

PLTG Meeting

April 13, 2012

Topic: Learning outside of the classroom box

President address

- Membership is going well
- If you haven't renewed, please do.
- You must both send in payment and renew online.
- If you are changing the number of members, email membership@pltg.org.
- Email membership@pltg.org with any membership-related issues.
- President disclosed our organization money balance

PLTG Forum discussion

- At the beginning of every meeting we will discuss a topic from the PLTG.org Forum
- Members are encouraged to visit the page
- Set your Settings so that you will receive forum alerts.
- Brief discussion of one forum topic: what non-Workshare and what non-Word solutions are member firms turning to for comparison and numbering, respectively?

Introduction to today's topic

- Last month's meeting's question "how do we get people to learn" sparked this month's topic.
- People who answered at last month's meeting were asked to present this month.

First presentation: Just-in-time training

- "Quick Bites." 18 minutes or less. Focus on one topic.
- Give people a menu of options. Select from column A, column B, and column C. Create your own menu of training. Training is delivered in one-on-one format.
- Deliver training live and distance.

Second presentation: Branding

- Demonstration of Wordle.net and Tagxedo.
- Input words you want people to remember as part of a project branding.
- Creative banners.

Third presentation: iPad training approaches

- Private videos on YouTube: Develop the script. Record one sentence at a time. Compile recordings with AVS Video Converter. One iPad 2 records another iPad 2.

Attention to room setup, audio, etc. Videos are not searchable. User must have the link. This is YouTube's "Private" level security.

- Same videos are available on the firm's intranet, Training department page.
- Ambidextrous WebEx: Two monitors facing each other. One has a camera on top and has WebEx running. The camera is recording monitor number two. Monitor number two is hooked up to an iPad 2. The right-handed trainer points to monitor number two with the left hand, and actually uses/taps the iPad 2 with the right hand. Let people know about the setup so they understand they're not looking at an iPad 2 but actually at its image projected on the second monitor.
- One-on-one training flexible to the lawyer's needs.
- Use developer documentation, customize to firm's needs.
- UniversitySite is now iPad-compatible.
- iPad simulators are available – developer tools.
- Document work is preferable with Citrix because you're not round-tripping.
- Wireless DMS is being tested by a member firm as an iPad DMS-integration solution.

Fourth presentation: Speaking with attorneys about what they do

- Discussion about how to engage lawyers
- Firm put a Help Desk / desktop support person on each floor.
- Important to ask attorneys the right questions. Not general, but goal-based and focused. For example, for a non-DMS user, ask: How do you manager your documents? Have you done this <a particular function>?
- Role-playing demonstration by three members on how to get attorney buy-in for technology tasks they're not interested in, but are to their advantage.
- Discussion of what questions or message work best.

Fifth presentation: Open House

- Firm went fro Office 2000 to Office 07
- Held Open Houses during the four to six weeks prior to rollout
- Announced "Something New," "Something is Coming" for weeks prior to that.
- Centrally-placed PC's that people could play with in the training room. A trainer available to guide them and answer questions.
- A newsletter and flyers on every person's desk. People came to the training room with the flyer asking about a particular item listed.
- Featured demos schedule in the training room. Schedule advertised to the firm.

Sixth presentation: Pathfinder learning paths

- eLearning path
- Helps to make the learning relevant to the attorney. For example, Litigation-specific training.
- Allows lawyers to create their own learning path
- Let them know upfront the "videos" are short.

- They create a plan based on their answers to questions. Questions ask about their current comfort and usage.
- Lessons learned: a) a pilot to determine the accuracy of the planned learning paths, b) emphasize that it's a personal plan, unique to your needs, c) keep the learning plan short and targeted; it should not include more than 15 modules.
- Discussion of firm competitions to complete learning paths. Competitions between offices and within office.