

EXECUTIVE SUMMARIES

New Roles and New Competencies for the Profession

Patty Davis, Jennifer Naughton, and William Rothwell

This is part 2 of a three-article series.

ASTD's competency model was designed to convey what will be required for the next generation of practitioners. The new model includes the following three layers, among others:

Foundational competencies. Divided into three competency clusters—interpersonal, business/management, and personal—each cluster contains its own set of skills required for success.

Areas of expertise. AOE's, for example career planning and talent management, are the specific technical and professional skills and knowledge areas required for success and build upon the focused application of the foundational competencies.

Roles. Requiring a select group of competencies and AOE's to perform effectively, roles rely upon a vast body of underlying skills and knowledge to support their execution.

One could argue that ASTD's new competency model provides a picture of what it takes for workplace learning and performance professionals to excel and make a difference in the field.

For complete text, see page 26.

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View From the Top

Linda Galloway

Senior learning executives from CIGNA, Cisco, Deloitte Consulting, IKON, Toyota, and Unisys gathered for a panel discussion at the recent Corporate University Week in Orlando, Florida. Three of the panelists—Sara Mills, Karen Petersack, and Ellie Tymer—represented corporations recognized for achievement and leadership in corporate training.

This article captures some of the discussion and answers such questions as how training managers can make training strategic and how training can get a foot in the door of the executive suite.

One of the major points emphasized by all of the panelists is the importance of applying focused training programs to clearly defined business issues. As the executives point out, meaningful measurements, executive attention and sponsorship, and IT support are usually much easier to obtain when training is aligned to business.

Another observation is that although these executives are responsible for large, enterprise-wide learning organizations, many of their problems and challenges are the same as those encountered by managers of much smaller training departments. The advice and opinions are relevant to any learning organization.

For complete text, see page 38.

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Competency-Based or a Traditional Approach to Training?

David Dubois and William Rothwell

With training budgets increasing and managers and HR practitioners recognizing that “jobs” are “out” and “work” is “in,” the subject of what approach to training is best arises again.

At the same time, a need emerges to define what competencies or traits a worker must possess to achieve prescribed work outcomes. Competencies models, detailing not only those traits but also how those traits should be used in a work setting, are now being addressed in various training settings, such as the traditional and systematic ISD model and Dubois's Strategic Systems Model (SSM), which advocates the wide participation of people in and external to the organization.

The authors suggest that training can become competency-based in at least three ways: 1) by reinventing the ISD model (or using the SSM), 2) focusing attention on training to build individual competence relative to a competency model of exemplary performance, or 3) building individual competence in a work-team context.

After tackling the advantages and challenges associated with a competency-based approach to training, the authors explain when employee training should become competency-based or be handled traditionally, and how to implement competency-based training.

For complete text, see page 46.

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The Link Between Leadership Development and Retention

Tom Barron

A new philosophy exists that is about making management and leadership development an ongoing process tailored to individual needs but also firmly rooted in an organization's culture. Technology often plays a role by providing tools for ongoing LD for managers and executives, and more organizations are searching their ranks for rising stars and nurturing their skills to build a pool of future leadership talent. Here are some examples: **Schwan's University.** This two-year-old executive development program includes a strenuous nomination program, a day-long assessment of leadership skills, and action learning projects on real-world business issues.

Equity Residential. The Center for Creative Leadership, in conjunction with the University of Maryland, lead the initial program to provide leadership skills to 100 managers. Using that program as a model, an expanded program brought the training in-house, instructing as many as 2000 managers and executives.

Health First. This LD program divides 80 directors into groups of 20 for monthly meetings in informal settings. Each group focuses on a different leadership topic to foster a sense of shared responsibility.

Clearly, the use of combination approaches to leadership development aspires to build and sustain successful training programs.

For complete text, see page 58.

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Your New Career: E-Learning Process Manager

Gonca Telli Yamamoto

Because e-learning necessitates working with many disciplines, it forms a new ground for training, requiring the cooperation of people with different capabilities and qualifications.

The work starts with creating the demand. To break any resistance, identify the organization's opinion leaders and set them into action to spread the word that e-learning is beneficial and necessary in a world transforming to an information society.

Those opinion leaders are called *e-learning challengers*, and their job is to be knowledgeable about e-learning and make others believe. To help pave the road to e-learning with the least resistance, *e-learning balancers* ensure that information and technology are provided in harmony. Challengers and balancers work in concert with the *creative design team*, who handle the technical aspects.

Acting as a separate research group, the *e-learning market research team* should be in contact with learners worldwide, any time—sending questions and discussing issues. The receivers of e-learning, the *e-learning knowledge incomers*, are in contact with the research group and the creative design team to help construct appropriate programs.

As manager, you provide technical, personal, and marketing solutions; a human relations approach; and an open mind to innovation and creativity.

For complete text, see page 66.

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