

TRAINING

SUMMER 2005

T O D A Y

Chicagoland Chapter



Interview with Tony Bingham, President and CEO, ASTD, On The Future of Workplace Learning and Performance

by Dr. Margot B. Weinstein 3

Motivating New Learners

by Tom West..... 7

Insights in Corporate Training

Interview with Pam Kemp..... 10

Training for the Future— Sales Culture Transformation

by Jim Kasper..... 11

Creating the Future: AI and 5-D

by Mary Maley and
Therese Yaeger..... 12

Thank You for the Lessons: The Career In Transition

by Jonathan Simon..... 14

On The Future of Workplace Learning and Performance

by DR. MARGOT B. WEINSTEIN (CIPS)

In the past decade, The American Society for Training & Development (ASTD) has faced many challenges to meeting the needs of its members worldwide as it adjusts to revolutionary changes in our field. When Tony Bingham joined ASTD in 2001 to lead business operations as Chief Operating Officer and Chief Information Officer, he became the architect behind a financial turnaround, improved customer service, faster content development, new vehicles for information delivery, overhauling ASTD's technical infrastructure, and enhancing the Society's online presence and customer experience.

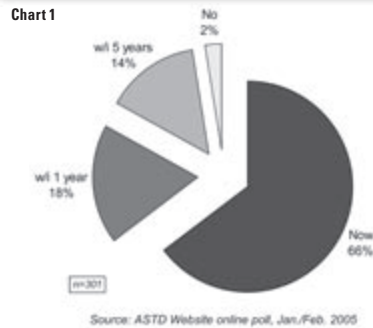
Today, as President and CEO, Bingham has completely transformed the organization through outstanding leadership. With all Bingham's changes in the last few years, I spoke with him to find out what he believes should be the future direction for the organization and its members.

Weinstein: *What do you believe is the future of our industry—and what evidence do you cite to support your views?*

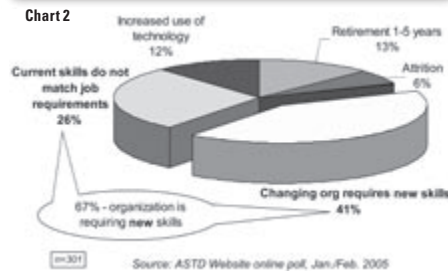
Bingham: By many accounts, the difficult years when organizations were cost cutting and right-sizing are coming to an end. It's no doubt that many of these companies are financially healthier now as a result of the cuts, though these same companies may be at risk by ignoring the need to prepare employees for growth and neglecting to "right-skill" their employees to meet the challenges that lie ahead.

A number of recent studies¹ suggest that, although many organizations are in a growth mode, business leaders still struggle with solving the skills gap—the gap between the skills their people have and those skills they need so that the organization can grow and succeed. They recognize that having the right people with the right skills in the right jobs is critical to their success, but focusing on attracting and retaining this key talent continues to be a big challenge.

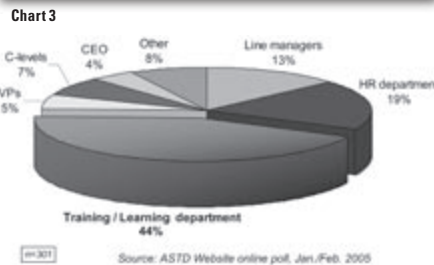
Is there a skills gap in your organization or do you anticipate that it's coming?



Main reason for current or anticipated skills gap?



Who is taking the lead to address the skills gap?



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

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

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

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

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

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

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

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

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

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

Bingham: For the past 20 years, ASTD has created competency models that

define standards of excellence for the profession as it has grown and assimilated new thinking and practice. Each ASTD competency model marked a milestone in the expansion of the field from a singular focus on training to human and organization development to workplace learning and performance.

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

The ASTD Competency Model™ was built using a data-driven approach. The content was validated by thousands of workplace learning and performance professionals. The competencies include clusters of knowledge, skills, and behaviors that are required for job success across the

WLP profession. The competency model contains three tiers: foundational competencies, areas of expertise, and roles.

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

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

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

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

Skills gap according to Alan Greenspan

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

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

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



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

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

Survey Research: Implications for the WLP Profession

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

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

2,000 responses to the ASTD competency model survey

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

Bingham: The ASTD Competency Model™ provides:

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

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

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

Check your competencies against the ASTD Competency Model. Act on the gaps and show your comprehension and real-

life skills by earning your certification—the Certified Professional in Learning and Performance (CPLP)—from ASTD. Assess your readiness for certification on ASTD's Web site: www.astd.org/competency.

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

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

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

WLP professionals who don't develop business skills and organizational knowledge are destined to be rolled over. Like any key player in the enterprise, the learning professional must demonstrate a high

level of contribution by clearly articulating his or her contribution to innovation, growth, and transformation.

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

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

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

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

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

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

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

Weinstein: *In what ways do you think the career development needs of these two*

groups are similar and in what ways are they different? And what are the differences in the fears and challenges of each group?

Bingham: ASTD's offerings—from its content to professional development to specialized benefits—include the many facets of the learning and performance profession. While independent consultants may have different challenges to tackle such as business development, marketing, and other items specific to running a small

business, the expertise and service they provide to their clients is very similar to what an internal practitioner provides to his or her organization.

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

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



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



NOTES:

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

FOOTNOTES

¹The following studies are referenced in the April 2005 T+D magazine article "Relevance²" by Tony Bingham: "Your Turn," IBM's 2004 global study of CEOs, May 2004 *Learning Circuits* article by IBM's Tony O'Driscoll and Paula Birki, Convergys 2004 "Workforce Agility" study, and ASTD skills gap poll conducted in early 2005.

The Graduate Programs in

Organizational Behavior and Organization Development

IN OMNIBUS GLORIFICATUR DEUS

Master of Science in Management and Organizational Behavior
Accelerated Master of Science in Management and Organizational Behavior
Ph.D. in Organization Development

In this competitive and complex era, leading-edge companies demand managers who can achieve financial results *and* effectively manage human resources. Benedictine University's award-winning graduate programs in Organizational Behavior and Organization Development prepare working professionals with the practical skills, relevant coursework and theoretical expertise to effectively manage the human side of organizations. Ten certificate programs are also available.

www.ben.edu

(630) 829-6208 (Ph.D.)
(630) 829-6223 (M.O.B.)

Benedictine University

Lisle, Illinois