TRAINING TODAY

CHICAGOLAND CHAPTER
ASTD
WORKPLACE LEARNING & PERFORMANCE

WINTER 2008

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

Letter From the Editor

Hopefully you are back into the groove after the holiday rush. One of the things I did to bring in the New Year was take a trip to the Wisconsin Dells (guess you can tell I am a mom!). I found there is a built in escape when you are racing down a snowy hill on an inner tube. There is no room for multi-tasking!

It seems logical that this note to you should address New Year's Resolutions. However, that is a little too traditional for me. Instead, I would like to talk about what we are trying to accomplish here. Our purpose for Training Today is to educate our members on industry related topics. I want to include information for every role and I think this issue fully delivers this. Whether you are in a leadership role or an individual contributor, we hope you will find something of interest.

This issue details widely varying topics, for example, how and why Hollister built a management certification program. Constance Filling, 2008 Chair for the ASTD Board of Directors, shares thoughts about managing the learning function strategically. Don Sandel discusses the leadership trait of integrity(one of my favorite lines from his article is, "It is from our integrity that the rest of our behaviors flow"). There are insights into performance assessments and measuring the impact of training. And there are quick ideas on other topics as well.

If you don't see information that you're looking for or if you are interested in contributing to a future Training Today, we are always looking for interesting and educational articles. Article guidelines are posted on the web site.

I hope your 2008 is full of new initiatives and healthy budgets. And, if you find yourself plummeting down a hill, my hopes are that you are there because you want to be and that you are screaming with joy and not in terror.

Until next issue,
Renie McClay
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Integrity: *The Coffee Inside the Cup*

by Don Sandel

In politics, as in religion, my tenets are few and simple… the leading one is to be honest and just ourselves, and to exact it from others.

George Washington

I was recently asked a question by an executive during a break in a leadership workshop. "If I could only embrace one thing, just one thing, toward my goal of being a more effective leader, what would you advise?"

What a great question! Understandably, he didn't want to complicate his already complicated life, he just wanted to know "that one thing." But rather than blurt out my thoughts, I replied that we'll attempt to discover that together with a quick activity right after the break. He smiled, knowing I was going to throw one of those "training-things" at him and his colleagues. For a moment, he may have regretted asking the question.

I asked each small group of about 5 senior leaders to each think about the leader who most influenced them. Really close your eyes, I encouraged, and picture that person leading you again. As they did this, I asked the participants to envision that person in action, leading…what was it about them that made them so effective? See it again, what made you want to follow them? I let the participants experience the past for a few moments. It was quiet, but meaningful.

Each group was then instructed to discuss the qualities of their effective leader and then scribe the groups' 5 – 7 key qualities on a flip chart. The noise in the room reached a crescendo. Having led activities like this many times in the past, I suspected what the responses were going to be. But this was about process, and about discovery, and that transcendent moment of active understanding. The activity went through its natural progression, with many qualities making it on all or most lists, e.g. credibility, communication skills, strategic thinking, teaching or coaching skills, etc. Every now and then in such exercises, a new one appears that forces me to re-shuffle my own list, like *transparent* or *inquisitive* or *humble*. But ultimately, through hundreds of exercises, thousands of discussions, and perhaps millions of observations, the answer to the question of "that one thing" always goes back to the same quality.

INTEGRITY

This is that quality that is the baseline and foundation for all the other qualities that typically make it on the list, whether that list is on flipchart, mission statement, competency matrix, or success profile. It is from our integrity that the rest of our behaviors flow.

Take the importance of credibility, for instance, which typically makes it on the aforementioned lists. Think about your boss right now. Imagine (I hope that you have to imagine) that he has recently stole the glory on a project that you were the sole contributor on or she showed up drunk to the corporate holiday party. You would have lost your respect for that boss from that moment on: without that respect or credibility, your drive and your support of that "boss" would have disappeared. And for you, the adage that most employees leave bosses and not companies may come into play. You're disengaged and may be on your way out. But most immediately, you can't look at this person without the context of their credibility in ruins.

Their credibility gaffe did not occur in a vacuum; it is a consequence of and directly related to their lack of integrity. In the absence of integrity, leadership is a canoe without a paddle.

The definition of integrity is as follows: integrity is a strict adherence to a higher standard of behavior. But when you think about what it means to you, how it affects you and your quest for effective leadership, a definition is harder to get your arms around, you just know it when you see it. And more importantly, you know when you are being led by it…whether that is personal leadership or when being led by someone else.
Think Colin Powell, Gandhi, Tony Dungy. (Gratefully, the list can go on and on!)

Look at it like this. The coffee in your Styrofoam cup is no longer coffee, but it is integrity. Now squeeze your coffee cup. What happens? Coffee naturally spills out. Or to continue our metaphorical conceit, integrity spills out. Whenever we are squeezed, which in our lives occurs daily, it ultimately comes out as what's inside of us. Better integrity, than…anger, mistrust, dishonesty, or ego!

Cashman offered a great question in his tome, ***Leadership From the Inside Out***, that we all should ask as we seek to improve, and it is "Where is my leadership coming from?" Where do the behaviors that people see, and therefore judge us, come from? And of course, the answer must be for those who desire consistent, perpetual leadership success, it must come from our integrity, the coffee inside the cup. It must derive from our values and our principles.

"Leaders set the moral tone by choosing carefully the people with whom they surround themselves, by communicating a sense of purpose for the organization, by reinforcing appropriate behaviors, and by articulating these moral positions to external and internal constituencies," wrote Warren Bennis in ***Leaders***.

This is not about shouting from atop the nearest hill. It is much more subtle than that. It is also in:

- Admitting fault more easily and often than taking credit
- Being aggressively open to "facing the brutal facts"
- Saying "I'm sorry" for boorish behavior
- Taking a position with a firm that mirrors our own values and principles
- And then living those corporate values ("and exact it from others")
- Hiring not just for skill, but also for a candidate's values and principles

"Leadership is best reserved for those who don't need positions of leadership to validate who they are," writes Marcum and Smith in ***Egonomics***. In the big picture, leadership is about creating a better world, which cannot be accomplished through any other means than through great people who have a strict adherence to integrity.

Cashman, Kevin. Leadership From the Inside Out. p. 42
Bennis, Warren. Leaders TheStrategies for Taking Charge. p. 186.
Marcum, David and Steven Smith, Egonoics. p. 24.

As Senior Vice President of IPC International Corporation, Don leads a growing team of trainers located throughout the country whose focus is the development of IPC's 7,500 employees, management and executives. Prior to IPC, Don provided training at United Airlines and Northwestern Medical Fa0culty Foundation, where his attention was on management and leadership development. Don is happily married and has two great kids, Matthew and Mark.

Establishing a Management Pipeline through Building Your Management Skills

by Howard Prager

Hollister Incorporated is a medical supply manufacturer in Libertyville with facilities and employees around the globe. They have just begun taking their fourth cohort group through a 9-day management certificate program, ***Building Your Management Skills***, developed with and delivered with Lake Forest Corporate Education. Howard Prager of Training Today recently interviewed the leaders of training at Hollister, John McCarthy and Bruce Such, to learn how and why they developed this program and why it keeps going strong.

John McCarthy is Director of Global Training & Development for Hollister Incorporated. He began his business career in field sales. This was followed by a sequence of roles including: sales training; product management; district and region sales management; division general management for medical diagnostics and medical device firms. In his role, John introduced the company's first management-development and leadership-development programs and is responsible for Oversees Development & Succession Planning process at Hollister. Mr. McCarthy is a member of the American Society for Training and Development.

Bruce Such is Manager, Global Training and Development for Hollister Incorporated. Previously he was the Executive Vice President and Dean of Lake Forest Graduate School of Management. Mr. Such has taught over 75 courses at Lake Forest and is a winner of the Distinguished Faculty Award. He is a member of the American Society for Training and Development.

TT: Hollister has been successful for over 85 years. Why start (and continue) a leadership certificate now?

H: *In bringing to life Hollister's People Strategy, one of the highest-priority needs identified by Senior Management several years ago was the development of critical management skills. This would not only help our first-line managers lead their teams more effectively; it would also help Hollister to build a stronger pipeline of skilled managers ready to step up to leadership positions. That need still exists today.*

TT: What skills were you looking for? What are some of your unique challenges?

H: *Some of the critical skills identified were: communicating as a leader; managing performance; coaching; leadership based on the situation; managing conflict, and building highly effective teams. These topics are divided into three, 3-day modules. One of our challenges was that our Managers are scattered around the world and often hadn't met one another.*

TT: Why a certificate program? Why partner with an outside organization?

H: *We wanted to make this new program a "big deal," and felt that awarding a diploma or certificate would be one way to make the achievement concrete. More importantly, earning a management-skill certificate demonstrates that an individual has worked on a variety of competencies to become a more effective manager. Since we have a very small internal staff, we had always planned to partner with an outside organization. Among the options we considered, Lake Forest Graduate School of Management was the most appealing. Their faculty members are practitioners, not academicians—and we wanted to provide our managers with concepts and skill models they could put into practice in the workplace. Another factor was that we were able to tap into Lake Forest's experience as we created our program; they work with other client companies with similar needs for management development.*

TT: How does this program strengthen your culture? How does it link to Hollister's Vision and Mission?

H: *Most of our Associates would tell you that Hollister is a great company to work for; there's a strong focus not only on our customers, but on Associates as individuals with real value of their own. The ability to take part in a company program like this is strong evidence that Hollister is committed to helping managers develop their knowledge, their skills, and their careers. The feedback about this has been extremely positive; people clearly appreciate the investment that the company is making in their individual development.*

TT: What involvement does senior management have in the program? How do they actively support it?

H: *Senior management (the Chairman & CEO, the President, and the VP of HR) have all been involved with the overall plan from the start. It was presented to this group and they approved both the concept and funding. All officers have been kept up to date on the program and all senior managers have received business impact reports.*

The Chairman & CEO kicks off each new group with a company strategy overview. He personally attends each graduation ceremony. The CFO attends a session on finance and answers financial questions of the participants. Another senior officer speaks at the graduation dinner honoring the participants. The VP of HR receives reports on the progress and enhancements to the program. Each Officer nominates participants for the program.

The strongest sign of support is the funding that has been provided to meet the growing demand for the program. While the program is annually funded in the operating plan, interest in and demand for it has led to a large waiting list. Senior Management has stepped up and funded the extra modules.

TT: What's the advantage of bringing people in from around the world to Libertyville and Lake Forest? Why not do this online?

H: *There are numerous advantages of bringing people to one location.*

1) Relationship building. *Hollister Incorporated has continually grown domestically and internationally over the last few years. While our Associates worldwide work with one another on different teams and projects, many have not met one another. Once a face to face meeting has occurred, relationships and trust grow at a quicker pace.*

2) Understanding. *Participants obtain a better understanding of other participants' communication styles. They see body language and physical nuances that are not visible through online meetings. This again builds trust and understanding.*

3) Sharing experiences*. Having a greater opportunity to share and the ability to discuss different viewpoints is also important. Even when an online session is interactive, the richness of a face to face discussion/ debate is tempered if not lost. People do not interact the same way when the media is technology-based.*

4) Social*. People who share a meal come together in a different and better way. Barriers are lowered, stories are shared, and business ideas are discussed in an environment that is open.*

5) Exposure. *Participants meet people outside the course – Officers and other Associates.*

6) Commitment. *Participants have a stronger feeling about being a part of the fiber of the overall company. They see that they are not alone or a member of a small team, but a val-*

ued contributor to a large and important enterprise. Hollister core values stress the respect and dignity of all Associates. Physically being a part of the larger group, being at corporate headquarters, and being part of a global course adds to this feeling of belonging.

TT: How do you reinforce the program back on the job? How is the learning furthered?

H: *About 6-8 weeks after each module, a conference call with participants and instructors is conducted. The call consists of a short review of the material and then sharing of skills used and applied. These calls last about 1½ hours and are offered so all participants have the opportunity to attend.*

A reinforcement letter and/or job aid is sent after a module is completed. This material builds on what was learned and practiced in the face-to-face sessions. It helps remind the participant about the session and gives them a visual support.

The participants' supervisors are always copied in all communications. This prompts supervisors to discuss the learning and the interaction with participants and helps reinforce the learning.

TT: What are your measures of success? What do senior leaders look for from returning participants?

H: *Success of the program is measured through both Return on Learning Investment and the Success Case Method process. 94% of graduates reported not only that they acquired new knowledge and skills, but they changed their behavior as a result of the learning. 84% reported that new management behaviors led to positive business results. The greatest gains were in communication styles, performance management and coaching. Graduates reported that their learning has brought about significant changes in them as managers – in the way they perceive and deal with their direct reports. They also said the program produced benefits which included improved cross-functional and cross-cultural awareness and the building of new intra-organizational networks.*

TT: How do you keep the buzz going? With all that's going on, how do you keep the attention on learning?

H: *The best way to keep the buzz going is to present a high-quality program that participants value. With a consistent review of the program through observation and participants' feedback, the program is improved and enhanced every time it is offered. The best buzz comes from a satisfied and delighted customer who is seeing improved results. Articles in the Hollister Highlights and the LFGSM Lake Effects newsletter both help the buzz and remind the participants what was covered.*

TT: What learning/best practices can you share with other organizations thinking about doing this?

H: *We found it valuable not only to build our list of topics by checking with a number of trusted resources, but also to then run that draft curriculum by our senior management. Having their confirmation and support has been invaluable in building our program and making it successful. In running the program itself, we find that the follow-up phone conferences are useful in helping participants learn from their colleagues, and in making everyone feel accountable to actually put their learning into practice at work. It is also extremely important to communicate internally. We copy the supervisor of each participant on all follow-up correspondence, so the bosses know what is going on. We also distribute a report that shows the impact of the program on the business.*

Howard Prager is Director of Lake Forest Corporate Education, working with business and organizations to develop customized workshops and certificate programs that deliver measurable results. Howard is a Past President of CCASTD and is currently a Presidential Advisor on the Board. A frequent speaker at conferences, Howard was a member of the National ASTD Board of Directors in 2003-4 and Chair of the National Advisors for Chapters.

Shifting Paradigms: Turning Managers into Coaches

Interview with Melissa Caldwell

by Renie McClay

After attending a workshop on Strategic Coaching skills, I saw some skills that could enhance what trainers do in an organization. Helping trainers be better coaches can help develop people all over the organization. Melissa Caldwell, one of the workshop's facilitators, agreed to share observations of managers who are trying to be coaches and how trainers might assist in building those skills.

TT: How can trainers improve the coaching skills of their managers within their organization?

Melissa: *By modeling the skills! Trainers need to add coaching to their skill sets. I have found the biggest obstacle to managers becoming coaches is confusion around what a coach does! This bewilderment is no different in trainers. Any individual that wishes to enhance their coaching skills needs to recognize it is a process by which you help the coachee get 'unstuck.' Coaching is not about teaching new skills to the coachee, and it's definitely not focused on the coach providing answers or problem solving for the coachee. There is a time, place, and need for teaching and problem solving. Coaching just isn't that time.*

TT: So what is the key to becoming a good coach?

Melissa: *The essence of coaching is asking thought provoking questions and then truly listening to the coachee's responses to know where they need to go next in order to move forward. So the first key is the ability to totally be there for the coachee. It takes a strong manager to step back and not be the one with all the answers but instead, to lend their own critical thinking skills to the coachee through open-ended questions allowing the coachee to think in areas they've not gone before. The second key then is developing the skill of asking good questions. Many managers think they are coaching just because they ask open-ended questions. What typically happens, though, is we ask data generating questions. e.g., "What did you do? Could you try to do this or that?" This pattern sets up a scenario where I (as coach) now know as much as you know about the situation and can now solve it for you. Good coaching questions sound like: "What's most concerning to you? What's the worst that could happen? What's stopping you from talking to him about this?" Coaching happens when you allow the individual to determine what the real issue is, what they are willing to do about it and how* ***they*** *might go about changing the situation. You must remember, in coaching, the solution is not yours to provide.*

TT: What is the downside for managers who are not good coaches? Why is this important and why should organizations spend resources here?

Melissa: *Coaching builds organizational capacity. I've never heard a manager say they have too many people on their team, or not enough work for everyone to stay busy. Managers that don't coach aren't developing their people. As expectations from the organization grow and resources are tightened, the only opportunity for increased capacity is through the people they have. It seems many managers are trying to achieve this extra capacity by putting more and more hours in. That is not a long term solution.*

TT: What is the most common area of improvement for your average manager?

Melissa: *Most have the biggest 'ah ha' about themselves when they realize they don't have to solve the problem. By shifting how they interact with their people, they actually can get more done in the same amount of time. Right up there in 'ah ha's' is how poorly most of us listen. To be a good coach, it's all about the coachee at that moment in time. You can't be multi-tasking on anything but them. The good news is that when managers realize these two things (I don't have to have the answer, I can do nothing but listen to the coachee for a moment) they find it a relief. Coaching creates less stress and more effective outcomes. Not a bad combination.*

TT: What is the benefit for trainers to be better coaches within their organization? And in the classroom?

Melissa: *We all know that what happens in the classroom is not the answer to development. A great idea in the training session won't go anywhere unless the trainer (as coach) pushes participants to internalize how they might make the idea work back on the job asking such things as: "What will get in the way of you implementing this idea? Why is it important to you? What can you do to minimize the risk of barriers stopping you? What do you want to have happen here? What's the worst thing that could happen? How will you get around that?" Using these same skills within the organization will help to increase a trainer's credibility as they are seen more as partners in the business versus just someone in the classroom sharing information.*

TT: Coaching is an advanced skill and takes time. What encouragement would you provide trainers and managers alike?

Melissa: *Think about the best leaders you've worked with. One that made you stop and think for yourself. Someone you worked with where you grew the most. Those leaders had no more time in their day then you and I do. Yet they got great outcomes. What was different about them? Most likely they coached. They used their time differently. By adding coaching to your skills profile and being able to draw upon it when appropriate, you will experience less stress, increased productivity and more satisfaction. It is worth the time and energy to develop and use these skills.*

Melissa Caldwell has been in organizational and leadership development for over 20 years. She works with individuals, teams and whole organizations to implement change, integrate new cultures, grow team effectiveness and develop leadership skills. She delivers and develops customized and licensed programs to enhance employee engagement and boost productivity. Melissa is dedicated to assessing talent as well as training, coaching, and motivating individuals and teams for the company's sustainable competitive advantage.

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Interviewed by Renie McClay, www.salestrainingutopia.com.

Strategically Managing the Learning Function: *Interview with Constance Filling*

by Joyce Wietrecki

Constance Filling is the Vice President of Education and Publications for the College of American Pathologists (CAP). In this role, she is responsible for strategic leadership of education activities within CAP to achieve its vision of being leading resource for education in the practice of pathology and laboratory medicine. She is also responsible for providing staff leadership in all CAP publishing activities including the publication of a highly successful laboratory medicine magazine, an academic journal in pathology, and the CAP Press.

In addition to this role, Constance serves as the 2008 Chair for the ASTD Board of Directors. We talked about her role as chairperson and what she sees as some of the critical areas in which Workplace Learning and Development profession should focus.

Training Today: As a Workplace Learning Professional, what are some of the biggest issues facing learning leaders today?

Constance: *The biggest issue I see is the need to be strategic on the learning side. Generally speaking, we are all pretty good at defining the learning function and its programs. What we are often not so good at is defining and measuring outcomes of our programs in the context of our business environment. The challenge is to figure out a way to integrate the outcomes of the business and translate that into the outcomes of learning. This can be made easier through the use of integrated systems that pull learning function data (i.e., training hours, performance in learning activities) and link it with overall employee or business performance data (i.e., performance appraisal and employee progression information, new product development, revenue achievement). Identifying learning objectives that directly relate to the organizational impact you hope to achieve helps to ensure your learning activities are relevant and effective. Workforce Learning Professionals need to ask their clients what they are hoping to accomplish and then design metrics to measure those outcomes. Learning leaders that have been able to successfully link the outcomes of their function directly to an impact on the overall organization effectiveness have been the most effective.*

Training Today: How do you engage the "C" level executives?

Constance: *First of all, I don't wait for them to come to me. I am constantly looking for opportunities to highlight the potential for organizational improvement through learning. That is because I believe that learning truly does have an impact on business and will continue to differentiate the really successful businesses from those that are not so consistently successful. That being said, when a "C" level executive comes to me to express a desire to have training conducted, I gently back them up to ask about the training needs in their business units. We discuss what led them to believe that training is the solution and I ask specifically what is it they hope training will accomplish. We then discuss what metrics will be used to measure success.*

It is important to understand the business environment and ask questions about the problem to find out if there may be another way to solve the problem. If it is not a skill issue, training may not be the solution.

Training Today: What are a few tips for promoting the learning function?

Constance: *I think you need to promote the learning function both as a creative solution to a business need and as an important part of an overall individual development strategy. For example, at the College of American Pathologists (CAP), my team put together a strategy to help employees understand what our department offers, highlighting how it could improve skills and productivity. In our case, the CAP had not previously had a learning function that included expert learning professionals so most of our colleagues were not aware of the skills and capabilities that our learning professionals were bringing to the organization. And, as most of the staff were new to the CAP, we needed a way to connect at a very personal level as well as a professional level. So, the team decided to schedule an Open House for the organization. We invited our colleagues to stop by our area to informally meet the learning staff and to participate in several activities that were designed to demonstrate the skills of our staff. We made the activities fun and created an environment with a special focus on the learning components of our vision. For example, we hung posters with famous "learning" quotes all around the department, gave attendees to chance to suggest a "tagline" for education materials, demonstrated the typical cycle of learning design and development, and so forth.*

Perhaps a more typical way to promote the learning function is to get invited to be on the agenda for various division and department meetings. Those meetings provide an opportunity to share information on what you already do, as well as get a chance to hear the issues and activities of that division. If you are listening carefully, and if you want to get invited back many times, you can often identify opportunities for you to help the particular division be even more successful through collaborative work with learning professionals. I try to use every opportunity to explain what the Learning and Development function is, how it supports the business, and how it creates synergy with other parts of the organization.

Training Today: How do you communicate the effectiveness of the Learning & Development function?

Constance: *We communicate our effectiveness as many ways as we can. Of course, we have the standard goal achievement monitoring. I am happy and proud to say that the team at the CAP has consistently met and exceeded the stretch goals we have set. That level of achievement is most rewarding to the learning professionals and continues to increase our credibility and influence within the organization. Additionally, we create the equivalent of an annual report on the learning function that includes hard numbers relating our performance to that of the business. We evaluate courses and report the impact on business. We also report on the relationships we have with other key bodies (e.g., certifying organizations, resident training organizations) because these relationships are critical for our positioning within the overall medical specialty environment.*

Training Today: How do you determine whether to conduct workshops in house or outsource them?

Constance: *We make that decision based on the objectives of the learning that we are designing. Generally speaking, if the program or objective to be achieved is core to the business, that is, about the culture, orientation, or ethics, then we are likely to keep it in house. Programs that quickly change, such as project management or technology courses, are more likely to be outsourced.*

During initial conversation with departments, I ask probing questions to discover what their objectives are for the training. For example, during the actual learning event, how much

continued next page

do you want to drive teaming behaviors? What would be a measurement of the outcome? Is it team participation, role clarification, or optimization?

Overall, however, we have primarily developed our learning activities in-house. We have done this in part because we were a newly formed division within the CAP and needed to ensure that we understood and met the business objectives for the division. We use independent consulting resources working with our internal staff on the development of activities and this model has worked very well.

Training Today: What are some keys to success?

Constance: *I think it is important to have structure and a positive action plan. I also think it is critical to be open to influence on your thinking and in the development of programs. You have to demonstrate a willingness to take appropriate risks and have a resilience and ability to learn from your mistakes if you don't achieve the goal.*

Training Today: How do you develop your team?

Constance: *I focus on individual staff development looking at both internal and external resources for their area of development. We engage in Career Coaching for Development for their next position, mentoring, or 360 feedback. I encourage team learning around focused topics to help them understand their role within the organization and as well as send them to conferences. I recommend they read professional books and become familiar with different authors within the learning space, like Jim and Dana Robinson, or Jack Phillips. I encourage staff to look at research studies on brain and memory studies to learn how to enhance learning methods, study social networks to understand what drives behaviors, and learn about barriers and boundaries. I suggest they look in disciplines outside of learning for ideas and innovative approaches to strategy (e.g., music, sports, art, science). There are many learning examples in those environments that can be great metaphors to be used in our own lives and work.*

Joyce Wietrecki is Senior Manager of Learning and Development for Newell Rubbermaid overseeing the training function for the Office Products North America divisions in leadership and employee development. Joyce is 2007 President of CCASTD, serving on the board as one of the Presidential Advisors, and currently is serving as a member of the National ASTD Leadership Development Team.

Everyone's a Winner: *Negating Extreme Competition in a Game Show*

by Missy Covington

Game shows, by their very nature, inspire competition. While a little healthy competition can be fun and engaging, some training scenarios call for a gentler approach to competition. After all, a trainer wants the main focus of a game show to be on the content—not on who did or didn't win the game. Here are a few tips on how to reduce (and in some cases, eliminate altogether) extreme competition.

1. **Eliminate or Reduce Prizes.** Trainees will still be engaged in a game show that does not feature prizes, but taking away prizes will eliminate some of the more extreme competition. We often see trainers that want to give away large gifts to winning teams, but often this results in a competitive atmosphere where the sole focus of a team is winning—not on the content. We're not saying that prizes are bad—they certainly can be a fun part of a game show—but smaller prizes (or prizes with non-monetary value like an extra lunch break, or leaving a session early) tend to work better than extravagant items.
2. **Take Turns.** Ring-in games (such as Jeopardy-style or Family Feud-style games), by their very nature, tend to encourage competition. The game is not only about who answers the question correctly, but who can ring-in quickly. To negate this element of competition, have teams take turns answering questions. For instance, have a Jeopardy-style game where each team can select a question and answer it exclusively. Some game shows are naturally more adaptable to taking turns than others. For instance, Tic-Tac-Toe games and Who Wants to be a Millionaire?-style games rely on teams taking turns answering questions instead of ringing-in.
3. **Play Without Points.** Eliminate the score board and hand out mini-prizes to each trainee that answers a question correctly. This way, the focus is not solely on earning the greatest point total. Another alternative is to eliminate the team scoreboards completely. Make it so the first team to reach a certain point level wins a prize for the entire class—like getting to leave early, or getting a piece of candy.
4. **Eliminate Teams.** Have the whole classroom work together to achieve a common objective. For instance, in a Millionaire-style game, the mission of "climbing the ladder" can be goal. A Jeopardy-style game can challenge the classroom to achieve a point value. You can also throw a game show question out to the entire room to answer. Trainees can either volunteer answers or you can throw out a small, soft object (like a koosh ball) to select the next respondent. You can also use an individual response game where everyone can play on their own. Audience-response keypads combined with an AllPlay game can track each person's individual response and total the percentage of people in the entire room that responded correctly to a question.
5. **Increase collaboration.** Consider changing quick-response multiple choice and short answer questions to more elaborate discussion questions. This not only slows down the pace and decreases the quick-fire competitive nature of the game, but it also allows trainees to focus on content for a greater period of time. Teams can put their heads together, elaborate on other teams' answers, and go deeply into the subject matter.

Closing Thoughts: Competition isn't a bad thing in a game show, but there are times when the experience can threaten to overwhelm the content. In a lot of cases, stopping the game play for a moment and reminding the players that it is, in fact, only a game and their focus should be on learning can lull a rowdy crowd. You may also want to consider what an exaggerated sense of competition says about the contestants, and reflect/debrief the experience after the game show (this can be particularly illuminating in leadership and team building courses). Some of the more negative associations with competition revolve around the winning team making the losing team feel bad. While most people should know the meaning of good sportsmanship, a refresher along the lines of, "Remember, we're all here for one common goal—to learn," may be in order.

Missy Covington is co-author of the book "I'll Take Learning for 500: Using Game Shows to Engage, Motivate and Train". She has consulted with organizations on using game shows to make training events more engaging and effective. She also works with LearningWare, developers of the game show software: Gameshow Pro. Visit www.learningware.com for more information and a free demo.

Let Them Drive

by Debbie Biggs

Think back to when you first received your driver's license. Yes, that's a long time ago for me as well, but there were likely two parts to your driver's exam – a written test and a performance test.

On the written test, you had to answer questions about traffic laws and safety rules. On the performance test, you had to actually drive a car. The examiner rode in the car with you and determined whether you could stay within your lane, stop at traffic lights, and make turns without hitting the curb.

How would you feel if new drivers today only had to pass the written exam and didn't have to show they could actually drive a car? Would you be afraid to be on the road with these new drivers?

I'd like to see more examples of the driver's license exam in our learning assessments – combining written and performance measures. Often, we rely exclusively on written tests to determine learner ability because written tests are easy to administer. However, sometimes the best way to find out if learners can do something is to actually having them do it – let them get behind the wheel and drive.

You may be thinking, of course you need both written and performance exams for driving a car, but I can use written exams alone to test learners in my training.

Really? Can a multiple choice, fill-in-the-blank, or true/false question truly measure a person's ability to perform the following skills?

- A call center representative calmly responding to an irate customer complaining about a charge on a bill.
- A plant worker properly disabling equipment to avoid injury while cleaning or repairing the equipment.
- A technician installing a software upgrade on servers that can bring down your company's network.

THE CHALLENGE

I find the biggest challenge to implementing performance assessments is time. Performance assessments can be time consuming if you need to observe each individual perform a task from start to finish. With some tasks, you can review the final product, allowing more learners to take the assessment simultaneously. Whether you are testing in groups or individually, convincing a client to provide time for learner demonstration by either removing content or adding time to a course is challenging. However, it is worth the effort. If you are successful at convincing your client, use the following ideas to make the process of developing the performance assessment more effective and rewarding.

ENLIST YOUR SMES

As you probably won't have time to test everything in the course, your SMEs can help identify the most critical tasks to include in the assessment. I find SMEs embrace the concept of performance assessments and they can adeptly pinpoint the important tasks. Your SMEs can also help set passing scores and determine if learners get more than one try to pass the exam.

Coach your SMEs on how make the assessment realistic. If learners can use manuals, online help, and other tools on the job, they should be able to use the tools during the assessment.

DEVELOP A RECORDING AND SCORING TOOL

Checklists and rating scales are the most common tools for recording and scoring learners' performance.

CHECKLIST

The driving evaluator uses a checklist to mark results. A checklist details what you want to observe – turns head and watches rear of vehicle while backing vehicle straight, smooth, and slow for 50 feet – with a place to record the result.

Below is a checklist example from a telephony hardware performance exam. The evaluator checks yes or no for each task.
Consider the following when developing your checklist:

- What specifically should the evaluator observe or check? What is the criteria for success?
- Does the learner need to perform the tasks in a specific order?

EVALUATOR CHECKLIST	Performed Currently?	
Task: Troubleshoot Consoles	Yes	No
Verify the console works by checking these three things: **1.** The LED display shows. **2.** The Unassigned SPID error message is gone. **3.** You can make a call.		

- What are common learner errors?
- Does the evaluator need room to write comments?

RATING SCALES

Rating scales have the advantage of allowing evaluators to indicate a quality or level of performance. However, consistency in scoring is often a problem with rating scales. For instance, two call center supervisors can listen to the same representative's call and give two different ratings – one scores the call a 3 and the other scores the call a 4. Why do the ratings differ? There's no clear definition of a 1, 2, 3, 4, or 5 rating. If you decide to use a rating scale, provide enough details for each rating to ensure consistency across raters.

On page 12 is a rating scale example for a new hire program for a cellular phone company. A sample scenario is the fact that new customers receiving their first bill often see two charges – one charge is for the time the customer signs up for service until the bill run date and another charge for next month's service, which is paid in advance. Confused and angered when seeing two charges on their bill, customers call for an explanation. The levels of employee response are then detailed.

Notice how each rating – 1 through 5 – contains an example of what the representative (learner) says to the customer. Providing details of the responses that would merit each rating level improves evaluator consistency0 and establishes performance standards for the learner.

The bottom portion of the evaluation form shows the screens the learner uses to answer the call. You want to make sure the learner is using the correct and most efficient screens to access customer information. There are two ways to observe the learner's keystrokes. One option is for someone to watch and write down the keystrokes. The other option is to purchase software that records the keystrokes.

You also want to define ratings for how to open the call, steps greeting customers and verifying account information, and how to close the call by asking, "Is there anything else I can help you with today?"

Continued bottom next page

Running Training Like a Business:
Interview with Ed Trolley

by Julie V. Poncé

While reading "Running Training Like a Business" by Ed Trolley and David van Adelsberg, I couldn't help but notice that the book's concepts are more relevant today than when it was written in 1999. How could this be, and what more information could Ed Trolley impart to our readers almost 10 years later?

TT: Ed, can you talk about whyyou wrote this book? What was going on in the field of training that caused you to develop the concepts in your book?

Ed: *The issues that this book addresses date back to the early '90's when I was at DuPont and responsible for transforming their training. What I saw was a lot of characteristics that caused me concern, such as a lot of money being spent but not being managed, little value being realized from the investment, lots of redundancy and waste, and lack of direct connection to the needs of the business. In 1993, this transformation resulted in the first comprehensive training deal between DuPont and The Forum Corporation which I became a part of, resulting in a lot of outsourcing of training and development in the industry. What I found interesting was that no matter what the company, these same characteristics kept popping up. Very few executives knew what they were getting from their investments in training, nor did they know how much they were really spending. As we were building the training outsourcing business at Forum, one of our board members suggested that if we wanted to lead the market, we should "write the book" on how to transform training based on what we had learned from our work with numerous large companies and that is what drove the creation of **Running Training Like A Business**.*

TT: What struck me was that your concepts in 1999 are even more relevant today.

Ed: *I have been told many times that our book was ahead of its time. It was leading edge thinking about how to run training in a very different way. The pressures that companies are having in delivering on their promises of value, productivity, earnings and revenue to their share holders, customers and employees are more intense than they were 10 years ago; and unfortunately, training is one of those areas that continues to struggle today.*

TT: You say that the core concept of "Running Training Like a Business" is to be simultaneously effective and efficient. Can you talk about what you mean and why that is important?

Continued next page

Continued: Let them Drive

Combining all of these pieces of information about the new hire's response to the scenario provides a broad view of his or her learning and skills that simply wouldn't be available if the only testing was a written exam.

CONCLUSION

Although written exams are easy to administer and performance exams present challenges, there are certain outcomes that require actual, hands-on learner demonstration. In order for learners to obtain a license from your class, toss them the keys and ask them to drive.

Debbie Biggs, instructional design consultant, has been developing learning solutions for nineteen years. She's a business-minded, results-focused contractor who creates targeted solutions for diverse audiences. Her web site is www.theefficientlearner.com. You can contact Debbie at dbiggs06@comcast.net.

Rating Scale Example:

QUESTION CATEGORY: Billing
SCENARIO: First bill with prorated charges for 1st month's service.
CUSTOMER QUESTION: I just received my bill. Why am I being charged twice?

Evaluator Form (Rating Scale)

1	2	3	4	5
I'm not really sure. It won't be that way next month.	You pay one month in advance for service.	You signed up for service on April 3 and your bill runs on April 10. The first charge is from April 3 through April 10. The second charge is for next month's service. We bill one month in advance for service.	Everything in 3 plus: Asks, "Do you have your bill in front of you?" Walks customer through calculation (rate plan / 30 or 31 days = per day calculation * days on first bill + next month's charges in advance). Says, "Next month you will only see a charge for one month."	Everything in 3 & 4 plus: Shows empathy, "This is confusing for many customers." "I'm sorry for the confusion. We're glad to have you as a new customer."

Screens:
09 Billing
04 Remark Account

Ed: *We call this the twin tails of running training like a business. Efficiency is about cost, and what I would argue is that we have lots of waste and redundancy in the system today. The fact that we spend $200 billion on corporate-sponsored training and we remain unclear about what value that investment is delivering is more than sufficient justification to do something different. There is hardly an organization that I couldn't go into today and identify some major ways to take cost out. At the end of the day though, if we just want to take costs out of training, we should just stop doing it or reduce the levels offered. What we really want is to get unit costs down to an acceptable level by eliminating redundancies, waste, and to create leverage and improve quality. We shouldn't be looking for the lowest costs, but instead creating value and making it relevant and measurable at an acceptable cost. Cost is only an issue in the absence of value. What I say about training is that we have a broken investment/value equation. We need to create the condition where value is much greater than investment. One of our challenges and what we address in the book is how we fix that equation and how we move organizations to think about the money being spent on training as an investment.*

TT: Please tell us your concept of measurements and how you define the theories of the "Baked or Built in" measurements vs. the "Bolted on" idea.

Ed: *My sense of how many organizations do measurements today is that they are after the fact (ie. "bolted on"): Deliver some training, send out some smile sheets and send out the next level of measurement. It's a difficult thing to take measurements when you don't know what to measure. In the book, we talk about having a measurement process* ***built in or "baked in"*** *to the training process from the very beginning. We shouldn't do any training for anyone unless they know what they want to accomplish from it. And what they want to accomplish goes beyond getting their people to a training session to what kind of business issues do they want to address with this training and how they want to measure success?*

TT: Please tell us more about using the right terminology or business vocabulary rather than the typical training lingo.

Ed: *Don't say, "What training do you need", but say, "What are your business issues, what are you trying accomplish in your business. how will you know that you have achieved your goal? What is the measure and is it realistic?" They, the customer of training, ought to be able to articulate that right up front. They, the customer of Training, must own the defining of what they want out of the investment they are going to make and they need to define that before they make the investment. You must also ask about the other factors that may influence the end result because you and I both know that training isn't the only thing that is involved in the bottom line. What if the training was great but the product is no good, or late to come to market and therefore the result was not achieved? Is that a training problem?*

TT: Or what if your idea of percentage is not realistic to the market?

Ed: *Exactly. So it's really important at the front end of any engagement to have the customer define what they want out of the engagement, how they are going to measure it and, how are they going to weigh the various influence factors involved. At the end of the day, if they don't get the results they were looking for, they often say that the training didn't work. What if the training was the best training ever delivered but the product launch failed? You must measure in the front end and as you go along just as you need to measure on the back end. This is our concept of " built in" not "bolted on" measurement which we go into detail in the book. Another issue is that we have to get more pragmatic about our measurements. When I was at DuPont, I asked my staff, "How are we doing on the training?" Their answer to me was, "Great! Look at the smile sheets." It was no surprise that the courses that got the highest ratings were the ones offered in Florida in January. Everyone signs up for Florida training; they say it was great and let's do it again next year. What we talk about in the book is that the end game is results; business results from the investments being made, and measurements are the only means to get there. We have to go through these expensive measurement processes in order to build confidence in business people so that when they invest in training, they can count on it delivering results and value. You need to ask them what they want to accomplish and why, what other factors are involved and make certain the training is relevant to the business; challenge them. We training professionals train our customers to behave in the wrong way. The worst thing you can do is walk in and say, "What training do you need?"*

TT: Is there anything you would like to leave us with?

Ed: *We're not talking about incremental changes; we're talking about transformation: the transforming of training into a value-creating machine and business enterprise. If you can remember one thing about reading the book and its concepts, remember that it is about results. It's not about training. Assess, Plan, Install and Run is our 4-step process. Don't just measure the results of the work, but measure the training business enterprise. If you are truly a value-creating machine, then you are talking about results rather than how you get there.*

TT: That's "Running Training Like a Business". Thank you, ED.

Edward A. Trolley is Vice President of Learning Outsourcing for ACS.

He is widely recognized for having started the training outsourcing industry when he orchestrated the first comprehensive training outsourcing deal between DuPont and The Forum Corporation in 1993. After joining The Forum Corporation, he continued to advance this outsourcing concept with leading companies around the globe. He has orchestrated more comprehensive training outsourcing relationships than anyone on the planet. Mr. Trolley is co-author of the book, ***Running Training Like a Business****. He is also a contributing author to two ASTD published books,* ***Building Learning Capability Through Outsourcing*** *and* ***Lies About Learning****.*

Julie V. Poncé is a trainer, adult educator, speaker and writer living in the Chicago area.

What Your Peers are Reading

The Success Case Method, Find Out What's Working and What's Not (In Training),
by Dr. Robert Brinkerhoff

I like that Dr. Brinkerhoff's methodology is a fairly quick evaluation method that uses storytelling to prove value and build credibility. I have developed an evaluation process based on this method that does work, but is not for the true ROI metric seekers.

Diana Oye, Director at Large for CCASTD

Influencer, the Power to Change Anything. A collaborative effort by Kerry Patterson and Joseph Grenny.

A great book on what works in motivating and changing people's behavior. I liked it because it drives home the concept of empowerment.

Terry Bass, 2008 Co-VP of Membership

Five Perspectives on Teaching in Adult and Higher Education, by Daniel D. Pratt.

This book is a very clear analysis of how our values, beliefs, and intentions play a role in how we act as teachers and educators of adults. Daniel D. Pratt, Professor of Education at the University of British Columbia and his associates conduct research and pinpoint the following five general teaching perspectives: Transmission, Apprenticeship, Developmental, Nurturing, and Social Reform. This book breaks down each perspective in detail and even offers references for finding your own teaching perspective through an online assessment called Teaching Perspective Inventory. This book is a sound reference and guide for both the novice and the experienced trainer in the field and I found it to be essential for my own educational growth.

Leodis Scott, Training Specialist at ShoreBank

Efficiency in Learning, Evidence-Based Guidelines to Manage Cognitive Load,
by Ruth Clark, Frank Nguyen, & John Sweller

To add to my Instructional Design knowledge, I attended Ruth Clark's workshop in August 2007. As a benefit, all attendees also received her book. This was a great follow-up to the workshop as it reinforced the learning. In addition, the book includes a CD-ROM. Very worthwhile!

Norma Kaplan, President-Elect 2008

Job Search Lately?

by Renie McClay

WHEN WAS THE LAST TIME YOU WERE LOOKING FOR A NEW JOB?

If it has been a while, you might be surprised how things have changed! We used to search newspaper want ads, mail paper copies of our resumes, and place follow up telephone calls to Personnel or hiring managers. As a peer recently said, this isn't our father's job search! Here are some tips from peers that might be helpful.

DESIGN YOUR RESUME FOR ELECTRONIC POSTING

If your electronic resume does not meet the key word search, it may not reach the recruiter's or HR manager's desk! They perform electronic key word searches, filtering out resumes meeting their requirements. This means that even if you have the desired experience, your resume may be overlooked if key words are missing. Use key words that will bring attention to your resume.

Here are examples of key words in training: performance improvement, sales, management development, distance learning, e-learning, elearning, instructional design, curriculum development. If you cannot seem to fit the "buzz" words into your resume, try this little trick. At the end of your resume, type key words in using **white** font! They will not be visible as content in your resume, however, they will help make your resume visible in a job search.

Before you send out your first resume over the internet, do several on-line tests to ensure that spam filters will not block your resume. Here are some tips for getting through Spam filters:

- Send from a valid email address.
- Send to one company at a time.
- Do not use zip files.
- Use plain text, without attachments, unless requested.
- Watch for "buzz" words like free, save, savings, cash. Things like 4 time winner of sales awards OR saved $55,000,000 over previous year.
- No caps, punctuation, or spam buzzwords in the subject line
- No colored backgrounds.

USE THE INTERNET, BUT NOT EXCLUSIVELY

According to Gray Hair management, "Statistically, there is better than an 80% chance that one's next job will come from some form of networking. However, it may not be from someone you know today, but someone you meet tomorrow. With those odds, spending an exorbitant amount of time on the Internet looking for work is a waste of time."

Use the internet for job searching, networking, research and prepping for interviews. I have read that between 4% and 20% of jobs are found on-line. Limit your time searching on the internet. Set up search agents to search for jobs for you while you sleep! Take full advantage of Indeed and LinkedIn.

Besides sending your resume to potential employers, post your resume on any number of job sites. To name a few, e.g., CareerBuilder, Hotjobs, Sales Ladder, Monster, outplacement sites, and more. The internet is a prolific resource. One point to remember about on-line posting: refresh your resume regularly. If you do not refresh your on-line resume every month, it falls to the bottom of the great cyber resume stack!

If you are concerned about posting your contact information on the internet, you can leave that off. You can also leave off the names of companies you have worked for and instead describe them as "Fortune 500 consumer goods company" or "Fortune 1000 company in healthcare field."

PROTECT YOUR EMAIL ADDRESS

Create an e-mail address solely for your job search. This will help filter out spam. Do not use anything "cutsie" (e.g., salty dog, adventure girl, canine fan, even par – I have seen all of those, by the way!) Keep it straight and professional!

NETWORKING

Networking may be challenging and outside of your comfort zone. It is, though, your best marketing tool! You are your best advertisement for your job search; you need to let everyone know you are looking for work!

Who should you include in your network? It is already probably wider than you know:

Continued next page

customers, vendors, former employees, college friends, relatives, neighbors, your dentist, hairdresser, your children's teacher, alumni organizations, other job seekers and more.

Do not be discouraged if contacts do not respond to you right away. Everyone is stretched. Because of rightsizing, downsizing and every-which-way sizing, many employees are doing the job of two or more people. Because workers are doing more with less, many are unable to take the time to help a job seeker (I found that I could help people during times when my workload was manageable, but not so much when my workload was overwhelming)!

Think of networking as building relationships. Let them get to know you and vice versa. It is quite likely that you will network with others who are also looking for work. Share your company contacts with others. It is particularly helpful if you are looking for different work within the field from someone else. If you are looking for a leadership role and someone else is looking for a different role, then speak regularly about what you are finding. You won't be considered for the same role anyway.

Keep in mind that you are not necessarily asking contacts for a job. Use your contacts to gain information and share information with them as well. Perhaps this will lead to a face-to-face introduction with that key contact. Alternatively, perhaps they will share their network with you.

CREATIVE NETWORKING

Attend networking events. Arrive early; stay late. Do not let your face and name be forgotten! Follow up immediately with the people you meet. Keep track of your contacts: whom you spoke with, how you found their name, when you need to follow up. Keep the contact list fresh!

Volunteer in organizations where others can see you in action. Serve on a committee or a board where you can manage a project, be a guest speaker or writer.

If you are not already a member, join a professional group. There are many professional groups catering to various training specialties. Many of these groups have special job searching services for members. I have found CCASTD to be a good networking group. ASTD members can use ASTD CONNECT for fellow training professionals who may be fruitful contacts for finding target companies, industries, individuals, etc. If sales training is your focus, SMT may be a good organization for your search.

WHERE TO LOOK

Where do you search for a job? You may look for a job in the same places that you post your resume. You might look at newspapers, referrals, specialty magazines, websites (e.g., monster.com, dice.com (for technical jobs), computerjobs.com (also for technical positions), hotjobs.com, recruiterconnection.com (for upper or middle management positions), and careerbuilder.com. Do not forget about websites like those of ASTD, CCASTD and SMT.

Determine your target companies and watch them for job postings. Watch the top sites for jobs posted input your search for new postings. As you see relevant postings apply online. Then use your network to find the hiring manager or recruiter. Send a paper copy of your resume to this person followed up with a phone call.

When you are searching for posted jobs, remember to search on key words, just as you did when designing your resume, i.e. training, train, development, performance.

WHAT COMPANIES SAY

I talked to several hiring managers or recruiters within companies and asked who makes the cut. They look for a close match of requirements and experiences specified by the hiring manager. They are also looking for longevity and stability with a company.

Initially, you may be screened over the phone. Be prepared for that first call. Candidates who make it to a first interview, are screened for cultural fit and evidence of achievement. Build a portfolio of samples of your work.

OTHER TOOLS FOR THE JOB SEARCH

Prepare a 30 second speech, also called an "Elevator Speech," that succinctly tells fellow networkers what you are looking for, something you accomplished for a past employer, a brief and diplomatic explanation of why you are looking for work. Why should you practice this? At least two reasons. First, you want to be able to succinctly describe your value to a new organization. Secondly, you want to be able to explain the reason you are looking for work without trashing anyone or any company!

There is a plethora of web sites, books and professional groups that can help you in your job search. I have mentioned a few of them already and here are a couple others that I have found helpful:

- ***Guide to Internet Job Searching***, by Dikel and Roehm
- ***What Color is Your Parachute?*** by Richard Bolles

Basically, recruiters and hiring managers search the same places that the job seekers search: newspapers, websites, professional organizations, referrals.

There are many job web sites. Here are some of the main ones:

www.careerbuilder.com
www.monster.com
www.hotjobs.com
www.jobs.com
www.flipdog.com
www.jobboardinfo.com/industryboards.cfm (for industry specific info and jobs)

FINAL POINTS

We all know that looking for a job is a full-time job. Bring your job search into this century by incorporating the old search techniques with the new:

- Prepare an effective resume
- Post it where it will be seen
- Develop a networking plan and a growing networking circle
- Use the internet for both resume posting and job searching

Hitting the "send" button is not the end. Mail a hard copy to the company, find the hiring manager or recruiter, and schedule a phone conversation. If you cannot talk to a live person then at least make sure they get a hard copy of your resume. Your goal is to move your resume up the stack.

When you post, you might have options for part time, full time and contract work. Do you want to do temporary project work while you are looking? Working may detract from the job search, as looking for a job is a full time job. Alternatively, temporary positions or contract work can ease the financial pressures of unemployment. Besides, you never know where a temporary opportunity will lead! I wish you well on your search!

Renie McClay has been assisting companies with learning solutions for the past 17 years. She has managed training for several Fortune 500 companies. She facilitates in the US and abroad in a classroom or virtually. She can be reached at mcclay@salestrainingutopia.com.

CC·ASTD
Alliance Organizations

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

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

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

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

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

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

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

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

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

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