

AITD National Conference 2014

14-15 May 2014 | Sydney, Australia

The AITD National Conference promises to be a significant learning and development event with exciting key note presentations, lively panel discussions, diverse concurrent workshops and a fascinating exhibition. As the Conference approaches, *Training and Development* magazine asked select speakers what delegates can expect from their presentations. Here's what they shared...



Harold Jarche

Without giving too much away can you tell us about your *Work is learning and learning is the work* keynote address?

Work is learning and learning is the work, because the nature of work is changing. For example, automation is replacing most routine work. That leaves customised work, which requires initiative, creativity and passion. Valued work, and the environments in which it takes place, is becoming more complex. Professionals today are doing work that cannot be easily standardised.

In complexity, we can determine the relationship between cause and effect only in retrospect. Think about that. It puts into question most of our management frameworks that require detailed analysis before we take action. It also shows that identifying and copying best practices is pretty well useless.

In complex work environments, the optimal way to do work is to constantly probe the environment and test emergent practices. This requires an engaged and empowered workforce. Emergent practices are dependent on the cooperation of all workers (and management) as well as the free flow of knowledge. It also requires learning as part of everyone's workflow.

These changes mean that the role of training and development must change, or become obsolete.

You are also presenting two different workshops. Can you give us an overview of what we can expect from your *From Training to Performance to Social* pre-conference workshop?

From Training to Performance to Social, follows my own progression from military trainer, to human performance technologist and then social learning proponent. While training remains important, it is not enough. I will quickly cover some better approaches to training design. I will also go over tools like performance analysis which provide a clear link between training and work performance. Finally I will cover social tools and communities of practice, as that is where we are seeing emerging value for the training and development field.

And can you tell us a little about your *Personal Knowledge Management* workshop?

PKM is about taking control of our professional development and engaging with knowledge networks. I will cover my seek > sense > share framework and provide exercises to begin a personal knowledge mastery journey. Having written over 150 posts and several articles on the subject, there will be a lot to cover. The advantage of an on-site workshop is to help address individual issues and concerns, which I look forward to.

You are very active on social media, with over 10,000 twitter followers. Do you have anything special planned for the 35,000th tweet?

I guess that depends on where I will be at the time. These things pass me by and usually I notice them after the fact.

This your first trip to Australia. What are you looking forward to?

I already have a visit planned to see a platypus. I just have to get kangaroos and koalas checked off my list now. But truthfully, I am really looking forward to seeing the many Australians that I have come to know via social media. The world is indeed a small place.



Marigo Raftopolous

What is next gen learning?

Next gen learning is about empowering your learners to do great things. It's not about the content anymore, it's about the experience. And that's what we can learn from games – how to create great learning experience that inspires and motivates us intrinsically to achieve great things.

Gamification is a hot topic at the moment. What is the link between gamification and learning?

The link between gamification and learning lies in our DNA. Humans have always learned through play and games. The current model of education, learning and training is only a few hundred years old. It is now struggling to firstly, cope with maintaining learner engagement, and secondly, in adequately preparing us for the increasingly complex future challenges we are facing.

***Next Gen Learning and Leadership is a Game Changer* is your keynote address. Can you give us an idea of what we can expect?**

Inspire you to think differently and design better learning experiences! We'll hear about case studies on how gamification has been used around the world in learning, and a range of other areas such as health, where it has been used for public or community learning and engagement. It will be a mix of both art and science, as gamification is grounded in cognitive and neurological sciences, as well as in game design.

Can you tell us a bit about your *The learning game has changed: How gamification unlocks Next Gen Learning* post-conference workshop?

This is a hands-on design workshop that will cover the basics of thinking more like a game designer to renew your approach to designing learning. We'll provide a well designed methodology and you will be working on your own project.

And yes, we'll be playing games!



Nigel Paine

You specialise in developing staff and leaders and building learning organisations. You work all over the world. What are the hot topics when it comes to learning at the moment?

There are a few hot topics which crop up again and again. The first is about impact measurement, and that's why I'm running a workshop on that topic. A lot of teams find it difficult to move from the very familiar i.e. happy sheets, to something more useful and meaningful. They are put off by complex systems and models that require expensive consultants to implement. I don't think it's that complicated.

The second is around personalisation. We really are moving into an era where it is possible to deliver a one fits one approach. It's just too expensive to process everyone through the same funnel and expect engagement, commitment and interest. We can do better. We should do better.

The third is getting away from the hegemony of courses into building exciting learning environments. Once you shift in mindset is easy to see the importance of social and informal learning, facilitating knowledge share and leverage in vast amounts of expertise that are locked in side the heads of everybody who works in your organisation.

The fourth is about the changing role of learning and development. It is becoming less about delivering and more about facilitation and coaching and acting as the frame and the spark for learning across the whole company.

The fifth is about any time, any place on any device learning. We are way beyond mobile now.

Can you briefly explain What is really going on in learning?

We're in a huge reset. This is being caused by external economic environment, our habits around social connections outside our place of work, and the increasing pressure on staff to learn more, faster and more effectively together with the mountains of research, particularly from neuroscience, which is explaining a lot more about what facilitates learning and what doesn't work so well. The old models are no longer acceptable, senior executives are becoming impatient with learning investment that doesn't demonstrate impact. It is as simple as that.

And what we can expect from your *How to measure impact, and why happy sheets are so yesterday workshops*?

Happy sheets really don't keep anyone happy any longer. I don't know a single learning operation that sits easily with them any more as the sole indicator of success. What organisations are demanding is a pretty clear indication of the impact their investment in learning has made. This is perfect reasonable, but it requires a recalibration of what learning is, and how it happens, and who is involved, to be able to deliver this. I really don't think it requires complex models or a futile attempt to focus on something as crude as ROI. I want to work with the workshop participants to developing practical solutions to the task of impact measurement, so that everyone can walk away with some ideas they can implement the following week that will actually work for them and their circumstances.



Dr Janet Brady

Dr Brady, you are an Organisational Linguist specialising in professional communication. Can you briefly explain what an Organisational Linguist is?

Most people confuse linguists with speakers of more than one language. Linguists study language and its uses and applications in society. So an Organisational Linguist focuses on how people communicate at work. A lot of linguists in recent decades have focused on improving communication between doctors and patients, interpreting in legal and government settings, and inter-cultural communication in our increasingly diverse workforce. I focus on helping leaders and managers achieve their goals through more effective communication.

Your curiosity about misunderstandings between different groups of professionals in your workplace led to postgraduate study of communication in professions and organisations.

What is an example of a common misunderstanding and how can it be avoided?

Organisational Linguists are disinclined to offer advice. We consider communication to be far more complex than a checklist of "do's and don'ts". Linguists prefer to ask "how" and "why" type questions. We then use the answers to help the professional group in focus. I recently applied this approach when analysing a number of interactions between experienced and novice managers during their first year in management. Becoming a manager requires a shift from technical to managerial work. So how do experienced managers support new managers learn to manage? I answered my "how" and "why" questions by identifying the activity types, communication goals and communication strategies employed by supervisors and the differences between them.

What we can expect from your *Evaluating Trainers: Revisiting Communication Competency workshop*?

My intention is for participants to leave the workshop discovering the analysis of face-to-face communication is both fascinating and illuminating. At the heart of the workshop are four examples of facilitators at work during leadership and management development programs. Participants will learn eight linguistic concepts. As these concepts are integral to training, we all use them whether knowingly or not. What we don't normally do is use them to analyse and evaluate communicative performance, nor to provide feedback to facilitators. Participants will experience first-hand why linguists avoid offering simplistic advice when they investigate why a misunderstanding occurs between a facilitator and course participants.



Marc Ratcliffe

What can you tell us about your *A-Z of Training: 26 proven techniques to engage and enliven training workshop*?

The workshop provides dynamic and proven tips, tricks and techniques aimed at engaging and supporting learning. It promises 26 activities that will enhance the educational experience and hold an audience for longer. These techniques include openers, warm-ups, energisers, “fun” summaries and tips on a range of other ways to keep participants on their toes.

What does J stand for?

“Jargon Jumble”, which is a revisiting activity which asks participants to work together to put the right term with the right definition!

You have conducted training internationally in North America, Africa and Asia. Are your tips unique to Australia or do they have universal appeal?

These are all proven and tested techniques that work well all over the world. With the goal of engaging and enlivening training, you really can't go wrong!

Who will your workshop appeal to?

Everyone. The workshop adopts an instructor led-participant centred approach, where attendees will be involved in practicing the techniques modelled and will have the opportunity to participate in the debriefing of activities. They will also be encouraged to consider how they could adapt, adopt and apply the techniques to their own contexts via small group discussion and will have the opportunity to create their own new fun-tastic activities and resources. Participants will be able to walk away with 26 specific items to promote learning engagement plus a host of classroom management techniques which they will be able to apply immediately.



Laurie Kelly

Can you tell us a little about yourself?

My passion is the professional development of trainers and educators so they have the skills to make any content interesting, engaging and transferable. There is so little time devoted to great delivery skills in the Cert IV in TAE yet this is what trainers really want. In 2010 we developed a nationally accredited short course totally devoted to giving educators cutting edge knowledge and skills in ways to deliver material so all learners learn.

Training has to excite people, giving them the confidence to go out and use the material learnt. Word of mouth referrals are the life blood for L&D department, RTOs and educators. Great experiences of learning is our best marketing tool.

What is Brain-Friendly Training and how did you become interested in it?

Since the mid 1980s I have been interested in how our minds work. I have been attempting to integrate elements of Education studies, NLP, Accelerated Learning, Gestate Therapy and hundreds of hours of other professional development I have undertaken. I was a “Brain groupie”. In 2012, I went to London to do more professional development for myself in Brain-Friendly Training. It was excellent and gave a real context to what I had discovered.

Brain Friendly Training is making sure that when you design and deliver training material you base it on five major principles that activate the various chemicals and parts of the Brain that maximises learning potential and the confidence to have this learning transfer back into the work environment.

There is a lot of questions raised about the value of formal training however I think we should also look at the quality of delivery. Does it excite, challenge and extend or bore the sock off people with power point death. Learning has to be living.

If we believe that it is important enough to take people off line to do training than it has to be good. We need to make sure they enjoy the experience and want to integrate the learning into their work practices.

Which topics will be covered in your *Brain-Friendly Training Intensive post-conference workshop*?

The workshop will cover: The things you can do to engage and interest all learners; early engagement activities and how to frame up a session to activate the reticular activating system (RAS) function of the brain; confident use of Change of State activities; handing the learning over to the learner so they create the unique patterns in their brains that enable long term retention and transfer; and revision is essential for learning. Learn how to ensure it happens effectively. ■

For more information and to register visit www.aitd.com.au/conference or call 02 9211 9414

Pre-Conference Workshops

Tuesday 13 May 2014: 9.00am-4.30pm

Harold Jarcho, From Training to Performance to Social
Nigel Paine, How to measure impact, and why happy sheets are so yesterday

Dr Janet Brady, Evaluating Trainers: Revisiting Communication Competency

Marc Ratcliffe, A-Z of Training: 26 proven techniques to engage and enliven training

Post-Conference Workshops

Friday 16 May 2014: 9.00am-4.30pm

Harold Jarcho, Personal Knowledge Management
Nigel Paine, How to measure impact, and why happy sheets are so yesterday

Marigo Raftopolous, The learning game has changed: How gamification unlocks Next Gen learning

Laurie Kelly, Brain-Friendly Training Intensive