

ATD Nebraska Conference Concurrent Sessions (Day 1)

**Destery
Hildenbrand**



Engaging New Technology: Getting Started with Augmented Reality

Description

Augmented reality (AR) is a widely used technology in games, marketing, and everyday apps. But what about learning and development? Where do you get started? Where do you use it? How should it be used? These types of questions can cause developers to overlook the potential this technology holds for their learners and just how easy, effective, and affordable it can be to get started.

In this session, we will answer these questions and more through discussion and demonstration. You will leave this session knowing how to get started and how to get the most out of AR in your learning development.

Learning Objectives

In this session, learners will be introduced to free and low-cost tools that will make developing an AR project simple, effective, and engaging. Learners will have the opportunity to be hands on with the tools used to create AR and to live test existing AR projects. Learners will leave this session with the working knowledge of how to plan, build, and share an AR project with the world.

**LaLeesha
Haynes**



Increase Employee Creativity and Productivity with Clear Standards

Description

In this talk, we will discuss a different way of approaching development standards. Designers often look at standards as a way of hindering their productivity. I will show how eliminating some of the smaller decisions with clear standards will make room for more creative training. The discussion will outline some basic standards and workshop individual standards that can be implemented.

Learning Objectives

Promote standards that create efficiencies which will increase productivity and creativity

Identify how standards can increase productivity

Create a list a of possible standards that can be implemented at your workplace

Kim Whiteside



Learning by the Numbers

Description

According to Microsoft research, the average attention span of an adult is 8 seconds. Adults need a mental intermission every ten minutes. Adults must interact with a concept at least 8 times before the concept moves from working memory to long-term memory. These are just a few numerical data points that impact learning and learning design. In this workshop, you'll discover some of the important numbers that can drive design and presentation decisions for your courses. (Incidentally, the attention span of a gnat is about 11 seconds.)

Learning Objectives

During the workshop, participants will have an opportunity to:

- Explore learning-related data that impacts learning design
- Re-think common approaches to learning design
- Re-design learning activities based on new research

Stefanie Shanahan



Onsite Escape Room

Description

A fun and practical approach to Team Building in under an hour.

Learning Objectives

In this one hour session you will:

Experience the Onsite Escape Room

Discuss elements for creation

Consider debriefing linking back to work or your workplace assessment tools

Leave inspired to create your own

Keith Stoneman



Grow Your Value... Show Your Value!

Description

There's lots of discussion in training and development about "business acumen." So...just how do you gain this knowledge and how do you share it with your organization, demonstrating your value and using it to better serve your career and employer? In this session, we'll explore those questions and you will walk away with a plan to help you grow your business knowledge so you can SHOW YOUR VALUE!

Learning Objectives

At the end of the session, the participants will be able to:

- + Identify different types of business knowledge and acumen.
- + Identify blocks to their own business knowledge.
- + Write a plan to grow their business and training knowledge.

Heidy Behrens



Making Your "Impossible," - Possible!

Description

Off the shelf, learning technologies don't work for every organization. Too many companies are left sitting with a stack of PDF learning materials because they've been told that what they want is "impossible." Today's digital platforms make it possible for everyone to deliver engaging simulations, assessments, audio and visual learning. Learning that is curated by self-driven learners and learning that is tracked with every click.

Learning Objectives

Various types of simulations and how they can be created.
Tracking and measurement.
Assessments and quizzes.

Dr. James Wood



Franklin Covey The 5 Choices to Extraordinary Productivity

Description

FranklinCovey has been studying "people productivity" for 30 years & we have educated over 25 million people and provided 100 million planners to enable the learning of time management. We've also worked with 90% of Fortune 1000 companies. Because of this, we are very aware of the ways in which the world has changed.

The problems that face us today are no longer just about better management of time. Employees now need to learn the skills of decision management, attention management, energy management. With these skills your people will have the greatest probability of getting the RIGHT things done which leads to EXTRAORDINARY productivity. In addition to the knowledge we've built over the years, FranklinCovey has partnered with some of the world's top brain scientists to validate our principle based methods, focus on the right skill development and build processes to ensure the greatest outcome for your team.

Learning Objectives

Choice 1: Act on the Important- Don't react to the Urgent.
Choice 2: Go for the Extraordinary. Don't Settle for Ordinary.
Choice 3: Schedule the Big Rocks. Don't Sort Gravel.
Choice 4: Rule Your Technology. Don't let it Rule You.
Choice 5: Fuel Your Fire. Don't Burn Out
in Closing: Quickstart Plan

Michelle Hill **The Cost of Keeping Score**



Description

People who experience the greatest success know their success is determined by their ability to be an effective leader — to collaborate and communicate with others in the right way to get work done. In most organizations, communication needs to take place across all levels. To have the greatest influence as a leader, learn to embrace the belief that others do things with good intentions and develop your skills to communicate effectively even in difficult situations.

Learning Objectives

Leadership and Influence: Why businesses need good communicators
Blame and how it gets in the way of finding solutions
Belief in positive intentions of others
The Conversation: a formula for difficult conversations

Catherine Lombardozzi **Moving from course creation to content curation: Talent development in the digital age**



Description

We might agree that designing courses is not always the right solution, but then how do we accelerate learning for our most important initiatives? In this interactive session, we'll talk about emerging strategies for supporting talent development, including evolving design strategies, advanced curation practices, and scaffolding self-directed learning. The role of L&D is clearly changing, and this session will focus on how to envision that change.

Learning Objectives

This session will help you to:
Envision new strategies for developing people in the digital age. Align an array of learning resources and activities to maximize knowledge and skill development.
Implement research-based advice for helping people to manage their own work-based learning.

Krishna Clay **Partnering With Compliance Instead of Complaining About Them**



Description

Compliance training refers to the process of educating employees on laws, regulations and company policies that apply to their day-to-day job responsibilities. But...how often does it really 'apply' to the work we do? In this session, you'll learn about the work that was done at First National Bank of Omaha to decrease required training by 30% and make what was left relevant to the learner.

Learning Objectives

1. Ask questions to discover if training is truly 'required'
2. Influence when training is required and how it is developed
3. Create required courses that are relevant and engaging

Todd Conkright



Design Thinking for Development and Performance

Description

Design can be applied to all kinds of problems. But, just like humans, problems are often messy and complex—and need to be tackled with some serious creative thinking. That's where design thinking comes in. Newfound creative confidence changes how people think about themselves and their ability to have impact in the world.

Talent development & performance professionals can leverage design thinking to build better solutions, gain empathy for learners, and introduce a collaborative process to business partners. We'll use Stanford University's Design School (d-school) interactive model (empathize, define, ideate, prototype, and test) to discover how to apply design thinking in a variety of settings.

Learning Objectives

- Learn the design thinking model
- Consider applications of design thinking for training & performance professionals

Mitch Warner



The Outward Mindset: Enabling Breakthrough People Performance

Description

Organizations, teams, and collaborators are made up of individuals who work together every day to accomplish a common goal. However, building a workforce that can successfully respond to perpetual challenges and participate in innovation relies on more than the outmoded behavioral solutions of the past.

Rather by diagnosing and changing the underlying mindset that drives behavior, a workforce can become more flexible, engaged, and high performing. This is accomplished through a fundamental shift from the self-focus of an inward mindset to an outward mindset, which instead focuses on results and impact on others.

This session will offer the necessary tools to achieve this shift in mindset. With these tools, participants will learn how to enhance impact and increase performance.

Learning Objectives

Learn about the importance of mindset. Obtain a greater self-awareness about, and help others identify, an inward, self-focused mindset. Acquire tools to help shift to an outward mindset and implement outward practices in their day-to-day work. Develop an approach to work that sparks innovation and collaboration in delivering impact toward customers, managers, coworkers, collaborators, and reports.

Jen Wichern

and

**Jen Labrie
Pereira**



Learning, the final frontier: How to explore strange new technology without a navigation officer

Description

Exploring a new technology, much like a new planet, can be exciting and frightening all at the same time. Self-imposed limitations, like the prime directive, often stifle our abilities to teach ourselves a new skill or technology. In this session, we will explore how to overcome these limitations so that you can boldly build training that no one has built before

Learning Objectives

At the end of this training, learners will be able to:

1. Recognize when they've placed learning limitations on themselves
2. Construct search criteria to elicit viable learning options
3. Distinguish high-quality sources from low-quality source
4. Identify the importance of experimentation in learning