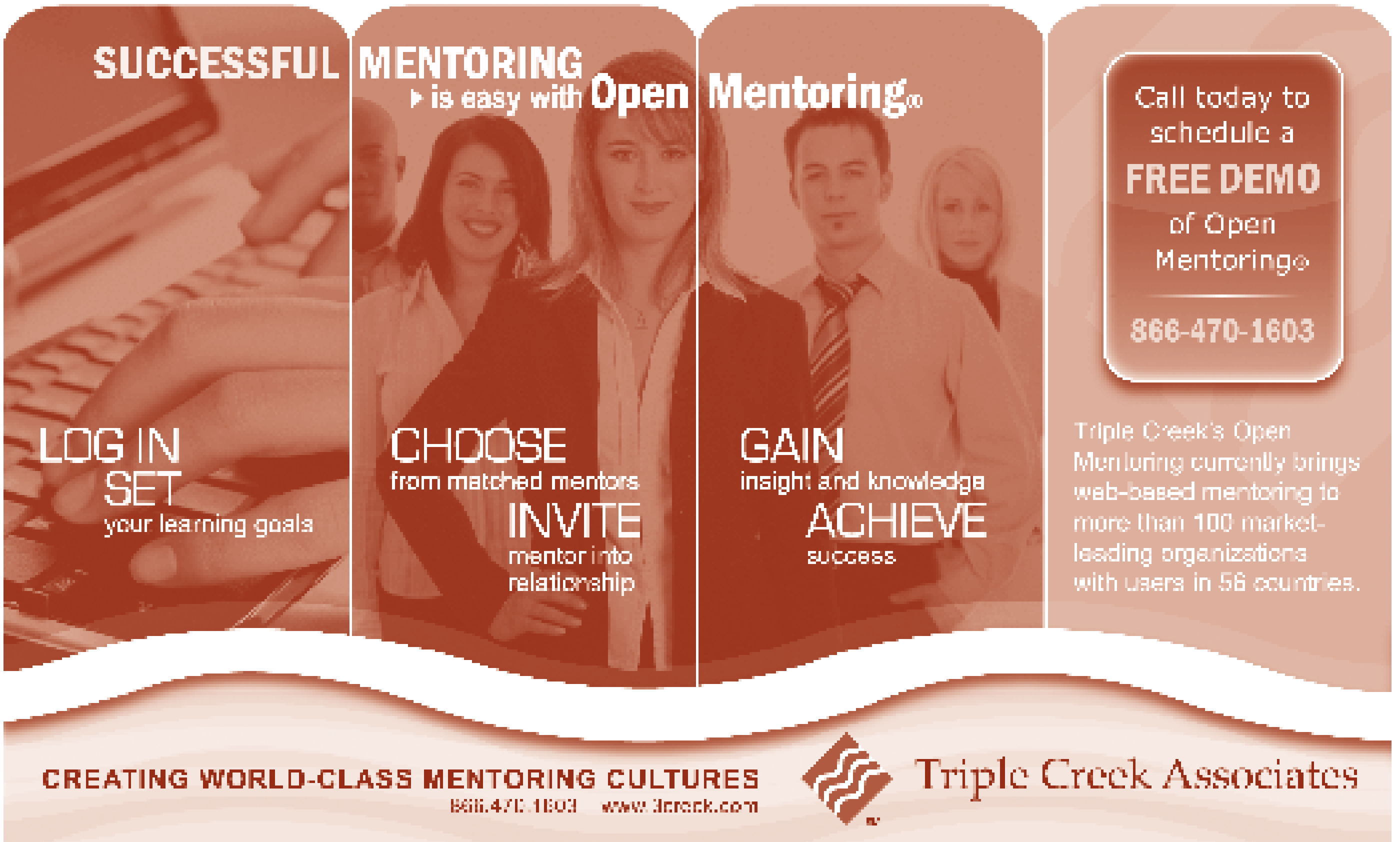
TRAINING TODAY

CHICAGOLAND CHAPTER ASTD WORKPLACE LEARNING & PERFORMANCE

FALL 2008

CELEBRATING
65 Years of Working, Learning and Growing Together

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



TRAINING TODAY

FALL 2008

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Training Today, the magazine of the Chicagoland Chapter of ASTD, is published four times a year as a service to its membership.

WINNER
APEX '98
AWARDS FOR PUBLICATION EXCELLENCE

Letter From the Editor

I have been in this field a long time. How long, you ask?

- Being at O'Hare Airport 40 minutes early worked just fine.
- A hundred dollar a night hotel was a nice hotel.
- A female Vice President was just about unheard of.
- An overhead projector was in every meeting room.
- The phone and fax and inter-office memos took care of our needs.
- We tracked our training participants in an Excel spreadsheet.
- We had never heard of snail mail.
- Training was in North America; "International" meant Canada was attending.
- Training was a pass through position you "did" during your sales career path.

Well, I did my pass through gig in training and wanted to say on. When it came time to go back into the field for the next management position, it isn't what I wanted. Sales Management didn't understand. I was one of the first people to go into a corporate training position rather than going back into sales management. I have been learning lessons ever since.

People all around me are sharing wisdom! Here is my favorite this month:

Always make room for networking, whether it is job seekers, solutions providers, or peers.

For anyone who has been through a job transition – and in the learning field it is SO very common – you know that it is important. One person's answer to this is to have a standing appointment reserved at 7:00 a.m. Tuesdays. When someone wants to meet, they meet in her company cafeteria for coffee at 7:00. There are few conflicts that come up at this time.

There are other ideas in the articles in this issue. I hope you find ideas you can put to use.

All the best,

Renie McClay
Inspired Learning LLC

Cover...

A very special thank you to the CCASTD past presidents for their attendance at the September 4th, 2008 CCASTD 65th Anniversary Party hosted at the Trump International Hotel & Tower in downtown Chicago.

Pictured in photo:

***Back –** Phil Orlandi, Donna Steffey, Micki Lewis, Howard Prager, Fredia Brooks, Norma Kaplan, Ken Phillips.*

***Front –** Veronica Bruhl, Janet Frazer, LouElla Jackson*

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Human Resource Development Around the Globe

by Donna Steffey

Reprinted with permission of* ***The Essential Guide to Training Global Audiences*

Liu Xiao had never seen a foreigner up close. One day, a tall, blonde, stranger greeted her as she arrived home from preschool. With my limited Chinese vocabulary, I said, "Ni Hao, Wa ei ni" as we met. My "Hello, I love you" was welcomed by the only English she knew. With shrieks and laughter, she ran around shouting, "Happy Birthday to you!" Experiencing Chinese culture first-hand and developing "guanxi" (the Chinese word for "relationships") was an unexpected and wonderful benefit of my business trip to China, where I had gone to deliver a train-the-trainer course in human resource development (HRD).

Globalization is a hot topic among many HRD professionals. Whether it is concerns about off shoring jobs, takeovers from a global giant, or an organization's expansion, an HRD professional can no longer deny their need for global knowledge. In the emerging borderless economy, cultural barriers are presenting both new challenges and new opportunities for HRD professionals. The marketplace is becoming increasingly diverse and business is undergoing a major transformation. As these changes occur, we need cultural as well as business information to prepare our corporate partners and ourselves for the journey ahead.

As HRD specialists, our calling is becoming broader than human resource development. We have an opportunity to create collaborative relationships to foster international understanding and respect in a multicultural world. While national governments have the primary responsibility for maintaining peace, individuals and organizations can make tremendous contributions through their actions abroad. I was part of a training team in China on September 11, 2001. I saw first-hand how a practitioner could make a global difference. Many of our participants had never met an American before our training. When the buildings fell, we cried together. They had grown to know our training team and could put a face on the buildings that had fallen thousands of miles away in a country which was formally "foreign" to them.

Our goal can be to increase our ability to think and act in culturally respectful ways. We can learn about regional and global trends affecting international business development and HRD. We can read about cultural differences and suggestions on how to prepare ourselves for business abroad. We can discover more about diverse global regions, their national challenges, cultural differences and HR practices.

Global Business Trends

Globalization is defined by the World Bank Group as "the growing integration of economies and societies around the world." Over the past two decades, there has been a far-reaching move toward capitalism and consumerism around the globe. With the proliferation and convenience of modern technology and the systematic erosion of trade barriers, many companies have developed a global presence.

Many U.S. corporations have turned to cheap labor in developing countries to keep prices and expenses in line. As a result, many U.S. jobs have swept onto foreign shores. Human resource departments will have to be able to manage a more cross-cultural, diverse, and foreign workforce as this trend continues.

According to researchers other trends that will present challenges during globalization include:

- *Baby Boomers Retire*: The baby boomer retirements in the US, Europe, Canada, China will have a great impact on the workforce over the next decade. Organizations need succession plans to handle the exodus of workers and their knowledge.
- *Young Populations*: By the year 2015 there will be 3 billion people worldwide, with 550 million from India alone, under the age of 25. We need plans in place to develop that group of human resources. (World Bank News & Broadcast 2003)
- *Growth of Developing Countries*: Developing countries are projected to grow at twice the rate of developed countries. Many will need help to build the gap between rich and poor- usually meaning educated and uneducated.
- *Technology*: The spread of technology has boosted economic growth in developing countries. According to the International Monetary Fund chief economist, technology also helps widen the gap between rich and poor.
- *China's Growth*: China's economy is likely to continue to grow in ranking to the second largest economy by the year 2020. China needs a growth rate of at least 8% to provide jobs for the millions joining the work force each year.
- *Ethnic Conflicts:* The number and intensity of ethnic conflicts will increase and continue worldwide as terrorism continues.
- *Economics versus Environmentalism:* As economic development expands globally, pollution, deforestation, and global warming will hasten, causing more political conflicts.

Given all these challenges, the role of human resource development must change. We will need to develop the capabilities of the organization to thrive amid these global issues, rather than simply reacting to more traditional issues such as performance management, blended learning approaches, and even ROI—and we have to do it in a culturally responsive way. An HR system of employment laws, compensation, or job security that is common practice in your country may be considered offensive in another.

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Learning and teaching styles differ among cultures as well as individuals. For example, the entertaining instructional style of the U.S. facilitator does not find a receptive audience in many corners of the globe. A few years ago, I spent some time facilitating programs in the UK. The evaluations had a consistent message: "Too American." How could it be? I had changed all my business examples! It took me about a week to realize that it was my style that was "too American."

The bottom line for multinational organizations — no matter where they're based —is the need for the development of globally literate leadership. By helping leaders build core competencies for success in the global marketplace, we will become indispensable to businesses and surely give them the return on investment of training dollars that organizations are looking for.

Cultural Impact on HRD

"Culture is the collective programming of the mind which distinguishes the people of one category of people from another," says Geert Hofstede (Global Business Culture, 2002), a Dutch interculturalist. Each nation indoctrinates its members with a common array of behavioral norms that leads to sets of national behavioral characteristics. These characteristics permeate every aspect of life, including behavior in the workplace, and impact the way organizations do business.

When we look at individualism vs. collectivism, for example, we know there is a difference between the East and the West. During every stage of education in the West (Europe, the U.S., Canada), people learn to accept personal responsibility and view themselves primarily as individuals. Conversely, at every stage of personal development in the East, people learn to see themselves as small parts of a larger society and emphasize the importance of group agreement and a consensus approach.

Language often reflects cultural differences, even among nations that share a common language. When one presenter taught in the UK, she referred to her purse as her "fanny pack." After a few days, someone finally informed her that she was using a dirty word.

Another important difference is how concisely a particular culture speaks. In Italy, for example, the ability to speak well using a large volume of words is a sign of being intellectual. In other countries, however, being talkative is viewed differently, perhaps negatively; or it may even cause problems. Wei Xian Lin, my co-facilitator and translator while I was training in China, was interpreting a rather lengthy program for me. We were alarmed when we heard a loud thud. Not only had one of our participants fallen asleep, but he had actually fallen off his chair. He was out cold! In this case, my verbosity caused a potentially serious problem!

Culture influences everyday situations in the work environment in hundreds of ways. National characteristics play an important role in determining corporate strategies, incentive programs, and personnel policies. Most organizations know they must research government rules and regional market conditions, but in HRD, we sometimes make the mistake of thinking that "people are people" and will all learn through the same learning materials. To minimize the risks of working internationally, it is important to look first at the people and their culture to understand what drives and motivates them.

We must first check ourselves and be sure that we are culturally and socially literate — seeing, thinking, and acting in culturally mindful ways.

Get Ready to Go Global

Bags all packed, briefcase and passport in hand, we're ready to go. But are you aware of the "cultural" items in your suitcase? Chances are you aren't. Unless we are conscious of our culture, we probably won't be able to really see and learn about the culture we are about to experience. For instance, what are some of our collective attitudes that sometimes cause locals to label us "Ugly Americans"?

1. Americans believe in having control over their environment. Problems in one's life (such as poverty), they conclude, are due to laziness and an unwillingness to take responsibility and work harder. This can create an attitude of superiority.
2. Americans see change as good, leading to development and progress. Many older, more traditional cultures see change as disruptive to their ancient heritage. This American attitude can manifest itself as disrespect.
3. Americans are more concerned about getting things accomplished on time than about developing interpersonal relationships.
4. Equality is cherished in the United States. The concept of equality is strange to seven-eighths of the world, which view status and authority as desirable.
5. Competition is the "American Way." Americans believe it brings out the best in any individual.
6. Informal and casual attitudes permeate every aspect of American life. Bosses even encourage workers to use first names.
7. Many other countries have developed subtle, sometimes highly ritualistic ways of informing others of unpleasant information. Americans prefer the direct approach.

It is easy to get overwhelmed thinking of all the preparation you need to go global. We should gather as much information about current events in that country as possible. We also need an understanding of any tensions that exist between our host country and home country. Not only must cultural differences be understood socially but also differences in business practices, laws, and governmental policies.

Region-Specific Data

Before any overseas assignment, it is recommended that you do thorough research on any organization you will be working with, just as you would in the US. Then do additional research on the host country and its culture. Read books (including novels) to learn about their modern and ancient history and culture, view foreign films, talk to people who have lived in the country and ask them to compare the two cultures, read the local newspaper online, and try to learn some of the language or expressions. People you meet will appreciate your effort.

Where Do We Go Next?

HRD experts have a challenging job, given the realities of the U.S. and the global marketplace. Healthcare costs are soaring, workplaces are becoming increasingly diverse, and profits are sagging. ASTD reports that organizations with above-average training and development budgets outperform competitors and achieve a higher total shareholder return. Many of the top

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firms clearly understand this concept. Our skills are needed, and our industry future looks bright.

Our HRD challenge, then, is to build world-class organizations by designing training strategies that augment participants' knowledge about their businesses, cultivate current global leaders and develop new ones, and help companies identify and build the core competencies necessary to excel in the global marketplace. We can continue to use the HRD tools and techniques that have gotten us this far, but our focus must be on our end goal. And what is the end goal for HRD professionals? Is a goal of "helping to build world-class organizations" enough?

Peter Block, respected author and humanist, said, "If an organization exists to be efficient and customer-focused, is that compelling enough to retain and motivate employees? Organizations that have a compelling purpose matter most to employees." So our challenge may go even deeper. As HRD professionals, our challenge is to push the boundaries and help shape management's thinking. We have the power to use our understanding of cross-cultural human behavior to influence organizations and countries to achieve more than being an "efficient and customer focused" organization. With our influence, organizations can be compelling positive "world-class" forces.

Donna Steffey, MBA, CPLP, is an international trainer, author, and sought after consultant who helps organizations achieve their desired business results. Donna uses her 20 years of management and platform experience to educate and inspire. It takes the right blend of information, introspection and humor to cause people to look at themselves and want to improve performance. Donna has worked with participants across the US and in India, China, Japan, Africa, Australia, and Europe.

Global organizations such as Marriott International, Barclaycard-UK, XIBI-China, and the Royal Australian Air Force, have found that after Donna's workshops people were more self directed, emotionally intelligent, and mindful of their team participation. Donna combines learning with fun and applies her MBA and life experiences to professional and "real world" situations.

The Price for Facilitators

Because of the need for global training and facilitation, many companies are using US contract facilitators abroad. After some research into fees, here are some considerations:

Some companies pay a day rate for two travel days (one going and one returning), in addition to the training days at the destination. Others pay a half-day rate for the two travel days. (There is a big difference when the travel day is six hours versus when the travel time is twenty-three hours!)

One company gives trainers a choice. They can have an upgraded flight to first or business class or they can be paid for the travel time. The idea is that, if you fly in the big seats you can show up rested. If you fly in the cheap seats, you lose more time on both sides of the trip.

Facilitators definitely receive an increase in their day rate for training internationally. The increases start at 20 percent, it was common to receive a 50 percent increase, and it goes up to a 75 percent increase in the typical day rate. (If they receive a 75 percent increase, that covers the travel day. One independent facilitator said that her clients have an easier time paying the increased day rate, rather than the travel rate.)

Everyone agrees: Use a good hotel. Arrange for reliable transportation. Have an in-country contact who is attentive to helping with arrangements or problem solving. Most people fly at least business class.

It makes sense to schedule more than one session back to back to make good use of the airline costs. In this instance, a facilitator may have days or a weekend off in the country. Even though they are not facilitating, some compensation is appropriate for that time.

For anyone who has done this before, there is no argument. The facilitators are working harder and are earning their compensation.

Reprinted with permission from "The Essential Guide to Training Global Audiences."
by Renie McClay and Luann Irwin

Leadership and the Art of Influential Delegation

by Margaret Nichols, M.A. , E.M.H.C., C.P.C.

I have found, based on "the school of trial and error," that here are five key steps involved in establishing successful relationships with direct reports. I would like to share some of what I have learned over the years as a Lead Trainer, Coach and Administrator:

1. Identify the right people to be on your team
2. Communicate clearly what you want to be accomplished
3. Coach your key players to specific performance outcomes
4. Coach your key players to coach their own direct reports
5. Spend your time wisely with top producers in your organization

Identifying the Right People

You will only be an effective leader if you surround yourself with effective, knowledgeable, positive, focused individuals. Asking the right questions will help you identify who is right for your team and who is not.

Negative people spread negativity throughout an intact work team. If you identify people with chronic patterns of resisting change and working against growth you will need to "bless and release" them as George Fraser talks about in his book *Click*

It takes courage to lead within an organization because sometimes tough issues arise that will need to be handled in a tough manner. Watch the behavior of your key contributors carefully. Pay attention to any inconsistencies and lack of character and integrity.

We will talk more about dealing with those who demonstrate negative behaviors under step 3 — coaching for specific behavioral outcomes. You will want to hire for character first, skill sets second. Don't settle. Seek out the very best. You can not afford to have mediocre or resistant people on your team.

Communicate what you want to accomplish

Leaders communicate with strength, dignity and courage. One of the easiest ways to lower your credibility is to use "I" statements frequently in your written and oral communications. I statements tend to make one appear weak and overly focused on one's own behavior. Notice the difference between the following two requests:

Weak: I really like the idea of our new ten million dollar building.

Powerful: This ten million dollar building represents a sound investment in the growth of our company.

Here is another example:

Weak: Our team doesn't like the idea of ordering ten new work stations and I feel the same way at this time.

Powerful: Our team opposes the idea of ordering ten new work stations at this time.

Exercise:

Pull up a piece of your business writing and circle all the "I" statements and touchy feely language. See if any of the following hedges are included in your writing sample as well:

- I guess that we should
- The way I see it …
- I would like to …
- I don't know much about this topic but…
- I would like to be aware of…

Let's look at the paragraph below. Unnecessary "I" statements and emotional phrases are italicized:

I have carefully listened to the customers who purchase our printers. *I am in full agreement* that the ribbon rolls we are presently selling do not meet all their thermal printing needs. *In my opinion*, pricing is also an issue at this time. *I think* we need to discuss this with our vendors and make some adjustments to the pricing schedule and the variety of ribbon rolls we are selling to customers.

This message becomes shorter and more focused below:

The customers who use our printers are sold ribbons that do not meet all their thermal printing needs. Pricing is also an issue at this time. This needs to be discussed with our vendors. Adjustments to the pricing schedule and the variety of thermal ribbon rolls sold to our customers will need to be made.

Clarity and concise messaging are key.

Exercise:

Compose an e-mail outlining the details of a change in your organization. Eliminate "I" statements, hedging, feeling oriented language and unnecessary words.

Coach direct reports on your executive team regularly using a 1:1 format

Take the time to meet with your key people in a regular fashion. This is not a waste of precious time. Rather, it is the best investment in your team you can make.

Set up a regular time each week for these 1:1 coaching sessions. Tackle tough issues in these sessions. If someone is not performing up to expectations share this information using the specific probes outlined below:

Three powerful questions:

- What is going well for you this week?
- What is not?
- How can I support you in making the changes you choose to make?

Coach the people who report to you to follow your lead with their own teams.

Set the expectation that others will set up their own 1:1 coaching sessions with their own team. This is not an optional activity. Share the three powerful questions with them and ask to see the results of their coaching sessions in a weekly summary report. The names and titles of those coached should be deleted to maintain confidentiality.

In this way your coaching efforts are being duplicated throughout the organization without your direct involvement.

Practice the 80/20 Rule

Spend 80% of your time with the 20% of top performers in your organization that you want to keep and groom to advance within the company. Succession planning is essential to your success and the success of your company. It is never about the leader. It is about the message that the leader seeks to continue to perpetuate long after he/she retires from the position of leadership they are entrusted to uphold.

Good luck — I hope this helps a bit. Let me know what you think and how you can apply some of these tips!

Margaret Nichols is a trainer and coach in private practice. She conducts workshops on leadership skills for women in the process of breaking through the glass ceiling. Margaret has 10 years experience in executive coaching in addition to 11 years as a clinical counselor and business owner and can be reached at coaching@att.net.

Standing Out On A Panel: *Engage, Strategize, and Focus*

by Cyndi Maxey, CSP
and Kevin E. O'Connor, CSP

As an expert in training and development, when you want to influence where it counts, there may be no better way than the tried and true panel discussion. Beyond a formal presentation, even beyond a random question and answer session, the panel format brings the "real life" of experts to the "real life" of the learning audience. It is an opportunity for a special kind of presentation intimacy.

When you're asked to participate, say, "Yes!" You will find your participation on a panel to be a terrific way to clearly communicate what you believe, to see your ideas take root with an eager audience, and to boost your networking and marketing opportunities. Panels also give you a chance to communicate your style and share your organization's best efforts and actions around a theme. They allow for highly individualized styles, so don't be afraid to be yourself or to be different from the other panelists. This often adds the spark and life to a panel.

Usually you will be asked to present an overview along with the others. Sometimes, all you will be allowed is seven minutes, as is the case of a client of ours who spoke to 2,000 conference attendees on a panel with five others who each had seven minutes. She did three things that worked for her and they will work for you also: engage, strategize, and focus.

Engage the audience:

1. In the beginning, don't spend your valuable time thanking or referring to other panel members and what they said.. "As you've heard from many of our panel..."is only redundant. Avoid "in" jokes or "good ole boy" stories or vacuous compliments of the panelists or the audience. This audience wants information that works for them. Consider giving them your most vital message, the essence immediately. You'll see them take notes just as fast — a very good sign.
2. When you begin your part, begin. Don't thank the introducer or the event or the audience; just begin. Have a story or a strong piece of information for the audience to process right away. Don't talk about yourself; speak to the concern of those people listening to you. #1 and #2 look similar don't they? The reason for the similarity is that introductory comments are the mortal sin of panelists. They waste time and contribute nothing to the program. Be different—have something worthwhile to say and say it right away.
3. When you speak, look at the audience and watch for head nods and signs of interest. Don't be afraid to speak from your own expertise; this is why you are on the panel. You are seen as the expert so you must speak like one, without false modesty. Avoid "I'm not sure why they picked me…" or "I must have been in the hallway when they volunteered me to be on this panel…" Your authority is in the perception of the audience. If you knock yourself down, they will also, and your message will suffer the same fate.
4. Avoid being too academic. Audiences at panels usually want practical ideas they can implement immediately. If you are too complex, you'll be seen as irrelevant. Even though you might be seen as smart, you'll be cast into the "I have no clue as to what she said…." category. Likewise, resist the temptation to say the oft quoted "We don't have time to…" to avoid giving the impression that you're only addressing half of the topic." Given your seven minutes, say something that is worthwhile and useful. The audience sees the essential and the simple as wisdom.

Strategize your content and your timing:

5. Try to be the final speaker. This will give you a chance to hear the others and watch the audience. It will also allow you to be the one to "wrap up" and be remembered by the audience. You can do this by sitting farthest away from the moderator as they frequently begin at one end and go down the line. Or simply tell the moderator that you prefer to go last. Then listen to the others and listen especially to what they are not saying that needs to be said.
6. Be unique in some way. Don't repeat the content of the other speakers. Use a slightly different vocabulary than the others. A colleague was presenting on an alcoholism panel and all of the other speakers used words like "dysfunction, disease, and co-dependent." This speaker thought this was sapping the energy out of the room. Instead she said that families need a "sanctuary" with a "moat" so that they have a place of refuge and can then lower the "bridge over the moat" when they decide to "let someone in." You can imagine who was remembered! Make up your own analogies, perhaps your own terms, and mostly resist being common. Common is forgotten. Different is remembered.
7. Affirm the other panelists for their specific contributions as you weave their ideas into your comments. If you disagree simply say something like "I had a slightly different perspective than Ms. Walker" and continue with your thoughts. Panels are the right place for respectful disagreements!
8. If you disagree, when it is over, be the first to smile, shake hands, and say something like "I thoroughly appreciated your comments!" Reach out to all panelists after with a handwritten thank you note (not an email) with a specific comment that affirms them. This begins the power of networking. How can they forget a panelist who specifically wrote to them? No one else will do it except you and that is where its power lies.

Be focused on the audience, especially the "real" audience:

9. The "real" audience is sometimes just one person—the person who invited you to be on the panel. That person is hoping the panel and you will be good! There could also be a key decision-maker in the audience; know who he or she is and what his or her issues are. Be very careful not to drone on and on about you or your work, etc. Be focused on the audience. Mortal sin #2 (#1 was the vacuous "thank you'.") is to talk about

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how great you are, the vast experiences you've had, and blah, blah, blah about you. Resist this. Focus instead on the panel's main idea, the strategy, and the trend. That is what will make the others see you as the expert you are. The more you talk about you, the more hot air fills the room. Rather cool the room with good ideas based on your experience.

10. If there is a Q/A and for some reason no questions are asked of you, raise your hand to the moderator and comment! This is no time to be shy! You don't want to dominate the microphone; you do want to be heard because of the value of your contribution. Your main focus should be how to help your ideas shine in your several minutes which most often is not sharing ego, but sharing really expert ideas. You are the selected expert.
11. Be available, really available, for one-to-one audience interaction after the program. If any audience member comes up to you after the program, give them your full and complete attention and either answer their question, listen to their concern, or paraphrase their criticism. Their interaction with you during this one-on-one time will be riveted in their minds for all time. You are the celebrity and how they perceive your treatment of them will make or break their experience.
12. Follow up with yourself after the program. What did you do that you were pleased with? What would you do differently next time? How can you follow up with an article, an action step, even a book to write! If you recorded the panel discussion, (a good idea by the way) then listen to it after a day or so without critical judgment other than to hear it in a new way. The pros do this consistently and that is why they are pros!

Preparation is the key to a memorable panel contribution. When you do prepare, the panel can help the audience, will help you, and will advance the cause. And really, that is what an expert like you is for!

THREE REAL LIFE RESULTS FROM PANELS …
and how to make them work for you

#1 *An audience member sends a thank you to a panel presenter who impressed her – a simple "thank you for sharing your expertise." A few weeks later the panel presenter contacts her for potential work. Results: a 15-year professional relationship.*

How to make it work:
Either as listener or presenter, take advantage of the expertise that a panel presentation offers. Attend panels and write "Thank-you's" to each one. Follow up regularly to stay at the front of mind.

#2 *An author participates with other authors in related fields on a panel on writing and gets a lead for another book idea from a post-presentation discussion with a fellow panel member. Results: a book contract with an association who needs expert authors in his field.*

How to make it work:
Take advantage of the experiences of friendly competitors and colleagues in the training and development field. Use the time surrounding the presentation to ask advice and offer your own. Associations of professional colleagues are great starting points.

#3 *A young manager who happens to edit her company's online newsletter attends an executive women's panel and interviews the panel participants for the lead story. Results: the experts get free publicity not only in that newsletter but also across the web.*

How to make it work:
Take every opportunity to interview others. People like to talk about themselves. You can interview fellow panel participants, other audience members — even the person who coordinated the panel. It is another interesting way to share leading edge information about your best practices.

Note: *This article is adapted from its first publication in **Pharmaceutical Representative Magazine**, — 2007.*

*Cyndi is a 26-year member of CCASTD, having served in many leadership roles. She and Kevin are coauthors of **Present Like a Pro: Mastering the Art of Business, Professional, and Public Speaking** (St. Martin's Press/NYC 2006.) Combined, they speak professionally more than 200 times a year. Look for their next book on presentations skills for executive women, **Speak Up! A Woman's Guide to Presenting Like a Pro** — in bookstores November 2008. They can be reached at cmaxey@cyndimaxey.com or kevin@kevinoc.com.*

How Much Longer Can Your Organization Afford Classroom Training?

A True Story

by Lee Johnsen

A few weeks ago I attended a three day training session in Dallas, TX. Between the time I left my house and when I arrived at my hotel, over six and a half hours had elapsed even though it was just under a two and a half hour flight. No doubt I would have arrived at the hotel earlier had I not had to converse with the airline's customer service about my lost luggage, how quickly they might locate it, and the potential that I would receive it before the class began the next day.

At the training session were eighteen leaders and executives who had traveled from locations as near as Plano, TX and as far as Portland, OR and Mexico City, Mexico. It was an interesting session with engaging class discussions, readings, group activities, case studies and three videos. The instructor was very skilled, experienced and engaging. Overall, it was an enjoyable and stimulating learning experience.

When I returned home (after a two-and-a-half hour flight delay) and prepared my expense report, my travel expenses totaled nearly $1250.00. Multiplying that amount by the 18 participants made me realize that over $22,000 was spent simply on getting participants to and from the learning experience along with housing, meals, etc. It occurred to me that the era of "glamorous" business travel was long gone and that organizations have to find a better way to leverage those travel budgets in ways that bring greater value and learning to training participants.

As you consider the future of classroom training in your organization, ask yourself:

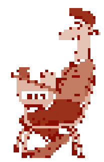
- In how many different locations are your employees — U.S. and/or international?
- How many dollars are being spent to cover travel costs?
- How often do you hear employees say they can't take time away to attend training?
- How many leaders/managers does your organization have who lead virtual teams?

While there are certainly more questions to ponder, these can begin some important dialogue about the future of training delivery in your organization.

Curbing Travel Expenses in the Short-Term

It has been reported that as much as forty cents of every dollar spent on in-person corporate learning is eaten up by travel and lodging costs. There are some fairly easy, short-term ways to reduce travel expenses associated with training. According to the ASTD 2007 State of the Industry Report, one organization reduced the number of traditional training classes for a four-day course, centralized the classes in locations easy to reach by driving, required double-occupancy at the hotel, and restructured the course to begin late on Monday morning. The result was a savings of a whopping $162.5 million! No doubt these savings are impressive, but they are at best short-term fixes.

What's Wrong with this Picture?



In 2006, live, instructor-led (in-person) training accounted for 71.36 percent of the learning hours delivered. The consolidated average for technology-based learning reached 30.28 percent of learning hours provided in 2006. Of this online learning, roughly 80 percent was self-paced. Unfortunately, the problem with self-paced learning as a whole is that most of it is never completed. According to Development Dimensions International, 50 – 90% of web-based courses are never completed. For some aspects of technical training, this completion rate may be acceptable if we believe that people should simply be able to access the information they need to learn based on their existing knowledge and experience. That approach is not so effective when people must learn processes and skills that build upon one another such as coaching, interviewing, and leadership styles in order to successfully apply them.

There Is Another Way

Too often those of us in the workplace learning and performance profession find ourselves caught in this dilemma of having to choose between instructor-led classroom training and self-paced e-learning. But there are other options. E-learning, blended with other performance development techniques and structure, can significantly improve both completion rates and learning-to-performance application. The rest of this article explores an approach that takes some of the best of both classroom instruction and e-learning and blends them into a highly organized, highly-interactive, time-specific learning experience that participants complete.

First let's distinguish between e-learning and blended learning. For this article, we will use the following definitions.

E-learning is the use of internet technologies to deliver a broad array of solutions that enhance knowledge and performance (Rosenberg, 2001).

Blended learning is a combination of learning methods that help to advance and promote learning. Some of these learning methods may be delivered via the web, while others engage a variety of technologies. Additionally, these can be supported by face-to-face instructor-led training that focuses on skill practice and application.

This learner-centered model illustrates some of the components that might be part of a blended learning experience.

A Blended Learning Approach

For ordinary people to be able to accomplish extraordinary things, they need a combination of structure and support. A successful blended learning course provides both of these to participants so that they are more likely to complete and apply their learnings to their work. This sort of blended learning of approach draws on the best of classroom and e-learning. To be more specific, this approach is instructor-led, technology-based, organized, time-specific, and highly interactive. Participants enroll as a class and, together, participate in a variety of methodologies that provide learning and performance application of the content.

Let's look at a comparison between an instructor-led classroom course and a blended learning course in leadership. Note that the content is the same for both courses.
(See diagram 1.)

When participants have an opportunity to learn over time and to apply the concepts and skills as they're learning, they report a high level of confidence in their ability to perform these on the job. In addition, they develop a sense of community (support) with other participants located anywhere in the world which broadens their organizational perspective and commitment.

Shifting from Instructor-led Classroom Training to Blended Learning

As your organization begins to budget and make plans for the year ahead, think about

Continued on next page

DIAGRAM 1	Instructor-led Classroom Course	Blended Learning Course
Number of Participants	20	20
Course Length	1 1/2 days (12 hours)	3-4 hours/week over four weeks
Participant Materials Cost	same	same
Travel Costs	$300 – $600 (or more) for out-of-area participations	None
Training Delivery	Instructor-dependent	Technology-dependent
Instructor Facilitation	Conducted in the classroom during class time	Conducted anywhere at anytime during the course
Learning Time	Instructor-managed	Self-managed and instructor-managed
Learner Equipment	None	Telephone and PC with audio and video functions
Learning Structures	• Course schedule • Classroom exercises, assignments and discussions • Discussion groups	• Course schedule • Weekly assignments, exercises and online discussions • Virtual discussion groups
Learning Support	• Instructor-facilitated discussions • Verbal feedback and support from the instructor and other course participants	• Instructor-facilitated webconferences • Online and telephone coaching • Other course participants — either in-person or online • Text feedback and support (discussion boards and email) • online Q & A
Skill Practice Opportunities	During class time	• During webconferences • Virtual team case studies • Individual applications between weekly assignments

ways in which you may be able to shift some of your resources to the development of blended learning courses. For any learning and development intervention to be successful, it has to be positioned within the broader context of the business strategy.

Some Factors to Consider

1. **Have a strategy.**
   To make blended learning successful in your organization, consider where it fits into your overall performance improvement strategy. This may involve an organizational analysis to identify workplace performance opportunities and gaps.

2. **Consider where blended learning fits into your strategy.**
   Do you have an organizational culture that's conducive to blended learning delivery as well as the resources available to support it? Identify costs in terms of both hard dollars being spent and soft dollars related to staff salaries and expertise needed to develop course material for a blended learning format.

3. **Set some performance goals, plans and measures.**
   Develop goals to address performance opportunities and gaps. As you consider potential ways in which blended learning can support these goals, identify target audiences, content, and resources required.

4. **Start small**
   Select an audience and performance gap to address with a blended learning approach. Start slowly and gain experience. Like most things, it's never as easy as it seems.

5. **Expand**
   Once you have built some successes, look for opportunities to expand. Be sure to market and communicate the results and impact of the courses to the organization.

Balance Your Budget and Your Options

E-learning and blended learning are not panaceas or magic bullets, but they do provide opportunities to leverage your learning and development resources beyond classroom training. They also have the potential to improve the application of learning-to-performance above the fifteen percent typically gained from classroom training only. Can your organization afford not to offer blended learning as part of your workplace learning and performance strategy?

1. Building a Business Case for E-Learning. GeoLearning
2. ASTD 2007 State of the Industry Report, 19.
3. Ibid., 15.
4. Ibid., 5.
5. Pete E. Weaver, "Avoiding e-Learning Failure," White paper, 2004.

*Lee Johnsen is President of Partners in Development (PID), a consulting firm specializing in leadership, management, and organizational development. He has held officer and management positions in Fortune 500 corporations and government agencies and has managed people for over 20 years. He has authored and facilitated several blended learning, web-based courses focusing primarily on leadership and management development. His experience encompasses strategic planning, succession planning, needs assessment, design, delivery, and evaluation. He is a published author in the book, **Real World Teambuilding Strategies That Work** (Insight Publishing).*

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Chapter Recognition Event

September 25 — Chapter Recognition Event honoring current chapter members who have their CPLP credentials. The event was held at Maggiano's in Naperville on September 25. Currently, twenty-one members have CPLP credentials. Sharon Wingron, Chair for the National Advisors for Chapters (NAC) and a member of the National ASTD Board of Directors, traveled from St. Louis to attend the event.
From left to right of photo: Michelle Filicicchia, Thomas West, Gwen Onatolu, Eric Sanders, Trish Uhl, Sharon Wingron.

Developing Employees for Lifelong Careers with Passion and Reward

by Leodis Scott

Leodis Scott is a training specialist at ShoreBank, facilitator and coach of e-learning and informal learning strategies. He participated in the WLPI certificate program and currently is pursuing a Master's Degree in Adult Education at DePaul University School of New Learning. You can reach Leo at 773.420.4304 or Leodis_Scott@sbk.com

Imagine you never need to worry about earning a salary or even paying for a tank of gas? What work would you do? Of course, besides solving all of the worlds' problems, for many of us the answer would be simple: we would still be learning professionals.

Unfortunately, this is a question that many learners and employees never ask. In the real world, goals and performance decide paychecks and bonuses so many compromise their talents for a job that simply pays the bills. This is not an indictment against such a lifestyle, but we as learning professionals should try to broaden their perspective and help them develop careers that are filled with passion and reward and that pay abundantly. To say that we are learning professionals, we indicate that learning is more than just training skills and competencies. It is more continually educative in inspiring others to explore more options and opportunities.

We often use the word "development" as if everyone knows what it means. Perhaps we are missing a key opportunity to explain why "development" is so important and how our role as learning professionals adds value to helping companies and employees grow. Webster's Dictionary defines "development" as "to realize the possibilities of; to grow, unfold, or expand gradually." Clearly, what is implied in this definition is a sense of continuous and lifelong growth for employees that is bound to lead to growth for the company.

I would like to share a strategy I use in helping to develop employees who pursue rewarding careers: Start with a Strength; End with a Career Plan.

The Keys to Happiness

When I consider methods for developing employees for rewarding careers, I am reminded of the words of arguably the first learning professional, John Dewey, who said "to find out what one is fitted to do, and to secure an opportunity to do it, is the key to happiness." This quote makes for a nice introduction to a PowerPoint but it is also truly is a mission statement for all of us. Assuming that the key the happiness would be for all learners and employees to have careers with passion and reward, there are two conditions that must be met.

1. Find what the employees are fitted to do: Start with a Strength.
2. Secure an opportunity to do it: End with a Career Plan that moves forward.

Start with a Strength

We often assess competencies and skills, but also we should start with something more basic. Simply, what are our employees' strengths? There are many assessment tools that employees can use to discover their strengths. One example, Dr. Buckingham and Dr. Clifton's *Now, Discover Your Strengths*, is a sound book to use as a reference. Once a learner has found a strength, we can start to "develop" that strength by using our available resources to engage the employee and add value to the work of the company. Be prepared to discover that one of their strengths may not relate to their current job. As the emerging role of learning professionals includes serving as career planners and talent managers, we create even more value by leading employees to a career more aligned to their strengths.

End With a Career Plan

When we have identified a strength, it opens the door to helping our employees seek career opportunities that best align to their talent. Talent management, career planning, and human performance all play a significant role but we cannot overlook the area of coaching. As a business coach and learning professional, I have found that clients have the answer; our job is to guide them out of the distractions and delusions that get in the way from finding it. The "keys to happiness" may not be to help the employee find a job, but rather to give them the confidence and reassurance to overcome obstacles, so they can create their own opportunity. Moreover, employees should be encouraged to associate with others through community networking to discover ways to fully develop their careers.

We as Learning and Development professionals have a vantage point of seeing the value of both business and education without compromising the true worth of either. I am convinced that our mission is to help pass out the keys to happiness to all of our learners, employees, and clients by helping them finding the rewarding careers that all of us deserve.

A Book Review

Managers Not MBA's: A Hard Look at the Soft Practice of Managing and Management Development

Book by by Henry Mintzberg
Review by Dr. Kathleen Watland,
Director for Graduate Programs in Training and Workplace Learning, Saint Xavier University

"We sure are talking a lot about ***people***..." observed one of my MBA students in the fourth week of a management theory class.

"Yes, we are." I responded, and then asked "But then again, what is the most valuable asset that managers manage?" My student, also a new manager, politely smiled, nodded, and walked away.

This exchange with my student prompted me to revisit a book I had read a few years ago, *Managers Not MBA's: a hard look at the soft practice of managing and management development* by Henry Mintzberg. The observation from my student also reignited my curiosity on exactly how we, as educators or trainers, design and deliver effective learning opportunities to enhance management skills.

Reading through Mintzberg's book provides a decidedly unflattering view of the ability of current management education programs' to enhance critical management skills. According to Mintzberg, program developers, instructors, and frequently program participants in these management education programs are focusing on the wrong skills. Mintzberg discusses numerous examples of these programs having a strong emphasis on "hard domains" or topics associated with a specific body of knowledge such as accounting, finance, marketing, and technology. He believes most management education programs place an extraordinarily high priority on mathematics and analyzing. In contrast, he explains that topics related to "soft domains" such as interpersonal skills, motivation, communication, interactions, and collaboration are frequently lacking. Yet, according to his research, it is these "soft" skills that are considered most critical for managers to be successful in working with their employees.

While Mintzberg's views are primarily focused on MBA programs, many of his concerns and comments are applicable to any type of management development program.

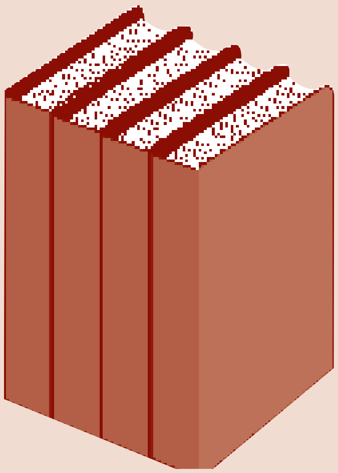
According to Mintzberg, "real world" issues and challenges need to be addressed and discussed in any type of management education program. These issues should not be addressed only through lecture or readings, but should include participant discussions about their experiences interacting with other employees. For Mintzberg, it is imperative to provide participants with opportunities to consider and discuss their issues and work experiences while also providing a forum for them to reflect on the meaning and implications of their communications. Interaction with peers and opportunity for reflection are the key points for developing managerial skills, so Mintzberg suggests asking the participants to plan on spending up to half of the class time discussing their experiences.

In addition to the recommendations for discussion time in training, Mintzberg provides eight propositions, that he suggests would greatly improve management education programs. In general, Mintzberg contends that effective managing, much like educating, needs to be more about facilitating than controlling. More specifically addressed in these propositions are considerations related to participant selection and experience, ways to connect the classroom to the participants' every day work practices, methods for exploring the impact of participant and employee actions on the organization, and suggestions for a program design that is less directed and more inclusive.

Many management experts are critical of the gap between the topics and skills taught in management education programs and the actual learning needs of practitioners. While Mintzberg's book may be most applicable for those interested in enhancing MBA or other graduate management programs, I believe there is a great deal of valuable insight and advice beneficial to anyone charged with designing or delivering a management development program.

Yes, in my class, we are talking a lot about ***people***. According to Mintzberg, that is good thing..

What Your Peers are Reading



***The Adventures of Johnny Bunko — The Last Career Guide You'll Ever Need* by Daniel Pink.**
A short book done in manga (read cartoon) format provides 6 essential tips every person should focus on. It may not be your typical format (thank goodness), yet it drives the points that need to be made in a style that keeps it short, humorous and easy to digest.

Terry Bass,
Co-VP Membership

***10 Steps to Be a Successful Manager,* by Lisa Haneberg.**
There is a book and facilitator's guide for this topic. The book is a quick 125 pages (my favorite size!). It covers clarifying the role, understanding expectations, building a great team, choosing employees, getting the work done, managing change and removing barriers for their people. It is straightforwardly written and easy to "shop" around for topics of interest. The facilitators guide is not a scripted version of a guide. It is more of a suggestive roadmap for training managers to be more effective. I think it could be really helpful in building quick improvement sessions on a particular topic or to design an entire course. This is done by ASTD Press.

Renie McClay,
Training Today Editor and Director of the Sales Training Forum

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Alliance Organizations

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

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

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

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

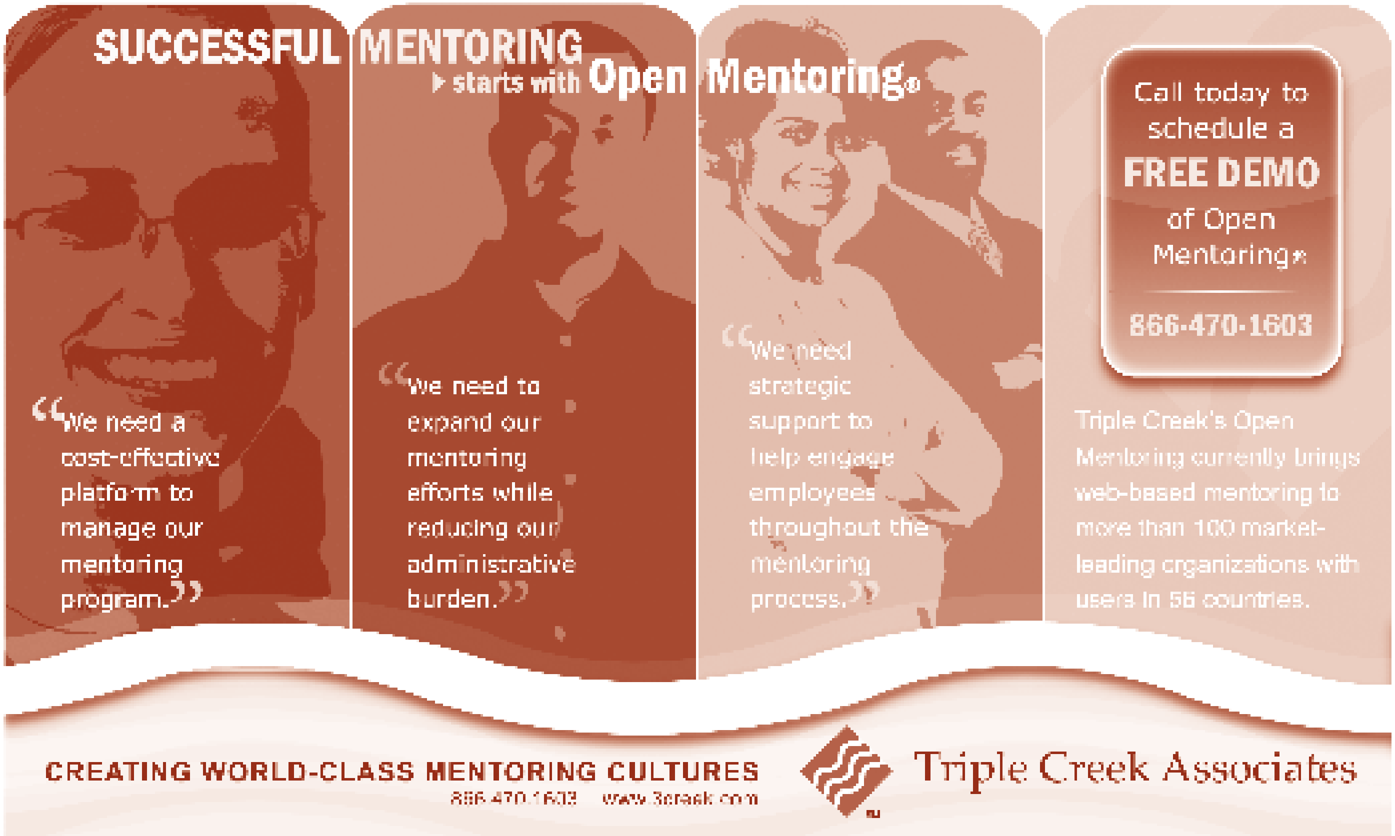
ICFC
International Coaching Federation of Chicago: www.chicagocoaches.com

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

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

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

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



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