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Exploring ISPI's 44th Annual International
Performance Improvement Conference

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Abstract

The International Society of Performance Improvement (ISPI) holds an annual conference on performance improvement. The 44th conference takes place in Dallas, Texas from April 6-11, 2006. This paper explores the conference by reviewing attendee demographics, registration costs, and the presentations for the conference.

Exploring ISPI's 44th Annual International Performance Improvement Conference

The International Society of Performance Improvement (ISPI) hosts an annual conference focusing on performance improvement. ISPI prides itself in holding a conference that “offers innovative and thought-provoking presentations by professional colleagues that stimulate and enhance the competence of the attendee” (<http://www.ispi.org>, About ISPI & Membership, 2005). Between April 6 and 11, 2006 ISPI will hold its 44th annual conference.

The theme for 2006 is “Researching the Radical.” ISPI wants to provide a forum at which practitioners can experiment with ideas that diverge away from standard operating procedures. When ISPI was founded (as NSPI), the ideals “challenged the status quo and offered innovative strategies related to the art of teaching and science of learning.” The participants at the 2006 conference will be challenged to question their trusted beliefs and explore seemingly misaligned ideas, which are, in fact, relevant to human performance technology (HPT) (<http://www.ispi.org/AC2006/default.htm>, 2005).

Location

ISPI chooses a different location for the annual conference each year. Recent conferences were held in Tampa, Florida (2004) and Vancouver, British Columbia (2005). The 44th annual conference will be held in Dallas, Texas at the Adams Mark hotel. ISPI has arranged special room rates for conference attendees (<http://www.ispi.org/AC2006/hotel.htm>, 2005).

Conference Audience

The conference is appropriate for all individuals who have an interest in performance improvement. ISPI's membership and conference participants consist of “performance technologists, training directors, human resources managers, instructional technologists, human

factors practitioners, and organizational development consultants [who] work in a variety of settings including business, academia, government, non-profits and the armed forces”

(<http://www.ispi.org/info/whyISPI.htm>, 2005). The conference attendance at the 2005 annual conference was approximately 1,500 and the 2006 anticipated attendance is 1,700 people (Keith Pew: Director of Sales & Marketing for ISPI, phone conversation, September 23, 2005).

Conference Fees

ISPI offers many conference registration packages. Table 1 identifies some of the various packages and prices. In addition to the types identified in Table 1, there are numerous additional registration options including: single-day, workshop-only, individual events, and special events. Registration for workshops, HPT institutes, and the closing banquet is not part of the conference registration (<http://www.ispi.org/AC2006/register.htm>, 2005).

Table 1

44th Annual Conference Registration Fees

| Type | Early ¹ Fee (\$) | Regular Fee (\$) |
|--|-----------------------------|------------------|
| Individual Member – Full Conference | 799.00 | 899.00 |
| Individual Member – Colleague Special ² | 450.00 | 899.00 |
| Student/Retired Member – Full Conference | 279.00 | 349.00 |
| Delegate (Non-Member) – Full Conference | 999.00 | 1,099.00 |
| Delegate (Non-Member) – Colleague Special | 450.00 | 1,099.00 |
| Professor/Student (3) Package ³ | | 1,000.00 |

Notes.

1. Early fee requires registration by January 27, 2006.
2. Colleague special is for individuals who have not attended an ISPI annual conference in the past three years that register with a colleague (acquaintance) who has already fully registered.
3. Professor/student package is a group rate for one professor and three students traveling together (<http://www.ispi.org/AC2006/register.htm>, 2005)

Presentations

ISPI annual conferences are comprised, mainly of, HPT institutes, pre-conference workshops, and conference sessions (tracks). The HPT institutes and workshops occur prior to the start of the conference sessions, usually two or three days.

Two HPT institutes are scheduled for the 44th annual conference. They are Principles and Practices of Performance Improvement and Making the Transition to Performance Improvement. Principles and Practices offers attendees a hands-on opportunity to learn performance improvement techniques. The performance objective of this institute is to “teach you the Human Performance Technology process and the application of performance consulting skills and tools to analyze a workplace performance problem, present solutions and evaluate results (<http://www.ispi.org/AC2006/institutes.htm>, 2005). Making the Transition offers attendees a hands-on opportunity to learn about performance improvement as a business department. The performance objective of this institute is to “begin the process of making the shift to performance improvement [from training]” (<http://www.ispi.org/AC2006/institutes.htm>, 2005).

The pre-conference workshops for 2006 were not published at the time of this article; therefore, the 2005 workshops were reviewed. There were 25 pre-conference workshops at the 2005 annual conference. They varied from two-day and one-day, to half-day workshops. The “workshops are in-depth classes that encourage participants to broaden their knowledge base in a specific topic” (<http://www.ispi.org/ac2005/workshops.htm>, 2005).

During the conference, eight educational session tracks occur simultaneously. Each track is comprised of 90-minute interactive presentations. The tracks follow ISPI's professional communities, of which there are seven: science and research; motivation, incentives, and feedback; analysis, evaluation, and measurement; instructional systems; process improvement;

organizational design/alignment; and management of organizational performance. The eighth track is for sessions that relate to multiple professional communities.

Being a Presenter

ISPI invites anyone from their audience to present at their annual conference. Those who are interested must assemble a presentation proposal and submit it by the deadline. For the 44th annual conference, presentation proposals were due July 29, 2005 for workshops and August 31, 2005 for educational sessions.

Candidates choose which session track they would like to present in and then create a title for the presentation. Then, they briefly describe the session and provide the performance objectives/benefits. As ISPI follows a set of performance standards based on the HPT theory, all presentations must relate to at least one performance standard. Also, candidates need to relate the presentation to the conference theme and provide a brief design plan. As part of the presentation, ISPI requires handouts and performance tools; samples of these need to be submitted as part of the proposal. Candidates also provide a reference list that supports the presentation's research and foundation. Finally, the candidate must provide a biography that shares his or her experience relating to the topic. If the presentation proposal is for a workshop, the candidate must also provide a workshop design plan and workshop history

(<http://www.ispi.org/AC2006/presenters.htm>, 2005).

Proposals must be e-mailed to Conference@ispi.org with 2006 Conference Proposal Submission in the subject line and a summary of the information in the body of the email and the presentation proposal, handout, and performance tool as attachments.

Reference

<http://www.ispi.org> (2005). Retrieved September 21-23, 2005.

From: [R Daumer](#)
To: Conference@ispi.org
CC:
Subject: 2006 Conference Proposal Submission
Date: Saturday, September 24, 2005 4:18:39 PM
Attachments: [Assignment 2 - Worksheet.pdf](#)
[Assignment 2 - Job Aid.pdf](#)
[Assignment 2 - Proposal.pdf](#)

Lead Presenter's Contact Information

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First-time ISPI Presenter? Yes

Reference 1: Debbie Sargent, 407-356-0359, debbie.d.sargent@lmco.com

Reference 2: John Hammerstein, 407-356-1973, john.hammerstein@lmco.com

Reference 3: C. Douglas Kerr, 407-356-8482, doug.kerr@lmco.com

Presentation will not include co-presenters.

Presentation Title: Implementing Distance Education

Conference Track: Blended Interventions (Analysis, Evaluation, and Measurement & Instructional Systems)

Presentation Format: Conference Session

Presentation Description:

Students have been learning at a distance since the start of correspondence study, far before the time of computers. Today, distance education is facilitated by computers and quick means of information transfer. This session will discuss distance education and effective implementations.

Performance Objectives:

Upon completion of this session, participants will be able to:

- a. define distance education
- b. identify methods of distance education and available media
- c. develop questions for determining effective distance education implementations.

Presentation Proposal

A. Session Title:

Implementing Distance Education

B. Session Description:

Students have been learning at a distance since the start of correspondence study, far before the time of computers. Today, distance education is facilitated by computers and quick means of information transfer. This session will discuss distance education and effective implementations.

C. Objectives or Benefits:

Upon completion of this session, participants will be able to:

- a. define distance education
- b. identify methods of distance education and available media
- c. develop questions for determining effective distance education implementations.

D. Link to Performance Technology Standards

Effective distance education implementations require thorough analysis of the instructor, audience, environments, and available media. To achieve an effective implementation, the entire process needs to be systemically viewed.

This session will focus on Standards 2 and 5, taking a systems view and needs analysis. Distance education implementations are often face-to-face training that has been converted to a computer-based solution. The problem with this is the missing analysis of impact to an organization. When training becomes distance education, there are many factors, such as environment, instructor knowledge, learner motivation, and cost that need to be analyzed.

E. Presentation Design Plan

This session begins with a verbal survey of the learners' exposure to distance education. Each participant, including the instructor, will share individual experiences, if any, with distance education. This will be followed by a presentation of the Performance Technology Standards and how they relate to distance education (throughout the session the topics of discussion will be related back to the Standards). Following this will be a presentation of the definition of distance education and a history of distance education. The remainder of the session will be used to present and discuss effective analysis for distance education.

Participants will use the Pedagogy of Distance Education handout to complete the Distance Education worksheet activity. The worksheet will be completed first, on an

individual basis, then as a group, we will discuss the responses and refine the most appropriate actions.

Program Timeline:

- a. Welcome& introduction (5 minutes)
- b. Session overview and objectives (5 minutes)
- c. Group sharing of personal experience(s) with distance education (15 minutes)
- d. Relating distance education to the Technology Standards (5 minutes)
- e. Present definition of distance education (5 minutes)
- f. Present a history of distance education (15 minutes)
- g. Pass out and discuss Pedagogy of Distance Education job aid (10 minutes)
- h. Pass out and discuss Distance Education worksheet (15 minutes)
- i. Open forum for questions (10 minutes)
- j. Session evaluation (5 minutes)

F. Handout/Performance Tools

The Pedagogy of Distance Education job aid provides the participants with a tool that visually identifies the key aspects of distance education. The handout provides the participants an immediate practice of the information presented, along with the opportunity to ask questions.

G. Research/Bibliography

Peters, O. (2003). Learning with new media in distance education. In M. G. Moore & W. G. Anderson (Eds.), *Handbook of distance education* (pp. 87-112). Mahwah, NJ: Erlbaum.

Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2006). *Teaching and learning at a distance*. Upper Saddle River, NJ: Pearson.

H. Biography

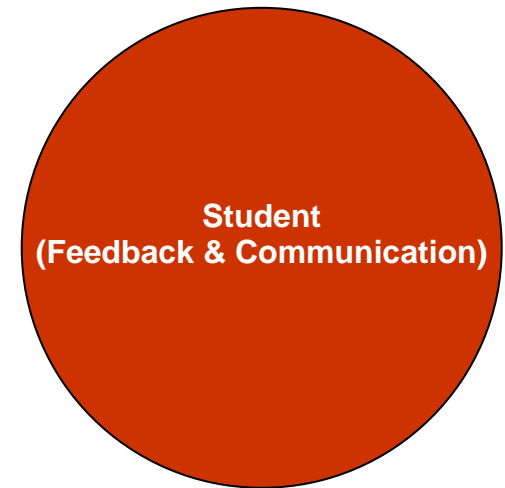
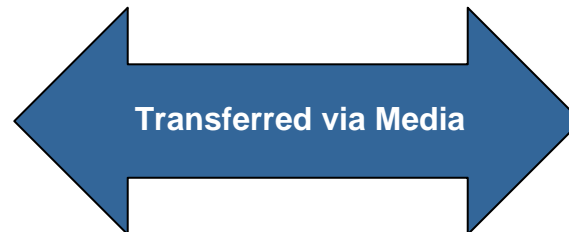
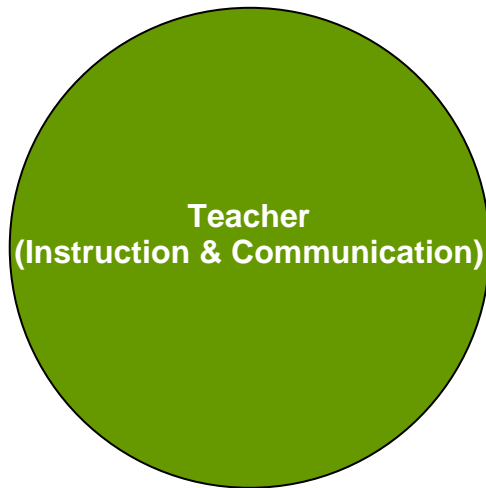
Bob Daumer is an Instructional Technologist with 5 years of combined instructional design, technical writing, and communications experience. Currently he is pursuing his Masters degree in Instructional Technology and Distance Education. He is a respected leader within his corporate environment and provides objective analysis of the task put before him. Bob's primary goal is to improve the performance of each employee he encounters with methods that are innovative, but instructionally sound.

Pedagogy of Distance Education

A summation of Distance Teaching and Distance Learning.

Three entities of Distance Education: Teacher, Media, and Learner

| Teacher | Media | Learner |
|---|---|--|
| Location: Conceivably Anywhere (University, Office, Classroom, Home) Time: Conceivably Anytime Originates Instruction Reviews Feedback Provides Feedback | Correspondence Study Prerecorded Media Two-way audio Two-way audio with graphics One-way live video Two-way audio, one-way video Two-way audio/video Desktop two-way audio/video | Location: Conceivably Anywhere (Home, University, Classroom, Office) Time: Conceivably Anytime Reviews Instruction Provides Feedback Reviews Feedback |



**Distance Education allows for
synchronous (same time, different place) AND
asynchronous (different time, different place) learning.**

Distance Education Implementation Worksheet

Scenario: Jan's Distance Education Implementation

Meet Jan, a human performance technologist working for a large corporation. She has been in her role for 10 years and has experience with many means of learning and development. Today, however, she has been presented with a new assignment and challenge.

Jan's Assignment: Executive management has requested that all offsite directors go through an effective listening course. However, there is no budget to bring each director to the corporate office or to send Jan to each site; thus, Jan needs to train them at a distance.



Jan U. Ery

Your Task: Help Jan assess the assignment and complete her challenge. This worksheet will guide you through the key questions necessary for a distance education solution. For each of the items below, write the questions the Jan needs to ask to start her design of this distance education implementation.

1. Instructor Environment: _____

2. Learner Environment: _____

3. Media: _____

4. Time: _____

