

Presentations by Marc J. Rosenberg

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(Eight Presentations)

| Presentation Title | Short Description | Key Topics Covered | Target Audience(s) |
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| <p><i>Beyond E-Learning</i></p> | <p>Whether you're just getting into e-learning, or have been at it for a while, the field is rapidly changing. While online training has great promise, it can't, on its own, provide all the learning and performance support that's needed in the workplace. Enter new approaches like knowledge management, communities of practice and web 2.0. How important are they? What do they mean for the way training is managed now and in the future? How can the formal, instructional side of learning coexist with the informal, informational side, and what benefits does this integration bring? To move "beyond e-learning" as we know it, we must redefine it and focus more on an e-learning strategy that is less about 'e-training' and more about building a "smart enterprise." This presentation looks at e-learning from a strategic perspective – where it's been and where it's going. It goes beyond a focus on technology and courseware to advocate new ways to think about what e-learning really is, and what it can, and can't do. It will challenge you to think differently about e-learning, and learning in general, and, in doing so, provide new opportunities for you to increase your likelihood of success.</p> <p>This presentation is based on Marc's book: <i>Beyond E-Learning: Approaches and Technologies to Enhance Organizational Knowledge, Learning and Performance</i>, and is available as a 60-90 minute speech, or a half-day workshop ("<i>The Beyond E-Learning Workshop</i>"). The half-day workshop explores more about the current and future state of learning and e-learning, including several e-learning myths. In addition, several discussion and case study activities are included.</p> | <ul style="list-style-type: none"> ▪ A look at the current state of e-learning – what has worked and what hasn't. ▪ Examination of the contributing factors to success or failure. ▪ What the future of e-learning looks like. ▪ The rise of knowledge management. ▪ Blended learning: a better definition. ▪ How e-learning will be evaluated in the future. ▪ The role of an e-learning strategy. ▪ The role of executive leadership. ▪ The role of change management and communications. | <ul style="list-style-type: none"> ▪ Training professionals at all levels ▪ Training directors, chief learning officers and chief knowledge officers who are thinking about the "next phase" of their e-learning -- and learning -- journey in their organizations ▪ Senior executives and front-line business managers who are concerned about employee ▪ Business strategists. |

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| <p>What Every Manager Must Know about Learning 2.0</p> <p><i>Note: This presentation can be modified to focus more on instructional design rather than management issues.</i></p> | <p>Whether you work in the training department or run it; whether you manage a small organization or the entire company, if you're into e-learning, there's no doubt it's a big investment of time and money. And just when you think you have it all handled, when you've made your authoring tool and LMS decisions, and when you've launched your online training strategy, things change.</p> <p>Now we see a new set of requirement for learning emerging in the workplace, and a host of new tools that are changing the landscape of e-learning. We can no longer confine ourselves to the instructional or classroom model; we have to deliver learning directly to the workplace, in the context of work, 24-7. And with the rise of Web 2.0 – the advent of social networking, blogs, wikis and other new and exciting tools, the nature of what we do, not just where we do it, is transforming.</p> <p>The challenge for managers of training, or business managers overall, is how to adjust both the perceptions and practices of e-learning to fit this new reality. How should e-learning 2.0 – incorporating informal workplace learning and Web 2.0 tools – be integrated into more “traditional” training and e-learning systems? How should organizations change as a result of these new innovations? What will it take to sell everyone, including front-line workers, first-line supervisors and senior management on these new approaches?</p> | <ul style="list-style-type: none"> ▪ What is “learning 2.0?” ▪ What is influencing the learning 2.0 era? <ul style="list-style-type: none"> ▪ Organizational learning ▪ Informal learning ▪ Knowledge management ▪ Web 2.0 ▪ What changes will learning 2.0 bring us? | <ul style="list-style-type: none"> ▪ Training professionals at all levels, but especially for training directors, chief learning officers and chief knowledge officers who are looking to successfully implement e-learning ▪ Senior executives and front-line business managers who are concerned about how to use e-learning to its best advantage. |
| <p>E-Learning Warning Signs: Where do you Stand?</p> | <p>Just getting into e-learning? Been in it for a while? Do you know how well you are doing? Many organizations jump into e-learning before they are ready or they define e-learning too narrowly. These and other warning signs can put your entire program at risk. By becoming aware of the warning signs of an e-learning program in trouble, you can reduce the possibility of becoming marginalized or insignificant, or in the worst case of failing altogether. In this presentation, you'll score yourself on a checklist of warning signs and we'll discuss ways to improve the overall health and sustainability of your program. The checklist can be used back on the job as a catalyst for discussion current state and future direction for e-learning.</p> | <p><i>The warning signs:</i></p> <ul style="list-style-type: none"> ▪ Technology without strategy ▪ Weak focus on business and performance requirements ▪ Minimal e-learning expertise ▪ No attention the the unique attributes of e-learning design ▪ Weak assessment ▪ No focus on informal, workplace learning ▪ No governance ▪ Weak sponsorship ▪ Failure to manage change | <ul style="list-style-type: none"> ▪ Training and e-learning professionals at all levels, but especially for training directors, chief learning officers and chief knowledge officers who want to assess their current readiness for e-learning, or the long-term sustainability of their existing programs. |

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| <p>Creating a Learning Culture / Creating an E-Learning Culture</p> | <p>Creating a culture where learning thrives is a noble and important goal. But how is it done? What is the role of training, knowledge management and other forms of learning? How does leadership, incentives, change management, collaboration and communication effect a learning culture? Examine one of the most difficult challenges any organization can face. Examine why most learning initiatives are destined to fail and how to increase the likelihood of success. Learn why building a learning culture is even more vital as organizations deal with increasing competitive pressures and overwhelming amounts of new knowledge.</p> <p><i>Note: This presentation can also focus more specifically on creating an e-learning culture. In this format, the session concentrates on the introduction of e-learning, however many of the broader learning culture principles are maintained.</i></p> | <ul style="list-style-type: none"> ▪ A look at the current state of learning – what has worked and what hasn't ▪ How learning impact business strategy and operations ▪ Examination of the contributing factors to success or failure ▪ Learning leadershipChange management ▪ The careful role of communications and marketing ▪ How e-learning, knowledge management, communities of practice contribute to the culture | <ul style="list-style-type: none"> ▪ Training professionals at all levels ▪ Training directors ▪ Chief learning and chief knowledge officers ▪ HR professionals ▪ Senior executives and front-line business managers who want to leverage learning to improve business performance |
| <p>Building a Successful E-Learning Strategy</p> | <p>For all its hype, e-learning will never be successful without a supportive climate for learning, strong management support, a defensible business case and a training organization that isn't reticent about learning online. Learn why e-learning succeeds only when it is backed by an organization-wide e-learning strategy. This overview presentation will give you an understanding of the essence of a sound e-learning strategy, and you'll be able to define its key components. In addition, this session will introduce the growing importance of "learning 2.0," and how it relates your emerging strategy, plus the value of building a sound learning culture to ensure your strategy is sustainable. Finally, you'll have the background to analyze your organization to determine where its e-learning strategy is faltering, and identify opportunities and priorities for enhancing it.</p> | <ul style="list-style-type: none"> ▪ What is an e-learning strategy and why do we need one? ▪ Basic sources and techniques for creating an e-learning strategy. ▪ E-learning strategy mistakes and benefits ▪ Key focus points for an e-learning strategy. ▪ Make your e-learning strategy sustainable. | <ul style="list-style-type: none"> ▪ Training professionals at all levels. ▪ Training directors, chief learning officers and chief knowledge officers who are either contemplating an e-learning strategy or looking to evaluate or improve upon an existing one. ▪ Senior executives and front line business managers who are concerned about employee or customer learning. |

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| <p><i>Building Knowledge Management Solutions</i></p> | <p>What is knowledge management and why is it so important? Explore its potential and the implications for training, including the ability to significantly improve the power of online learning. Learn about the role of learning communities and collaboration, and about the important distinctions between instruction and information. See how knowledge management enhances the value of a variety of web sites. If you're interested in building a broader, enterprise-wide online learning strategy, knowledge management must become a cornerstone. This presentation will concentrate on the opportunities knowledge management presents for training organizations and business in general, now and in the future.</p> <p>This presentation is available as a 60-90 minute speech, or a half or full-day workshop ("<i>The Knowledge Management Workshop</i>"). The workshop dives deeper into knowledge management components, and development processes and frameworks, with more discussion and examples. It can include additional content on the relationship between knowledge management and learning/e-learning.</p> | <ul style="list-style-type: none"> ▪ Knowledge management defined ▪ Key drivers for knowledge management ▪ Why knowledge management is a part of e-learning ▪ The difference between instruction and information ▪ Knowledge communities and communities of practice ▪ Components of a knowledge management system ▪ Critical success factors for knowledge management ▪ Examples of knowledge management | <ul style="list-style-type: none"> ▪ Training professionals at all levels. ▪ Training directors, chief learning officers and chief knowledge officers who want to understand the power of information and how it complements an e-learning strategy. ▪ Senior executives and front link business managers who need to get information to employees, customers, partners and suppliers – quickly. ▪ Managers of corporate intranets who are looking to enhance the value of the web. |

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| <p><i>Improving E-Learning in Higher Education: Strategies to Better Support Learning and Teaching Online</i></p> <p><i>Note: This presentation is exclusively for higher education audiences and is often customized to the particular needs of the institutional audience.</i></p> | <p>E-Learning represents a “sea change” in university education. From the supporting traditional campus offerings to implementing innovative, stand-alone and lifelong learning products, new technologies and new understandings of how people learn are reshaping academic teaching. Of course, this has tremendous implications for how students learn, how the university is structured, and how faculty deliver on one of their primary missions. With about fifteen years of past experience, efforts by colleges to deliver e-learning have had successes and disappointments. What have we learned? Plenty, especially that one of the most important constants of quality, sustainable e-learning initiatives is the design of the program. Technology is an important enabler, but pedagogical considerations are critical. As universities continue to move forward with e-learning, important questions arise as to how to make e-learning work, how to make it easy and rewarding for faculty to participate, and what it takes to engage students and yield valuable educational outcomes. In this keynote presentation, Dr. Marc Rosenberg will present a variety of strategies and approaches designed to address these challenges. Learn why significant enhancements to e-learning programs do not have to be difficult or time consuming, and how a little creative thinking, combined with solid instructional design, can yield the types of quality programs that reflect positively on university teaching and generate solid student enthusiasm.</p> | <ul style="list-style-type: none"> ▪ Changes in the field of learning and performance improvement ▪ Myths of e-learning ▪ What do some basic research findings tell us? ▪ How do you create e-learning that works? ▪ How do you motivate students to use e-learning? ▪ How do you motivate faculty to use e-learning? | <ul style="list-style-type: none"> ▪ University administrators ▪ University faculty ▪ Faculty development staffs within universities |

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| <p><i>Writing an RFP and Selecting a Vendor</i></p> | <p>E-learning projects can fail even before they get started if your RFP is not developed well. A poor or incomplete RFP can lead, at best, to wasted effort and possible restarting of the process. At worst, it can lead to the wrong vendor selection or a lack of understanding as to what the vendor will do. All of this inflates project costs and creates risks for successful project completion. The challenge for e-learning professionals, and all learning professionals for that matter, is to create a solid process and template for RFPs so that they are consistent and precisely targeted to the need at hand. In doing so, you are likely to work with your procurement or purchasing department, as well as folks in I.T., H.R., finance, legal and other areas of the business.</p> <p>Developing a sound RFP is not rocket science, but it does require a systematic understanding of your problem, a clear articulation of your needs and requirements, and a well-defined set of steps that result in a document that clearly reflects your needs, assumptions, constraints and criteria. It also requires a good business writing style and some internal political savvy. This presentation will cover the basics of writing a strong RFP: what to include and what to leave out, what to do before the RFP is written and what to do once you send it out, and how to decide which vendors should receive the RFP and how to select the right vendor to win the work. RFP “dos” and “don’ts” (key mistakes), as well as some examples of RFP components, will also be included.</p> | <ul style="list-style-type: none"> ▪ General principles of finding good vendors. ▪ Vendor selection process. ▪ Importance of requirements. ▪ When to use an RFI (Request for Information). ▪ Components of an RFP (Request for Proposal). ▪ Benefits of an RFP. ▪ How to develop a Statement of Work. ▪ Managing the vendors. ▪ Selecting finalists. ▪ The vendor perspective. | <ul style="list-style-type: none"> ▪ Training and e-learning practitioners at all levels. ▪ Training function business managers. ▪ Procurement and purchasing personnel. ▪ Training and e-learning managers. ▪ Training and e-learning vendors. |

General Information:

1. **Content** – Each presentation is original content. However about 20% of the concepts and about 10-15% of the slides may be included in more than one presentation. While much of the content is from my book, a significant portion of each presentation is new, expanded information. While the presentations are not industry specific, I work to include examples that are relevant to the audience.
2. **Multiple Presentations** – Multiple presentations to the same audience is possible; however it will be necessary to work out any redundancies. I can make recommendations on how to accomplish this.
3. **Customized Presentations** – Customized presentations can be created using content from more than one of these presentations, or by adding new content (including content specific to the client). Of course, entirely new presentations that meet the specific needs of the client can be designed.
4. **Copyright** – Unless otherwise stipulated, the copyright of all presentations is retained by Marc J. Rosenberg. The client may be given specific rights to use some of the content, in specified formats for specified purposes.
5. **Audience Technical Background** – These are not technical presentations; only a user-level familiarity with the Internet and computing is suggested. Since the presentations tend to be strategic in nature, a sense of the organization as a whole, as well as a good understanding of the business is helpful.
6. **Length** – Each presentation runs from 60 to 90 minutes, not including Q&A. The material can be edited for shorter presentations, and combined for longer presentations.
7. **Webcasts** – Each presentation can be customized for webcasts.
8. **Workshops** – Half-day or full-day workshops based on one or more of these presentations can be developed.
9. **AV Requirements** – I use my own laptop and wireless mouse. There are extensive presentation slides designed in PowerPoint; many are animated. Please provide PC projection and a wireless lavalier microphone (for large audiences). I move around a lot and try to be more intimate with the audience. I do not use a podium.
10. **Handouts** – Because I use extensive PowerPoint slides, it is often helpful (but not required) for the audience to have a handout package, to be distributed concurrently with the presentation, or afterward. Due to copyright restrictions, most, but not all slides are included in the handout. I can provide a master copy of the handout for reproduction purposes prior to the presentation. These materials are for educational purposes only and cannot be used in other business activities, reproduced in any medium (including inter/intranets), or resold without permission.
11. **Bio Statement** – I will supply a bio statement (and photo, if desired) to be used in promotional material.
12. **Contact** – For further information, contact me at: marc@marcrosenberg.com.