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TODAY

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Letter From the Editor

Do I feel the momentum starting to change out there? I am beginning to see some movement in our industry. Several projects that had been "on hold" have begun. Are you experiencing this as well?

I certainly know that there is great momentum within CCASTD! There are a number of very exciting programs coming up in the next few months. Check out the highlights on p. 11. For more information, or to register for any (or all) of the programs, visit CCASTD.org. There tons of great programming ideas being worked on for next year as well.

Speaking of 2010, do you know that ASTD's International Conference and Exposition (ICE) will be held in Chicago next May? This premier event for training and workforce development professionals attracts attendees from more than 70 countries. The conference features over 300 educational sessions from industry-leading experts, and a world-class EXPO filled with the latest products and services from top suppliers. Our chapter has already started working with the ASTD team to make this an extraordinary event.

Another new Chapter happening is the big reveal of our redesigned CCASTD.org website. The new and improved site is targeted to be available in mid to late September. Check it out if you haven't done so already!

To continue the momentum, there are a number of articles in this issue to keep your skills sharp. Here's a quick overview of what's included this time:

- Considerations for developing cross-cultural training events
- Techniques to help you develop effective Level 2 assessments
- Tips for finding success at networking events
- Interviews with two CCASTD board members

As always, I welcome your ideas for topics that are of interest to you. I'd also like to hear your thoughts or suggestions about how we can improve this magazine. Please send any comments you have to admin@ccastd.org.

Keep the momentum going!

Louann Swedberg
Drake Resource Group

Cross-Cultural Perspectives & Training for Global Audiences

by Carolyn Ryffel, Jill Bishop & Renie McClay

You're traveling to Chile for business, and aside from wondering if you can plug in your laptop without zapping your system and what weather is like on that side of the equator, you start to wonder about other things. You know your one year of high school Spanish isn't going to help much, but what about some cultural subtleties, like greetings? Do you shake hands with everyone? Do you kiss people on the cheek? If so, one cheek or both? You're not sure, so your mind wanders back to your computer's AC adapter...

The world is becoming flatter in the sense that employees are increasingly working across national borders, frequently without even leaving their cubicles. With the aid of the Internet and digital communication tools, we see businesses of all sizes collaborating with teams and partners across the globe. We also see the continuation of individuals from around the world continuing the long standing tradition of coming to the United States for education and opportunity. The evidence of this is reflected in our workplace: *one in every two new workers is born outside of the US.*

Latino, Chinese or Bosnian - as a WLP (workplace learning professional) you are tasked with meeting the challenges of creating effective programs for multicultural, multilingual and diverse teams and employees. Do *you* know the answer to the questions above regarding appropriate greetings? Whether you do or not, what other areas of cultural competence might you need to develop? Here are a few areas to consider.

DEVELOPING SKILLS FOR WORKING GLOBALLY

Although technology is allowing employees to communicate and collaborate more readily, *research demonstrates that there are fundamental assumptions about business practices that are not universally shared*. In working with groups that organize their work across national boundaries, (often with teams in two or three international locations) it is very common to hear statements such as, "They lie to us!" or the milder form, "Why won't they ever tell us the truth!?" Cultural assumptions are typically at play here.

After getting more details about these situations, we are able to find the true message. It is usually bad news that is communicated in various (and ineffective) ways: no response is given at all, repeated questions are asked with no real answers, or, there is talk about the effort expended and giving assurances that the deadline will be met then the subject is changed. The "no" was there all along but it was not understood by those who were listening for that exact word.

The problems with using different means for communicating the message is two fold: 1) knowing where to look for the real message, and more importantly, 2) finding it without continuing to think that you are being lied to or that the person communicating is deficient or unprofessional.

The consequences of mismanaging these differences in basic cultural assumptions can range from delayed projects, failed mergers and acquisitions and, in the case of being on a long-term international assignment, stalled careers.

DEVELOPING SKILLS FOR WORKING WITH MULTICULTURAL WORKFORCES

Around the country, it's not uncommon for towns of all sizes to see very large jumps in the growth of their Latino population. Chicago owes 80% of its recent growth to that increase, while Southeast Wisconsin has seen a 300% difference. These population booms are reflected in the workplace. Latinos aren't the only growing group; they are just the most dominant. There are increasing numbers of employees from Poland, Russia, India, China, the Philippines and Nigeria, to name a few other countries. All of these individuals with different cultural perspectives are expected to work together as a team. Do these employees understand American workplace norms?

In multicultural workplaces, you may hear managers expressing frustrations like these.

- "Why do they tell me "yes" when they really mean "no"?"
- "How do I know if they really understand what I'm telling them to do?"
- "Why do I have to hound them to wear their protective gear?"
- "I know they speak more than they let on, so why don't they try?"

Before you can answer these questions, you must first understand the ideas, values and styles of communication within your employees' native cultures. This requires first seeking to understand by asking a set of different questions. For example:

- Does this person come from a country where job titles and hierarchy are strongly valued and emphasized?
- How might this (cultural values) affect your ability to get workplace feedback?
- Does their culture value the individual or the group?
- How might this make them feel if they're not included in training, even if that training is in a language they may not completely understand?
- Does your employee understand the American meaning of and emphasis on safety in the workplace?
- What educational opportunities did they have in their home country?
- How might you have to adjust for literacy issues in both English and their native language?

Lack of awareness of these cross-cultural topics can lead to frustration, ineffective training and loss of productivity.   In instances where workplace safety comes into play, the language and culture barrier can lead to accidents and even fatalities.

GLOBAL DESIGN CONSIDERATIONS

It's essential to be aware of cross-cultural perspectives in the workplace. Greater awareness will allow you to design training that reflects the diversity of your audience and, therefore, is more effective. So, where should you begin?

When training multicultural employees or employees working in diverse teams, one of the first steps is to outline learning objectives. These objectives should be agreed upon by every member of the management team involved. This will help ensure that expectations will be met. The objectives should express what each learner will be able to know and do by the end of the session. When designing the objectives, use clear and simple vocabulary such as: describe, explain, perform, or demonstrate. Whenever possible, consult with a local professional who knows the audience. They can help choose the best words with the right connection to help ensure a successful training initiative. It's also important to consider the following aspects when designing learning events for multicultural audiences.

Audience demographics – will both genders be present? Which generations will be represented? What do you need to know about seating or discussions? What are the audience's perspectives on gender in the workplace? Will managers be in the room? How might this work against you? How can you make it work for you?

Depending on the group, having a manager present could stifle contributions and interaction from employees. However, a manager in the room who can moderate discussion can also help to ensure that key discussion items are addressed. Age and gender may also play a role in how your employees participate or view training. You must know your people and find the right balance.

Technology – Determine what is needed, how fast the connection should be and if these requirements are compatible with the location of your training. Will viruses or power outages be a problem?

Depending on where training will be held, technology could be an issue. Be prepared for problems by having your presentation and files on a flash drive and preparing handouts as an alternative to a presentation.

Content – Localizing content will help people to understand the message. This means using references that the audience can relate to (like referring to a soccer or cricket game rather using than an American baseball example). Build in flexibility and time to adapt in case something isn't working. Training may need to be adjusted on the fly. Global or cross-cultural SMEs are invaluable to help with creating localized content and for thinking thru potential problem areas in advance.

Translation and interpretation – If the content is to be translated into a non-native language for the audience, you may need to simplify complex concepts. The content will be easier to understand if it's broken up into modules or smaller chunks. If you have a multilingual audience that has limited English proficiency, interpreters should be used to make sure the material presented is understood. This is a much appreciated courtesy in presentations, but it's essential if you're training hourly employees, especially on the critical topics such as safety or harassment. The interpreter can explain cultural concepts that you may not recognize are potential issues. Here are some ideas to keep in mind to improve your training:

- **Pacing/Timing**: A rule of thumb: Plan on covering about 50-70% of the content in the original timeframe if English is not the audience's primary language. It takes longer to cover material when doing so in a language that is secondary for the audience.
- **Provide written materials**: If teaching in a language that is not the primary language, make sure a large majority of the training content is on the PowerPoint presentation or is in a handout. Typically audiences like these have stronger reading skills than verbal or listening skills. Providing the material in advance can also help ensure success.
- **Pictures are worth 1000 words**: Employees who may not have had the opportunity for much education may have limited literacy in their native language let alone a second language. In this case, pictures are best and an interpreter is essential for conveying the message.

Interaction – Ask and learn about audience interaction preferences. It is important to really set the stage, give the reason and benefit for the training and use relevant activities. As with any training, you need to create the right classroom climate for those activities. Humor is culturally relative, and depending on your audience you may need to add more or get rid of it entirely. With activity design, remember that case studies and role plays may not be as common, and can burn time or dilute the message at hand. Have a back up method in mind for activities in case the original idea does not work.

So, back to our original question: how do you greet someone from Chile? If you're a man you'll shake hands. Women will pat each other on the right forearm or shoulder, and if they're close, a kiss on the cheek is also common. Women, if you're greeting man, whether you know him or not, expect a kiss on the cheek!

To learn more about the questions posed in this article, or for a chance to ask your own questions about designing for global audiences, come to CCASTD's cross-cultural training panel in November. More information on the event is available at www.ccastd.org.

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AUTHORS & PANELISTS

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Developing Valid Level 2 Evaluations

by Ken Phillips

*Collecting anecdotal information regarding training effectiveness is a start.
To establish real credibility and prove value,
Workplace Learning and Performance (WLP) professionals, need to measure whether or not
participants actually learned something — a Level 2 evaluation.*

Unfortunately, conducting Level 2 evaluations is not something many WLP professionals do well. Many who are uninformed in the art and science of test creation often develop questions that either contain obvious clues to the correct answer or are overly difficult and discourage participants from getting the right answer. In either case, the result is an invalid Level 2 evaluation – one that doesn't measure what it is supposed to and is either unfair to the learner or to the organization.

In addition, invalid Level 2 evaluations can put WLP professionals at risk by creating situations where it appears:

- That learning took place when it didn't (the evaluation contained obvious clues to the correct answers).

OR

- That learning didn't take place when it did (the evaluation was overly difficult and discouraged learners from getting the right answers).

In the first situation, executives may question why participant job behavior didn't change (Level 3) or business results didn't improve (Level 4) if learning improved. In the second situation, executives may question why time and money was wasted on training if participants didn't learn anything. In either case, your reputation and credibility are on the line and certain to suffer in the eyes of company executives. However, both of these situations can be avoided simply by following a set of proven test creation guidelines and tips that result in the development of valid Level 2 evaluations.

TOP TEN TEST CREATION GUIDELINES

There are ten guidelines to follow when developing Level 2 evaluations that are fair to both the learner and the organization. These guidelines apply regardless of the types of questions contained in your evaluation -- multiple choice, true/false, matching or fill-in-the-blank.

1. **Focus on creating Level 2 evaluations that test for understanding <u>not</u> just knowledge.** (This guideline is courtesy of Matt Allen, an I/O consultant with HumRRO a Washington D. C. based human and organizational performance research-consulting company.) For example, take the following questions:

Question	Comments
• What do the letters TV stand for? • What is the main function of a TV?	Recall focused questions such as these tend to test knowledge, but not understanding. Moreover, if learners merely "know" something, but don't understand it, they're also likely to forget it shortly after the learning program is over.
• What physical principal is used to display images on a TV?	While correctly answering this question requires more in-depth knowledge of TVs, it's still a fact based question.
• Your TV is not working. What's the most likely cause of the problem given the following symptoms…?	Testing for true understanding requires the use of application type questions such this one.

As you can see, answering each of these questions correctly requires a deeper level of understanding of the topic. Correctly answering *application type questions assess whether or not participants really understand the content* and, after all, isn't that what a Level 2 evaluation is really trying to measure?

2. **Where appropriate, use Level 2 evaluations for reinforcement as well as evaluation**. Administering the evaluation at a point either weeks or months after the conclusion of a learning program positions it to serve both as reinforcement and as an evaluation. It also increases the credibility of the results. For example, executives expect participant knowledge scores to improve immediately after a learning program is completed. However, if scores show improvement weeks or months after a program is completed, this shows that participants retained what they learned and adds credibility to the results.
   If you're having difficulty getting executive buy in for your evaluation efforts, positioning them as reinforcement can make it easier to get their support.
   Executives often perceive evaluation as something that benefits you, and reinforcement as something that benefits them. Executives expect participant learning to occur or they wouldn't send their employees to your training in the first place. Therefore, demonstrating that learning took place is seen as adding little value.
   Reinforcement activities are perceived as beneficial because they extend the reach of the learning program and help ensure that the employees who attend your training actually learned something.

3. **Group questions by topic or concept for scoring, but randomize for administration**. The reason for this is because sometimes one question on a topic provides a clue to the correct answer to another question on that topic. This can be avoided by randomizing items related to the same topic or concept. However, when scoring the evaluation, you'll want to re-group the questions by topic in order to identify trends such as all or most of the questions on a topic being answered incorrectly. This suggests that either the topic was poorly presented or that particular learners need retraining.

4. **All evaluation items should discriminate between participants who know the material taught really well from those who don't.**

Check all multiple choice questions to be sure none of the response choices are being over or under selected. Response alternatives that are over or under selected should be revised either to make the choice less obvious or more attractive.

True/false questions should be rewritten if everyone (or nearly everyone) chooses either True or False and it's the wrong answer. Remember the goal is to create an evaluation that is fair to both the learner and the organization.

5. **Avoid compound questions that ask for more than one thing.** (This guideline also is courtesy of Matt Allen.) Learners find them confusing and view them as unfair. In addition, avoid questions with compound answers. For example:

Question
What do the letters in the acronym ADDIE stand for?
1. Analyze, Design, Develop, Implement and Evaluate
2. Analyze, Design, Develop, Integrate and Evaluate
3. Analyze, Design, Develop, Implement and Execute
4. Analyze, Design, Deploy, Implement and Evaluate

Comments
Learners who are test savvy will pick the first option, which is the correct answer, because Integrate, Execute and Deploy only appear in one option and Analyze, Design, Develop, Implement and Evaluate appear in multiple options.

The solution: make both the question and the options short and to the point.

6. **Don't test participants on concepts or material that wasn't covered in the learning program.** (This guideline, along with the next four, are adapted from Nanette Miner in an article published in *T + D* magazine titled "The Art of Test Creation.")

This may seem obvious, but how many times have you taught a learning program and not covered all the material or only covered some of it in a cursory fashion because you ran short of time? The point is that it's not fair to test participants on material that wasn't covered or was only covered in a cursory fashion during the learning program.

7. **Write all test items the same way the material was taught.** Don't ask "null" questions such as: "Which of the following is **not** one of the steps in the ADDIE model?" Null questions are viewed as tricky and unfair. Why reinforce something you don't want participants to remember?

8. **Provide clear test instructions.** If you're administering the evaluation live, have participants read through the instructions first to be sure they understand what is expected. If you're not administering the evaluation live, ask one or two colleagues to read through the instructions to be sure they are clear. Unclear test instructions cause participants to view the evaluation as unfair.

9. **Allow participants to use test aids during the evaluation, if they use them when performing their job.** Don't ask participants to recall information from memory on the evaluation if they don't have to recall the information from memory while performing their job.

10. **Avoid developing evaluation items that contain trivial information.** Trivial information is anything included in the item that isn't needed to understand the question. For example, take the following question:

Chris is an internal workplace learning and performance consultant. She has been asked by her boss, Larry, the VP of HR, to design and deliver a new hire orientation program at four company locations across the U.S., Boston, Dayton, Omaha, and Oakland. Larry has also requested that the program not be longer than four hours. What approach should Chris use to design the training?

The names Chris and Larry, Larry's title and the identification of the four company locations all constitute trivial information. A more concise version of the question might read something like:

You are an internal workplace learning and performance consultant and have been asked by your boss to design and deliver a four hour new hire orientation training program. The sessions will be held at four company locations across the U. S. What approach would you use to design the training?

TEST ITEM CREATION TIPS

In addition to the test creation guidelines, creating valid Level 2 evaluations that are fair to both the learner and the organization also means paying attention to the following tips when creating multiple choice, true/false, matching and fill-in-the-blank questions. (Many of these tips are also adapted from Nanette Miner's article.)

Multiple choice questions are the most popular type question used when creating a knowledge test. They are easy to grade and when developed correctly – they contain neither obvious clues to the correct answer nor are overly difficult – are the most valid. However, they are difficult to write because there can be only one correct answer. Following is a list of common errors made when creating multiple choice test questions and a tip on how to avoid each one.

Common Errors	Tips
A tendency for the correct answer to be the longest and to sound like a definition.	Make sure all the response alternatives contain about the same number of words and sound similar
The wording of the question reveals the correct answer. For example: The ADDIE model is used primarily as an: A. Instructional design tool B. Measurement and evaluation tool C. Change management tool D. Process improvement tool	Savvy test takers know that the correct answer to this question has to be "A" because it's the only response alternative that begins with a vowel and is grammatically correct with "an" at the end of the question. If the correct answer begins with a vowel, end the question with a(n). Placing the "n" in parentheses enables any of the response choices to be correct.
Some response alternatives are obviously wrong or not plausible thus compromising the validity of the question. For example, take the following: _____ is a useful technique to consolidate what has been previously discussed and to move the focus of a conversation from topic to topic. A. Arguing B. Interrupting C. Summarizing D. Initiating *Note: See overall guideline four above for information on how to check all your response alternatives to be sure they are viewed as plausible.*	Savvy test takers know that response choices A and B are obviously wrong. Therefore, the probability of guessing the correct answer, even without possessing the requisite knowledge, increases from 25 percent to 50 percent, thus reducing the validity of the question. Develop only plausible response alternatives. Some techniques for developing plausible alternatives also courtesy of Matt Allen include: 1. Use common misunderstandings or confusions about the program content 2. Use other familiar, but incorrect, phrases or concepts 3. Use common errors made with the program content 4. Skip a step in a multi-step process.
The use of "All the above" or "None of the above" as a response choice. Very often when "All the above" and "None of the above" are used as response alternatives, they also are the correct answer.	When savvy test takers see these response alternatives in some test questions, but not all, they know there is a high probability that it is the correct answer. If you need to use "All the above" or "None of the above" as a response alternative, be sure to include one or the other as an alternative in all or nearly all your multiple choice questions.

True/False are the second most common type question used in Level 2 evaluations. They are easy to write, but also tend to be the least valid — learners have a 50/50 chance of guessing the correct answer. Following is a list of common errors and tips how to overcome each one.

Common Errors	Tips
The tendency to develop more True than False questions. True questions are easier to write thus some WLP professionals tend to develop more True than False questions when creating Level 2 evaluations.	Savvy test takers know that when they're not sure of the correct answer, choosing True often gives them a better chance of guessing the correct answer When creating True/False questions, keep a balance between the number of each
The development of questions that are not completely True or False. For example: February has 28 days. A. True B. False It's true that February has 28 days, but every four years (leap year) it has 29. Thus, learners could argue, regardless of whether they chose True or False, that their answer is correct. Since only one answer can be correct, learners who chose the other answer are going to see the question as unfair or tricky.	Only create questions that are entirely True or False.
The inclusion of words like "never" and "always" in the item. For example: Open-ended questions are always preferred to closed-ended questions. A. True B. False False is the correct answer above.	Savvy test takers know that while it's possible a statement might be always or never true; usually that is not the case. Therefore, when in doubt about the correct answer, savvy test takers will choose False because they know it gives them the best chance of guessing the correct answer. Avoid the inclusion of "absolute determiners" like always and never in your items.

Matching questions, a third type of Level 2 evaluation question, are easy to create because only one "B" column correct answer is required for each "A" column question. In contrast, multiple choice questions require at least three or four plausible answers. However, as with both multiple choice and true/false questions, there are a few common errors made. A description of these and tips on how to prevent them follow:

Common Errors	Tips
Creating a matching question that contains more than 10 "A" column questions or "B" column answers. According to Cognitive Learning Science research, we humans posses the mental capacity to work with seven (plus or minus two) different pieces of information at the same time. Therefore, matching questions with more than 10 "A" column questions or "B" column answers are likely to be perceived by learners as overwhelming and unfair.	Keep the number of items in both the "A" and "B" columns to 10 or fewer. If there are more than 10 items on a particular topic that you want to include in a matching question, then break up the items into chunks of 10 or fewer.
Including more than three extra "A" column questions than "B" column answers or vice versa. While having more questions than answers or more answers than questions increases the difficulty level of a matching question, it's important to limit the number of extra questions or answers so as not to overwhelm the learner. Having too many extra questions or answers is likely to be perceived by learners as tricky and unfair.	Limit the number of extra questions or answers to no more than three. Limiting the number to three or fewer ensures that your matching questions will be fair to both the learner and the organization.

Fill-in-the-Blank questions, the fourth type of Level 2 evaluation question, are used to test for learner recall of key facts and concepts. They are easy to create, but more time consuming to grade than multiple choice, true/false or matching questions. They also don't test for understanding. *Note: See overall guideline one above for the difference between testing for recall and testing for understanding.*

Common Errors	Tips
Creating fill-in-the-blank questions that ask learners to recall obscure facts and concepts. When this occurs, learners view the question as tricky and unfair.	When creating fill-in-the-blank questions, be sure the facts and concepts you're asking learners to recall are important to know.

In summary, Level 2 evaluations often miss the mark because they may not be developed by someone informed in the art and science of test creation. Often questions either contain obvious clues to the correct answer or are overly difficult. In either case, the result is an invalid Level 2 evaluation. However, by following the guidelines and tips described above, you'll be able to create valid Level 2 evaluations that measure what they purport to and are fair to both the learner and the organization, which after all is the true purpose of a Level 2 evaluation anyway.

Ken Phillips is a recognized expert in the areas of performance management, measurement and evaluation of training and sales performance. He also is founder and CEO of Phillips Associates a firm whose core purpose is to help people achieve better performance on the job. Ken has authored more than two-dozen best selling performance management and sales performance learning instruments, multi-rater assessment systems, games and handbooks. In addition, he has written numerous articles that have appeared in T + D and Training Today magazines. Ken earned the Certified Professional in Learning and Performance (CPLP) credential from national ASTD in 2006, and in January 2009 was appointed to serve a three-year term (2009-2012) as a member of the ASTD National Advisors for Chapters (NAC) committee. Ken also was president of the Chicagoland Chapter of the American Society for Training and Development (CCASTD) in 2008. Contact Ken at (847) 231-6068 or ken@phillipsassociates.com.

10 Tips for Navigating a Networking Event

by Brad Karsh

Did you know that two out of three people get a job or a business opportunity through networking?

Since networking is the key to getting where you want to be, you need to make sure you know the rules of the game for networking events. It may seem scary to walk into a room full of people you don't know, but everyone in that room is there because they want to network and talk with people just like you.

Here are ten, quick tips to ensure you have a successful networking event:

1. Read the news, so you can be up-to-speed on current events and potential conversation topics.
2. Make note of who the event organizers are, so you can thank them at the event. (Usually they are the most connected people in the room.)
3. Think of about five conversation starters or opening lines. It doesn't have to be deep — weather, sports, local news, Oprah's weight, reasons for being there, etc.
4. Focus on the people, not the food. It's difficult to shake hands and continue conversations when your mouth is full of the barbeque-smothered chicken nuggets.
5. Say something after your name to help lead the conversation. "Hi, I'm Courtney, I'm new to ASTD. Are you an ASTD member?"
6. Try not to talk with the same two people the whole night. Sure, it's more comfortable, but you can follow up with those two over coffee another day.
7. Don't obsess over the nametags. You truly never know. Today's vendor or in-transition professional can be tomorrow's client or potential job lead.
8. To keep the conversation going, focus on things you both know about – the guest speaker, the networking event, or the organization hosting the program.
9. Hand out your business card to those you shared a conversation with, but don't fling them out like flyers.
10. Follow up! After the event, get connected on LinkedIn, and send a personal email to request a meeting to continue conversations.

Remember, you simply are meeting people, making connections, and creating relationships. A quality network is priceless in your job search and other business endeavors.

To learn more, join us for CCASTD's Networking Event with Brad Karsh on October 1, 2009.

Brad, one of the country's leading authorities on job search strategies and recruiting, will give advice and tips for networking in today's market. More information about this event is available at www.ccastd.org.

CCASTD Board Member Profiles:
Interviews with Deb Pastors and Kate Watland

DEB PASTORS

TT: Tell us about the organization you work for and give a bit of your background.

Education Development Growth Enterprises, Inc.

I got my start in our field as an "accidental trainer" when I worked for a savings and loan in the early 80's. I had many roles in training, HR, and OD; my last organizational job was as director of OD for a professional services firm. I co-founded EDGE, Inc with my husband in the early 00's. My focus is human resources development and all that that encompasses.

TT: What is your Title and Role with CCASTD?

President-elect

As president-elect, my job is to prepare for leading our organization next year. I have much to learn! I've been "studying" CCASTD and ASTD, reading a lot, taking tons of notes, thinking, writing, planning, and just doing a lot of noodling about the organization. In the next month or so, I want to start talking (and more importantly, listening) to folks to hear their professional dreams and goals and how they think CCASTD can best serve them.

I would love to hear what our members think about CCASTD, how – and if – it's working for them, what changes they'd like to see, what they'd like us to continue doing, etc. Our members' input will be important to me as I think about 2010. Anyone who's interested in sharing their thoughts and ideas can call me at 708 848 9508 or email me at debpastors@att.net.

TT: What do you think is the most pressing issue for professionals in the learning/performance field today?

I think we have lots of challenges now, but we can't forget what's coming. It's hard to remember in today's economy, but we're going to have a shortage of talent in the workplace in the not-too-distant future. I think we'll provide real value if we help our organizations understand and prepare for that shortage, find ways to ensure that institutional knowledge is not lost, and ensure that the talent pipeline will provide the necessary leaders.

TT: What do you do when you are not working?

I like to read, garden, travel, and play golf – although I'm not a very good golfer. I also spend as much time as I can practicing the martial art of aikido. Being a martial artist is not something I ever envisioned, but the lessons I have learned and continue to learn on the practice mat are transferable to real life. The practice of aikido has had a profound effect on who I am as a person.

KATHLEEN HANOLD WATLAND (Kate)

TT: Tell us about the organization you work for and give a bit of your background.

I'm an Assistant Professor and Director of the Graham School of Management MBA Program for Chicago Police Officers, Saint Xavier University, Chicago. Saint Xavier University's MBA Program has been recognized by the University Council for Educational Administrators Region IV (UCEA) and the Illinois Council for Continuing and Higher Education (IC CHE), winning both associations' top award for "Exemplary Innovative Credit Program".

I've developed courses and workshops to improve employee performance and to enhance leadership and communication skills for a variety of organizations including Argonne National Laboratory, Department of Energy, Illinois State University, Purdue University, Saint Xavier University, REACH (a Chicago-area university consortium), Chicago Public Schools, Chicago Police Department, Fiatallis North America, Hallmark Inc., Ravenswood Hospital School of Nursing, Provena Health, various banks, retailers, municipalities, and insurance companies. I recently completed the American Society for Training and Development's (ASTD) credential, Certified Professional in Learning and Performance, CPLP, and is qualified in the Myers-Briggs Type Indicator (MBTI), Emotional Intelligence, and several other instruments.

TT: What is your Title and Role with CCASTD?

Director of University Relations. My role is to help connect students and faculty with CCASTD and ASTD. Students and faculty are important members of CCASTD and ASTD. Students are often just starting their career or making a career transition. CCASTD can help them with both. Faculty play an important role in shaping students as they make that transition. Additionally, some faculty appreciate the opportunity to have access to guest speakers through CCASTD. These speakers can bring some valuable "real work life" experiences or projects into the classroom.

TT: Why did you want to be on the board?

CCASTD attracts many talents professionals. I think it is important to connect students and faculty to professionals who practice the theories that we teach.

TT: What is the greatest strength of CCASTD?

CCASTD provides opportunities to connect with talented professionals and opportunities to stay current in the field. Additionally, there are a wealth of opportunities to develop both professionally and personally. The employees' collective knowledge and skills are the most valuable asset of any organization. CCASTD focuses on maximizing the contributions of employees. This association is not just valuable for professionals who are "trainers" by title. This association is also very valuable for anyone who has the responsibility for developing or leading others.

TT: Do you have words of advice you give to people entering this field?

Be prepared to be a "life long learner". We need to model what we advise others to do. Every year have a goal to gain another certification, a degree, credential, or participate in some other development activity. Additionally, self-awareness is a critical skill for anyone charged with the responsibility of developing others. Participate in some self-awareness opportunities. This may include workshops related to instruments such as the Myers-Briggs Type Indicator or Emotional Intelligence. Participating in this type of activity will provide valuable insight on not only our personal approaches but also how to improve our interactions with others.

CCASTD Programs: October – Novovember 2009

October 1: Networking with Brad Karsh
5:30 – 8:00: Merchandise Mart, 3rd Fl.

Brad Karsh, one of the country's leading authorities on job search strategies and recruiting, will give advice onnetworking in today's market.

October 13: Developing Valid Level II Evaluations, with Ken Phillips
11:30-2:00: The Chicago School of Professional Psychology
5:30 – 8:00: Elk Grove Village @ Avalon Risk Management Inc.

To establish real credibility and prove value in your training classes, you need to measure whether participants actually learned something. In this session, you will examine six guidelines for conducting Level 2 evaluations and assess common mistakes made by many workplace learning and performance.

October 30: Chicagoland Learning Leaders Conference
8:00 – 6:30: Q Center, St. Charles

This year's 8th annual Chicagoland Learning Leaders Conference theme is "collaboration to improve people performance & business results." The conference offers over 20 presentations in a one-day multi-track format. Leverage this opportunity to take the business benefits of collaboration to the next level.

November 12: How flat is the world, really? Learning and Performance Across Language & Culture, with expert panel
8:00-10:30 a.m. Loop (TBA)
5:30-8:00 p.m. Suburb (TBA)

As workplace learning professionals, whether we work with clients domestically or internationally, globalization increasingly impacts our learning and performance solutions. Cultural and linguistic differences influence not just the types of programs we provide but also the adaptations in design and delivery necessary to be effective. This session of three panelists and a culminating Q&A period will provide you with a deeper understanding of why adaptations of both strategy and tactics are needed when working across cultures.

All dates and information are subject to change.

Please check the website (www.ccastd.org) for more details and updates.

CC°ASTD
Alliance Organizations

ACPI
Association of Career Professionals International: www.acpinternational.org

CCASTD
Chicago Chapter of the American Society for Training & Development: www.ccastd.org

CCF
Chicago Coach Federation: www.chicagocoaches.com

CISPI
Chicago Chapter of the International Society for Performance Improvement: www.cispi.com

CODIC
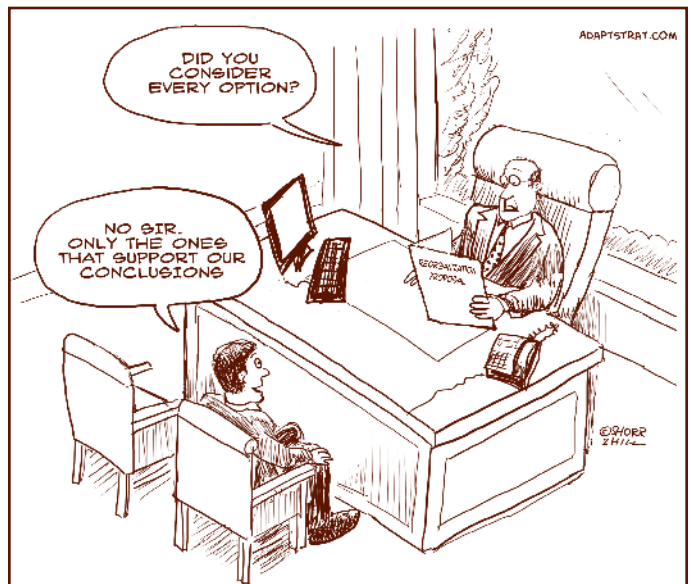Chicago Organizational Development Institute Chapter: www.codic.us

NSA-IL
National Speakers Association-Illinois: www.nsa-il.org

ODNC
Organization Development Network-Chicago: www.odnetwork.org/odnc

STC
Society for Technical Communication: www.stc-chicago.org

Bill Welter has over 40 years of experience spanning four separate careers: military, engineering, consulting and education. He is the president of Adaptive Strategies, Inc., a small firm specializing in helping business managers prepare their organizations for the future. He is the lead co-author of The Prepared Mind of a Leader: Eight Skills Leaders Use to Innovate, Make Decisions, and Solve Problems (Jossey-Bass, 2006), the author of MindLab: A Place to Think (AuthorHouse, 2008) and the co-author of Rethink, Reinvent, Reposition: 12 Strategies to Renew Your Mature Business (Adams Media, forthcoming). He facilitates workshops focused on critical and strategic thinking and can be contacted at bill.welter@AdaptStrat.com. (Cartoon by Brad Shorr, WordSell, Inc.)

ADDRESS SERVICE REQUESTED

www.CCASTD.org