

Session SU220 – Optimizing Electronic Performance Support Systems

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Session Learning Objectives:

1. Implement more highly integrated EPSS, use less integrated systems if that's not possible
2. Vary the type of electronic performance support systems offered to users as they gain more expertise
3. When providing EPSS and training interventions as complementary interventions, reduce but don't eliminate training
4. As learners become more expert, provide less training and more EPSS

Figure 1: A Definition

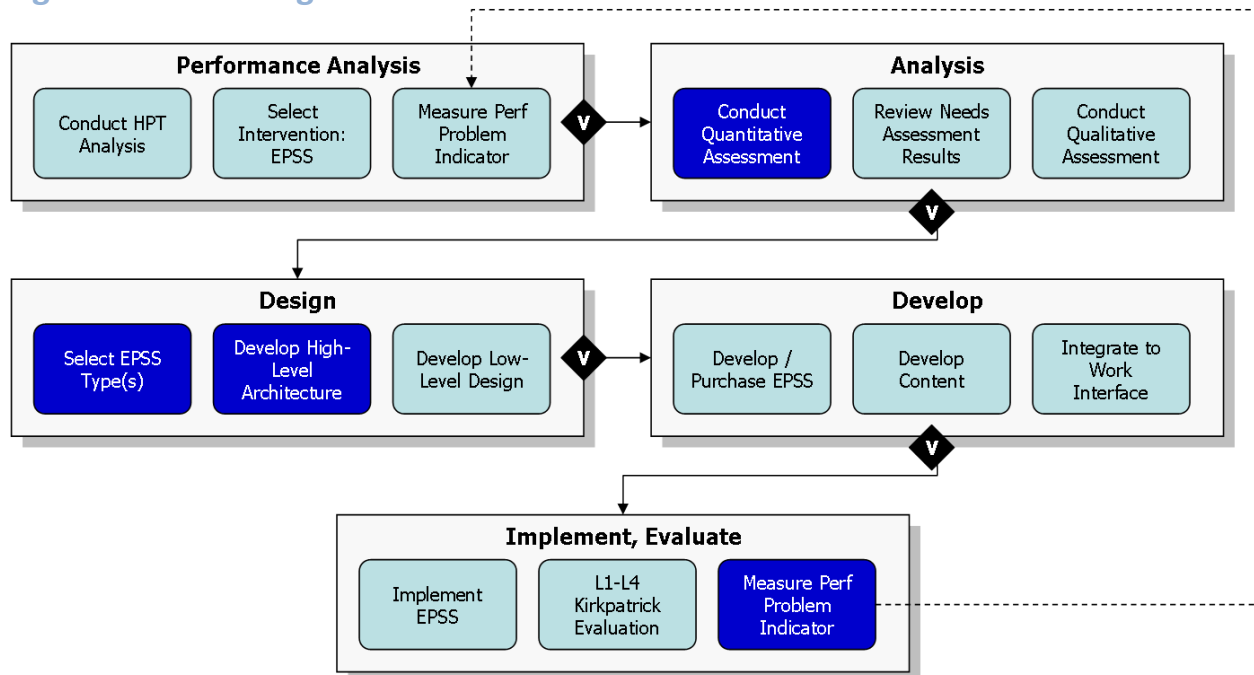
Author	Definition
Gery (1991)	Individualized on-line access to the full range of systems to permit job performance.
Villachica, Stone & Endicott (2006)	An optimized body of integrated on-line and off-line methods and resources providing what performers need, when they need it, in the form they need it in, so that they can perform in ways that meet organizational objectives.
Rossett (2007)	A helper in life and work, performance support is a repository of information, processes and perspectives that inform and guide planning and action.

Figure 2: EPSS Types

Type	Definition	Examples
External	Performance support that is not integrated into the users’ workspace that requires a worker to break the work context entirely.	<ul style="list-style-type: none"> • Help Desk • Job Aids • Search Engines
Extrinsic	Performance support that is integrated with the system, but is not in the primary workspace.	<ul style="list-style-type: none"> • Context-Sensitive Help • Online Help
Intrinsic	Performance support that is inherent to the system itself. It’s so well integrated that, to workers, it’s part of the system.	<ul style="list-style-type: none"> • Human Factors Engineering • User Centered Design • Wizards

(Adapted from Gery, 1995, p.51)

Figure 3: EPSS Design Model



(From Nguyen & Woll, 2006, p.38)

Figure 4: Guidelines for Implementing EPSS

Guideline	Notes
1. Implement more highly integrated EPSS, use less integrated systems if that's not possible.	
2. Vary the type of electronic performance support systems offered to users as they gain more expertise.	
3. When providing EPSS and training interventions as complementary interventions, reduce but don't eliminate training.	
4. When providing EPSS alongside training, provide users with access to more detailed, related content and resources.	
5. As learners become more expert, provide less training and more EPSS.	
6. When the driving adoption of an EPSS, don't focus just on the technology.	

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