



The Exact Expertise to
Ignite and Sustain Performance™

LSA Global | White Paper



Instructional Design: Old School vs. New School

Instructional design does not have to be expensive, slow, and frustrating.

Based upon over a decade of research and experience, we believe that custom-designed solutions for both internal and external customers can often be better, faster, and cheaper than off-the-shelf solutions. Here's our view of how instructional design has shifted.

THE OLD PARADIGM: FOUR-D MODEL

1. **DEFINE.** Needs analysis – Performance Analysis – Front-end Analysis – System Analysis – Task analysis – Instructional Analysis – Concept Analysis – Content Analysis – Learner Analysis – Media Analysis – Meta Analysis...
2. **DESIGN.** Specification of objectives – Media selection – Methods Selection – Blueprinting – Storyboarding...
3. **DEVELOP.** Media production – Expert review and revision – Prototyping – Assembly – Learner testing and revisions – Final packaging...
4. **DELIVER.** Distribution – Train the trainer – Marketing – Installing the new system – Troubleshooting...

THE NEW PARADIGM: THE FOUR-C APPROACH

1. **CONTINUOUS.** Instructional design has beginning or ending. Your project is just a part of an activity that was started by others and will be completed by others.
2. **CONCURRENT.** You do not have to carry out the steps of analysis, design, production, evaluation, and delivery in a mechanical linear fashion. You can work on several steps simultaneously. You can also go through these steps in any order.
3. **CREATIVE.** Instructional content and activities do not have to be dull and boring. Be creative in what you present to the learners. Require creativity from your learners in the types of responses you require from them.
4. **CO-DESIGN.** Assemble a team of subject-matter experts, instructional designers, media producers, evaluators, and learners to design and develop the training package. Involve all of these people in every one of the design steps. Encourage people to change their roles and take on each others' roles.

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DIFFERENCES BETWEEN ISD AND CCCC

Area	ISD	CCCC
1. Foundation	Behavioral psychology and cognitive sciences	Creativity, improvisation, chaos, complexity, self-organizing social systems
2. Problem solving	Training is perceived as a strategy for solving performance problems	Training is perceived as a strategy for leveraging opportunities as well as solving problems
3. Approach	Logical, objective and systematic	Recursive, subjective, and imaginative
4. Sequence	Steps in the ISD process are conducted in a linear sequence	Steps in the CCCC approach is often conducted in a haphazard fashion
5. Relationship among steps	Steps are conducted in a serial fashion	Steps are conducted in a parallel fashion
6. Replication	Training package is designed to produce consistent results with different learners	Training package is designed to produce variable results with different learners
7. Planning	Analysis activities result in comprehensive specifications for the instructional design plan	Design begins after minimum planning. Additional planning is undertaken during design.
8. Needs analysis	Extensive needs analysis conducted before all other activities	Client's perceptions regarding the training need are accepted. Additional needs analysis conducted during design
9. Objectives	Behavioral objectives are specified in one of the initial activities	Final performance test is used to incorporate and communicate training objectives
10. Timing of design	Design begins only after a lot of time is spent on initial analyses	Design begins as soon as possible
11. Involvement of learners	Learners are involved after prototype materials are designed	Learners are involved in the design process
12. Involvement of learners	Learners are involved after prototype materials are designed	Learners are involved in the design process

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DIFFERENCES BETWEEN ISD AND CCCC (CONT.)

Area	ISD	CCCC
13. Involvement of learners	Learners are involved after prototype materials are designed	Learners are involved in the design process
14. Role of learner	Learners' task is to learn	Learners task is to learn, teach, test, generate content, analyze content, and design instruction
15. Role of facilitator	Required to strictly follow instructions	Required and rewarded for making creative changes
16. Content vs. activities	Much time is spent on creating content materials. Activities are added later	The focus is on designing activities that incorporate available content
17. Types of activities	Limited and unimaginative	Varied and creative
18. Source of content	Most content comes from analysis of documents and interviews with subject-matter experts	Content comes from a variety of sources including learners' experiences
19. Blending	The training package typically uses a single medium or method	The training package combines various media and methods
20. Templates	Templates are used for designing content	Templates are used for designing training activities as well as the content
21. Tests	Objective types of tests are favored	Performance tests (usually in the form of authentic simulations) are favored
22. Types of questions	Closed questions are emphasized during training and final testing	Open questions are emphasized during training and final testing
23. Feedback on learner responses	Usually from the subject-matter expert's point of view	Frequently from peers, experts, and customers
24. Formative vs. summative evaluation	Evaluation is divided into formative and summative types	All evaluation has a formative purpose

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DIFFERENCES BETWEEN ISD AND CCCC (CONT.)

Area	ISD	CCCC
25. Final version	Project comes to an end when the final version is field tested	Project never comes to an end. Instructional designer continues to revise the package after each time training is delivered
26. Evaluation	Emphasis is on learning	Emphasis is on application and business organizational results

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Since 1995, LSA has helped leading organizations create and maintain competitive advantages through people. We work with a select group of clients to help them “move the needle” - from simple awareness of best practices through actual adoption of new skills on-the-job to measurable performance that truly impacts the business.

Over 85% of our business comes from repeat clients and our customer satisfaction rating is 97.5%. Our clients tell us that we are different. Our clients tell us that we save them both time and money. Our clients tell us that they appreciate access to certified best-in-class experts across many areas.

How Far Do You Want



To Move the Needle?

- Our **Sales** clients confirm that they have grown sales by 40%, increased units sold by 42%, increased average pricing by 12%, and closed over 50% of their pipeline.
- Our **Customer Loyalty** clients confirm that their customer revenue per household increased by 18%, repeat calls decreased by 48.4%, single contact resolution increased by 6.1% and their overall customer satisfaction increased by 10%.
- Our **Leadership and Management** clients report that we decrease their costs by up to 50%, while helping increase speed-to-productivity by 60% and decrease unwanted attrition by up to 40%.
- Our **Project Management** clients inform us that, by regularly completing projects that meet or exceed expectations, they have become an anomaly in the world where most projects disappoint or fail.

Our clients succeed in the marketplace through increased revenue, decreased costs, and higher productivity. They maintain that our rigorous assessment, implementation, and measurement capabilities bring them tangible results. As an organization, we are fiercely devoted to supporting their success.

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