

LearningGuide

Presentation paper:

Sustainable learning and support in 21C enterprises

The use of electronic performance support to sustain learning, development and support for tasks, procedures and enterprise processes: a functional and financial study for managers.



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1. Introduction

It is only a few decades ago that knowledge and skills were relatively stable and almost non-perishable. Large groups of employees needed to know and perform the same things. We could standardize learning – a ‘one size fits all’ approach. Today, the knowledge of our employees becomes out of date quickly. This is accelerating. Each year we need to learn more than we did the year before: ‘information workers’ and ‘technology workers’ have to refresh and maintain their competences, permanently, to keep up with the changes in their market and spend a considerable amount of time searching for the ‘right’ information; ‘production workers’ have to respond to many new programs, policies, systems and procedures, learning new skills and amassing more knowledge.

Such an accelerating requirement for new skills, information and knowledge is unsustainable unless we are prepared to change the way our workforces learn and are supported. Technology is playing an important role here. The general name for these technologies is Electronic Performance Support Systems (EPSS).

New learning technologies often remind us of and reinvigorate, the debate surrounding ‘traditional’ methods of training and learning. Training for most organizations is no core activity, it is a supporting activity meant to enable a workforce to carry out the ‘real’ core activities. Electronic Performance Support Systems offer new possibilities for supporting the ‘core’ activities – placing learning and support at the heart of a business, where it must be, to sustain the ways that we want our enterprises to work.

Einstein provides us with a simple example:

A reporter asks if he can have the great man’s phone number. “Certainly,” replies Einstein. Einstein picks up the telephone directory, looks up his number, writes it on a slip of paper and hands it to the reporter. Dumbfounded, the reporter says: “You’re considered to be the smartest man in the world and you can’t remember your own phone number?” To which Einstein replies: “Why should I memorize something when I know where to find it?”

Einstein was an early performance support tool user: when faced with enormous amounts of information, as Einstein undoubtedly was, it’s possible to be effective as long as we know where to find the information we need and as long as we can find it quickly.

This paper shows what Electronic Performance Support Systems mean for an organization, answering what is Electronic Performance Support System, where and when should Electronic Performance Support Systems be used and why is an Electronic Performance Support System a functionally and financially well-considered investment? The paper is meant for everyone who is responsible, or feels responsible, for learning within organizations. This can be the training group, the human resource management group, the senior management team, line-of-business and project managers, for example.

2. Definition of Electronic Performance Support Systems

2.1 Description

An Electronic Performance Support System is a library of information that enables workers to quickly and relatively seamlessly absorb just the right amount of information needed to complete a task to a desired level of performance. In 1991 Gloria Gery published her book 'Electronic Performance Support Systems'. In it Gloria describes an Electronic Performance Support System as an on line environment that is available permanently and is easy to access that ensures that employees can carry out their tasks, without needing elaborate support of others.

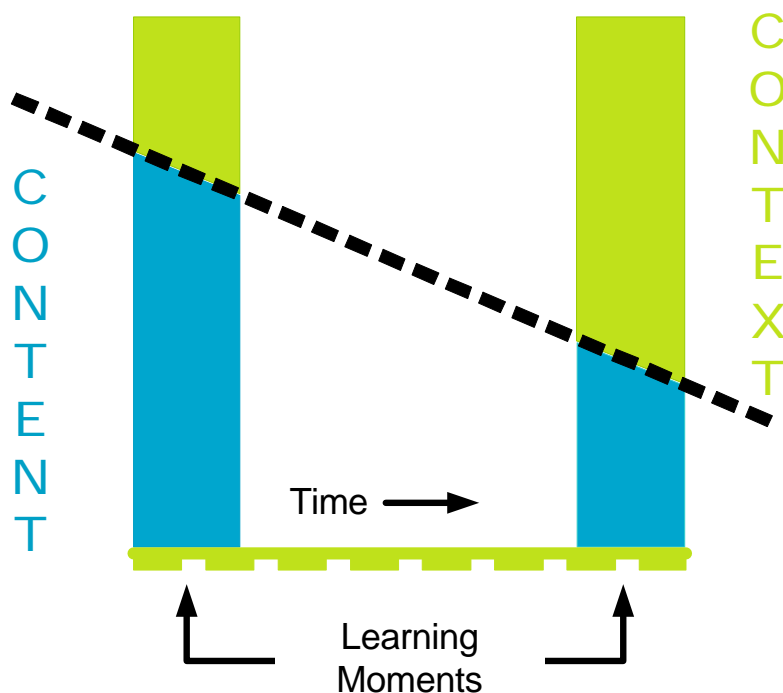
2.2 Electronic Performance Support System versus on line help

An Electronic Performance Support System is commonly confused with on line help. However, on line help typically supports the use of software, while a performance support system supports employees to carry out their tasks: the use of software is not a goal in it self – we only need to use software to carry out tasks. Users generally do not consult on line help; they tell us on line help does not actually help them and often only provides a small part of the answer to their problem. And they tell us that they have to sift through a large pile of information hoping to find something that will help them. [3]

The problem with on line help systems is that the software is presented and explained outside the context of the task. Context gives explanations meaning and ensures that workers with queries a) resolve them quickly and b) learn and retain new skills for the future. So, learning is not only about content but also about context.

The American e-learning guru, Elliot Masie, said: "If content is King, context is Queen." [4]

In the figure below, Bob Mosher, Microsoft's Director of Learning Evangelism and Strategy, shows how the relationship between context and content changes the longer someone works with a specific matter. [5] We see here how the need for support changes from what we might call 'traditional training' to 'support and learning'.



2.3 Supporting workers to do their tasks

Electronic performance support starts with the performance of the employee: the processes and tasks of the employee and the supporting systems are central. This is in contrast with on line help and formal training: on line help only supports working with the system and has no relevance to the task or process; formal training is almost always offered outside the context of the job and is not available at the point of need. On line help and formal training, in this way, do not embed newly learnt solutions into daily practice and as such a large part of the learning is lost.

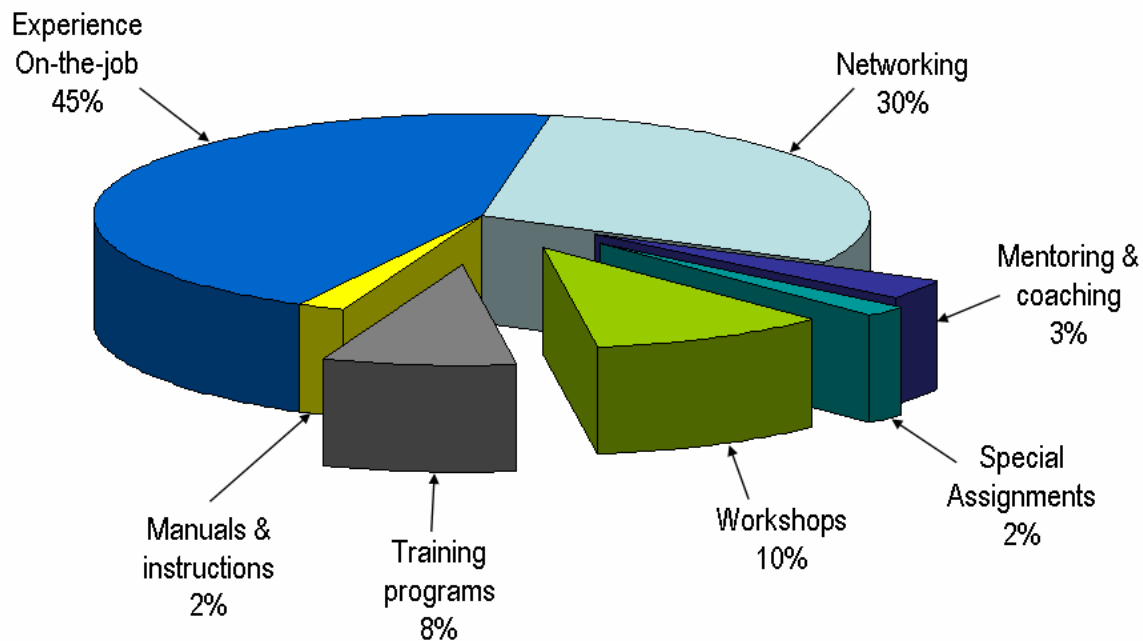
An Electronic Performance Support System influences performance and gives feedback, i.e. the employee experiences 'directly' whether the intervention was meaningful.

The support provided through an Electronic Performance Support System can consist of: (i) work instructions for explanation and advice on carrying out tasks; (ii) training material and or learning material (Web-based, computer-based or paper-based) and (iii) if necessary, additional and/or in-depth materials. An Electronic Performance Support System gives the employee information, advice and tailor-made training interventions. An Electronic Performance Support System in this way offers:

- Functional advantages – connect to where learning actually takes place and to the way employees learn;
- Financial advantages – less loss of productivity, less initial training costs, higher performance.

3. Informal learning and Electronic Performance Support Systems

So, an Electronic Performance Support System offers direct support in the workplace in a way that employees, whether they are aware of learning or not, learn from it. Research within Sara Lee, one of the world's largest brand-name food producers, employing 145,000 people, underlines how their employees learn. The result is shown in the chart below. [6]



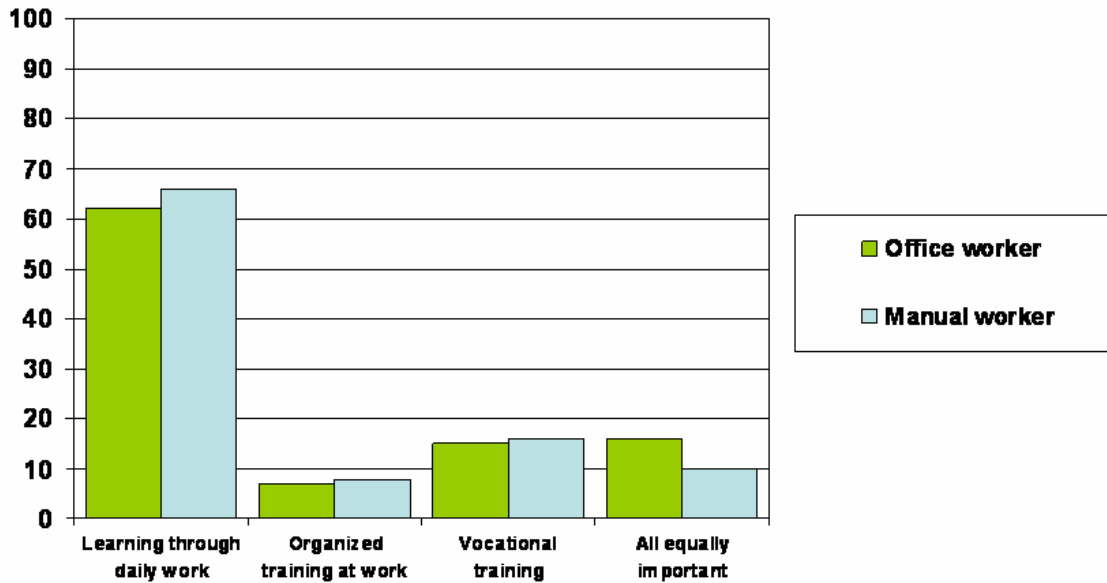
Learning activity and relative importance at Sara Lee/DE (Wim Heine / Atos Consulting)

What is striking is that the learning activities where the initiative lies with the employee form the largest group here: almost 80% of learning is occurring spontaneously during work – ‘experience on the job’, networking with colleagues’ and ‘consulting manuals and instructional materials’. This 80% of learning is called *informal learning*. It is learning at which the planning, steering and control, for the larger part, lies with the learner. This is in contrast with *formal learning* at which the organization is responsible for planning, steering and control of learning. The informal learning can scarcely be planned and steered, but an organization can, however, support informal learning. And that is exactly what an Electronic Performance Support System does.

Importance of informal learning

The importance of informal learning has frequently been shown in research:

- A Canadian research study mentions ‘a group of adults spent an average of 15 hours per week on informal learning, vastly more than is spent taking formal education and training’. [7]
- At the end of the ‘90s the American Ministry of Employment commissioned a research study amongst large industrial companies, which included Boeing, Motorola, Ford and Siemens. The research concluded that for each hour of formal training, there is approximately four hours of informal learning activity, again we see the same proportions (80% and 20%) of informal and formal learning. [8]
- The same indication of the importance of informal learning is seen from a large Norwegian research study which considered where employees got their knowledge from (see the chart below). [9]



Most important sources of developing knowledge according to Norwegian employees

Informal learning is the way to learn that connects with the demands of the job. Bob Mosher, Director, Learning Evangelism and Strategy at Microsoft, sums up the most important reasons why informal learning is so popular for employees: “The first two reasons are to do with immediacy and relevancy. Informal methods of learning are often found right in the work environment. They are seen as techniques that a learner can take advantage of right away and with work-related resources. Another reason these methods are so popular is because they are often very short. Advanced learners tell us that they don’t have the time or budget to attend more formal learning. Finally, learners have matured to a point where they want to drive their learning in a more meaningful and self-directed manner. These informal methods are seen as more student-driven and job-relevant than most formal options and offer the worker ‘instant learning’ that takes place right at the moment the need for learning arises. [10]

4. Why consider an Electronic Performance Support System?

If informal learning takes up such an important position, it is not strange that employees prefer technology that supports them with that learning. The Canadian research study states: “Employees more and more have the opinion that learning technologies form a cost effective, reliable, renewing, important and integrated method to educate them.” [11].

The following are mentioned as the advantages of an Electronic Performance Support System [12]:

- Increase in productivity
- Decrease in costs for training
- Increase in autonomy of employees
- Increase in quality due to uniform working processes
- Detaining knowledge

Explanation of the advantages of an Electronic Performance Support System

Increase in productivity: Often the most significant returns will come from enhanced worker productivity stemming from just-in-time support and continuous learning. In addition to performance support, an Electronic Performance Support System can offer a rich learning environment allowing the user easy access to useful information that otherwise would never be consulted.

Decrease in costs for training: The availability of an Electronic Performance Support System can reduce the initial training phase to the minimum set of skills required to perform the job. Workers learn the rest of the skills that are necessary for good performance using the Electronic Performance Support System.

Increase in autonomy of employees: Electronic Performance Support Systems provide an information-rich environment in which the individual is not only better supported to perform their job but can simultaneously acquire the knowledge to improve, thus reducing the burden on support teams and allowing for greater worker autonomy.

Increase in quality due to uniform working processes: One consequence of providing uniform information and procedures to all workers through an Electronic Performance Support System is a reduction of variances in work practices.

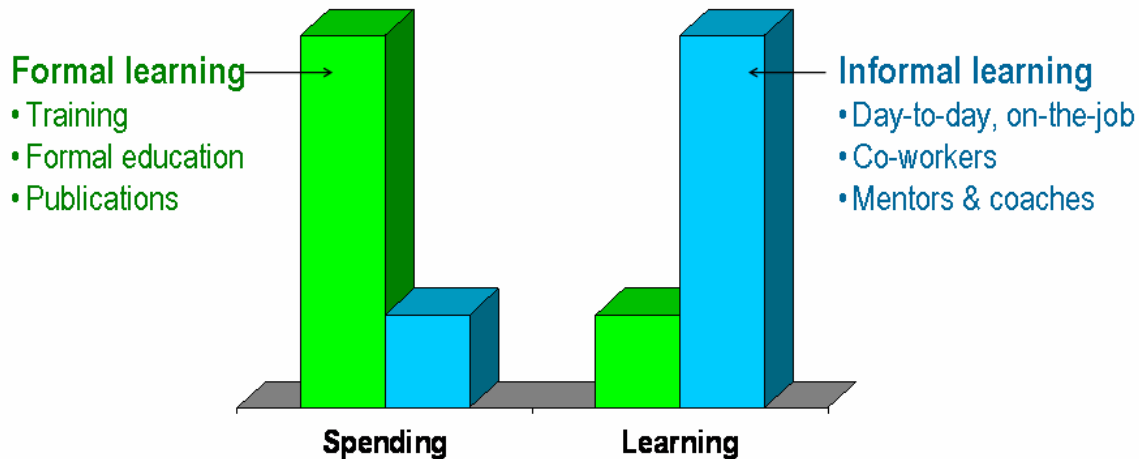
Detaining knowledge: Designing an Electronic Performance Support System generally involves the expertise of experienced employees and formalizing the system for easy access. It also allows for the continuous addition of useful information by employees. Consequently, Electronic Performance Support Systems are a means of documenting and formalizing the knowledge capital of an organization.

Gloria Gery also mentions other advantages of an Electronic Performance Support System, such as a shorter learning time, less implementation costs of new systems and programs, greater mobility of workers and a greater customer satisfaction. [13]

5. Financial argument for Electronic Performance Support Systems

5.1 The spending/outcome paradox

'Despite the fact that repeatedly learning in the workplace is shown to display the greater importance, learning-related budgets within most organizations are absorbed by formal learning,' concludes Jay Cross who defines a 'spending-outcome paradox'. [14]



Jay Cross states: "Organizations invest most of their learning budgets in formal learning. This stands common sense on its head by investing resources where they have the least impact." [15].

Others have come to the same conclusion: "Less than 25% of knowledge and skills that we need to do our jobs is gained from formal training. None the less, at most organizations, all energy is put into formal training. With this, we spend most money on the smallest part of learning." [16].

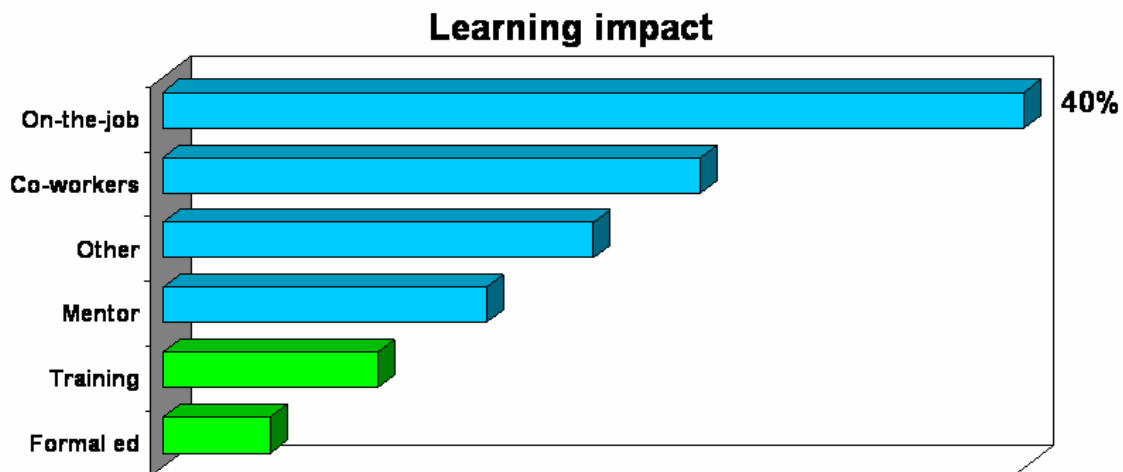
A research study with at a large number of organizations, carried out by Coomey and Stephenson of Middlesex University, also shows that most of the money goes to formal learning, while, as is concluded, most profit can be gained from informal learning. [17]

Malcolm goes one step further in his article: 'Less than a Penny for Learning.' [18]. Malcolm has three assumptions:

- 80% of the budget of the training department goes to overheads;
- 80% of the training activity facilitated by the training department has no real influence on the performance of the organization;
- 80% of the real important learning takes place and will always take place during work, in the workplace.

Malcolm also states: "The solution is to attack the three rules in reverse order, starting with the on-the-job component. First, we need to ask how we can influence the 80% of 'critical job learning' that is occurring on-the-job without trying to take it 'off the job'."

This is also important because informal learning has significantly more impact than formal learning, as is shown by CapitalWorks' research. [19]

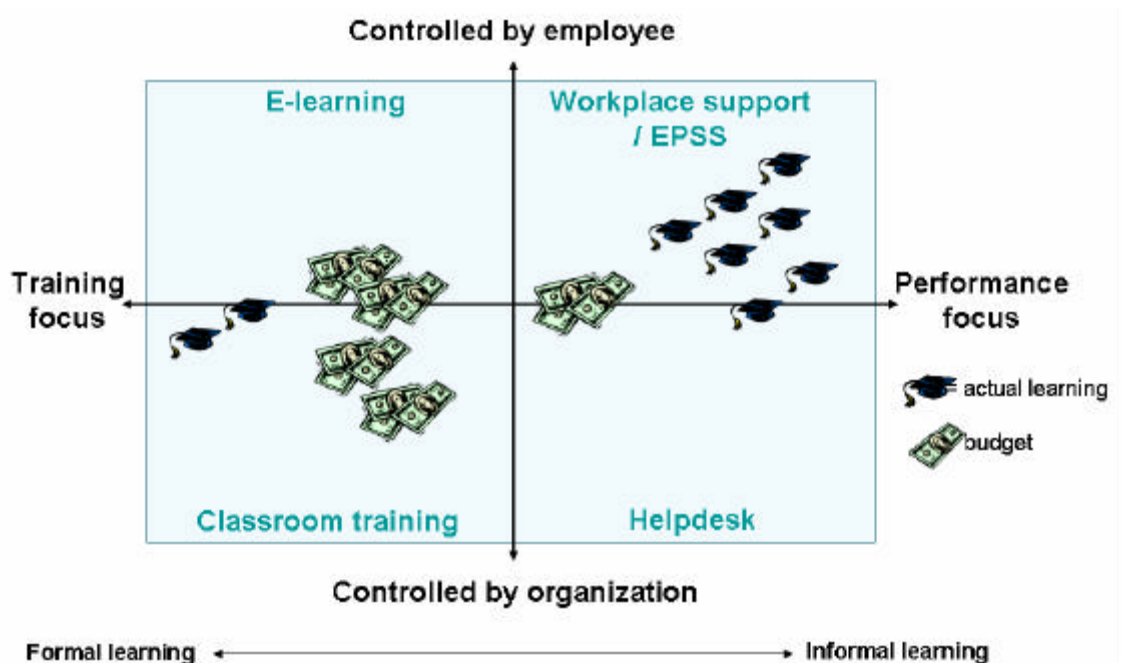


Paradox

The paradox that Jay Cross points out can be illustrated using the model below in which two questions are at the centre.

1. Who steers and controls learning: the organization or the employee?
This distinction has everything to do with the difference between formal and informal learning.
2. What is the primary purpose of learning interventions: to have organized training or to support performance?

Classical classroom training, typically, is 'training-focussed' and 'teacher-controlled'. E-learning, typically, is 'training-focussed' and 'employee-controlled'. Help-desk support, typically, is 'performance-focussed' and 'teacher-controlled', whereas performance support, typically, is performance-focussed and employee-controlled.



Cees Louwers, CEO of LearningGuide, states: “Organizations should reverse their priorities here and not spend the budget on the quadrant on the bottom left out of tradition, but first think through how learning in the workplace can be best supported. Usually this will mean deploying an Electronic Performance Support System and empowering the organization to share knowledge and best practice”

Learning activity perspectives

“Training can be described as a purposeful activity that is planned in advance to train people. The goal is to convey knowledge and skills before the work has to be done, so before the employee has to deliver the performance. The goal of an Electronic Performance Support System is to improve the performance, at the moment that the performance needs to be delivered.” [20]

Those two approaches are opposing perspectives on learning, often indicated as:

- Training-centered versus performance-centered
- Teacher-centered versus employee-centered

The table below compares and contrasts these perspectives on learning. [21]

| Training-centred | Performance-centred |
|--|---|
| ■ Learning is away from the workplace | ■ Learning during the task |
| ■ Focus on knowledge and skills | ■ Focuses on the task’s quality and quantity |
| ■ Learning is not integrated with work | ■ Learning during working |
| ■ Author or expert led | ■ Learner led |
| ■ Evaluation is often based only on satisfaction and reaching learning goals | ■ Evaluation is often based on achieving the job’s requirements |

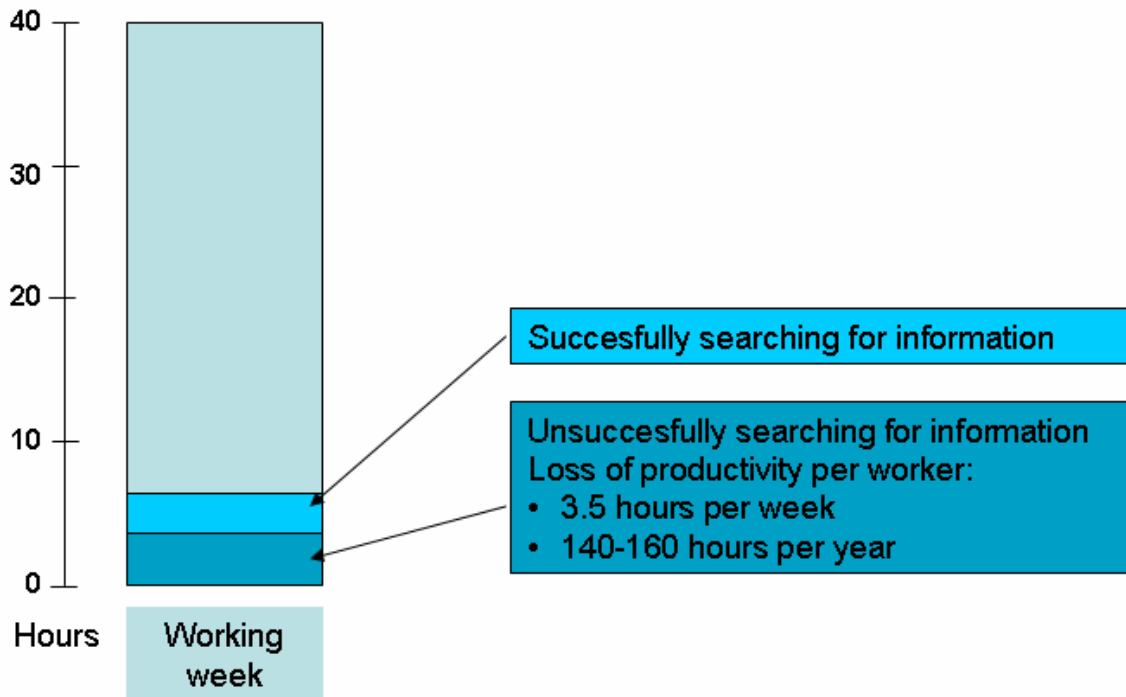
| Teacher-centred | Learner-centred |
|---|--|
| ■ Learning is passive | ■ Learning is active |
| ■ Learn the right answer | ■ Looking for patterns |
| ■ External reward | ■ Self rewarding |
| ■ Level of knowledge is based on remembering information | ■ Level of knowledge is based on applying information |
| ■ Level of insight is based on existing patterns | ■ Level of insight is based on creating new patterns |
| ■ Amount of new skill is limited by an ability to repeat the training | ■ Amount of new skill is limited by the importance of the task |
| ■ Teacher controls the learning process | ■ Learner controls the learning process |

5.2 Higher productivity

Supporting informal learning has a positive effect on the productivity of employees. IDC’s research office says: [22]

- Knowledge workers spend 15% to 20% of their time looking for specific information
- Less than 50% of these searches are successful
- The non-successful actions cost a company with 1,000 knowledge workers \$6,000,000 (six million US dollars) in loss of time annually

If the estimate by IDC is right, then employees spend around seven hours a week searching for information and lose half a workday each week in failed searches alone. It is a realistic assumption that the damage to organizations of this unproductive and failing activity is considerable and leads to serious issues of non-compliance and quality.



This conclusion resembles research on managersforum.com about 'technology workers'. [23]

Technology workers indicated that they had to stop their work several times a day to either look for information to do their jobs or to provide information to co-workers needing help. The study concluded that technology workers spend an average of seven hours per week, more than 31 hours per month, looking for answers, researching issues and solutions for problems and helping colleagues do the same.

The conclusions from this research are most interesting: 'The study found that by providing content directly in the workflow, workers could save 3.3 hours per week for "a monthly time saving of 13.5 hours, or just over four labor weeks per year.'

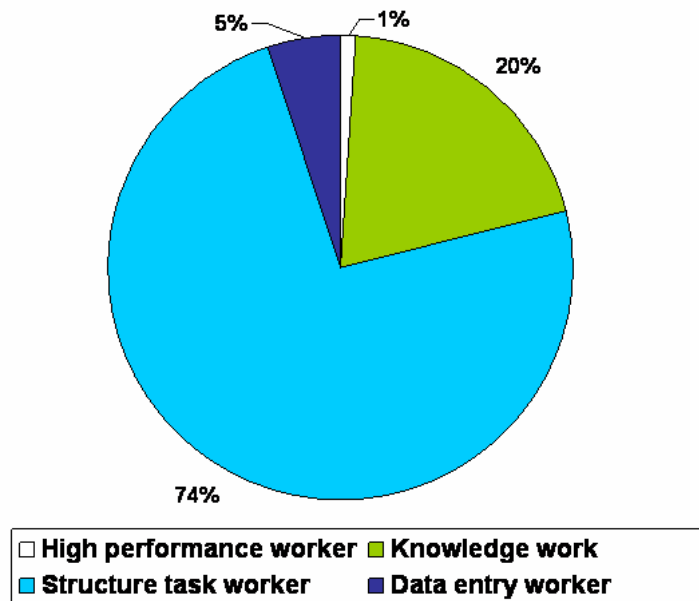
Directly making available accessible information within the workplace is exactly what an Electronic Performance Support System does. On the basis of research by IDC and managersforum.com it can be expected that a well structured Electronic Performance Support System delivers approximately half a workday of extra productivity per employee per week.

Cees Louwers, CEO, LearningGuide: "Effective Electronic Performance Support implementations deliver on average 150 hours, or four weeks, of extra productivity annually for each employee."

Almost as interesting as the support of the knowledge workers as investigated by IDC and technology workers as investigated by managersforum.com are what Gartner Group calls the 'structured task worker'. Gartner distinguishes four types of employees: [24]

- high performance worker
- knowledge worker
- structured task worker
- data entry worker

The chart below shows the relative makeup of these employee types within organizations. [24]



It is likely that the largest potential for increases in productivity is with *structured task workers* due to the nature of their work and their relatively large numbers compared with the other types of worker. An Electronic Performance Support System plays a crucial role in this. Gartner describes the structured worker as: 'Workers who are typically a link in a workflow or process and perform the same tasks repetitively and driven in their daily jobs by a set process, rather than ad-hoc projects.'

Structured tasks, procedures and processes, that can be described clearly, can be recorded and built as learning and support objects within the Electronic Performance Support System. Clear descriptions, effective communication of guidelines and agreements and timely access and availability of the Electronic Performance Support System are critical success factors in informal learning projects.

6. Functional advantages of Electronic Performance Support

The most important functional advantages of an Electronic Performance Support System are described here:

- Importance of where learning takes place
- Importance of how employees learn
- Topicality, uniformity and availability

6.1 Importance of where learning takes place

The arrival of Electronic Performance Support Systems coincides with the evolving views on learning (see also the section on 'underlying theories'). First, there is a growing awareness of the importance of informal learning, as is described earlier. The research by Sara Lee [6] evidently shows the large amount of informal learning that is taking place in organizations. Just as with Sara Lee, the research by CapitalWorks [19] shows how important learning in the workplace is (see the chart below). The support of learning in the workplace is the pre-eminent reason why Electronic Performance Support Systems have emerged.

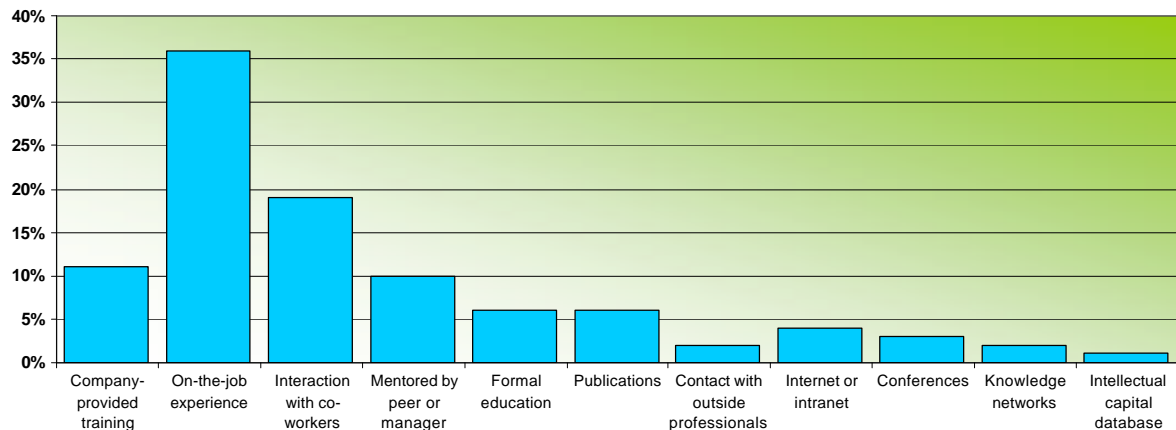
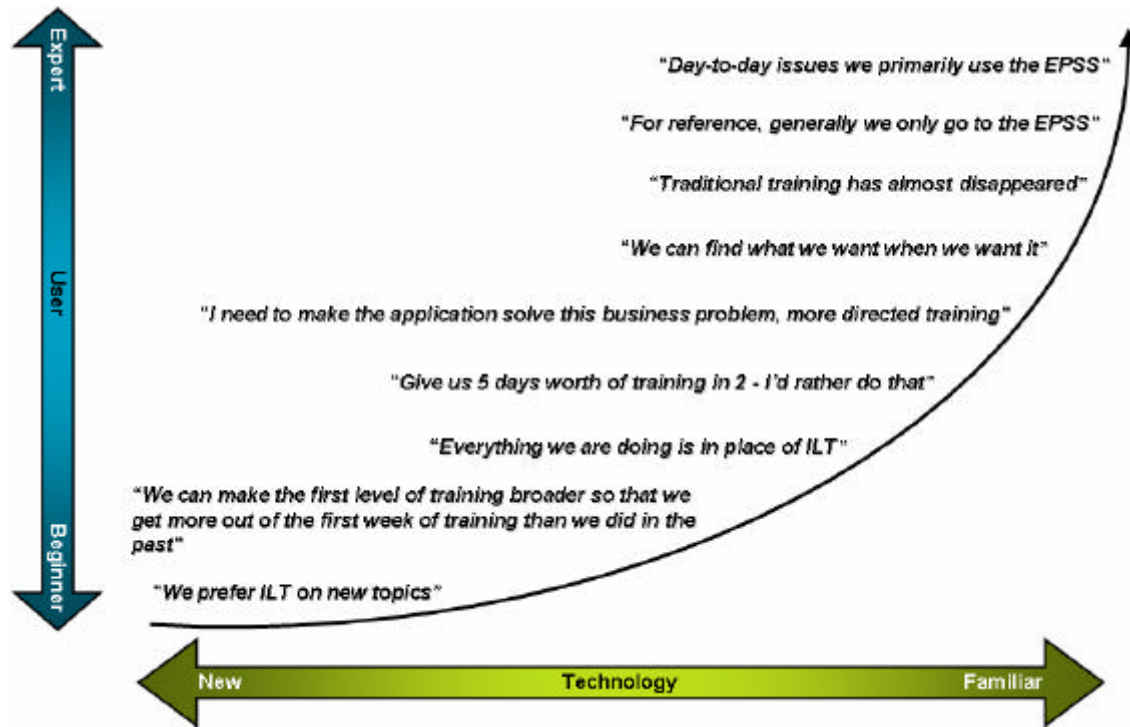


Chart: the relative importance of different types of learning, CapitalWorks [19]

Bob Mosher of Microsoft, responding to research that suggests employees now prefer technology that offers this 'performance and learner-centred' learning [11], pointed out changes in society and within organizations: "The reality of living in today's economic and technological times is that change comes quicker and more frequently than ever. ...It's become important to harness the more informal methodologies that our students are utilizing." [10]. He distinguishes three stages:

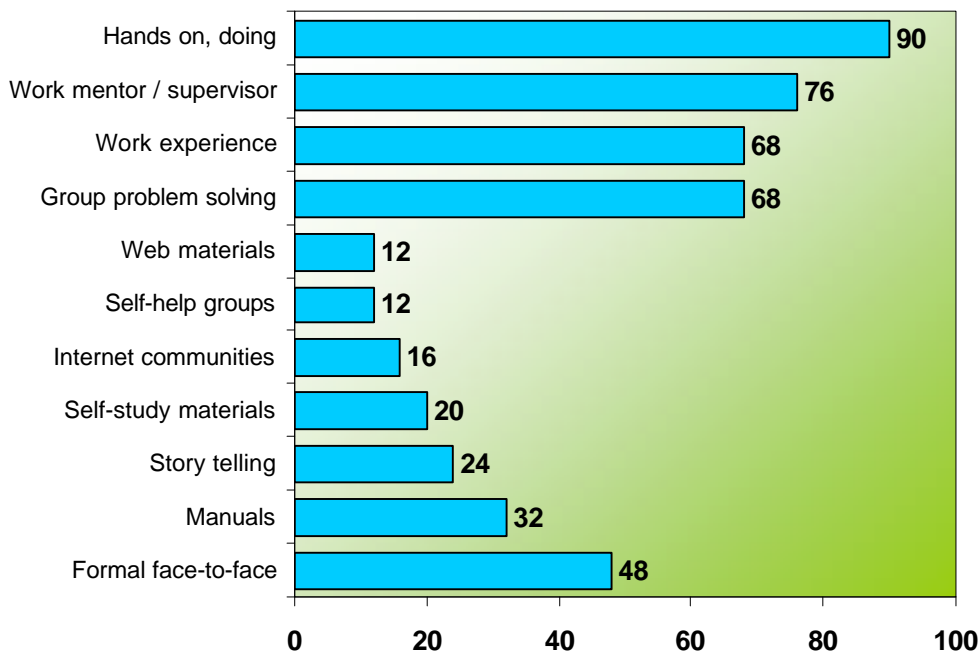
| Period | Most important question | Most important learning method |
|--------------|-------------------------|---------------------------------|
| 1980 to 1990 | How does it work? | Traditional classroom training |
| 1990 to 2000 | Why should I do this? | Tailor made classroom training |
| 2000 onwards | How do I apply it? | E-learning, performance support |

The figure below is an explanation by Mosher that charts Electronic Performance Support Systems users' comments on two axes: a) the expertise of the employee (beginner up to expert) and b) the level of familiarity with the technology (new up to familiar).



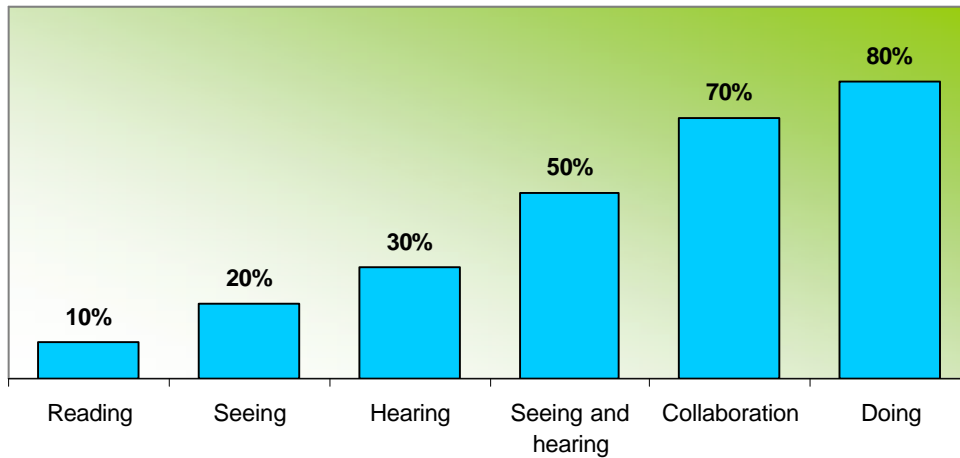
6.2 Importance of how employees learn

The chart below is again based on data taken from Electronic Performance Support System installations and highlights the way employees prefer to learn, i.e. by working and by doing (as noted in the research by University of Middlesex [25], mentioned earlier).



Source: Prof Stephenson, University Middlesex [25]

This observation is not completely new – we are familiar with the saying: ‘I understand what I’ve heard, I remember what I’ve seen, I master what I’ve done.’ [26] (see the chart below).

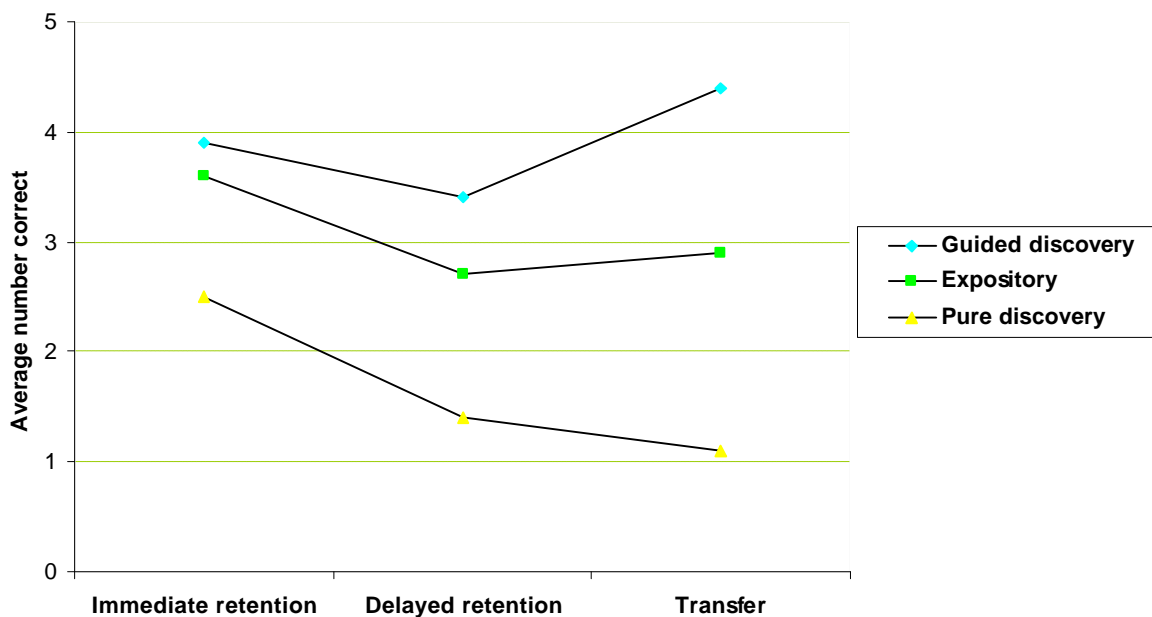


Source: *How to Study and Use Examples in Problem Solving* [26]

‘Doing’ does, however, not mean ‘seek out for oneself’. Learning in the workplace is a form of learning by discovery, but not every form of learning by discovery is effective. In research on the effectiveness of several learning interventions, three forms of learning were compared:

- Expository (explanation in advance)
- Pure discovery (100% self study)
- Guided discovery (guided self study)

The researchers wanted to know which forms of learning gave the best returns. They were not only looking at what was retained directly after the learning intervention (the immediate retention) but also what the learning effect was after a while (the delayed retention). Furthermore, they wanted to know which form of learning was the best for learners to apply their knowledge in other situations [27]. The chart below shows the results of this research.



Guided discovery scores best across all three modes and should therefore form the basis of the Electronic Performance Support System, for example: the employee starts by searching for their performance problem. If they cannot solve the problem themselves (using pure discovery), the Electronic Performance Support System offers information, advice and, if necessary, a training intervention. With this, the Electronic Performance Support System connects with the way of learning that is most effective and preferred by employees.

6.3 Topicality, compliance and uniformity

Topicality, compliance and uniformity of the available information are important functional and organizational advantages of the best Electronic Performance Support Systems. Because the data is centrally stored and maintained, everyone always has access to the most topical information and support. This prevents employees from consulting outdated manuals and CDs, old e-mails and files, etc and prevents the wrong processes from being carried out.

Underlying theories

Effective Electronic Performance Support Systems deliver on the most important and the latest insights into learning in the workplace, including the following (and as defined below):

- Situated learning
- Active learning
- Adult learning
- Discovery learning
- Experiential learning
- Problem-based and problem-centered learning
- Exemplary-based learning
- Instant learning
- Performance technology

Situated learning is seen as the most important principle for designing a performance-support environment: 'Situated learning is learning that occurs while doing. Situated learning espouses the power of learning while situated in meaningful contexts. Situated learning emerges from the theory of educational constructivism, which states that learning is an active process whereby learners construct new ideas and concepts based on their current base of knowledge.' [28]

Active learning (also learning by and while, doing) puts the learner at the centre and not the trainer as in most other training situations. With active learning the learner judges and discusses the problems themselves and solves them.

Adult learning assumes that adults: [29]

are *autonomous and self-steering*
already have *experience and knowledge*
are *goal-oriented*
find *relevance* very important
are *practical*

Discovery learning starts from the 'aha-principle'. "Discovery learning takes place most notably in problem solving situations where the learner draws on their own experience and prior knowledge to discover the truths that are to be learned." [30]. Discovery learning is one of the oldest and most widespread methods of learning. People apply this principle without being aware of it daily.

Experiential learning is also described as “a process by which the experience of the learner is reflected upon and from this emerge new insights or learning.” [31]

Problem-based learning puts the carrying out of a real task at the centre instead of the abstract theory of the subject. In other words, new knowledge and insight is developed by working on real-life problems.

Exemplary-based learning is a way of learning where the learner is first shown what the final result of the task is. This result gives ‘grip’ to the learner and gives meaning to learning. [32]

Instant learning is a term that occurs in business more and more. It indicates that learning intervention needs to be available at the moment the need for learning arises. Instant learning appeals mostly to ‘informal learning’ as described elsewhere in this paper.

Performance approach can be described as “a set of methods and techniques to solve problems and to create opportunities that are within the ambitions, aspirations and technical potential of the learners.” [33]

In summary, an effective Electronic Performance Support System:

- Is available in the workplace and is used during work (situated learning, experience learning);
- Puts the learner and their questions at the centre (active learning)
- Is directly available when the need for learning arises (instant learning)
- Assumes the autonomy, the self-starting and purposefulness of the employee (adult learning);
- Supports the employee at solving performance problems (discovery and problem-based learning, performance approach);
- First presents examples after which the explanation follows (exemplary-based learning).

7. Further financial foundation

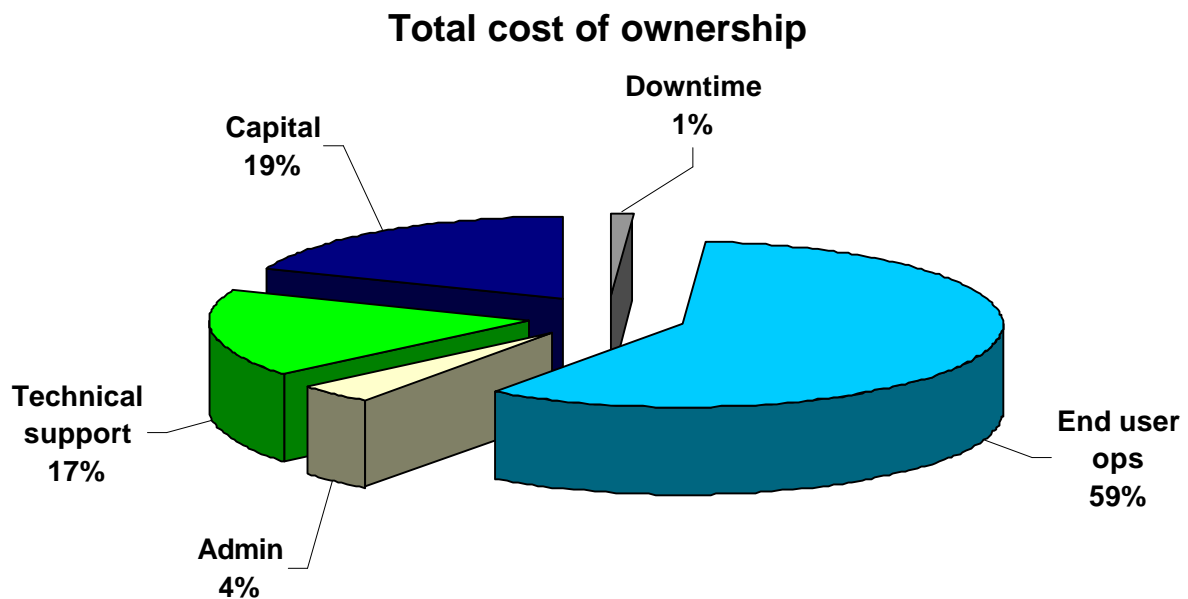
7.1 Résumé

Research shows that an Electronic Performance Support System can yield an organization about 150 hours of extra productivity for each employee per year. The financial advantages are:

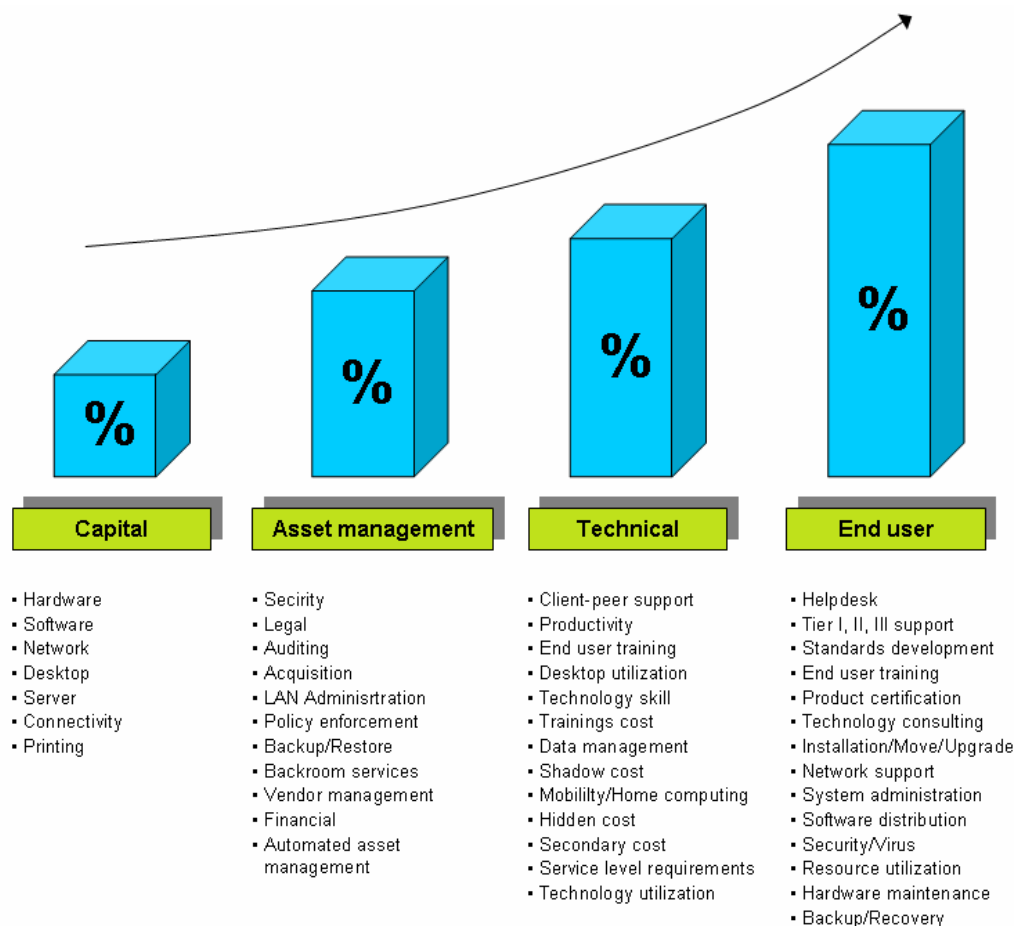
- Increase in productivity
- Decrease in training costs
- Increase in quality of work
- Quicker transfer of knowledge and skills
- Decrease in costs of implementing new processes or systems
- Decrease in unproductive hours

7.2 Total Cost of Ownership

Research company Gartner introduced the concept of 'Total Cost of Ownership' (TCO) in the '80s to provide insight in that establishing a workplace does not only require costs for apparatus. TCO also looks at the total costs of establishing and maintaining a workplace. Gartner's charts below show commonly found examples of the division of costs of a workplace. [24]



...charts continued over



What is striking in these charts is the large cost of 'end user operations': the use of the workplace by the employees. It is here where we find the largest potential for cutting back on the costs. In the table below Gartner indicates how these *end user* costs have been calculated.

Average indirect cost per user per year

| Indirect-Cost Categories | | Average Cost | Percentage |
|----------------------------|--------------------------------------|----------------|-------------|
| End-User Operations | Peer Support | \$3,594 | 47% |
| | Causal Learning and Self-Support | \$2,470 | 32% |
| | Formal Learning | \$328 | 4% |
| | File and Data Management | \$647 | 9% |
| | Development of Personal Applications | \$457 | 6% |
| Downtime | | \$163 | 2% |
| Total Indirect Cost | | \$7,659 | 100% |

The most important costs come from *Peer Support*, elsewhere in this paper this is called 'networking with colleagues' and comparing *Causal Learning and Self Support*, described as 'spontaneous learning while working' and 'consulting manuals and other instructional materials'. A large part of these costs, that together form 59% of the total costs of a workplace, can be considerably reduced using an Electronic Performance Support System. We can also expect to find reductions in the costs attributed to where colleagues support users; additionally, reduction in helpdesk costs and more effective deployment of helpdesk resources may be realized. With this, an Electronic Performance Support System is an important means of reducing the *total costs of ownership* of workplaces.

Illustration

As an illustration. An organization with 3,000 employees migrates from one version of Microsoft Office to the new version and stands before the choice of either training the employees using classroom training or to make an Electronic Performance Support System available. The organization chooses an Electronic Performance Support System, populating it with Microsoft Office support content and added organization-specific examples, templates and work instructions.

Prior to the migration, employees receive a one-hour presentation where the Electronic Performance Support System is explained. The helpdesk employees receive a more extensive training experience in how to use the Electronic Performance Support System. Besides functional knowledge much attention is paid to dealing with users that, despite the availability of the Electronic Performance Support System, still call the helpdesk.

A calculation identifies that an approach where each employee receives half a day of training instead would require more than double the investment: and this only considers the costs for delivering the training, which is often only one part of the actual costs of such a program.

In the above advantage, only the training costs are taken into account. If we also calculate the savings on the helpdesk, then the positive result will end up even higher. If, by subsequent use of the Electronic Performance Support System, the number of phone calls to the helpdesk decreases by just one per employee annually, at an average price of €20 per helpdesk call, a saving of $3,000 \times 1 \times 20 = €60,000$ annually.

The increase of productivity of the employees is still not being dealt with here. By solving questions faster, not disturbing colleagues and not consulting the helpdesk, further important productivity enhancements are achieved.

8. About LearningGuide



LearningGuide is a workplace learning and performance support system that allows clients to quickly develop and deploy task-based learning and support solutions – a twenty-first Century answer to the problem of ensuring a workforce gets the best from investments in new technology and company processes.

LearningGuide is an on line support 'store room' that workers can use to quickly find solutions to queries – how to use IT applications, how to follow company procedures, how to complete tasks in the optimum way.

Organizations use LearningGuide to provide information about company documents and templates, working procedures and enterprise applications – in fact LearningGuide is used to provide knowledge to workers on all kinds of desktop processes.

When support is needed, end users browse their LearningGuide to locate knowledge and support, tips and exercises – resolving their query quickly and returning to the task that they were completing. LearningGuide enables organizations to quickly deploy support for CRM, ERP and office applications.

Because LearningGuide helps people to learn and discover new possibilities whilst working, organizations can save a great deal of time and money – reducing expenditure on expensive training courses and improving the productivity of workers.

LearningGuide is developed by LearningGuide and distributed internationally by Global Learning Alliance. Details are available at learningguide.nl and www.glaworld.com.

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