TRAINING

CHICAGOLAND CHAPTER

ASTD
WORKPLACE LEARNING & PERFORMANCE

SPRING 2009

TODAY

A MAGAZINE FOR WORKPLACE LEARNING AND PERFORMANCE PROFESSIONALS IN THE CHICAGOLAND AREA

Letter From the Editor

Can it be? Are there really signs of spring? I am almost afraid to write anything about spring in fear that it may hide even longer. I don't know about you, but this winter has been a very long, very cold and very dismal one for me. It seemed to match our economic outlook! Well, encouraging news is on the way on both fronts – there's a forecast for better and warmer weather and some hopeful signs for the economy! Traditionally spring is a season of hope and energy and I'm jumping on the bandwagon!

To continue the theme of hope and energy, there are a number of articles in this issue to give you some inspiration. Here's a quick overview of what's included this time:

- Fresh suggestions for marketing a new training program on a shoestring
- A new perspective of looking at some elements of the industry that remain constant whatever the economic climate
- A closer look at what may make the difference between leaders who are effective and those who aren't
- A collection of recent books with brief outlines that your peers are reading

Spring is traditionally a time for cleaning and getting out and about. Now's the time to get yourself out there – to dust off old skills and sharpen new ones. It's time to reestablish existing relationships and to meet new people. Guess what – CCASTD's got you covered!

Our local chapter is cooking up a veritable potpourri of topics, venues and speakers. Be sure to review the CCASTD events list on pages 10 & 11. There's something for everyone. I hope to see you there!

As we continue with our theme of Members First, I welcome your ideas for topics that are of interest to you.   How can we improve this magazine? What new ideas or suggestions do you have for *Training Today*? Please send any comments you have to admin@ccastd.org.

Wishing you hope and energy,

Louann Swedberg
Drake Resource Group

TRAINING

SPRING 2009

T O D A Y

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Marketing a New Training Program on a Shoestring Budget:
What Worked for Rotary International

by Elisa Dworak

Our three-person Learning and Organization Development Department recently launched a successful new training initiative. Just a few months ago, we pondered how, with no marketing experience and a tight budget, we could promote the program to maximize employee participation.
Several brainstorming sessions later, we had a plan. Below are five tips that worked for us.
We hope they give you some fresh ideas for your own marketing efforts.

Pick a theme.
Our new program focused on creating shorter, one-hour courses that would extend our department's reach by appealing to time-crunched employees. We decided to call them "popcorn" sessions, snack-size courses that offered food for thought and kernels of useful information that could immediately be applied on the job. Popcorn became a central theme around which our efforts revolved.

Generate "buzz" that gets people talking.
Because I was new to the Training Specialist role, I decided to request a few minutes at the beginning of Division Meetings to introduce myself and talk about our department. At each meeting, I mentioned that a new initiative would be starting in January '09 and that I had brought a "clue". At that time I would give the group a large bag of cheese popcorn (purchased from the dollar store) to snack on during their meeting. This gesture was always met with enthusiasm, delight, and guesses as to the significance of popcorn as a clue.

We also created "coming attraction" posters using popcorn clipart and strategically placed them at elevator doors and on the refrigerators of each floor. Soon even the General Secretary (Rotary International's equivalent of a Chief Operating Office) was asking "What's the deal with this popcorn?" We kept the suspense high by making everyone, including the General Secretary, wait for a "big reveal" event to learn about the initiative.

Plan an event for unveiling details about your initiative and use inexpensive giveaways to create excitement.
We decided to host a two hour open-house reception for unveiling our program (the cake, cookies, and tea/hot chocolate were donated by generous local merchants who were delighted to help out). We created a simple invitation on colored paper and hand delivered it at every employee's desk after-hours. With the invitation, we included an inexpensive Learning and Organization Department magnet that we created and purchased from an online vendor and a single packet of microwave popcorn from boxes that we ordered wholesale from the dollar store. This personal touch and reinforcement of the popcorn theme created lots of excitement, along with the scent of microwave popcorn all over the building!

Pair your initiative with a contest and/or other relevant programs.
Due to the timing of our rollout, we were able to align our marketing effort with the ASTD Employee Learning Week that took place from December 8 – 12. We kicked off the week by creating and posting an Employee Learning Week proclamation using the ASTD template, and ended the week on a high note with our reception on December 12. We also wrote an article for our monthly newsletter tying it all together.

We also created an Employee Learning and Development Passport Challenge contest that was launched at the reception and was tied to the popcorn sessions. Employees receive stamps for learning and development activities that are listed on their "passport" (a tri-fold brochure). At the reception, we had a special popcorn session station with posters, where the initiative was explained, popcorn was served, session descriptions were posted, and sign-up sheets were available. Employees who registered for a popcorn session while at the reception instantly earned a passport stamp. A total of 149 employees committed to popcorn sessions that day!

When they accumulate eight or more stamps from among 13 activities, they are eligible for a prize drawing. Again, prizes were donated from local merchants and our vendors, most of whom have community relations departments/funds and were happy to help and get publicity in return.

Send out follow-up communication to keep interest high.
After the first popcorn session, we received positive feedback about how well the shorter timeframe works with employees' schedules and how they later applied what they learned, both at work and at home. We asked one enthusiastic participant to write a short review article for the newsletter, which we titled "First Popcorn Session Earns Thumbs Up Review." This will hopefully result in additional employees taking advantage of popcorn sessions to see what all the excitement is about.

Marketing a training program need not be expensive or complicated. Using your creativity and energy, give our tips a try. They worked for us, and they can work for your organization, too.

Elisa Dworak is a Training Specialist in the Learning and Organization Development Department at Rotary International in Evanston, IL. She earned her B.S. in Psychology from the University of Wisconsin and her M.A. in Industrial/Organizational Psychology from The Chicago School of Professional Psychology in July, 2006. While a student, she completed a 300 hour internship with CCASTD and worked closely with the Board. Prior to joining Rotary International, Elisa was a survey project manager and an independent consultant with experience designing client satisfaction surveys, conducting qualitative research interviews, and developing behavioral-based interview tools.

Are You Developing Leaders?
Consider E.I.

by Dr. Kathleen H. Watland

Why are some leaders effective and others not?

This is a question debated by many executives, human resource professionals, trainers, coaches, academics, and aspiring leaders. Leaders can have similar educational backgrounds, achievements, and experience, yet take very different approaches to leadership. Some are very successful while others are not. Why? Some experts would argue that the difference is Emotional Intelligence.

History of EI and the EQ i

Emotional Intelligence (EI) can be defined as an array of non-cognitive capabilities and competencies that influence a person's ability to succeed in responding to environmental demands. EI is not measured by cognitive intelligence, aptitude, achievement or industry experience. This raises a question. How can EI be measured or improved?

Daniel Goleman popularized EI through his work in the mid 1990's. He wrote two books related to EI, "Working with Emotional Intelligence" and "Primal Leadership". While Goleman popularized the term and brought it into the business vernacular, he based his writings on a review of the leadership and learning literature from several sources, including Edward Thorndike, (Social Intelligence), Howard Gardner (Multiple Intelligence) and on the research of John Mayer and Peter Salovey. Mayer and Salovey sought to define, describe, and measure EI. In short, their work viewed EI in four distinct abilities to perceive, use, understand, and manage emotion. Later, along with another researcher, David Caruso, Mayer and Salovey created the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). The MSCEIT measures emotional abilities.

Workplace success. Building on these concepts, Dr. Reuven BarOn studied factors related to success in the workplace. He observed that some employees with relatively equivalent cognitive intelligence or IQ scores may perform very differently. BarOn suspected that EI and perhaps more importantly, *how well a person utilizes their EI* may be a contributing factor to success. Consequently, BarOn created a multifactor instrument, the Emotional Quotient Inventory (EQ i). The EQ i measures how well a person uses their EI and is believed by some to serve as an accurate measure for leadership success.

Measuring EI Using the EQ-i: 125

The original EQ i instrument is comprised of 133 items relating to important EI factors including:

- Intrapersonal
- Interpersonal
- Adaptability
- Stress Management
- General Mood

Because the EQ-i was developed for clinical use, some of the questions were not relevant for corporate consumption. As a result, the EQ-i: 125, a slightly shorter form, was developed and is most appropriate for use in organizations. The EQ-i: 125 takes approximately 30 minutes to complete, has 125 items, and provides responses on a five-point scale. Once responses are submitted, a report is generated.

While four differing reports are available, the

most frequently used report is the Resource Report. The Resource Report provides an individual summary and interpretive narrative of what the responses may indicate. Most valuable in this report are the detailed yet simple strategies for improvement. This report includes specific suggestions on how to better utilize EI factors to be more effective when interacting with others.

Administering the EQ i requires a special certification through Multi-Health Systems. Certification generally entails some intensive course work and passing an exam.

Why EQ i in Leadership Development?

Most believe that leadership development is a process that begins from the inside out. Being self-aware and being aware of others is critical to leadership effectiveness. To be successful, leaders need to be aware of their approaches and perceptions. Additionally, they need to be aware of how their perceptions may influence their actions and their responses to others. The perception of the leader's responses and behaviors are important because they are likely to influence employees' performance (Manz & Sims 1980). The perceptions of others, particularly the perceptions of employees, are critical to a leader's success. According to studies by Fletcher and Baldry (2000), self-awareness is so important to leadership effectiveness, it should be considered as an individual leadership variable to be developed in its own right.

Many aspiring leaders seek out opportunities to develop their leadership abilities. Most leadership development opportunities or programs provide a foundation in multiple perspectives and theories on leadership. The lessons learned from the combination of approaches can be extremely valuable in developing critical leadership skills. Lecture, readings, discussions, case studies, and in-basket exercises are widely used. While exposure to theories, cases, and experiential learning opportunities are important for developing leadership skills, they do not inherently provide an opportunity for leaders to assess or reflect upon their personal approaches to leading others, nor do they help them to gain insight

into how they may improve. Incorporating an opportunity for aspiring leaders to participate in the EQ i and receiving the feedback and suggestions for improvement could be an extremely valuable addition to any leadership development program.

Studies have demonstrated a positive correlation between EI and leadership effectiveness. Similar correlations have been found between EI and team effectiveness in the workplace. Given recent studies, EI is likely to become increasingly utilized as not only as a mainstay of leadership development initiatives but also for the development of employees throughout the organization. Emotions are an undeniable facet of human interaction. Maximizing leaders' and employees' contributions through the

effective use of emotions can have a positive impact on all.

For more information on EI or the EQ i certification process, please contact Dr. Kathleen H. Watland, Saint Xavier University, Graham School of Management, Chicago, IL 773 298 3680 or watland@sxu.edu.

References

BarOn, R. (2008). *EQ i BarOn emotional quotient inventory manual. Canada: Multi Health Systems Inc.*

Fletcher, C. & Baldry, C. (2000). ***A study of individual differences and self-awareness in the context of multi-source feedback.*** Journal of Occupational and Organizational Psychology, 7, 303-319.

Manz, C.C., & Sims, H.P., (1980) ***Self-management as a substitute for leadership: A social learning theory.*** Academy of Management Review, 5, (3), 361-367.

Dr. Kathleen Hanold Watland is 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". Kate earned her undergraduate degree from University of Illinois, Champaign, and a Master's Degree from Purdue University. Kate earned her doctorate from Loyola University, Chicago, specializing in employee development, organizational learning, and change management. She teaches class at the Graham School of Management in topics related to Management, Leadership, and Workplace Learning.

A Brave New World in 2009

by Mark Steiner

It seems many things have changed regarding our industry and world in the last couple of years, or hours, in today's case. This article contemplates what was, what is, and what will always be in the world of workplace learning and performance improvement. It loosely compares the futuristic 1932 novel, *Brave New World*, by Aldous Huxley to today. Set in London of AD 2540, the novel anticipates developments in reproductive technology and sleep-learning that change society and remove the value of the individual.

IT'S DIFFERENT NOW

'You all remember, I suppose, that beautiful and inspired saying of Our Ford's: "History is bunk.".' (The Director, Chapter 3)

History is bunk and change never sleeps. While these are age old adages, they certainly still apply today. The many key drivers such as the global economy, technology, and the evolving perceptions and requirements of employee skills are always changing and are making history out of date.

The Current Global Economy

"You've got to choose between happiness and what people used to call high art. We've sacrificed the high art." (Mustapha Mond, Chapter 16)

Today we are faced with tighter budgets and considerable uneasiness with the current economy. The current recession is impacting each and every one of us. While measures are being taken to stem the tide, the effects of this economic time will be felt for years. We've sacrificed our "high art" too, in the forms of reducing budgets, removing levels of interactivity, slashing the use of video, and audio.

Technology Marches On

"Imagine the folly of allowing people to play elaborate games which do nothing whatever to increase consumption. It's madness. Nowadays the Controllers won't approve of any new game unless it can be shown that it requires at least as much apparatus as the most complicated of existing games." (The Director, Chapter 3)

Just as the novel references the increased complexity of games, our world is getting more complex every day. Technology continues its march. Mobile learning, Web 2.0 advancements (such as social networking, blogs, wikis, and podcasts), the prevalence of broadband, and more defined learning management standards such as SCORM, are impacting the way we approach the design and development of effective training interventions.

Increased Skills for Workers

Today's worker has to assimilate much more information, which no doubt leads to increased training needs (whether addressed formally or informally). Still the world demands that we stay competitive and train greater numbers of people about more things in less time. Meeting these requirements lead to an ever increasing percentage of training being delivered via technology.

YET IT'S STILL THE SAME

"Wheels must turn steadily, but cannot turn untended. There must be men to tend them, men as steady as the wheels upon their axles, sane men, obedient men, stable in contentment." (Mustapha Mond, Chapter 3)

Even though time marches on, some things remain the same. Change is a constant, technology is updated and who you know matters. Consider the following suggestions as you brave today's world.

Change Never Sleeps

It's often said that the only thing that is constant is change. While perhaps not comfortable, there will always be change, so we might as well embrace it. In a proactive way, look for upcoming trends. This is no time for complacency. Smartly select and acquire needed skills and abilities. A shark must swim to stay alive — so never stop moving, just be sure not to confuse movement with progress.

Life Cycles Support our Work

There are always new proprietary software updates, new and improved systems and processes, new employees, new jobs and tasks, all of which will need learning and performance support.

Contacts Matter

Who you know matters. It influences which jobs or projects you get, how you collaborate to solve problems, and your value in the world. How is it that people know you? How do clients, projects, and people connect? Networking is key and there are plenty of ways to do it:

- Conferences, listservs, blogs, social networking sites such as LinkedIn
- Training and learning professional organizations like ASTD, ISPI, SALT, STC, etc.
- Local professional organizations like our very own CCASTD
- Industry-specific professional organizations (i.e., call centers or banking or manufacturing or others)
- Internal — don't forget to network within your own company and various business units

Marketing

If people don't know you, your company or your skills, how do you change that? If you've just met someone, how do you tell them more? It's important to market your own brand whether you work for a large company or are a sole proprietor or independent consultant. Everyone should have a professional resume, a statement of capabilities, and possibly a website. Keep your portfolio of your best work samples up to date.

There are many ways to both contribute and gain attention or market yourself. For example, write a white paper on a topic you know deeply or start a blog about your professional interests.

Know How

Why would someone hire you? What do you know that can add value? What successes have you had in the past (as a predictor of the future)? Be prepared to clearly discuss and demonstrate your skills, capabilities, and know how.

Integrity

Do your clients trust you? Why would they ask you back to do another project, or give you the better high-profile projects? Integrity is based on perceived consistency of actions, values, methods, measures and principles. In other words, say what you do, and do what you say. Always over-deliver. Simply put, care.

Make your client's problems your problems. Strive to solve their problems and make them happy.

Communication

Who are you? What do you do? How does someone know what it is you could do for them? Prepare and practice an elevator speech - a short 30-60 second summary of your services and competencies. Develop your personal communication and networking skills so you can effectively communicate your skills and abilities.

Project Execution

The most important has been saved for last: Project Execution. You must deliver the goods ON time, EVERY time. Develop a tried and true methodology for your work practices. Manage your team, projects, and clients carefully. And as a rule of thumb, the newer the client (whether internal or external), the more education and guidance required to ensure successful project execution. Be sure to factor this into your project plan.

SOME THINGS WILL NEVER CHANGE

So, it's different now, yet, it's still the same. Just like in the novel, the characters were trying to figure out how to survive in their brave new world. We are in a similar place in 2009, aren't we? Regardless of the change going on around us, there are elements of the world and humanity that are timeless. Remember what our mothers and kindergarten teachers taught: Don't lie. Don't cheat. Don't steal. Play nicely with others. Always deliver what is promised. Clean up after yourself. Treat people with respect.

To be different from the novel, *Brave New World*, let's not allow meaning and value of the individual to be destroyed. Instead let's take responsibility for our own careers and destiny. The fact is that there will always be change, and because of that, there will always be a need for learning and performance interventions. Technology is good, but it's nearly impossible to replace a human being's unique abilities to problem-solve and relate to others. Some instructor-led training will always be required. Clients appreciate (and gosh, even require) exceptional value, service, and advice. Be sure that is what you are delivering EACH AND EVERY day in your brave new world.

For over 15 years, Mark Steiner has designed, developed, and managed custom eLearning and interactive media programs for a variety of clients. He holds a BS in Industrial Technology and an MS in Industrial Training. His project roles have varied from group director to project manager, and lead instructional designer to lead programmer. Since 2001, Mark has been president of his e-learning consulting firm, mark steiner, inc. (www.mark-steinerinc.com). He has instructed graduate-level courses on designing and developing e-learning projects, and enjoys speaking at a variety of training and eLearning conferences in the U.S. and Europe.

Writing Tip:
Put what you want to get done in paragraph one

by Stan Berry

This month's writing tip is common sense, but not common practice.

Common Sense

It's common sense if you want to get things done. You get things done by being up front and clear with the reader. Put your most important idea in the opening paragraph, and then make everything that follows support it.

It's common sense if you want to be read. The first questions readers ask of any document are, "How does this document affect me? Do I have to do anything?" When readers can't find these answers quickly or clearly, they stop reading. They put it down in their "to read later" file with good intentions.

Not Common Practice

This writing tip is not common practice - which is unfortunate for readers, writers and the organizations in which they work. Look at most of the emails and other documents that you read (and maybe write!). Most business professionals put the most important thing to the readers - what they need to do - in the most difficult to find place: in the middle, near the end, or absent all together. Only 1% of the emails - even those written by senior executives - state what needs to get done in paragraph one This results in confusion that hinders progress and derails projects.

Try It and See What Happens

Putting what you want to get done in paragraph one is a simple yet effective way to get things done. This common sense tactic is rarely used. Make it common practice and see what happens.

Stan Berry has devoted the past 34 years to improving the writing skills of over 55,000 business and government professionals. After completing his Master's degree from Yale University, he co-authored five books on writing that he uses in his seminars. He's been a member of ASTD since 1975 when he served as the newsletter editor and on the Board of Directors for the Twin Cities Chapter. Stan can be reached at www.BerryWritingGroup.com or 612-578-1487.

What Your Peers are Reading

The Wisdom of Teams
by Katzenbach and Smith.
It discusses Southwest Airlines and how they work and built their culture of fun and empowerment.

When Cultures Collide
by Richard Lewis.
It is a nice resource for managers of global or cross cultural teams. There are country specific chapters which help work with different cultures.

Overcoming Our Racism
by Derald Wing Sue.
It is a hard hitting book, sometimes hard to read, but raises important issues.

Renie McClay, Director of the Sales Learning Forum

The Fifth Discipline Fieldbook
by Peter Senge et al.
There are probably dozens of books I would recommend! The book I go back to time and again, however, is *The Fifth Discipline Fieldbook* by Peter Senge et al. I can always find something new in that book, or a different way to understand something. If I could keep just one of my professional books, it would probably be that one.

Deb Pastors, President-Elect

Innovate Like Edison
by Michael J. Gelb and Sarah Miller Caldicott.
Sarah Miller Caldicott is the great-grandniece of Thomas Edison. In this book, she and her co-author share some of the creative methods Edison used to approach innovation. They outline five Competencies of Innovation that can be adapted to any business or industry.

Louann Swedberg, Editor of Training Today

CCASTD Programs
April – July 2009

April 21, 5:30-8:00 p.m. NETWORKING EVENT
Elephant & Castle, 111 West Adams St., Chicago, IL. 60603

Networking is even more critical in these challenging times. Everyone is doing it, so how will you stand out from the crowd? Come learn about effective networking techniques from CCASTD Board member, Terry Bass; connect with other professionals in the T&D field; flex your networking skills; leave with at least one 'real' action step.

May 14, 5:30-8:00 p.m. CAREER NIGHT
Enhancing Career and Professional Development in Changing and Competitive Times
Elephant & Castle, 111 West Adams St. Chicago, IL. 60603.

T&D professionals—whether new, seasoned, or in-transition practitioners—seek continuous learning for themselves and as models for others in the field. Explore your potential engagement in local colleges & universities—degree and/or certificate programs in T&D, OD, HR, Leadership—as a graduate student, adjunct faculty, or professional mentor. Learn more about 'Alliance' organizations/associations in which T&D professionals work and contribute. Come away with strategies for enhancing your career and/or the career of someone else in T&D.

May 20, 5:30-8:00 p.m. Developing Frontline Management Talent: A Global Challenge.
(a joint offering with PDN-Corporate Universities)
Xerox Capital, Rosemont
Presenters: Howard Prager, Director, Lake Forest Corporate Education, Lake Forest Graduate School of Management**; Bruce Such,** Manager, Global Training & Development, Hollister, Inc.

How do training professionals plan, conduct, reinforce, and measure high quality training for a global audience? Answers to these questions are illustrated through a case study of a successful partnership between Hollister, Inc. and Lake Forest Corporate Education, creating a world-class, ASTD award-winning program for first line managers in a global context. This case study will exemplify how you can institute a new program, gain buy-in from every level of the organization, quantify a 'soft-skills' program, create a team among global managers working for different subsidiaries speaking different languages, model corporate values, enable employees to perform and exceed job expectations, and sustain organizational growth.

June 10, 5:30-8:00 p.m. Knowledge Transfer: Challenges & Solutions
Roosevelt University, Schaumburg Campus.
Presenter: Marty Rosenheck, Ph.D., CPT. Chief Learning Strategist, Cedar Interactive.

Expert knowledge is leaving organizations through retirement of baby-boomers, downsizing, and turnover. Organizations are grasping for ways to capture the knowledge of experienced professionals before they leave, store that knowledge, and transfer that knowledge to new and existing employees. Research shows that traditional knowledge management practices fall short of capturing the right knowledge, keeping it current, and translating that knowledge into proficient job performance. Learn about: challenges and options for gathering, storing, and transferring expertise; applications of basic engineering techniques to harvest implicit knowledge; a conceptual framework for thinking about knowledge sharing and transfer; and use of Web 2.0 and Social Web tools for knowledge sharing and transfer.

July 14, 8:00-10:00 a.m. Creating Compelling Learning Experiences: Design Learning and Development in the Experience Economy.
Summit Executive Centre, Michigan Ave.
Presenter: Bob Dean, Vice President, Learning & Talent Development, Heidrick & Struggles; certified Experience Economy expert.

Many learners have difficulty citing a transformational learning experience impacting their lives or careers. They can name multiple training programs they have attended, but few, if any, resulted in sustained behavior change. In this session, we will explore how the learning leaders and designers can gain new insight from the principles and models of *The Experience Economy*, a groundbreaking book focused on customer experiences. Bob Dean, a certified Experience Economy expert, will share success stories from his work with learning and business transformation at Heidrick & Struggles. Engage with Bob in exchanging views on 21st century learning and development trends.

July 23, 5:30-8:00 p.m. Scavenger Hunt/Networking, with Trish Uhl, CCASTD Board Member.
Loop, TBD.

Summer is the time for sleuthing and informal networking with seriously fun CCASTD colleagues in the mysterious environs of downtown Chicago. Watch the CCASTD website for details.

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

CISPI

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

CODIC

Chicago Organizational Development Institute Chapter: www.codic.us

ICFC

International Coaching Federation of Chicago: www.chicagocoaches.com

NSA-IL

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

ODNC

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

SHRP

Society for Human Resource Professionals (Chicago Chapter of SHRM): www.shrp.org

SITE

Society of Insurance Trainers & Educators: www.insurancetrainers.org

Chicagoland Chapter • American Society for Training & Development

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