is still lost in the film as you race to the restaurant to meet your friends. Then, before the margaritas arrive, your movie companion starts lambasting what you thought was one of the most evocative cinematic experiences of the year. You're stunned. How could two people sit in silence for two hours staring at the same screen and have such different experiences you wonder?

Easy - you each walked into the theater with different objectives. You could have avoided the movie review shock if you had taken the time to understand your companion's movie experience objectives before buying the tickets.

In the classroom, instructional objectives are those observable performance outcomes that can be attributed to participating in a learning event. Objectives can focus on attitude, skill, or knowledge development. It's fairly easy to measure skill or knowledge acquisition - but measuring a shift in attitude can be tricky. Unless, of course, it's after a movie; then you can easily recognize and label the attitude that comes spewing out of your movie companion like the pungent spray from an irritated skunk. But I digress.

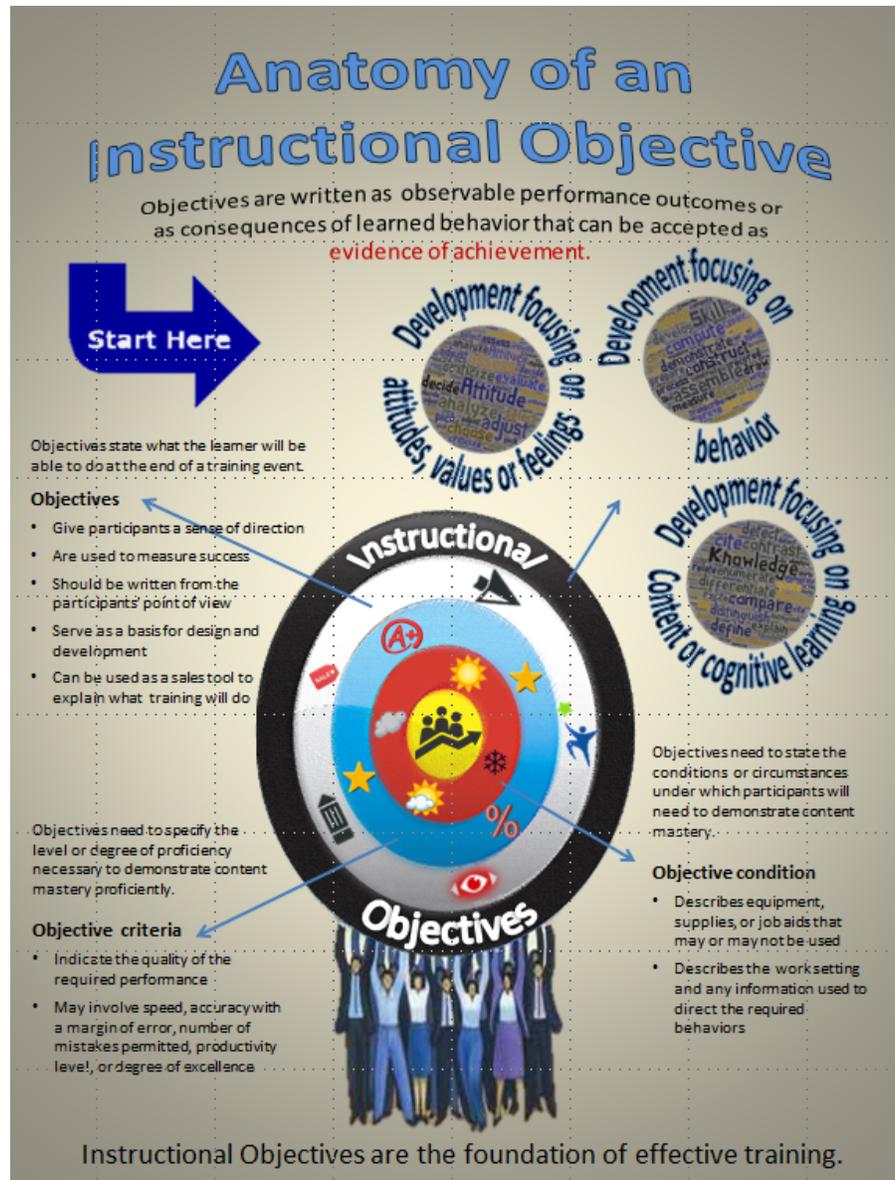
Setting clear, measurable training objectives provides:

- attendees a well-defined roadmap of what to expect during training
- a precise checklist of training outcomes
- a detailed guide of what needs to be included in training

And, well written objectives practically write your test for understanding!

The problem I've encountered is that occasionally I am so excited to start writing content and developing engaging learning activities that I dive into the creative flow before referring to my destination compass. Well, I'm not being completely honest with you. I sometimes dive into the creative flow before writing instructional objectives because writing objectives is hard work. But if you've ever given in to temptation and let ambiguous verbs such as understand and appreciate creep into your learning objectives unchallenged, you too may have suffered the same befuddlement at the end of your training as I did with my movie mate. When you don't take the time to define expectations, you're bound to end up with unpredictable results.

One of my personal development objectives this year is to include infographics in my training and communication, so I've created an instructional objective infographic to remind myself to calibrate my destination compass before diving into the creative flow. Objectives - don't dive into the creative flow without them!



Writing Effective Learning Objectives

Submitted by: Elizabeth Prochazka

What does it take to write an effective objective? What do we mean by effective? For the purpose of this article, let's simply say effective means producing the intended or expected result. Isn't that what we want for our training - to produce the intended or expected result? So, how do we do that?

I'm sure you have all heard about SMART (specific, measurable, achievable, realistic, time bound) objectives, and if you are there in your objective writing, great! If you are not there, it is likely a big step to go from where you are to SMART objectives. Let's start with some simple basics.

An effective objective has two basic components - performance verbs and an observable behavior.

There are all sorts of performance verbs - compose, find, recognize, quote, select, verify, identify, arrange, compare, explain, differentiate, match, paraphrase, apply, expound, illustrate, translate, deliver, grade, rate, and the list can go on and on. If you are looking for performance verbs, just go to your friend Google and do a quick search. A word of caution here - not all performance verbs are suitable for eLearning. In the list above, I have italicized the ones I think are fitting for eLearning. Interestingly enough, when you have a performance verb in your objective, it is, by default, observable behavior. Do you doubt me? It's okay. Take a minute and look at that list above again. You could observe the learner doing the action given in the performance verb, and you can use that same verb to verify the learner can do something because of the training.

To learn more about writing effective learning objectives, come to our March program! Details are available on the ATD Nebraska [website](#).

Opportunities

Submitted by: Erica Juno

By Carol Horner

I was president of our fine chapter in 2004. It was a fantastic experience for me. I learned a lot and grew significantly as a leader. As an independent consultant I don't have employees, thus my leadership opportunities are limited. Here are a couple examples of that learning and growth:

I had a great deal of faith and confidence in the board; we had amazing people. I fully trusted that the action items each identified were getting accomplished, and they were. Where I fell down as a leader was I never checked in on board members to see how things were progressing.

Side story: we had changed our board meetings from report outs to future focus so we weren't spending time looking back at our accomplishments or our processes.

I received a call one day from a board member who was a new leader on the board that year. She commented that she wasn't sure she was doing the right things. She was lacking confidence in her efforts. I realized that in my not checking in on her, I had caused that lack of confidence. I didn't show I cared about her work. What I learned was that, even if I have confidence (and don't wish to micromanage - because I hate that!), that doesn't mean the people I am leading have the same confidence or that they can read my mind that I have confidence and they are doing a great job.

I am a very unstructured person. I also saw my role that year was to bridge the silos. I led our board meetings in a very fluid way - in other words, no structure. After noticing frustrations at the board meetings, I checked in: "How are we doing?" "Anything more I can do?" There was a resounding and universal response...STRUCTURE. Actually, the comment was, "Can we at least have an agenda for our meetings?" What I learned was, as a leader I need to bring forth the effort to do the things my team needs me to do regardless of my preferences or strengths.

When I was asked to write about my presidency, I knew I could give a history lesson but I thought it was more important to share the value of that experience. I also wanted to encourage you to take the same opportunity I did - to learn and grow as a leader through ATD Nebraska.

Your Personal Mission Statement

Submitted by: Jill Idelman

Keeping ourselves in alignment between our inner core and outer behavior is a constant focus on our personal mission. Writing a personal mission statement will allow us to communicate what we hope to accomplish, and define our purpose and the objectives of how we seek quality in life. It is proven that those with purposeful decisions are more capable of becoming influential leaders. Those decisions are the outcomes of our behavior.

Performance is the product or outcome of what we are capable of doing. Those are our technical skills - the things we know how to do. Top performers use both the technical skill and the behavior skill to maximize their performance. That's what separates the cream of the crop from the mediocre. During challenging times, if we stay true to the course of our personal mission statement, we are able to manage our behavior more effectively. That is why success or failure is never about events or our circumstances. Achievement and success is more of who we are and how we choose to respond to daily events and circumstances.

I recently chose to work harder on my purpose. I want to be an influential leader at home, work, and in the community. I did the activity of writing a personal mission statement. I used the tool provided by the Franklin Covey website. I am learning that the key to individual performance excellence and true leadership is to develop and sustain a strong and effective inner core. If you would like to join me on this exercise, follow this link: franklincovey.com/msb/

This exercise will get you on the right path. I attended a webinar on self-

awareness recently. The facilitator asked this question: "Is a train freed or restricted by its tracks?" The first answer that usually comes to mind is that the train is restricted. However, if you think about it, the tracks actually keep the train on course. It's derailment from the tracks that causes the train to go off course, causing crisis. Our core values take us or lead us to where we can or cannot go. In essence, that provides us our own internal freedom. By having a personal mission statement, those core values are displayed...and help us stay on course!

New and Renewing Members

Betty Atkins, Union Pacific
Pati Carr, NEI Global Relocation
Robert DeFord, First Data Corp
Christine Egerton, AAA The Auto Club Group
Betty Johnson, Syngenta Seeds
Analisa McMillan, UNMC College of Public Health
Tabitha Mountain, AAA The Auto Club Group
Deb Nastasi, LinkedIn
Jan Silvain, Mutual of Omaha
David Steffek, AAA The Auto Club Group
Susan Wymore

Calendar of Events



[Writing Effective Learning Objectives](#)

Day: Wednesday, March 11

Time: 11:30 a.m. - 1 p.m.

Location: Scott Conference Center, 6450 Pine Street, Omaha, NE 68106

[CPLP Orientation](#)

Day: Tuesday, March 17

Time: 5:00 p.m. - 6:00 p.m.

Location: Centris Federal Credit Union 11825 Q St Omaha, NE 68137

[Mandatory Education and Fun: Could It Be True?](#)

Presented by ASTD-Lincoln

Day: Thursday, March 19

Time: 11:15 a.m. - 1:00 p.m.

Location: Jack J. Huck Continuing Education Center, 301 S. 68th St. Place, Lincoln, NE 68510





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