TRAINING

TODAY

ASTD
*Linking People,
Learning & Performance*

SUMMER 2005

Letter from the Editor

What's in Your Future?

The future of training and development—workplace learning—is always a hot topic. This summer issue brings you the word on new training techniques that are future-oriented, along with perspectives on how to leap into your own future as a training professional.

Three authors from our chapter present feature articles this time around. Earlier this year, Dr. Margot Weinstein, who is active in putting together Build Your Business Forums for the chapter, interviewed Tony Bingham, President and CEO of ASTD, on the future of the industry; in this issue she offers that interview

for your consideration. Tom West, current Treasurer of CC-ASTD and hard-working Board member, has managed to eke out enough time in his schedule to contribute a fascinating article on a futuristic motivational model. And Jonathan Simon, who is active in both the North Suburban PDN and the Careers in Transition West PDN, adds a personal perspective on applying our wisdom as trainers to our own career transitions.

You also won't want to miss our columnists' latest input. Benedictine University's Therese Yaeger, our resident OD expert, has teamed up with co-author

Mary Maley of Allstate to outline a recent application of Appreciative Inquiry (AI), demonstrating its powerful potential for the future of training. Our Insights in Corporate Training interview captures the wisdom of corporate executive Pam Kemp of AchieveGlobal on how to survive and thrive in the evolving corporate training world. And Dearborn Press author Jim Kasper reveals secrets from his latest book on staying on top of future trends through sales culture transformation.

Enjoy your reading as you look to your own future.

—*Karen Bolek*

Interview with Tony Bingham, President and CEO, ASTD

On The Future of Workplace Learning and Performance

by DR. MARGOT B. WEINSTEIN (CIPS)

In the past decade, The American Society for Training & Development (ASTD) has faced many challenges to meeting the needs of its members worldwide as it adjusts to revolutionary changes in our field. When Tony Bingham joined ASTD in 2001 to lead business operations as Chief Operating Officer and Chief Information Officer, he became the architect behind a financial turnaround, improved customer service, faster content development, new vehicles for information delivery, overhauling ASTD's technical infrastructure, and enhancing the Society's online presence and customer experience.
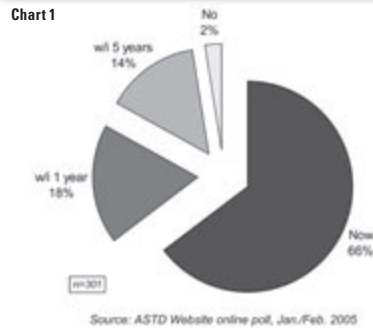
Today, as President and CEO, Bingham has completely transformed the organization through outstanding leadership. With all Bingham's changes in the last few years, I spoke with him to find out what he believes should be the future direction for the organization and its members.

Weinstein: What do you believe is the future of our industry—and what evidence do you cite to support your views?
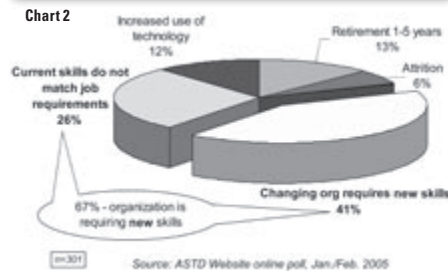
Bingham: By many accounts, the difficult years when organizations were cost cutting and right-sizing are coming to an end. It's no doubt that many of these companies are financially healthier now as a result of the cuts, though these same companies may be at risk by ignoring the need to prepare employees for growth and neglecting to "right-skill" their employees to meet the challenges that lie ahead.

A number of recent studies[1] suggest that, although many organizations are in a growth mode, business leaders still struggle with solving the skills gap—the gap between the skills their people have and those skills they need so that the organization can grow and succeed. They recognize that having the right people with the right skills in the right jobs is critical to their success, but focusing on attracting and retaining this key talent continues to be a big challenge.
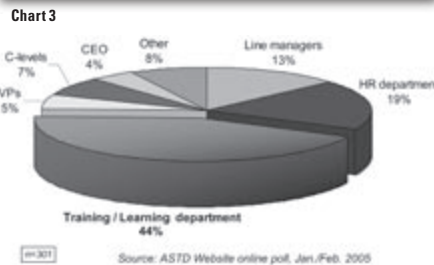
Is there a skills gap in your organization or do you anticipate that it's coming?

Chart 1

Source: ASTD Website online poll, Jan./Feb. 2005

Main reason for current or anticipated skills gap?

Chart 2

Source: ASTD Website online poll, Jan./Feb. 2005

Who is taking the lead to address the skills gap?

Chart 3

Source: ASTD Website online poll, Jan./Feb. 2005

Whether addressing a skills gap or just a lack of capability, workplace learning and performance (WLP) professionals are increasingly asked to play a key role in moving their organizations forward. Developing the flexible and adaptable workforce required of today's more agile business environment has become one of the biggest challenges the profession has ever faced.

The future for the WLP profession, then, is focused in two things: relevance and results.

To be relevant, the WLP professional must be able to prove that the learning initiatives of the organization are driving results. Organizations that merely measure the quantity or the dollar amount of learning activities miss the boat. It's not just how much you spend; it's how you leverage the investment by generating results and communicating their impact.

I agree with thoughts and ideas presented by Alan Greenspan. Testifying before a U. S. Senate committee recently, Federal Reserve Board Chairman Alan Greenspan reminded lawmakers that the United States is facing a critical, long-running economic challenge: to guarantee that its workforce is equipped with the appropriate skills to compete effectively in a new era of global competition and rapid technological progress (see p. 4 sidebar).

Weinstein: How can we best prepare for the future in our industry?

Bingham: In the coming years, WLP professionals will be expected to take the lead in bridging the skills gap. Organizational growth and transformation in the next five years will be wholly dependent on having a highly-skilled workforce. From large multinational organizations to small local firms, organizations that are not right-skilled—those lacking fully engaged and properly developed employees based on the organization's priorities—will lose ground and miss opportunities. In the current economic climate, the role of the WLP professional is more relevant than ever before. The challenge will be delivering on that upgraded expectation.

The issue of relevance has plagued the profession for decades, but our time is now. We pleaded to be part of the strategic team impacting organizational success—to get that proverbial seat at the table—and senior management is listening

and responding. But in order to continually earn credibility, we must prove our relevance through results. Here are some ways to do that:

- Lead the way in right-skilling the organization
- Be a leader in talent retention and recruitment
- Develop and enhance your business acumen
- Benchmark your organization against best practices
- Demonstrate your professionalism with a credential and a commitment to lifelong learning
- Stay abreast of new technology for learning and access to information

Weinstein: Recently, ASTD has really emphasized the importance of the new Competency Model for future success in our field. Explain the purpose, the history and the definition of the Competency Model.

Bingham: For the past 20 years, ASTD has created competency models that define standards of excellence for the profession as it has grown and assimilated new thinking and practice. Each ASTD competency model marked a milestone in the expansion of the field from a singular focus on training to human and organization development to workplace learning and performance.

The ASTD Competency Model™ defines what people need to know and do to be successful in the learning and performance field. It defines the profession in the context of learning and performance and tries to balance the strategic, financial, and business goals of institutions with the welfare of the people who are doing the work. The model enables practitioners to provide their organizations with an even higher level of value and service.

The ASTD Competency Model™ was built using a data-driven approach. The content was validated by thousands of workplace learning and performance professionals. The competencies include clusters of knowledge, skills, and behaviors that are required for job success across the WLP profession. The competency model contains three tiers: foundational competencies, areas of expertise, and roles.

WLP professionals can use the competency model as a foundation for career growth and a map for future development.

Weinstein: What are the possible links in relationship to the Model between employee learning and organizational results?

Bingham: Employee learning and organizational results are inextricably linked. The data speaks volumes.

In the survey research conducted for the competency study, respondents were asked to rank several trends in terms of their implications for the WLP profession. Ninety-three (93) percent of respondents said "aligning learning and performance strategies with the organization's strategy" was very important or essential, and 85 percent of respondents indicated that "demonstrating a payback from your efforts in the form of improved organizational performance and measurable results" was very important or essential.

Skills gap according to Alan Greenspan

"Technological advance is continually altering the shape, nature, and complexity of our economic processes," Greenspan told the Senate Committee on Banking, Housing, and Urban Affairs. "Technology and, more recently, competition from abroad have grown to a point at which demand for the least-skilled workers in the United States and other developed countries is diminishing, placing downward pressure on their wages. These workers will need to acquire the skills required to compete effectively for the new jobs that our economy will create."

Greenspan said that, during the last two decades, the supply of highly skilled workers has not kept up with a persistent rise in the demand for such skills. At the same time, demand for lesser-skilled workers has declined, he noted.

"The failure of our society to enhance the skills of a significant segment of our workforce has left a disproportionate share with lesser skills," he said. "The effect, of course, is to widen the wage gap between the skilled and the lesser skilled."

©2004. American Society for Training & Development. All rights reserved. For use by permission only.

*Adapted from ASTD's Competency Model™ with permission from the American Society for Training & Development.

Survey Research: Implications for the WLP Profession

This chart depicts survey responses to one question ... individuals were asked to rank order seven response options in terms of their importance to the workplace learning and performance profession.

Rank	Implication	% Agreeing Very Important or Essential	Mean 5-point scale
1	Aligning learning and performance strategies with the organization's strategy	93%	4.62
2	Demonstrating a payback from your efforts in the form of improved organizational performance and measurable results	85%	4.32
3	Operating ethically and with social responsibility	83%	4.38
4	Developing or offering learning tools to meet the need for just-in-time learning and knowledge	82%	4.25
5	Developing and implementing strategies for retaining and developing talent	81%	4.26
6	Increasing competence in understanding technology alternatives and their use and application in delivering learning and training	77%	4.15
7	Understanding and responding to globalization and diversity issues	61%	3.76

2,000 responses to the ASTD competency model survey

Weinstein: *Why do you feel the Competency Model will add to future success of members in our field?*

Bingham: The ASTD Competency Model™ provides:
- A comprehensive view of the entire workplace learning and performance (WLP) field
- An architecture and framework to help unify the profession
- A means to define the various professional areas of expertise and to describe how the WLP field is advancing and evolving

The WLP profession has never been more critical than it is now. Your work and the results you achieve must have a direct link to the goals and strategies of the business within which you operate. You do more than just develop people; you are instruments of change and enablers of outcomes and results. You help individuals learn, grow, and realize potential, that in turn, helps organizations perform at a higher level.

In order to help individuals and organizations develop and grow, you must first focus on your own development. Use the ASTD Competency Model™ and its nine areas of expertise to understand your strengths and gaps, or areas that you should focus on for development.

Check your competencies against the ASTD Competency Model. Act on the gaps and show your comprehension and real-life skills by earning your certification—the Certified Professional in Learning and Performance (CPLP)—from ASTD. Assess your readiness for certification on ASTD's Web site: www.astd.org/competency.

Weinstein: *What type of education/training do you believe is necessary for success in our field? And what skills and strategies will people need to be successful in the future?*

Bingham: In many cases, individuals who enter the WLP profession may come from other fields such as education, sales, human resources, and so forth. Anecdotally, people tell us that they are drawn to this profession because they want to help people and organizations achieve their potential through learning.

Whether you enter this profession through a graduate program, from a related field, or from a completely different environment, one thing is for certain: the cost of admission to the executive office is business acumen. Specifically, you must understand the business environment in which your organization operates, how to measure and communicate the results of your work in business terms that the CEO and senior leadership understand, and how to link learning and performance so that the organization can achieve results.

WLP professionals who don't develop business skills and organizational knowledge are destined to be rolled over. Like any key player in the enterprise, the learning professional must demonstrate a high level of contribution by clearly articulating his or her contribution to innovation, growth, and transformation.

Weinstein: *How can we deal constructively with our* fears *as economic change continues?*

Bingham: It's a foregone conclusion that the economy will continue to shift and change as organizations grow, transform, and innovate. In today's economic climate, the key for WLP professionals is to understand the business environment in which their organization operates, be flexible and adaptable to organizational changes, be able to articulate the results of their work in business and economic terms, and prove to the senior leadership that their work is not only relevant, but invaluable to the success of the business.

Weinstein: *Estimates say that up to 50% of ASTD's membership is independent trainers, coaches, consultants, and the other 50% work inside organizations in the fields of human resources, training and development. Have the careers of ASTD members changed in the last 5 to 10 years, and if so how? And, how do you feel ASTD serves its different audiences?*

Bingham: ASTD members' organizations and industries are as diverse as their areas of specialty. While some pockets of the ASTD membership in certain geographic locations may include a higher percentage of independent consultants, the demographic makeup of a recent sample of ASTD's membership shows that independent consultants include slightly more than five percent of respondents. Within organizations, 50 percent of respondents indicated that they have the title of training/learning manager or supervisor or training/learning department director.

As you know, the WLP field encompasses a wide range of specialties and focus areas, including but not limited to independent consultants and in-house learning and performance professionals. This is reflected in the nine areas of expertise in the new ASTD Competency Model (see graphic on p. 4). While some practitioners may have deep expertise in a few areas, WLP professionals on the whole must have knowledge of all of the areas of expertise to be successful now and in the future.

In addition, ASTD offers its members specialized benefits in such areas as

consulting, e-learning, OD/leadership, return-on-investment (ROI), and others. These membership offerings help professionals tailor their benefits based on their interests and professional specialty as their careers grow and change. Similarly, ASTD's Website offers members and WLP professionals online communities with targeted content and resources.

Weinstein: In what ways do you think the career development needs of these two groups are similar and in what ways are they different? And what are the differences in the fears and challenges of each group?

Bingham: ASTD's offerings—from its content to professional development to specialized benefits—include the many facets of the learning and performance profession. While independent consultants may have different challenges to tackle such as business development, marketing, and other items specific to running a small business, the expertise and service they provide to their clients is very similar to what an internal practitioner provides to his or her organization.

The same rules apply: know the business well and the environment in which it exists, articulate the quantifiable results of your work in business terms, demonstrate your knowledge and expertise by earning a certification in the field, and be a leader to help the organization develop and right-skill its key talent.

Tony Bingham is the President and Chief Executive Officer (CEO) of the American Society for Training & Development (ASTD.) Before joining ASTD, Mr. Bingham served as the Senior Vice President, technology and operations for Britannica.com. Mr. Bingham holds a Bachelor of Science from Northwestern University, Evanston, IL.

Dr. Margot B. Weinstein (CIPS) is an internationally known consultant, speaker and writer on leadership and career strategies. Her new book, *7 Steps To Find Your Perfect Career*, featuring interviews with successful business people is available in bookstores, online and by contacting Margot: www.drmargotweinstein.com or email drmargot@drmargotweinstein.com.

NOTES:

Answers to questions 1-6 include excerpts from the April 2005 T+D magazine article, Relevance[2], and the ASTD 2004 Competency Study, Mapping the Future.

FOOTNOTES

[1]The following studies are referenced in the April 2005 T+D magazine article "Relevance[2]" by Tony Bingham: "Your Turn," IBM's 2004 global study of CEOs, May 2004 *Learning Circuits* article by IBM's Tony O'Driscoll and Paula Birki, Convergys 2004 "Workforce Agility" study, and ASTD skills gap poll conducted in early 2005.

Motivating New Learners

by TOM WEST

A s trainers/facilitators, we encourage and motivate learners. Abraham Maslow's Hierarchy of Needs has long been a popular reference for our understanding of motivation theory (Maslow, 1970). Maslow's hierachy starts with physiological needs (food, water and shelter) and moves upward through the need for safety and security, love and belonging, esteem, and finally, the need to self-actualize—to exercise our distinctive individual talents, gifts, and capacities to become all that we are uniquely able to be.

Maslow's hierarchy rightly tells us that a "one size fits all" method of motivation is, generally, not the best approach. It tells us that, as trainers, we must assess each learner to determine which motivator(s) work best. However, it is surprising to note that—for a theory so widely held—Maslow's model does not have much empirical research to support it. (Robbins, 1993; Lawler and Suttle, 1972; Hall and Nougaim, 1968; Rauschenberger, Schmitt and Hunter, 1980)

Challengers to Maslow's theory note that human motivation did not stop evolving in the 1940s and 1950s when Maslow proposed and modified his model. Individual self-actualization may have seemed to be the ultimate human need then, but the world has changed since that time. In this article, I present a competing model that, I believe, provides a better understanding of twenty-first century learner motivations. It is grounded in the view that human motivation acquires new layers as society evolves.

The Emergent, Cyclic, Levels of Existance Theory of Clare W. Graves

The Emergent, Cyclic, Levels of Existance Theory was developed by the late Mr. Clare W. Graves, Professor Emeritus of Psychology at Union College, New York. Graves' research indicated that (1) our system of beliefs, values, attitudes and motivations reflect our life conditions; (2) if our beliefs, values, attitudes and motivations are successful, we change our life conditions; (3) the change in life conditions makes that belief structure less successful, stimulating a change to our beliefs, values, attitudes and motivations; (4) this cycle repeats, causing newer beliefs, values, attitudes and motivations to emerge.

As an example, consider how children grow up. Initially, a child's life condition is entirely dependent on their parents; their values and beliefs are to wholeheartly please and support their parents and family. Yet, as the child feels secure in the family, pleasing them does not gain greater security; the child begins to value some independence and, thus begin the terrible twos when children learn "No!" However, when they have security and a sense of self-power, their life conditions draw them toward a need for rules and structure.

Graves also saw that, regardless of the locality or culture, similar types of life conditions trigger the same belief structures, although the actual beliefs, values, attitudes and motivations differed from group to group—the structure was the same, but the content was different. As an example, the world's major religions often have different beliefs and values; however, the underlying belief structure is the same—there is an absolute source of rules that, when followed, result in a better world or afterlife. Note that this same belief structure was also seen in soviet-style communism. All are examples of the Order belief structure described below.

Finally, Graves pointed out that each belief structure actually rejects certain beliefs, values, attitudes and motivations of other belief structures. Therefore, negative results ensue when motivating techniques appropriate to one belief structure are used on learners operating within another.

During the 1970s when he did his work, Graves developed his open-ended model of human motivation with eight belief structures, and anticipated the addition of new structures as society evolves. Graves' belief structures fall into two distinct types: "I" structures and "We" structures. "I" belief structures all share the goals of self-expression, exerting individual influence on the world and other people, and achieving goals that serve the individual. "We" belief structures share the sacrifice of self-interests to serve the good of the group, and being responsive to the needs of the group. For Graves, the "I" and "We" belief structures appear in alternating order.

Because any label applied to these structures is simplistic and subject to misunderstanding, Graves used letters to designate the structures. With due respect, I use descriptive labels to facilitate discussion of this model, but not to substitute for a full understanding of the structures. With this caveat, the four "I" structures are Survival, Power, Achievement and Systems/Learning; and the four "We" structures are Safety, Order, People, and Network/Holistic.

1. Survival ("I")

The first and most basic belief structure is Survival. In the modern business world, we seldom encounter a person operating in this belief structure. This person acts only to meet physiological needs: food, water, shelter, and possibly addiction needs (drugs or alcohol). When a person or group's physiological needs are met without excessive focus and effort, then life conditions provide the impetus to move into a more advanced belief structure. A trainer working with people in this

Graves' Belief Structures	
"I" Structures *Express Self*	**"We" Structures** *Sacrifice Self*
Survival *Classical Conditioning*	Safety *Honor traditions - Be "wise person"*
Power *Immediate positive reinforcement*	Order *Connect to right way–Sanctions/Guilt*
Achievement *Opportunities to "win" through own skill*	People *Build social relationships—Connect to feelings*
Systems/Learning *Self-directed learning—Information rich*	Network/Holistic *Show benefit to all—information rich*
?????	

belief structure has only the classical, Pavlovian methods to motivate change.

2. Safety ("We")

The Safety belief structure forms around dealing with the apparently "mysterious" forces that seem to control safety and security. These people seek stability by being among others like themselves, and follow leaders who mediate, control and gain the favor of the "mysterious forces" of life. Conformity, ritual, and honoring tradition are important because they provide a "proven" source of safety; as do lucky charms such as a rabbit's foot or lucky t-shirt, as well as ritualistic behavior believed to bring luck.

Recently in Chicago, someone saw the image of the Blessed Virgin Mary in a water stain on the wall of an expressway underpass. The location became a shrine, and people brought flowers, lit candles, and prayed to gain the favor of the Virgin. This is one way in which a Safety belief structure is expressed. Another is the organization of a mafia crime family with a "don" or "godfather" as leader, and with various rituals to maintain and enforce the safety and success of the organization and offer protection for the individuals in it.

Motivating a person in the Safety belief structure requires that you honor and support the culture of the person's "clan." To train a person or group within this belief structure, trainers may present themselves as wisemen or wisewomen. Supporting the cultural rituals and sacred symbols of learners, and an individual's position within their culture or clan, also enhance a feeling of safety. If you denigrate or challenge the learner's "way of life," he or she will be de-motivated.

3. Power ("I")

A person in the Power belief structure is driven to satisfy individual needs and desires, with little concern about the effect this may have on others. To people in this belief structure, the world is a place to be conquered to achieve their immediate goals. Individuals in the Power belief structure want to be in control of their environment, and frequently test their ability to control and dominate others. Successful commodity traders and corporate raiders are people for whom the Power belief structure succeeds. These people are able to act fast when they perceive that they can achieve quick returns for themselves.

When training people who operate according to the Power belief structure, remember that they are best motivated by immediate, tangible, positive reinforcement. The threat of punishment does not prevent them from doing something that they perceive will get them what they want now, nor are they motivated by guilt. To be motivating, rewards must be given soon after the desired performance, as the idea of a delayed reward is de-motivating for them.

4. Order ("We")

The Order belief structure supports life in an orderly and just world, having rules and proper ways of behaving. There is an ultimate organizing principle around which everything is arranged. Life and living has a higher purpose. Delayed gratification is expected; reward comes if you follow the rules and act in the proper manner consistently over time. They believe failure to follow the rules or to act properly will and should be punished; guilt is a stong motivator. As mentioned above, many religions, as well as soviet-style communism are in the Order belief structure. In the business world, accountants, auditors and law enforcement officials are most successful when they are in the Order belief structure.

For training purposes, learners in the Order belief structure need to know that, by doing as you request, they are following the "right" path and will reap eventual rewards. Alternately, if they are not performing as required, guilt, sanctions, and punishment are potent motivators. These learners are de-motivated if they feel that they are not being led along the one true, right path; if the core tenants of their beliefs are challenged; or if the training is ambiguous.

5. Achievement ("I")

The Achievement belief structure is the source of Maslow's concept of self-actualization as it was (and is) a major part of the American dream. People in the Achievement structure are self-motivated and want to excel to distinguish themselves from the rest. They strive to be "the winner" in a competitive world. They are the entrepreneurs, the intrapreneurs, the experimental scientist, and the presidential candidates.

Setting and achieving goals and objectives is motivating for these learners; offering them rewards or recognition that can elevate their status increases their motivation. People in the Achievement belief structure are de-motivated when they are denied the opportunity to demonstrate their abilities or to pursue success through their own efforts. If their success is based on luck or team efforts rather than their individual skills and abilities, these learners feel frustrated or lose interest.

6. People ("We")

The life conditions for the People belief structure is community. People in this belief structure see themselves as part of a social organization, in a world where the greatest achievement is to be liked, included, and considered a peer among equals. Having good personal relationships is vitally important. These people value working together, making decisions by consensus, and caring for the needs of everyone in the social group. In business, the growth of the People belief structure is indicated by the movement to team-based organizations.

To motivate people in the People belief structure, allow learners to work with others. Including them in decisions, meetings, and social gatherings helps them feel that they and their work are valued. These learners are de-motivated by negative personal relationships, by being excluded from group functions or decision-making, and by being placed in highly competitive win/lose environments.

7. Systems/Learning ('I")

Graves' first major departure from Maslow's model is represented by the Structures/Learning belief structure. This belief structure is a response to the information rich, interconnected world that came into existence with the advent of global television, computers, the Internet, and broadband communications. Systems/Learning believers perceive the world as an interconnected and self-adjusting system. They seek to learn how this system works in order to gain greater control of their own destiny and their environment. Their goal is to find the tipping points where it is possible for them to exert the least effort to achieve the greatest return for themselves. The advent of learning organizations represents the growth of the Systems/Learning belief structure in business.

Motivating these individuals is a matter of providing greater access to the tools that make learning possible. These people are de-motivated when they are denied access to these tools or denied the opportunity to learn what they feel is important to learn. Providing these learners with opportunities for teamwork, social status, or other techniques of motivation used with previous belief structures are not effective and may be de-motivating.

8. Network/Holistic ("We")

The Network/Holistic belief structure also moves beyond individual self-actualization. Like Systems/Learning, this belief structure sees the world as a complex and interconnected network. In addition, it sees it as a borderless, living, holistic organism in which global issues and problems are shared. As a "We" structure, this belief structure sees the individual as an integral part of the whole global community and responsible to it. Network/Holistic believers share the problems of others and want to increase the chances that we can all live safely on this planet within the bounds of its finite resources.

A good example of this belief structure was seen during protests against "globalization" as promoted by the World Monetary Fund and the World Bank. Their capitalistic model of "globalization" is a product of the Achievement belief structure (i.e., to level the "playing field" to allow more "winners" to emerge). The Network/Holistic protestors saw this model as disregarding its side effects on world population as a whole and on the Earth's sustainability. Interestingly, the protestors, who came from many different organizations with many different views and goals, did not try to form a typical hierarchy or choose a central locus of control. They organized themselves into a loose, self-organizing network via the Internet, sharing information as each felt necessary and allowing each group to act as it felt appropriate.

People in the Network/Holistic belief structure are motivated by being allowed to work in ways that promote what they feel helps all humanity. They are de-motivated when they feel they are called upon to act on narrow self-interest, especially when those self-interests appear to harm the Earth or humanity as a whole.

As with individuals in Structures/Learning, these people cannot be motivated using reinforcement methods of the other belief structures. Their greater access to information and communications means they expect to control their lives, determining for themselves how and what they will learn. To motivate these learners, include them in decisions about how their jobs are performed, how performance is rewarded, and what they need to learn to advance, excel, and contribute meaningfully. They will feel motivated when you

can ensure that what they are learning allows them to contribute to the greater good, not just to themselves, their group, or their organizations.

9. The Next Belief Structure…

The next belief structure is on the horizon. We can only make some educated guesses about what it may be like. Based on the pattern suggested by Graves, it will probably be an "I" structure. Following the Network/Holistic and Structures/Learning belief structures, people in the next belief structure will likely see themselves as global citizens, responsible for the well-being of the planet and its inhabitants. How will they be motivated? As trainers and learning facilitators, it is our job to keep our eyes open and recognize it when it arrives—and to adjust our methods accordingly.

Thomas H. West is president of Cardinal Point Learning Systems, Inc., a consulting and training firm. He can be reached by e-mail at thwest@cardinalpointlearning.com or by phone at 773-764-2668.

REFERENCES

Hall, D.T. and K. E. Nougaim, "An Examination of Maslow's Need Hierachy in an Organizational Setting," *Organizational Behavior and Human Performance*, February 1968 pp.12-35.

Lawler, E.E. III and J. L. Suttle, "A Causal Correlation Test of the Need Hierachy Concept," *Organizational Behavior and Human Performance*, April 1972, pp. 265-87.

Maslow, Abraham. *Motivation and Personality*, 2nd ed., Harper & Row, 1970.

Rauschenberger, J., N. Schmitt, and J. E. Hunter, "A Test of the Need Hieracy Concept by Markov Model of Change in Need Strength," *Administrative Science Quarterly*, December 1980, pp.654-70.

Robbins, Stephen P. *Organizational Behavior: Concepts, Controversies, and Applications*, 6th ed., Prentice-Hall, 1993, pp 206-7.

For more information on Clare W. Graves' model and its use in business and training:

Beck, D. E. & C. C. Cowan. *Spiral Dynamics: Mastering Values, Leadership, and Change*, Blackwell Publishers, Inc. 1999.

Graves, Clare W. "Human Nature Prepares for a Momentous Leap," *The Futurist*, 1974, pp. 72-87

van Hauen, F., B. Kastberg, & A. Soden. *Dare to Kiss the Frog: Transform Values into Action by Rethinking Control*, Savage Press, 1999.

Interview with Pam Kemp

In this issue, AchieveGlobal's Great Lakes Region Vice President Pam Kemp shares her wisdom on the future of corporate training.

Training Today: *What are some of the current trends in corporate training?*

Pam: There are some interesting trends we're encountering that are already having a significant impact on corporate training:

- Driven in large measure by the anticipated exodus of baby boomers, succession planning is high on everyone's list. A recent article in the *Chief Learning Officer* 2005 Business Intelligence Industry Report states that 61 percent of training leaders are now placing increased emphasis on succession planning.

- Current projections are that spending on training could grow as high as 20 percent, with more than 35 percent of organizations relying on outside resources to assist with curriculum development and/or delivery.

- Organizations are more inclined to train staff to support specific initiatives or strategies on a "just in time" basis. As a corollary, they want the training customized to suit their own internal initiatives and management priorities. They are less inclined to mix and match training elements and expect the curriculum to be consistent and integrated with other systems such as performance management and the organization's mission and values.

- Organizations expect training to be an important element of their drive to align corporate culture with goals and verifiable strategies. They also expect training to assist them in developing a common language and communicating their value proposition, both internally and externally.

- Organizations expect training to add immediate value and want a demonstration, even anecdotal, of the return on the training investment.

Training Today: *In your experience, what are the qualities of trainers who survive in the corporate world today, vs. the qualities of trainers who do not make it? What mistakes do some trainers make that cause them to be disregarded? What advice can you offer trainers in corporations that are downsizing?*

Pam: Identifying what makes a trainer successful is actually quite simple. The most important quality is the ability to link the content and outcomes of the training to the business and the unique results the business is trying to achieve. Once the organization has defined its goals and translated them into verifiable strategies, it can define the behaviors tied to the strategies and determine whether these behaviors currently exist. If not, then the organization must identify the best way to change behaviors to deliver on the value proposition.

A trainer who can help people see how their behaviors can change, both for their own benefit and the attainment of organizational goals, will be successful. This type of trainer knows why the training is being done, what the impact will be on the individuals and the organization, and how to communicate that most effectively.

As for mistakes, some trainers may focus too much on the training process itself, rather than the desired outcomes, thereby neglecting to link the business results with the specific situations that help the knowledge transfer come alive. Other trainers lack the passion to sell people on the concepts presented. In this case, they cannot transmit what they lack themselves.

For trainers who are in corporations, we would suggest making yourself visible in the business units as someone who can help solve business problems through training. Focus on the business, not on training, to avoid marginalizing yourself

and to achieve the role of trusted advisor. Always seek to understand the business results they are trying to achieve, and look for ways to link training to the desired results.

Training Today: *How do you think the globalization of corporations is affecting training departments, and how can corporate trainers take advantage of the situation to position themselves to continue growing as trainers amid these changes? What opportunities are hidden in these changes?*

Pam: Although the business community is shrinking in size due to globalization, global training implementations still contain challenges. These challenges make it even more critical that the trainer focuses on the specific outcomes to be achieved. Some of the main challenges are due to cultural differences, so it is important to remember that, while different cultures may arrive at the same outcomes, they may need to get there in quite different ways. One size does not and will never fit all in a global implementation, due to language and cultural adaptation issues. Trainers who understand the business and its global aspects, as well as the cultural nuances, are the ones who become significant partners and advisors as a company grows.
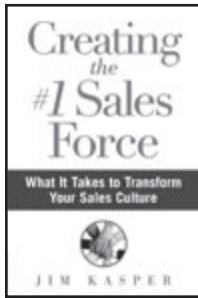
Best Practices

Training for the Future—Sales Culture Transformation

by JIM KASPER

What happens when your sales force envisions big sales in the future while using the same old sales practices? "Sales culture crisis" is the lack of response to changing conditions, whether conscious or unconscious. The marketplace is no longer responding to the firm's sales strategies, policies, and practices. Many times the HR or sales training departments are charged with solving the sales culture crisis by updating skills and practices. Regrettably, these trained professionals usually don't receive their "marching orders" until sales culture crisis has negatively impacted revenue. At this point, it becomes an alarming situation in the boardroom, and directors' eyes turn to the training function for a quick fix. Sound familiar?

Successful companies of all sizes recognize the need for continuous sales skills competency development as an evolutionary process. To accomplish this, I recommend a 7-step method for developing sales practices. This "sales culture transformation" method accommodates future needs, and involves:

1. Classifying the organization's current sales culture
2. Identifying the company's sales culture vision
3. Conducting a sales practices gap analysis between current and visionary sales cultures
4. Building a sales practices competency progression model
5. Assessing all salespeople and sales management competencies using the competency progression model as the benchmark
6. Mandating enterprise-wide participation
7. Beginning at the sales executive and management levels

No sales process is effective for all times and all situations unless the capacity to evolve and adapt to future realities is built into it. Regardless of how many future trends you prepare for today, only change is certain. To avoid a sales culture crisis, use the "sales culture transformation" model to continue evolving as the realities of change constantly unfold.

Jim Kasper is CEO of Interactive Resource Group (IRG) in Aurora, Colorado. He is the author of *Creating the #1 Sales Force: What It Takes to Transform Your Sales Culture*, recently released by Dearborn Press. Jim can be reached through his Web site, www.salestrainers.com, or by phone at 800-891-7355.
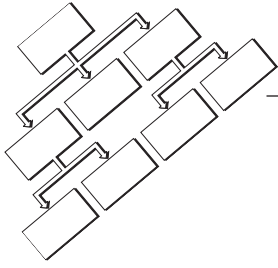
Creating the Future: AI and 5-D

by MARY MALEY and THERESE YAEGER

Three years ago, Allstate's Application Services organization underwent a major reorganization. Recognizing that the IT shop's main problem-solving skills consisted in focusing on defects and fixing what was wrong, Applications Vice President Mike Escobar knew he would need to introduce his people to some additional skills to help them adjust to the changes they would soon face. He needed to find a serious change management strategy to engage the hearts and minds of his people.

Escobar began exploring new concepts in change management. One resource he leveraged was Cap Gemini Ernst and Young (CGEY). Through CGEY, Escobar and the other Senior Leaders were provided the opportunity to talk with David Cooperrider, the creator of Appreciative Inquiry and the 5-D Positive Change Process.

The essence of Appreciative Inquiry (AI) is the "cooperative search for the best in people, their organizations, and the world around them…AI involves the art and practice of asking questions that strengthen a system's capacity to heighten positive potential…In AI, intervention gives way to imagination and innovation, instead of negation, criticism." (Cooperrider, et al, 2005).

The Positive Change Process (Define, Discover, Dream, Design and Deliver), or the 5-D Cycle, provides the actual steps involved in effecting change. The **Define** stage focuses on understanding the objective and planning the change process. **Discover** focuses on conducting Appreciative Inquiry individual interviews, or summits involving multiple participants. The **Dream** stage is shaped to envision what

might be, what more the organization can be. In the **Design** phase, the focus is sharpened to identify what should be and to determine the strategies, processes, systems, decisions, and collaboration that is to be employed. Creating the future occurs in the **Deliver** stage. Here action plans are launched, commitments are gained and realized, and a strategy for sustaining positive change is implemented.

Cooperrider told the Senior Leadership team, "Carrying forward the positive success factors of the past will have a much more powerful impact on your future than using traditional planning processes." He related examples that illustrated his point. One story that particularly resonated with the group was that of his own desire to help his son play basketball. Cooperrider told the story of videotaping his son at his basketball games. Once at home, he would play the tape for his son and, rather than point out areas for improvement, he asked his son to point out what he did well. Soon this became a regular activity. His daughter even got in on the action and began making comments like, "What a great shot!" But more than that, they began to explore together the success factors involved, pinpointing exactly what his son did to make each shot good or great. Cooperrider's son improved his game markedly, became a positive coach to teammates at school, and helped his team improve. Unofficially, the boy became a leader within the team.

Cooperrider's powerful stories influenced the Allstate leadership team, and they decided to support the incorporation of Appreciative Inquiry in several design components of the Allstate change effort.

AI Summits were held across the organization, leveraging the data gathered in the change management strategy.

A much broader use of AI began near the end of the organizational change effort. At that time, a team was formed to create a change management course to enable employees, leaders and staff to cope with ongoing change. The new course, a workshop called Business Change Implementation (BCI), consisted of two major components: the BCI fundamentals (or levers for change) and the Positive Change 5-D Approach. The fundamentals consist of eight change management processes that can complement the use of AI and Positive Change. These fundamentals highlight the importance of focusing on

- creating a powerful business case,
- creating vision clarity,
- planning for change leadership and accountability,
- identifying and gaining key stakeholder commitment,
- planning and executing change specific communication,
- strategizing and implementing increased change capability (training, etc.),
- aligning the performance and culture with the change effort, and
- understanding and ensuring the appropriate integration of planning efforts and teams.

Reflecting a belief that a grass roots effort to shift thinking and engage the hearts and minds of individuals is more successful than a "push" to the organization, the workshop was designed not as

required coursework, but as a way to enhance the ability to create the future.

Facilitators were coached to understand the natural inclination in the IT world to stay in their comfort zone of problem solving. They encouraged their audience to "try AI on for size" and add it to their toolkit rather than throwing out existing methodologies. Facilitators stressed that Positive Change and AI are not "one size fits all" methods, but rather tools to be utilized as appropriate for their specific needs. To date, over 200 people have attended the BCI workshop.

Three years later, internal research shows that AI and Positive Change have been informally institutionalized in Allstate Protection Technology, rather than just in pockets where the approach is used in whole or in part. A recent survey indicated that, of the respondents who attended the BCI class, 75% are using Positive Change and/or AI in their divisions or teams.

Reflecting on comments from the organization, it is clear that a common foundation of thought and language has been established for those that attended the training. Moreover, individuals have made the principles of Positive Change their own, leveraging it as it works based on specific goals and environments.

When asked if the effort to infuse this new way of thinking into the organization was worth it, Escobar said, "In the end, it's about capturing people's hearts. If it wasn't worth doing, it wouldn't be living in the organization."

Therese F. Yaeger is Associate Director of the Organizational Development Doctoral program at Benedictine University, where she also teaches OD and OB courses. Her recent publications include Global and International Organization Development with Sorensen, Head, and Cooperrider, and Appreciative Inquiry: An Emerging Direction for OD with Cooperrider, Sorensen, and Whitney. She can be reached at tyaeger@ben.edu.

Mary Maley is Senior Manager, Workforce Solutions Business Partner at Allstate Insurance Company. Concurrently working toward a Masters in Organizational Behavior and an MBA, she focuses her coaching practice on human capital effectiveness and leadership development in IT. She can be reached at MMALEY@allstate.com.

REFERENCES

Cooperrider, D., Sorensen, P., Yaeger, T., and Whitney, D. (2005). Appreciative Inquiry: Foundations in Positive Organization Development, Champaign, IL: Stipes Publishing.

Thank You for the Lessons:

The Career In Transition

by JONATHAN SIMON, MS, LCPC

I am not much of a skier. Several years ago, when a friend asked me if I wanted to go downhill skiing, I told him that I had never done it before. He said he was willing to teach me, and I was ready for an adventure…so I said "yes."

I have never liked the idea of being out of control—ever since I was a child. The thought of rapidly descending a hill like an out-of-control Wookie was definitely outside my comfort zone. Yet, with the gentle guidance of my friend, I jumped in with *both feet*. I also fell repeatedly. Yet my confidence built, as I prepared myself for *"The Hill."*

I found myself at the top, looking down. I entertained the idea of sloooowly crossing the threshold of *no return*. Without much time to ponder, I eased myself across what felt flat and safe to something that felt…well, exciting! I turned gently to the left, then to the right, then left, and was ready to head all the way down when—OHHH NOOO!!! Slowly skiing across the base of the hill was a young lady. She was unaware of my presence, and certainly my challenge at hand. I said to myself, "Don't hit her! Don't HIT HER!!!"

Guess what I did? I hit her! She sailed out of her skies, like poetry in motion, and landed in the snow. So did I—not quite as gracefully. (And who says the Grand One doesn't have a sense of humor?) Fortunately there were no injuries, except to my pride. The question, of course, is *why* did I hit her? And what does all of this have to do with a career in transition?

Any career transition can be challenging. It may help to know that you really do go in the direction in which you point yourself (whether or not you are wearing skies). As I reflect on my skiing experience, I have a greater sense of compassion for the thousands of clients I have worked with over the years who were learning something for the first time—a new skill, managing change, balancing workload with family responsibilities, coping with stress, etc., etc. Here, then, are a few universal truths:

(1) Catch the spirit of adventure, with an eagerness to learn something new, and a willingness to cross a threshold. **(2)** Be willing to receive guidance; make yourself *supportable*! **(3)** Risk falling; then get back up. And strive to maintain your balance: stay in motion, be flexible, shift weight as needed. **(4)** Acknowledge your fears without succumbing to them. **(5)** Set concrete goals, and be clear about where you direct your energy! (Remember: Had I directed my energy to where I wanted to go—and not just to where I did *not* want to go—I would not have hit the young lady.) **(6)** Practice, practice, practice—to hone, fine tune, and make familiar. Career transitioning is a skill; you are in *training*!

Almost without exception, the lessons that visit us seem to be well-placed, if not *intended* in some manner, that we may continue to evolve and expand who we are and what we have to offer. For those of us who are currently seeking a new direction to point our skies, crossing the threshold before us holds many exciting opportunities.

Jonathan Simon is a Licensed Clinical Professional Counselor, and has worked in Mental Health settings for over 20 years in various roles including clinician, program developer, supervisor, manager, teacher, and trainer. Jonathan has trained mental health professionals, and has conducted numerous workshops and classes on topics ranging from work-life balance, self-esteem, stress management and spirituality to communication skills, the model work place, and careers in transition. He is currently embracing his own transition. Jonathan can be reached by phone at 708-769-8093, or by e-mail: jps1057@comcast.net.

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: users.anet.com/~jeffb/codic/codic.htm

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

5443 N. Broadway, Suite 101, Chicago, IL 60640 • 773-561-0907

ADDRESS SERVICE REQUESTED

www.CCASTD.org