TRAINING TODAY

SPRING 2010

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

Letter From the Editor

Welcome to Spring in Chicago! Mother Nature is working her magic on the landscape outside, while members of CCASTD and a large cast of volunteers are pulling together the details for ASTD's International Conference & Exposition (ICE) inside McCormick Place. The excitement, enthusiasm and teamwork to bring this event to our own back yard is simply inspiring.

Finding Your Value is the theme for ICE and for this special issue of Training Today. We challenged our authors to come up with articles that outline how we can find our value – in the workplace, in our positions in the Learning and Performance world and in our busy lives. I think you'll agree there is something for everyone in this issue.

Finding Your Way. For those of you who are in town for the Conference, we have something just for you! On the inside back cover is a map of the City of Chicago which highlights some of well-known attractions and their locations relative to McCormick Place. I encourage you to venture out and see what the City has to offer – you won't be disappointed. If you want specific recommendations on where to go or what to do, stop by the CCASTD booth in the Exhibition Hall. Someone there will give you some ideas.

Adding Value. Responding to some of the input we've received, we've added some new features to this issue.

- **The Learning Curve** is a new section where we will regularly feature news, information, articles contributed by the newest members of our L&D community.
- **Letter From Our Chapter President.** Deb Pastors outlines what our Chapter is doing to help members and organizations find their value and create a better future.
- **Greater Variety** of articles and authors is in here. As a matter of fact, there were so many fantastic articles submitted that we had to increase the size of this issue and will feature others in future issues.
- **Wider Distribution.** In addition to CCASTD members receiving this issue, it will also be distributed at ICE to attendees.
- **Subscription Option** for non-members. Even if you are not a CCASTD member, you can subscribe to Training Today and tap into our vibrant community of experts. Simply go stop by our booth in the Exhibition hall or email Admin@CCASTD.Org.

As always, I invite you to share your ideas or suggestions for Training Today. I hope to meet you in person at ICE! I will be there along with most of our CCASTD Board.

Louann

Louann Swedberg

Adding Value to Your Organization

by David Ortner

Showing how an employee learning and development function can grow beyond the traditional training role.

It has been my experience that the typical development function in an organization is still viewed by many as the "training" function. I know that every organization is different, but many in the learning and development field may have encountered this two-dimensional perception of our discipline as I have. In today's climate, it is becoming increasingly important that we are seen as much more.

There is often a role for both the learning and the training functions in an organization, and in many cases there can be much overlap between the two. The training function is usually limited to classroom or e-Learning and works with gaps in knowledge, skills, and abilities. The goal of the training function is to close these gaps in a measurable way.

The development or learning function in an organization works with people, process, and capacity. This function can take many forms, but usually plays the consultant role. The ability to work seamlessly between these two functions is the vision that my department has been working toward for some time now. This article outlines some of the ways that we have been successful.

The department that I work in has been striving toward making a paradigm shift from the Training Department to the Learning & Organization Development Department. The core function of employee development has not changed, but when we first started talking about the shift from a training function to a learning function we met resistance despite the fact that our core functions did not change.

WHO IS THE TYPICAL "TRAINING" AUDIENCE?

The typical training audience for our organization used to be employees who enjoy investing time in their personal development. Training was (and often still is) seen as an event; there are start and end times. It was very simple, and management and employees alike enjoyed what they perceived to be tangible returns.

I cannot speak to your experiences, but the description of my typical training audience does not come close to describing all of the employees that I have worked with. In many cases those that have specific, measurable needs can be the most resistant to training. I often hear "my situation is unique," "I have been to a class and I did not get what I needed," "what do the trainers know about this," or best yet, "I just don't have the time for training."

THE REAL WORLD VS. THE IDEAL WORLD

Organizations are full of great ideas and the best of intentions. All things being equal, I think that it is a safe assumption that every organization has a gap between how their processes/projects/tasks were planned and how they are typically implemented. My department did a lot of reflection upon how to address this issue. We asked ourselves, how can a learning function best position itself to bridge the gap between how this was planned and what we are doing?

The answer that we found was to be passively proactive and move beyond the classroom. We began gathering and creating tools and resources to be used outside the classroom for both managers and employees alike. We then made these tools available to anyone who wanted or needed them.

FINDING SUCCESS

One example where our department found some success was when we proposed a new procedure for onboarding new hires. The proposed procedure could be utilized or dismissed by the hiring manager at will. This meant we were positioning ourselves as a resource without policing how managers manage.

This process included developing tools that managers could use to document performance issues that are both efficient and legally defendable. These were readily available to anyone that wanted them to use or reference. Again, we did not introduce this in a training class or mandate its use. We understood that in our organization, it was not our department's role to dictate how managers and supervisors manage their employees.

We continually asked ourselves what we could do to prepare ourselves for when a manager or employee approached us with an issue. The last thing that we wanted to say was "well there is a training class in June…" How could we, in real-time, take industry best practices and provide tools to be adapted to a manager's specific needs?

We immediately were able to see results from our new approach. The more open we were with our tools, while not dictating process to managers or employees, the more employees sought us out in new ways. The way our department is viewed was shaped by our ability to respond immediately and appropriately to the needs of our customers. With this, trust and credibility was established with every client interaction.

ONE SMALL EXAMPLE: BEHAVIORAL INTERVIEWING

A functional example of our passively proactive approach is behavioral interviewing at our organization. For years our organization has been officially endorsing behavioral interviewing. The benefits were well known and all of

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the decision makers encouraged hiring managers to move toward this model.

Our management development training allocates a significant amount of time every year teaching the behavioral interviewing process in the classroom. The last seven years we have been training behavioral interviewing to our organization's managers. At this point, over half of our managers have been introduced to the tool from both internal and external sources.

In an effort to be more proactive, our department decided to work with HR to built a tool or guide for hiring managers to use. We worked with the HR to link the tool we created to the job description review process, candidate selection, new hire onboarding, and new hire's learning and development plans.

The behavioral interviewing tool outlined the method in easy-to-use language, explaining such nuances as the difference between behavioral interviewing and situational interviewing which are commonly mistaken for one another. The tool is well sourced to illustrate to the reader that this is an industry best practice. We did everything we could to ensure that the user could apply the tool in a simple but adaptable way.

Instead of delivering the tool to our employees in training where we would only reach our traditional training audience, we now have recruiters show the hiring manager the tool when new positions first come open. The recruiter now explains the benefits and makes the process seem manageable for the hiring manager. In relationship to the interview process, both HR and our department work together to meet the hiring manager's needs and make the process more manageable.

MAKING THE PARADIGM JUMP

Building these types of tools and introducing them in creative ways is one way that our department is positioning ourselves to add the most value to the organization. As the global economy fights to regain its luster, organizations of all types will struggle to do more with fewer resources. An organization's learning function is uniquely positioned to help build that very capacity.

Where might you start? Here are some options that you might consider.

1. Are there any skill gaps that you have observed or know of? Try to identify those areas for improvement that everyone knows about but nobody wants to tackle. This is low hanging fruit that may be able to deliver the quick wins you will need.
2. Consider any skill sets that you or your team can capitalize on. Less common skills like web design, graphic design, formatting, database creation, formal public speaking, etc. are the types of skill sets that many learning functions have access to. Often repackaging a message for a specific work area or from a training class will reach new audiences.
3. What is your capacity? No team can be all things to all people. Make sure not to over extend as this could greatly diminish your credibility right from the start. Instead, consider having your organization's key decision makers decide what you should be focusing on.
4. Use existing materials. What have you developed for a training class in the past, what research topics have you already tackled, what are your key decision makers asking you to focus on? Answering these questions can give you the opportunity that you are looking for if you can package this information in new and creative ways.
5. Take a close look at how you package and market your work area's products. Tools, templates, and resources are more readily used if you can increase the ease of use and functionality. If your audience cannot easily understand what you are giving them, they will not use it. Make sure that you don't just copy your old training materials, don't give people PowerPoint slides, and make good use of white space.
6. Clearly communicate the role that you are going to play to whomever you are working with. Often meeting your client's need hinges on your ability to consult on a process, not the content. Your client is most likely the subject matter expert, so listen. Why are they talking to you? How can you help? How will your help benefit them in the long run? Will they have to come to you every time they are confronted with the same problem or are you building their skill set? These are questions that if answered at the beginning of a project can really excite your client.
7. Remind your clients that training isn't always the answer!

Learning does not always come from the classroom. Positioning your organization's learning function to be process consultants in addition to training experts is one way that you can continue to show returns for your organization.

David Ortner, Ed.M, CPLP, SPHR

David is currently working as a HR Business Partner – Learning for a large not-for-profit in the Greater Chicago area. Focusing on organization development, David has several years of experience in training and development. His master's degree is in adult learning and instructional design from the University of Illinois, Urbana-Champaign. David Ortner can be contacted at davidortner@gmail.com.

How Will a CPLP® Certification Help Demonstrate Your Value?

by Gwen Onatolu

In January I attended a Chicago Chapter ASTD (CCASTD) event. Surprisingly, half the people I met were in transition. With the projection by CareerJournal.com that 78,000 more employees will enter the field of training and development (T&D) by 2014, the competition will grow. More and more, workplace learning and performance (WLP) professionals are contemplating the option of pursuing the Certified Professional in Learning and Performance (CPLP®) credential, an ASTD certification. Given the current state of the economy, many in the profession will likely ponder the question: Will the CPLP® certification help me demonstrate my value to future employers or clients?

People have long used certifications across various industries to proclaim their expertise, enhance credibility and validate experience. It is a tool people often use to separate themselves in crowded professions. Whether or not a certification truly measures one's worth and credibility in a profession over practitioners who don't have it has long been debated and that debate will no doubt continue. The T&D industry intensified this debate for WLP professionals with the launch of ASTD's CPLP® certification in 2006.

Three plus years have passed since the first batch of CPLPs were anointed. We now have data to gain an initial perspective on the value of a CPLP® certification. Will the CPLP® letters behind your name open new doors of opportunity? Does it have the potential to help blaze pathways you couldn't have entered without the certification?

THE CREDENTIAL

Dr. Joy Thompson, from the University of St. Francis, defines the CPLP® certification as follows: "The CPLP certification is the gold standard for adult learning professionals, and as the Program Director of the MS in Training and Development, I use the ASTD competency model as one of the benchmarks when revising or updating the program." When asked to compare the credential to a Master's level program, Dr. Thompson states, "Clearly the differences between the certification and the master's are in the depth of the content. A certification tends to explain what to do and how to do it. A master's will also address the 'why' or theoretical basis, helping professionals to be more aware and adaptable in their practice."

I believe credentialing in any profession provides benefits to the industry and practicing practitioners. The CPA (Certified Public Accountant) credential is one of the most commonly known credentials. It has become the standard for assessing accountants and the accounting profession. ASTD is positioning the CPLP® certification as its flagship credential for the T&D profession. The CPLP® certification is grounded in the framework of ASTD's 2003 competency model based on nine areas of expertise (AOE). The certification has three parts – job experience, a knowledge exam of 150 questions and a practical application component. It typically takes nine to twelve months to complete the certification process. The certification is administered by the ASTD Certification Institute, an independent arm of ASTD.

MARKET VALUE

Currently, over 900 people globally have their CPLP® credential with that number growing each year. Jennifer Naughton of the ASTD Certification Institute noted over 600 CPLP® preferred listings on the ASTD Job Bank since 2006. A recent search of the Job Bank revealed 10% of the current job listings have a 'CPLP Preferred' requirement. A quick search of the job search engine, Monster.com, showed eight job listings among thousands for T&D positions while a local web search in the Chicagoland area found only three 'CPLP® Preferred' job listings and one 'CPLP® required' listing. Searches on other national job engines found a sprinkling of job listings noting 'CPLP® certification a plus', 'CPLP® strongly desired' and one site even listed a job with `a Master's degree or CPLP® preferred'.

It is difficult to quote a market value for the CPLP® credential. Plenty of anecdotal stories do exist.

- Kris Schaeffer of Kris Schaeffer & Associates directly attributes four of her new consulting clients to attaining her CPLP® credential.
- Recently, a Department of Labor training manager in Chicago specifically sought a CPLP® trainer to facilitate a retreat.

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- A hiring manager in Houston recently emailed me seeking candidates for an instructional design position requiring the CPLP® credential.
- Patricia Buckner, T&D graduate student at Roosevelt University, recently completed four job interviews and each desired a CPLP® certification for the position.
- Ellen Markey, Training Manager at APAC, has seen increasing demands for CPLPs in middle-to-upper management WLP positions.
- Others have contributed their certification to getting in-place promotions and finding new jobs.
- Some in transition have pursued the certification and have yet to secure a job. For them, the jury is still out on the market value of the certification. They do remain hopeful the credential will be the differentiator to aid them in their search and have seen evidence of this through getting interviews.

In addition, I interviewed several companies about the value they place on the CPLP® certification. One representative stated, "Having a CPLP® certification is not the deciding factor to hire an employee or contract with an independent consultant. Rather, relevant experience will always be the first criteria, followed closely by formal college degrees." Other firms echo similar criteria. From employers' perspectives in selecting a candidate, it appears the order of importance is experience first and then comes formal education – at least a bachelor's degree, followed by the certification. In my opinion, you need the first two to get to the table and then the certification can be used to separate yourself from the crowd.

PROFESSIONAL VALUE

A random sample of those currently holding the CPLP® certification cited a variety of reasons for pursuing it. John McDermott states, "I wanted to credentialize my experience (20+ years) and the CPLP® seemed the most appropriate." Rich Taylor states he uses his credential "as part of a story about [his] personal commitment to excellence." Others cite benefits ranging from professional growth, personal challenge, to job marketability and networking with likeminded professionals. Many are using this as a way to prove to themselves they can meet the high standards while others are using it to round out their knowledge in the different areas within the training field.

On a larger scale, some see the credential as a way to give back to their profession, including elevating the worth of being in the training field. A recent survey done by the ASTD Certification Institute found that nearly 90% of CPLP® recipients report that the credential has assisted them in their professional development and in the job market. I believe most would agree the certification offers varied benefits to the WLP profession and practitioners in the industry.

CONCLUSION

So will the value of a CPLP® credential become the acceptable standard for training professionals like the CPA is for accounting professionals? Only time holds the answer to this question. As I conclude this article reflecting on the value of the CPLP, an old nursery rhyme my daughter and her friends often sang comes to mind – First comes love, then comes marriage, then comes baby in the baby carriage. That is, gain relevant work experience, formal education, at least a bachelor's degree, and next obtain the CPLP® certification to cement your credentials. Like most things in life there are no guarantees and no one accomplishment will secure your future.

Each of us will make the CPLP® decision individually based on professional goals and market place demands. Some will seek the credential to increase the credibility of their training and consulting services. Some will use it to increase their personal stock value in an organization, position themselves for a promotion or to leap-frog back into the market place after a job loss. I firmly believe the CPLP® credential can be a differentiator to separate you from peers once you have gained the experience and earned the degrees. Personally, I have seen doors open for me that were triggered by my CPLP® credential. Prospective clients have contacted me upon learning through internet searches about my credential. The credential is allowing me to enhance my credibility and get noticed in a crowded field. Once at the table, I still need to seal the deal throughout the rest of the vetting process.

I firmly believe the CPLP® trend will continue gaining momentum, and its value will greatly increase within the boundaries of the T&D profession over the next decade. Some of us are early adopters and are actively pursuing the credential now while others are choosing to wait and see what the future brings. The decision is a personal one.

Gwen Onatolu, MBA, CPLP®, is founder of Management Resource Services, Inc., a training and consulting firm. Gwen is an expert in designing and facilitating leadership and management development initiatives, supporting clients across varied industries including, federal, state and local governments, corporations and non-profits. Gwen is an adjunct professor teaching leadership courses for two universities in Chicago. Gwen earned her CPLP® designation in 2006 and currently serves on the CCASTD Board as CPLP® Director and the Dupage SHRM Board as Diversity Director.

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Living a Values-Based Life

by Dr. Veronica Bruhl – CPLP, PHR and
Michaleen (Micki) Lewis MSMOB – OD, PCC, CPLP

If you were asked what your values are, would you be able to answer? Don't be embarrassed if you don't know, or can't put them into words. Most people cannot truly articulate their values.

WHAT ARE VALUES?

Values are beliefs that are formed by our own experiences. Values are derived from a huge range of our experiences; upbringing, religion, culture, education, experiences both good and not so good. Values help us orient to what is correct and important in our own eyes. Values guide us to what we believe is the best path. In other words, our values guide our actions. Most people have approximately 6-10 core values upon which they base their lives. These values are like an "internal compass" to guide the determination of what we believe is "correct" or the "right" in how we see the world.

Why is it important to know our Values?

Values become the rationale of our actions. They help us make choices or decisions. Values help us to delineate or explain the way we do what we do! Do they justify what we do? Possibly – in our own minds! They are the "WHY" of what drives us to do what we do. Whether we like it or not, we assign points or a "value or worth" to everything we encounter.

Understanding our values – getting clear on them can support the way we live our lives, make choices about careers, and decide how we want to live.

Example: If I know that one value I hold for my career is that I value Learning – then the decisions I make will revolve around learning or teaching others. If I am offered a job that does not promote lifelong learning or education, I would have to think a great deal about taking that job. Naturally other factors DO come into play which help me make this job decision. The remainder of this article will outline some simple steps to follow to better determine what your values are, and help you devise some plans to better align your life with your values.

STEP 1: IDENTIFY YOUR VALUES

To begin, ask yourself this question: ***What is important to me?***

According to Mr. Doug Woods, a life coach (http://www.dougwoods.com) we need to let the answer emerge from our intuitive side – our gut. He suggests that we respond to the question above by quickly scribbling down anything that comes to mind (family, money, success, power, etc.). Then he suggests we ask ourselves a follow-up question: ***What do these particular words MEAN for me?***

By answering this question for each value, you can determine if the things you identified are really values or not. For example, if money was a value that made your list, consider what you mean by putting this on your list. Is this (money) a driving force in your life? Or, perhaps do you mean that money provides the ability to support your family? If the second question is true, then money may represent a value such as security or freedom. It in and of itself may not be one of your values.

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Continued:
Living a Values Based Life

STEP 2: PRIORITIZE

The second step is put in order of priority all of the values that are important to you. One easy way to do this is to put each value on a post it note. Start moving each note to create a line from most important to least important. If you are having problems with this activity, remember that there are no right or wrong answers. Also be aware that your values can change depending on where you are in your life cycle.

STEP 3: COMPARE YOUR LIST WITH YOUR LIFE

Next, review your life compared to the current values that you identified. Ask yourself this question: ***How are you living your life compared to your prioritized list?*** If there is a disconnect, create a plan to make a change. This plan could be short-term or long-term depending on how significant the changes are and how quickly you are able to make changes.

Example: Say your top value is spending time with family and friends. Currently you work 50-60 hours per week and travel 50% of the time. It seems that there is a disconnect between your life and your listed values. Begin your plan by determining how much time you would like to spend with your family and friends. Next, determine realistic actions to support your plan. Sample actions may include a career or job change, going back to school for further education to prepare for a new job, or becoming more efficient by eliminating time wasters or activities that are not directly related to your job or your success.

STEP 4: BE SMART

For each value, create a SMART goal. Each goal will help you develop your plan. SMART goals are:

- **S = Specific (Well defined so anyone can understand)**
- **M = Measurable (Know when the goal has been achieved)**
- **A = Attainable (The goal should be achievable and that you should be able to accomplish it)**
- **R = Realistic (It is attainable within the resources, knowledge, and time)**
- **T = Timely (A clear deadline that can be tracked)**

Once you have developed your plan, one way to increase success is to find a coach who can help keep you on track. Share your values and make sure that you are being held accountable for your actions.

Regardless of how you achieve your plan, in the end, this process should make you satisfied by clarifying what your values are, building a plan to balance your values with your life. Striking a balance between your values and your life betters your chances for achieving your highest results.

Dr. Veronica Bruhl is a proven leader in business and education with more than 10 years' experience in analysis, design, development, delivery, and evaluation. She has helped businesses achieve their best in human performance improvement and project management. She is an Adjunct Professor for Roosevelt University teaching technology classes in training and development. She also consults and works with Fortune 500 organizations. She serves as the ASTD National Advisor for Chapter and received the 2008 ASTD Volunteer-Staff Partnership Award for her work on creating an award and recognition program. She is the past president of the Chicagoland Chapter of ASTD and enjoys connecting with past colleagues at vbruhl@sbcglobal.net.

Michaleen (Micki) Lewis is CPO (Chief Performance Officer) of Envision Results Inc., a Human Performance and Talent Development Organization who partners with Leaders building High Performing Organizations and Teams. A women-owned business, Lewis has worked across North America with over 55 organizations for the past 10 years designing and implementing Leadership and Organizational Development initiatives. Focus areas: Executive and all level Coaching, Leader and Management Coaching Skill Development +T3's, New Leader Launch and Next Leader Acceleration. Ms. Lewis welcomes your call: mlewis@envisionresults.com or 630.357.5730.

The Learning Curve

by Mark Durgee

Bridging the Gap Between Theory and Application

As a CCASTD or ASTD member, you likely go about your daily activities improving employee performance for many very successful organizations not even stopping to think about the hundreds of area college students looking to join you. Down the street there may be a sophomore just learning about workplace learning as a profession. On a different floor in your office building there may be a professional who takes night classes hoping to enter the field after years in other leadership roles. Whether you recognize it or not, these students are the future of your profession.

Take a minute and ask yourself, "What might I learn from these students to sharpen my competencies? What can I do to ensure the legacy of workplace learning and performance will continue to be something I am proud to be a part of?"

I am guessing that you are a "mover and shaker" in the industry since you are attending the 2010 ASTD International Conference and Exposition. As you know, the theme of this year's event is "Find Your Value" and charges participants to begin shaping their individual contributions to the 21st century workforce. When the last session's evaluation has been submitted and vendors pack up their booths, I guarantee that you will walk away from McCormick Place excited and ready to take action. We know from previous experience that this feeling does not last as long as it should.

I present to you a way to "bottle" that excitement and save some for a future date. Don't be too skeptical – it can be done! Take that passion and excitement and invest it, if you will, to get a return in months and years ahead. Involve yourself in the local workplace learning community. CCASTD has many opportunities available that will more than satisfy this need. If you have yet to find the perfect way to accomplish this task I offer you a fantastic option– the newly formed ***CCASTD Student Interest Group***!

STUDENT INTEREST GROUP BACKGROUND

As a second semester graduate student in the Human Performance Improvement program at Roosevelt University, I have a seemingly limitless wealth of information available to me. The program is linked directly to the ASTD WLP Competency Model so I feel ready to hit the ground running in my new field before I even graduate. My classes include subjects like adult learning theory, organizational development, and performance consulting. I have opportunities to make "training and development" connections to previous experiences. My professors consistently share their experience and professional networks. I am regularly enriched by my fellow students who share their perspectives with me along the way. What more can I ask for, right?

Late in 2009 I got to thinking, "How could I possibly make this educational experience even better?" It did not take me long to connect with the CCASTD University Relations Committee and find out. After much planning with Catherine Marienau, Director for University Relations, I met other college students with the same aspirations and the CCASTD Student Interest Group (SIG) was formed.

FOCUS AREAS

We are a strong group of graduate and undergraduate students focused on contributing to the local workplace learning community. We have a lot to offer too! We look to bring the newest theories and technologies to enrich every CCASTD member experience. SIG members can expect value-added benefits from activities like networking, continuing education, volunteering, mentoring, and community leadership. We also seek opportunities to help prospective students enter the field so they, too, can bring their strengths and experience to the profession.

CCASTD STUDENT INTEREST GROUP + YOU = VALUE

So how can a CCASTD member like you contribute and, more importantly, benefit from participating in SIG activities? Here are just a few of the ways:

- Join in the learning community the SIG has created with a focus on social media applications in workplace learning and performance – *might you use these technologies to more efficiently meet your workplace learning objectives?*
- Sign up to join the mentor/mentee program – *connect with students who have access to the newest theories and applications available today!*
- Attend SIG events and recruit your next team member – *Monster.com has nothing on this talented group!*
- Arrange for a SIG member to intern in your office – *get some much needed help while allowing a student to bridge theory to workplace application!*
- Identify yourself as a subject matter expert for SIG members and CCASTD members alike– *build your brand while offering your expertise to those who need it!*

Connecting with the SIG could not be easier. If you have an internet connection you can find us.

Reach out to us today and you will be amazed how much farther we can go together!

Blog– http://ccastdsig.wordpress.com/
Twitter– https://twitter.com/ccastdsig
Facebook– http://bit.ly/bwulFs
LinkedIn– http://bit.ly/cMRL2o

Mark Durgee is a graduate student in Roosevelt University's Masters of Arts in Human Performance Improvement and co-founder of the CCASTD Student Interest Group. As a Graduate Assistant he regularly contributes to the program's blog (www.trdv.wordpress.com) and is co-editor of the program's newsletter. Mark is new to the workplace learning and performance field with a background in proprietary higher education, sales, and marketing. He is planning a move to Merida, Mexico this summer where he will continue his studies online and teach English as a second language. Contact Mark at durgee3@gmail.com.

Putting the ASTD WLP Competency Model into Practice

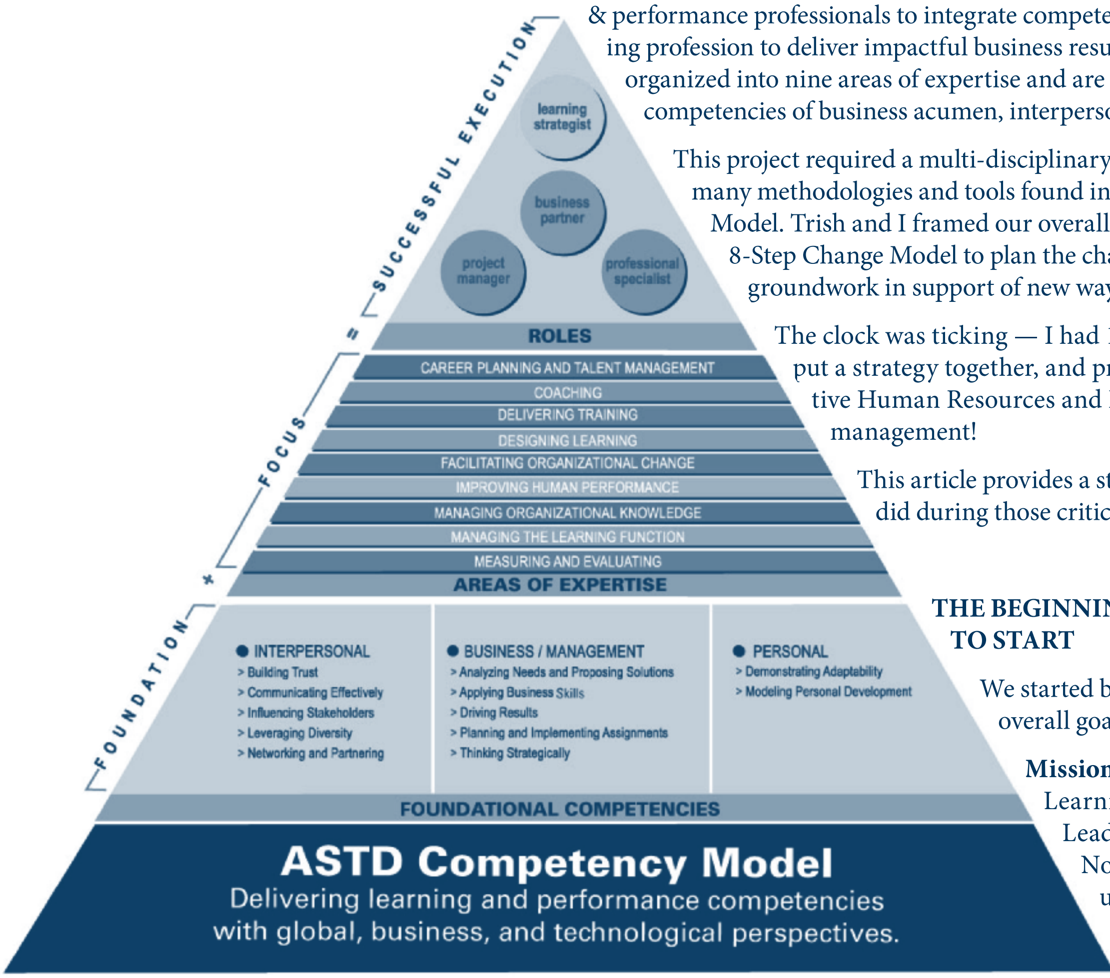
by Trish Uhl, PMP, CPLP and
Tamara Greer

> ***"Effective leaders help others to understand the necessity of change and to accept a common vision of the desired outcome."***
> *— John Kotter*

SOME PROJECTS ARE JUST NOT MADE FOR GOING IT ALONE

During the summer of 2009, I started in a new position where I was asked to operate as "first among equals" with the US Refining Business Unit L&D Managers and to take a global view of the L&D requirements and strategy in BP's refining operations. Specifically, my role is to facilitate the sharing of learning across Business Units and between regions, while directing the development of global and US regional L&D standards. I was commissioned to take the lead in connecting the US Business Unit L&D Managers to ensure we take common approaches where appropriate, share best practice and reduce unnecessary duplication.

I began my new role by framing some initial steps forward and reached out to Trish Uhl from Owl's Ledge to provide support in getting started. Trish and I met several years ago when participating in the ASTD Certified Professional in Learning & Performance (CPLP®) certification pilot. The CPLP® is based on the ASTD Workplace Learning & Performance Competency Model which requires workplace learning & performance professionals to integrate competencies from across the learning profession to deliver impactful business results. These competencies are organized into nine areas of expertise and are anchored in the foundational competencies of business acumen, interpersonal, and personal skills.



This project required a multi-disciplinary approach, drawing from many methodologies and tools found in the ASTD WLP Competency Model. Trish and I framed our overall approach on John Kotter's 8-Step Change Model to plan the change strategy and lay the groundwork in support of new way of working in L&D.

The clock was ticking — I had 10 weeks to solicit support, put a strategy together, and present the approach to executive Human Resources and Learning & Development management!

This article provides a step-by-step guide to what we did during those critical first 90 days on the job!

THE BEGINNING IS THE BEST PLACE TO START

We started by defining the mission and overall goals of the initiative.

Mission: Establish a newly formed Learning & Development (L&D) Leadership team at BP Products North America Inc. by joining up and supporting critical activities at our five (5) U.S. based refineries.

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This represents a change in how members of the L&D function across the refineries perform their jobs. These changes could range from minor shifts in process to a complete redesign of business process, along with the adoption of new, standardized learning technologies.

In support of the change strategy the effort included:
Developing a high performance team between the U.S. Refinery Learning and Development Managers and the Shared Service Learning Group Leadership, a team that is operating from a whole new level of partnership, effectiveness, efficiency, and performance and now has a track record of delivering exceptional results.

The measurable outcomes were identified as:

- Charter the L&D Leadership Team to powerfully lead the change efforts now needed in BP Refining Operations.
- Align the L&D Leadership Team on the critical success factors for delivering on the organizational strategic objectives.
- Collaborate with the L&D Leadership Team to create the rules of play, a common implementation approach, and a preliminary action plan for success.

Once we had the mission and goals in place, we were ready to execute against step one in the Kotter 8-Step Change Model – *Create Urgency.*

STEP ONE: CREATE URGENCY

"Create Urgency" requires developing a sense of urgency with the key stakeholders around the need for change. This meant starting an open dialogue with the L&D Managers at the local refineries to discuss the business drivers and market forces that made the change necessary.

To open the dialogue, we conducted group conference calls with the L&D Managers and their local teams. Agendas were emailed in advance with high level talking points, including a list of the business objectives in support of a shared service strategy.

[See sidebar of Measureable outcomes]

The L&D function at each refinery was originally setup independently of each other. Across the refineries, there is limited standardization on tools and methodologies.

Getting an initial view of the capabilities at each refinery became the focus of the conference calls. Preliminary conversations started around how L&D might leverage and join up activities in a more common way.

These conference calls were also used as a means of addressing questions & concerns and managing expectations. Initiating a forum for all to contribute to, and circulating working documents in support of the communication flow, created transparency to the project and allowed the L&D Managers to build rapport with each other. Setting this foundation was critical to forming how the L&D Leadership Team would work together.

STEP TWO: FORM A POWERFUL COALITION

It's not enough to tell people about the changes; you need to secure their support. Get them to rally around the initiative. Culture shifts in particular require a bottom up, rather than top down, approach. In this case, the BP L&D Managers at the refineries – and their teams – were engaged in the need for a Shared Service L&D function and recommendations for how to actively work together.

People support what they help to build.

At BP, we focused on key impacts at the local, regional, and organizational levels and consistently drove the discussion around WIIFM – *What's In It For Me*. Taking this approach, we discussed the local refinery benefits of this change as much as we explored the benefits to the U.S. Refining operations and BP as a whole.

We also talked about the "pain points" for L&D at each of the sites – for example, lack of resources, keeping up with shifting priorities, fighting a feeling of constantly "recreating the wheel," etc. Positioning a Shared Services team as a solution, we made the case that working together was in everyone's best interest.

Change as a solution and a way of working to have a balance site perspective and leadership representation led us to formally charter the L&D Leadership Team.

Mission and Benefits of the L&D Leadership Team

The mission of the L&D Leadership Team is to equip each of the Refining sites with

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Business Objectives

Centralization of L&D Refining and the formation of the L&D Leadership Team benefits include addressing the following business objectives:

Reduce Costs

- ***Avoid duplication of effort – provide efficiencies on common L&D initiatives (e.g. Process Safety, Control of Work, Onboarding / New Hire, Manager / Supervisor Training, Leadership Training, etc.)***
- ***Provide segment-wide L&D support***
- ***Improve bench strength and share resources***
- ***Standardize on centralized technologies and vendor selection / procurement***

Improve Service

- ***Standardize operations – centralization provides the opportunity to standardize L&D operations across the company, establish best practices, and implement guidelines for L&D governance.***

Collaborate on L&D SIP items

- ***Prove effectiveness on common L&D initiatives (e.g. Process Safety, Control of Work, Onboarding / New Hire, Manager / Supervisor Training, Leadership Training, etc.)***

Compliance / Regulation

- ***The US Refinery Independent Safety Review Panel ('Baker' Panel) recommended that BP "provide more effective and better coordinated process safety support for the US Refining line organization."***
- ***Collaborate to better sustain Process Safety capabilities.***

consistent, repeatable L&D processes and tools.

Specific benefits include:

- Cost benefits
- Efficiency
- Standardization
- Replication
- Sharing Best Practices
- Clarification at central / group level before executing work
- Centralizing course catalog & competency database (tool)
- Support for funded / active initiatives – gatekeepers/governance – seeing if they're still being supported (one method, instead of five ways going to the sites)
- Leveraging each other's strengths & resources (don't have to re-create the wheel)

The L&D Leadership Team became a coalition of the refinery site L&D Managers working with the Refining L&D Manager to create a shared and complying vision for L&D.

STEP THREE: CREATE A VISION FOR CHANGE

Over time, using frequent conference calls, reinforcement through email follow-up and other communications, and face to face meetings as part of the site visits, we were able to create our vision.

Some of the questions we used to facilitate these discussions included:

- What does success look like?
- At the end of [X timeframe], where do we want to be? Who do we want to be?
- What do we need to do to achieve that vision?

Outputs from these meetings and communications became inputs into a strategic plan, L&D roadmap, and Terms of Reference (TOR) documents. Together, the L&D Leadership Team defined how they would work together. This process helped to shape the vision, with input from all team members, which in turn helped to advance the change forward.

STEP FOUR: COMMUNICATE THE VISION

After defining the vision, it was time to take the show on the road. We created a slide deck that helped to communicate the change vision to all L&D members as I traveled the country performing site visits.

The presentation outline asked and answered the following questions:

- What is the purpose & vision of the L&D Leadership Team?
- Who's on the team?
- Why is the team being assembled?
- How will the team work together to communicate and make decisions? What are team member roles & responsibilities?
- What's the impact to the individual U.S. refineries?
- What's the purpose of the site visits?
- What should the L&D teams at each refinery start / stop / continue doing?
- What project tasks are most urgent?
- What are the project milestones & timeframes?
- What are your questions & concerns?

These meetings happened on two levels: with the L&D staff and Human Resources executive management. The need for change – and the vision for it – was now being pushed up from the refineries as well as down from executive leadership. This alignment supports the culture shift, although still recognizing the change is not without obstacles.

STEP FIVE: REMOVE OBSTACLES

Guiding our teams through change is a process that requires patience, persistence, and perseverance. Shifting people from the current view (site lens) to an enterprise view (across US Refining) was the goal.

To hold each other accountable we focus on our behaviors as a leadership team.

STEP SIX: CREATE SHORT-TERM WINS

Of course, work did not stop while the L&D Leadership Team created and communicated the vision for a Refining Shared Service L&D organization. In many ways this helped to reinforce the concept of collaboration across current L&D activities.

In learning how to leverage each other to streamline their work, and provide each other with relief to some common issues, L&D was able to take small steps toward sharing and leveraging benefits of change in a very real and immediate way.

These short-term wins reinforced the team's collaborative approach and has helped as the team continues to work forward together.

STEP SEVEN: BUILD ON THE CHANGE

Ten weeks went by quickly! It took no time at all before I was on a plane to London to present our strategy and approach in front of the BP Human Resources (HR) and L&D executives.

At BP, L&D reports up through the HR organization. Prior to this meeting, I knew executive support could only be secured by encouraging local participation and soliciting L&D support directly, which made the work Trish and I did necessary inputs into this meeting and critical to the overall project success.

Chartering the L&D Leadership Team provided me with a foundation upon which to continue to build the change with my peers.

STEP EIGHT: ANCHOR THE CHANGES IN CORPORATE CULTURE

People go through three stages to make change "stick." They must:

- Adopt
- Adapt
- Embed

These are critical to anchoring change in corporate culture and must be actively pursued for change to be sustainable. At BP, I continue to solicit executive support and feedback, lead the L&D Leadership Team, report progress, look for opportuni-

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Continued:
ASTD WPL Competency Model

ties of continuous improvement, and to reinforce the Shared Service L&D model and behaviors.

As the Shared Service L&D Organization becomes further embedded in the Refining organization, what started as a shift in culture will become how we work in L&D. Taking time to pause and align on the mission of the L&D Leadership Team has helped in framing and building the Shared Service Team and the future of BP Refining L&D.

Trish has a number of certifications including certification as a Project Management Professional (PMP), and as a Certified Professional in Learning & Performance (CPLP™). With over 15 years experience in the learning & performance industry, Trish is a 'Jill of all trades' given her variety of skills in project management, facilitation, instructional design, ILT course development, technical training, e-Learning, and change management. Trish's very most favourite thing to do in the whole wide world is to help people and organizations get from A to Z — getting them ready, willing and able to use new processes and tools.
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The Trend Line is Going in the Wrong Direction

Retain and Engage the Value of Your Team — Your People

by Edith Onderick Harvey

Workers in America are an unhappy lot. In January, The Conference Board reported that only 45% of workers are satisfied with their work, continuing a two-decade trend of increasing dissatisfaction. Think about that. Nearly six out of ten people in our organizations are not bringing anywhere near their best to work.

This statistic tells me that our **#1 leadership issue in 2010 needs to be retention and engagement.**

Wait a minute. You're thinking, "In this economy, no one is going anywhere." Maybe not in the current situation, but it's beginning to turn around and soon resumes will be hitting the streets. What you do now will impact how many resumes from your team will be in the mix.

What we know about people who are dissatisfied in their jobs is that they will leave — either physically, or sometimes worse, mentally. Usually, **our best performers are the first to go** when they are dissatisfied. They are highly marketable and they know it. On the other end of the spectrum, our poor performers will often not leave but simply continue to be dissatisfied. The bulk of our workforce won't be the first out the door but will begin mentally shutting down. They will begin to only do what absolutely needs to be done or only what will impact their merit increase. They will come in at 8:00 and walk out precisely at 5:00. And once they see top performers leaving, they too will begin to look toward the door.

As a leader, your plan this year should include how you will retain and engage the performers on your team. Here are some things to consider:

- Look at your team. **Who's a flight risk?** Whose departure would significantly impact the business or the team? Who's not going anywhere but at the same time not as fully engaged as they once were? Create re-engagement strategies and contingency plans if a performer leaves.
- On the chance that a poor performer leaves, **how attractive is it for a strong performer to join your team?**
- **Look at yourself.** How satisfied are you? As a leader, your team takes direction from you.
- **What vision have you developed and communicated for your organization?** Does it make people say "I want to be part of this."
- People are satisfied when they perceive they are doing something meaningful, have a choice in their work activities, feel they are performing competently, and are making progress. **As you set 2010 goals with your team, how meaningful are they? Will the person have a sense of progress?**
- **Are you giving people a choice** in how they run their business or manage their work?
- Do they have the skills and knowledge to perform competently? Are they able to use their strengths? **Are you helping them build their capacity through coaching?**
- Have you spoken with people about how they perceive their current work and working environment? What interests them about it? What frustrates them? **Have a conversation and create a plan together to build on what's good and address what can be changed.**
- Finally, **don't throw money at it**, unless that is the real issue. Money will only work in the short term. Meaningfulness, choice, competence and progress will motivate people in the long term.

Edith Onderick-Harvey is an experienced executive consultant and founder of Factor in Talent Consulting. She has over 20 years of experience with helping clients manage change and lead transformation due to significant growth, reorganizations, new technology introductions and leadership changes. She has led and managed U.S.-based and international assignments for clients that include Fortune 500 companies and a number of smaller firms. A case study of her work with Harvard University is featured in The Conference Board publication "Evidence-based HR in Action," and Edith is frequently quoted in The New York Times, CNN.com, HR Executive and American Executive. Edith is a TrainingPros Relationship Manager and can be reached at ***1. 866.PROS*** *or* ***edith.onderick-harvey@training-pros.com.***

The Marriage of Formal & Informal Learning

by Marty Rosenheck

I don't usually peruse the society pages of Training Today, but this posting really caught my interest. Why should we care about this particular marriage? The main reason to take note is that we are finally realizing that each has their strong points, however neither formal nor informal learning, is working as well as it could alone. By understanding their strengths, weaknesses and differences, we can create a synthesis that can take learning, engagement, productivity and innovation to unprecedented levels in our organizations.

First let me introduce the happy couple…

Formal Learning, which includes classroom training, synchronous and asynchronous elearning, and workbooks, has only been used in the workplace to any great degree since WW2. Of course, Formal Learning can be efficient and good for getting new people up to speed. But it is relatively expensive to develop, quickly gets outdated, and has been only marginally successful in translating to performance on the job.

Informal Learning has been around the workplace much longer than Formal Learning and includes all the ways that people have learned on the job, including trial and error, conversations, observation, asking questions, and apprenticeship. ASTD defines Informal Learning in the negative as "a learning activity that is not easily recognizable as formal training and performance support." Generally speaking, it takes place without a conventional instructor and is employee-controlled in terms of breadth, depth, and timing. It tends to be individualized, limited in scope, and utilized in small chunks. Informal Learning can be quite job-relevant and occurs as needed, but is often inefficient, haphazard, and slow.

Research suggests that only about 20% of workplace learning is formal and 80% is informal. The relative costs are harder to measure; we know how much is spent on formal learning, but informal learning costs do not usually appear explicitly in any budget.

A MARRIAGE MADE IN HEAVEN

The imperatives of the marketplace and the economic downturn have made this a shotgun marriage. Formal Learning is just not making it on its own. Organizations are not investing what they had been in developing and delivering formal training, resulting in cost cutting and reduction of the ranks of training and development staff (see the latest ASTD State of the Industry Report). At the same time, there are greater demands from the global market to keep up with rapid changes through faster, cheaper, on-demand learning methods. Informal Learning, with all its virtues, is not making it on its own either. It is too inconsistent and haphazard to keep organizations competitive. Many organizations know they need to see this marriage succeed but they are struggling to figure out how to make it work.

The good news is that this marriage has a greater chance of success now than ever. This is because of the groundwork that is being laid by technology and a broadening recognition by leadership that, as Jacob Bronowski, author of *The Ascent of Man* said, "Knowledge is our destiny." There are three factors that make it possible for this to succeed and produce

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engaged, cooperative, intentional learners and innovators:

- Leadership Support
- Culture Change
- Technology

Leadership Support. For any major change to take hold, it must be supported from the top. This needs not only the blessing of key leaders, but their active promotion and involvement. It is important that integration of formal and informal learning have champions both in the corporate leadership and in the business units. When one large industrial supply distributor began using a Twitter-like tool called Yammer, it was met with very limited use and acceptance. However, once the CEO started using it, the usage and participation skyrocketed almost overnight. Formal and Informal learning, depend on the encouragement and financial support of their leaders.

Technology. The recent wave of technology, especially Web 2.0 technology is a key enabler for this marriage. These technology tools and infrastructures include easy to use authoring tools (*e.g.,* Articulate, Captivate, Lectora), learning and content management systems, knowledge repository and sharing tools (*e.g.,* SharePoint, wikis, forums), social media and networking tools (*e.g.,* Facebook, Twitter, YouTube or their internal equivalents), virtual collaboration and learning spaces (*e.g.,* Google docs, web conferencing, Second Life) and mobile devices (*e.g.,* smartphones, tablet PCs). Many of these tools are inexpensive (or even free) to obtain and implement. They provide the "plumbing" and "wiring" that enable informal and formal learning to live together in their "new home."

Learning Culture. Technological tools and leadership support alone will not be enough to make the marriage of informal and formal learning work. The shared values, beliefs, mental models, habits, and behaviors of the workforce in an organization – its **culture** is key. How do people in an organization relate to each other? Is there trust in each other and in the leaders? How do people feel about knowledge – is it power to be hoarded, or a gift to be shared? How do they feel about the value of cooperation and competition? Do they see learning as a separate activity or as an integral part of their jobs? Culture is also the most difficult thing to change. A new shared culture evolves though a process that can sometimes be quite messy. It can be initiated though the marriage of formal and informal learning, supported by leadership, and enabled by technologies.

THE FOUR OFFSPRING

Formal and Informal learning differ along four dimensions. When they come together, they can, (with a little help from leadership, technology, and a learning culture) produce results that are syntheses of these seemingly antithetical perspectives. These are the potential outcomes of a successful talent development strategy.

	FORMAL	SYNTHESIS	INFORMAL
GOALS	Organizational	Engagement	Individual
CONTROL	Central	Cooperation	Distribute
LEARNING	Structured	Intentional Learning	Incidental
KNOWLEDGE	Transmission	Innovation	Application

GOALS (ORGANIZATIONAL VS. INDIVIDUAL FOCUS)➔ ENGAGEMENT

Formal learning is often geared towards **organizational** goals. In fact, learning and performance departments have worked hard to make sure their offerings are based on a solid needs analysis and are aligned with the organization's strategy and the learning needs of their internal clients. The problem is that individuals learners (and their managers) often do not see the value and relevance of the formal training to their jobs (despite efforts to make the WIIFM clear).On the other hand, Informal learning is generally more directly tied to **individual** needs and goals. Unfortunately, what people learn informally may not be exactly what the organization needs them to learn and do. This mismatch can lead to frustration and sometimes downright discouragement.

When informal learning is supported by a formal infrastructure and encouraged by the leadership, it can be set up to align both organizational and individual goals. For learning to be truly embraced by leaders, it needs to clearly support core business processes and lead to increased sales, productivity, customer service, and innovation. When a person's individual goals (and I mean this in the broad sense of the word: career aspirations, motivations like desire for recognition and challenging work, a sense of belonging and community) are aligned with organizational goals – the result is **employee engagement**! Employee engagement has been shown in many studies be correlate with superior individual and organizational performance.

CONTROL (CENTRAL VS. DISTRIBUTED) ➔ COOPERATION

Formal learning is generally **centralized.** The control over what, when, and how something is learned is located in the learning and development group. This group, on behalf of the larger organization, creates a curriculum, sets requirements, creates content (working with SMEs), develops courses, and delivers training. This approach can be useful, especially for getting larger groups of people up to speed with consistent content (for example, new hire training, compliance training, or new product training). The challenges of centrally controlled formal learning are many: it can be expensive to develop up front; it cannot capture all of the volume and nuances of what people need to do their jobs; it can be difficult to keep up with all the changing needs in the field; em-

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ployees don't have to take responsibility for their own learning; and only a small portion of the formal learning transfers to application on the job.

Informal learning is generally **decentralized** or distributed throughout the organization. It is controlled by the individual who chooses (or not) to seek help or ask a question. For it to work, people need to be self-directed learners. The two key advantages of informal learning are that it happens at the point of need and what is learned is usually applied right away. On the other hand the decentralized nature of informal learning means that it can lead to inconsistent practices, it is haphazard, and it can be quite inefficient.

A result of formal and informal learning is shared control – or **cooperation.** Cooperation is defined by the American Heritage dictionary as "The association of persons or businesses for common, usually economic, benefit." In the cooperative model, the learning and development group can shift from being the producer of content to being the guide, initiator, facilitator, and coach. Based on alignment with agreed upon organizational and learning goals, the learner takes responsibility for his or her own learning – with the support and guidance of the organization.

For example, John Moxley, Director of Leadership Development, OD, and Learning at Cricket Communications, a rapidly growing telecommunications company had realized that their small central learning group could not produce all of the desired training for a decentralized group of employees in a fast paced and rapidly changing environment. They created, in cooperation with the business unit managers, a detailed checklist of the key things that people in each job needed to know how to do. This was at a more fine-grained level than most competency lists. They then used an online tracking tool to provide the list to employees, who could choose how and when (within a target timeframe) they would learn each item while on the job. Some chose to take a brief elearning course, others asked a colleague or manager to help, and some used text messaging to get tips from friends as they were performing the task. Using the tracking technology gave the organization the knowledge that people were learning what they needed to learn – while leaving control over how and when they learn in the hands of the learners.

One often overlooked way that organizations can support self directed and cooperative learning is to provide training on "learning to learn " and on how to use the social learning and tools and resources for learning that are available to them. People who are not used to working in a learning organization culture, where cooperative learning within communities of practice is the norm, need the knowhow and a new mindset regarding learning to cooperatively in the workplace.

LEARNING (STRUCTURED VS. INCIDENTAL) ➔ INTENTIONAL LEARNING

Formal learning is generally highly **structured**. Content is presented by the trainer (or elearning or video) and received by the learner. In more interactive training methods, the learning is structured and directed by the instructor or the instructional designer. Formal training events are usually scheduled for the learner, and take place away from the work environment. This highly structured learning can be very effective for novices and for learning relatively well defined domains of knowledge. It is not as helpful for learning how to handle complex and nuanced situations (which are often encountered in real life by managers, sales people, customer service reps, technicians, etc.).

Informal learning, on the other hand, is **incidental**. It involves learning by doing though experience at the moment of need and is embedded in the workflow. Informal learning is inductive, and often occurs unconsciously in the course of doing a task or solving a problem. The positive is that this incidental learning doesn't take people away from the work. The disadvantage is that when they are so caught up in doing, people often miss an important ingredient for learning: reflection.

The combination of structured and incidental learning can give us **intentional learning**. Cognitive psychologists Carl Bereiter and Marlene Scardamalia use the term "intentional learning" to refer to "cognitive processes that have learning as a goal rather than an incidental outcome. All experience," they assume, "can have learning as an incidental outcome, but only some cognitive activity is carried out according to procedures that contain learning goals." The integration of formal and informal learning, makes learning an integral part of everyone's job, so that when people encounter new situations they see them as opportunities to learn. The formal component of intentional learning can serve to make the goals for learning clear and to provide a framework for turning experience into lessons learned.

The key to solidifying this learning is reflection. An expert on organizational behavior, David Kolb, wrote about a model of experiential learning consisting of the following cycle: action, observation, reflection, concept formation, and back to action. The act of pausing to observe and reflect turns experience into learning that can be applied to new situations. For example, leadership researchers, Morgan McCall and George Hollenbeck asked managers to stop once a week and answer just two simple questions, "What did you do last week?" and "What did you learn from it?" They found that this simple process of reflection enabled the managers learn from their experiences and to change the way they managed.

This is where the importance of the **community of practice** comes in. "The community creates the social fabric of learning," according to Etienne Wenger, one of the originators of the concept of communities of practice. A community of practice provides a context for people to reflect, reinforce and extend their knowledge by discussing it with each other, either in person or though distance technologies or social media.

Technology is not necessary for communities of practice to exist (though the water cooler is a technology of sorts). They

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form when people with common interests and goals talk informally in the hallway, ask each other questions, and share their insights. However, technology – and especially Web 2.0 technologies – can extend the reach, increase the number of possible connections, enable finding the right person or information, and track the effectiveness of communities of practice.

KNOWLEDGE (TRANSMISSION VS. APPLICATION) ➔ INNOVATION

Formal learning is focused on **transmission** of knowledge. It involves gathering knowledge from SMEs, creating content and developing learning activities to impart that content. The focus is on knowledge transmission with the understanding (hope?) that application to the job will happen later. Informal learning is all about immediate **application**. I need to do something, I get the help or look up the information I need to do it, and then apply it immediately. It is about learning by doing, and using what I learn.

The marriage of formal and informal learning can help people get proficient at their jobs quickly and efficiently. More importantly, the integration of the two can move us beyond knowledge transmission and application to knowledge creation – **innovation**. As communities of practice develop more knowledgeable members, they begin to generate new ideas and ways of doing things; they share their insights with other community members, who in turn build upon those ideas. The integration of formal and informal learning can create a virtuous cycle that leads not only to increased productivity but to the real innovation that is necessary for long term success in a dynamic marketplace.

Marty Rosenheck, Ph.D., CPT, is the Chief Learning Strategist at Cedar Interactive, a Chicago-based custom learning solutions and consulting company. He has been helping people and organizations develop expert performance for over 25 years. Marty has designed award-winning formal and informal learning systems, consulted on creating communities of practice, conducted needs assessments, developed curricula, and created blended learning strategies for numerous non-profit and for-profit organizations. Based on his doctoral work in Cognitive Science, Marty developed a learning approach called Performance Centered Learning® that helps people build expertise through guided simulations. He can be reached at ***mroseheck@cedarinteractive.com.***

Improving Training Value with New Ways of Thinking

by Angie McNaught

"We can't solve problems by using the same kind of thinking we used when we created them." *— Albert Einstein*

The challenges that exist in training today are very different than those of the past, which will continue to result in significant changes in our industry. According to the American Society for Training and Development (ASTD), e-learning now accounts for nearly one third of learning content made available. This percentage is sure to rise in the future, and as a result new approaches to solving organizational challenges will be required. Additional factors influencing training in the future include a shift in content-related training needs, the rise of coaching, and the transition from the Generation X to the Generation Y workforce.

NEW TYPES OF TRAINING

The recent high unemployment rates and influx of funding for projects by the American Recovery and Reinvestment Act have resulted in a proliferation of new types of training. For example, in January of this year, the Secretary of Labor announced nearly $100 million in green jobs training grants. The shift from blue collar to green collar training is already being seen locally. Ellen George, associate dean of corporate and community education for Illinois Central College (ICC), notes that "In an ever-changing world, training and education providers must be on the leading edge of 'what's next' in the workplace. Ever since 'green jobs' have been introduced into our vocabulary, ICC and the Professional Development Institute (PDI) have followed national trends and conducted local research to introduce green building environment/construction courses and certifications that will provide many future benefits to our community."

THE EFFECTIVENESS OF DELIVERY METHODS

The content of training in the future will also change based on results of the growing body of research in effectiveness of training delivery methods. As the popularity of online/eLearning continues to grow, there will be a greater need for training instructional designers and specialists in effective use of these methods. Although current research initially seems to be showing support for the effectiveness of online learning, more research with varied samples across fields is needed to determine which training delivery methods are best for a given situation and how to create effective technology-based training delivery methods.

The *2009 Evaluation of Evidence-Based Practices in Online Learning* report by the U.S. Department of Education states, "The literature on alternative online learning practices has been conducted for the most part by professors and other instructors who are conducting research using their own courses. Moreover, the combinations of technology, content and activities used in different experimental conditions have often been ad hoc rather than theory-based. As a result, the field lacks a coherent body of linked studies that systematically test theory-based approaches in different contexts."

THE EMERGENCE OF COACHING

Another trend sure to influence the future of training is the emergence of coaching. The International Coaching Federation, formed in 1995, defines *coaching* as "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential." The number of businesses turning to coaching is expected to continue to grow at a very rapid pace.

"Coaching plays a pivotal role in upcoming training and development programs simply because coaching is based on the premise that individuals are naturally creative, resourceful and whole, and in turn responsible for their own lives, growth and success," says Robin Albright, certified life coach and owner of Zinger Zanger, Inc., a coaching and consulting company based in Eureka, Illinois. A major study of business coaching published in June 2008 by the American Management Association in conjunction with the Institute for Corporate Productivity found that the popularity of business coaching is being boosted by companies struggling to develop a new generation of leaders to fill positions held by retiring baby boomers. Of U.S companies surveyed, 52 percent reported having existing business coaching programs in place, and another 37 percent said they planned to implement coaching programs in the future.

GENERATIONAL SHIFT

The transition from the Generation X to Generation Y workforce will also have a significant impact on the future of training. Dictionary.com defines *Generation X* as "the generation following the post-World War II baby boom, especially those born from the early 1960s to the late 1970s," while *Generation Y* includes those born from the early 1980s to the late 1990s. This year, the number of people in Generation Y will outnumber Baby Boomers.

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The 2009 Junior Achievement/Deloitte Teen Survey found that nearly 90% of teens use social networks every day, and more than half said they would consider their ability to access social networks at work when considering a job offer. If Facebook were a country, it would be the world's fourth largest, according to the video *Social Media Revolution* by Erik Qualman. Some sources report that China's version of Facebook, QZone, is even larger, with over 300 million users. Albert Einstein was right on target when he said we would need to use a different kind of thinking to solve the problems of today. Traditional face-to-face training simply will not be effective with this generation.

One major reason that the upcoming workforce will thrive on online and eLearning is that they are the first native online population. Research shows that *digital natives*, or those who have grown up with digital technology, and *digital immigrants*, who learned to use digital technology later in life, learn very differently. In order to stay competitive, businesses must adapt training to accommodate this difference. For example, digital natives are accustomed to receiving information very quickly. They multi-task and network, and they thrive on instant gratification and rewards. As Mark Prensky documents in *Digital Natives, Digital Immigrants*, "Digital immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language." Businesses that succeed at training workers to excel in a global economy will be those who are able to teach Digital Natives in their "native language."

Junior Achievement (JA) is one example of an organization that is taking steps to ensure that Generation Y is prepared to be successful in the global workforce. The JA Digital Strategy Advisory Task Force convened in Washington, D.C. this February for its first meeting. The Task Force will serve in an advisory role and will define an action plan around the use of technology in JA's future program development and delivery, with a goal of applying the learning to drive systemic change in K-12 work-readiness education.

The future of training will clearly be impacted by changes in the content of training programs, the growing popularity of business coaching, and the emergence of the Generation Y workforce. The training and development field is embracing these trends and remains on the cutting edge of research and application of alternative training delivery methods. We are well on our way to seeing exciting changes in training consistent with Einstein's concept of solving problems with new, innovative thinking and ideas.

Angie Spitzer-McNaught is the Program Director for Junior Achievement of Central Illinois. Before her tenure at Junior Achievement, she was an Adjunct Instructor of Communication at Illinois Central College in East Peoria, IL. She holds a B.A. in Speech Communication and an M.A. in Communication. She is a member of the American Society for Training & Development, Heart of Illinois Chapter and is a Certified Facilitator for the Pacific Institute, 21 Keys for High Performance Teaching & Learning as well as the Study Circles Resource Center.

CCASTD
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

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WINNER APEX '98. AWARDS FOR PUBLICATION EXCELLENCE

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A Letter From the President

On behalf of the Chicagoland Chapter of ASTD, I'd like to welcome you to our great city, and to the surrounding communities that make up Chicagoland. Beyond the walls of McCormick Place you'll find great architecture, culture, restaurants, and green space – and people with big city sophistication and down-to-earth friendliness.

Chicago is home to many of the most well known companies, foundations, universities, and associations in the world. We've become a great international city – not just because of our beautiful lakefront or stunning skyline – but because our local institutions are tackling the challenges of the 21st century head-on.

Organizations that understand the value of continuous learning have a strategic advantage. As learning and performance professionals, we are in a unique position to help our organizations acquire that advantage, and address 21st century challenges. But to do so, we must think globally and strategically; keep our skills sharp; be proactive and nimble. In doing so, we will truly demonstrate our value to our organizations.

CCASTD is no different. Our 2010 theme – Creating Our Future – says it all. We continue to question, seek, and increase *our* value. To continue to provide value to our members, we too must be global and strategic, proactive and nimble, and ahead of the curve. As an organization, we must be continually changing and re-inventing ourselves.

CCASTD is committed to doing just that. And we're committed to giving our members the resources *they* need to continue adding value and strategic advantage to their organizations.

What are *you* doing to find and increase *your* value? What is *your* chapter doing? We want to learn from you. Please visit us at our booth, and share your stories with us – we'll be happy to share our stories with you. And if you're a Chicago-area professional who is not yet a CCASTD member, please drop by and learn how CCASTD can help you find *your* value.

We hope you enjoy your time in Chicago!

Deb Pastors

President, CCASTD

Map of Downtown Chicago, courtesy City of Chicago © Navteq

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