



# NEBRASKA CHAPTER Association for Talent Development



## November Newsletter

### Greetings!

Happy November! This time of year is a time we use to reflect and to be thankful. It's a time generally used to evaluate the year thus far and make plans for the future. We have great information, reference tools, and programs listed below to help you with that plan.

Take a look at all we have to offer at [www.atdnebraska.org](http://www.atdnebraska.org)

Sincerely,

Sandi Knowski  
Director of Communications

## Using a Needs Analysis to Discover and Overcome Obstacles

**Submitted by: Amber Hutchinson, Director of Programming**  
**Presenter: Ericka Juno, VP of Membership**

Imagine teaching a rule to thousands of people by saying, "Memorize the rule verbatim," and then testing understanding by asking the learner to write the rule. How effective would that be?

Now imagine taking that rule and creating an exciting, animated video and adding knowledge checks to test comprehension.

This program will show how an instructional designer paired with a marketing animation company to create eLearning that excites and motivates the learner.

By the end of the program, participants will be able to:

- Recognize the value of a needs analysis
- Discuss how to use animated video for engaging learning

### What's In This Issue?

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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.



## Annual Sponsors

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

- Convey how marketing techniques can help with learner retention (i.e., a marketing call to action is the same as trying to change the learner behavior)

For more information and to register, please visit [www.atdnebraska.org](http://www.atdnebraska.org)

## The Art of Coaching: Starts with the Conversation

**Submitted by: Jill Idleman, Director of Mentoring**

Coaching to improve performance, change a behavior, or reinforce positive behavior can be a challenge if you do not have a strategy. That strategy can be simply a better way to start the conversation. Even the best thought out coaching conversation can fall awry if you do not have a method or a process to deliver an effective message.

Often times we deliver messages that we think are effective ways of delivering feedback such as: he needs to be more strategic, she did a good job. What we are really doing is evaluating or interpreting...we don't describe the specific behavior so that the individual can learn and develop.

Few managers and leaders are comfortable with the art of delivering effective feedback. There are several common mistakes used today when delivering feedback. We judge the individual, not their actions. Our feedback is too vague; it goes on and on and on. We try to figure out why others behave the way they do. We have all been taught to use the old "Sandwich Method"...you remember, positive feedback sandwiched in between negative feedback? Even worse is when we deliver feedback on behalf of others (or as third-party feedback) without observing said behavior. All these mistakes are common, but they do not help individuals improve behavior or performance! These styles lack three steps: Specifics of the situation, description of the behavior, and the impact that behavior had on you.

## Make Mine a Mini

**Submitted by: Kristi Rutledge, Secretary**

I don't know what it is, but when I buy fruit and artfully arrange it in a bowl on my kitchen counter, it sits there until it spoils. But if I splurge and buy fruit that has been cut up into bite-size pieces, it disappears within a couple of days. There's just something appealing about those little nuggets of deliciousness. I look at a shiny apple and think, "Nah, I don't want to eat a whole apple," but then reach for the tantalizing tidbits of apple-isciousness and easily polish off the equivalent of two apples!

Bite-sized treats have been the downfall of many dieters who can't stop at just one and unhappily discover the cumulative caloric power of devouring little goodies. Similarly, books packed with three- to four-page chapters have been responsible for my mental paralysis in more than one meeting the morning after I found myself chanting "Just one more chapter, just one more chapter," into the wee hours of the morning.

It's been said that bigger is better, but I think smaller is smarter - particularly when it comes to learning. Smaller is more accessible and easily digestible. Smaller sneaks up on you; before you know it, you've

eaten a whole watermelon, read an entire book, or learned a new skill.

When you attend a week-long training, it can be daunting. When you read an article, it can be diverting. When you slog through a 50-minute E-learning, it can be exhausting. When you view a 5-minute video, it can be energizing.

Research suggests that smaller learning experiences spread out over time are more effective than mega learning events and multi-sensory experiences to improve retention. We're often tied to 30- or 60-minute time slots when we're designing training; it's a matter of convenience, not effectiveness. What's a conscientious designer to do?

I take up a sharp pen and cut the content up into bite-sized chunks and then let the content spill over the time limit by creating mini pre-work assignments, engaging others to informally encourage reflection, employing collaboration sites to connect participants, and delivering thought-provoking emails after a learning event.

How can you make your training more appealing by breaking free of the standard training time constraints and creating mini learning bursts that entice learners?

## What It's Like to be a Learner

**Submitted by: Jennifer Labrie Pereira, VP of Communications**  
**Written by: Kami Morton**

I just went through a week of training and meetings with our global partners. There were a number of different sessions that we sat through that week.

Every time I am the "participant" or the "student" and not the trainer/facilitator, I am reminded of what it's like to sit in the learner's seat. Think about the last time you sat in the learner's seat.

- How did you feel sitting that whole time?
- Were you focused on the facilitator?
- Were you worried about what was for lunch?
- Were you cold? Hot?
- Were you focused on what else you had to get done?
- Did you wonder why "so and so" asked so many questions?
- Did you have to use the bathroom and you had no idea when break was so you played a game in your head called "Should I stay or should I go?"
- Did you retain all of the content when you were focused on all of these other things?

As facilitators and designers, it's easy to forget what it's like to be in the learner's seat and what we are up against in reaching today's learner.

As Franklin Covey teaches, always remember to teach people, not programs. "We may be way off schedule, but we're right on track."

Reflect on that statement. What does it mean to you? How often do we focus solely on the agenda and what we NEED to get accomplished today? Learning is not a one-size-fits-all model. Agendas, lesson plans, and the

number of activities needed to ensure the learners "get it" will be different from class to class. It should be dictated by what the class needs and not what time it is or what the schedule says we should be doing!

What will you do differently to make it "easier/better" for your learners?

## New and Renewing Members

**Jill Banaszak**, Mutual of Omaha  
**Ryan Barry**, First National Bank of Omaha  
**Asher Connelly**, First National Bank of Omaha  
**Jessica Jones**, Conductix-Wampfler  
**April Kassen-McKenna**, The NMC Group  
**Abbie King**, Mutual of Omaha  
**Aubrey Kuhl**, Lincoln Financial Group  
**Deb Nastasi**, LinkedIn  
**Dealan Neff**, Mutual of Omaha  
**Jackie Parr**, Railway Educational Bureau  
**Dan Schaecher**, Lincoln Financial Group  
**Mandi Simmons**, First National Bank of Omaha  
**Gwendyl Spann**, Union Pacific Railroad  
**Christine Stanczak**, West Corporation  
**Kristin Sterba**, First National Bank of Omaha  
**Matt Zgoda**, First National Bank of Omaha

## Calendar of Events



### [Using A Needs Analysis to Discover and Overcome Obstacles](#)

**Day: Wednesday, November 11, 2015**

Time: 11:30 a.m. - 1:00 p.m.

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

### [Gamification - Learning Design Applications](#)

**Presented by ASTD-Lincoln**

**Day: Thursday, November 19, 2015**

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

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





**ATD Nebraska**  
P.O. Box 85793  
Lincoln, Nebraska 68501

(402) 850-6710  
[contactus@atdnebraska.org](mailto:contactus@atdnebraska.org)