

EXECUTIVE SUMMARIES

From Zero to 60

Pat Galagan

ASTD is celebrating its 60th anniversary this year, making it one of the oldest U.S.-based associations for professionals. Pat Galagan captures "The First Fifty Years," and a timeline shows stand-out ideas and events of the past 10 years, "A Defining Decade."

Consider a major focus ASTD began this year: the ASTD competency study and the decision to offer professional credentials based on a set of standards for the profession. Take a look at the supplier community: This year, IMB, Raytheon, Sun Microsystems, and General Physics are on the Expo floor at ASTD's conference in Washington, D.C. That's a sign that learning has entered the business mainstream.

ASTD's membership is more diverse in age and ethnicity, and its staff is more wired than in any past decade. ASTD has a Website and a digital magazine, holds virtual meetings, and has online communities.

The next 10 years should break all speed records.

For complete text, see page 26.

Reprint TD040526

To purchase a copy of this article, go to the ASTD Online Store at store.astd.org.

Bulk Reprints

To purchase reprints of these articles, call The Reprint Outsource, 717.394.7350.

To purchase single copies of *T+D* articles, go to the ASTD Online Store at store.astd.org.

Where To, the Field?

Patricia A. McLagan

Traditionally, the field has been defined by job titles. McLagan suggests moving away from title-, membership-, and knowledge-based arguments and focusing instead on equating the field with its purpose: to expand and accelerate learning and performance. To accomplish that, there will be challenges.

For example, measuring the cause and effect of training is complicated based on what equation you use to get results. Recent studies show that the impact of training on performance is unclear. When you focus on learning and performance *results*, research shows that they are important practice areas for the field.

McLagan proposes that, because a breadth of practices creates learning and performance results, the *intent* to facilitate and accelerate learning and performance should define the field. She presents a map to guide decisions and actions that consists of the following: a level that focuses on interventions, a level that focuses on roles, and a level on knowledge bases.

To develop synergy in the field, industry professionals may have to give up older, narrower ways of defining "the field." The place to start is with agreement about the wanted results: enhanced learning and performance. Training, organization development, diversity, and so forth are often means to those ends, but they are not, themselves, the field.

For complete text, see page 34.

Reprint TD040534

To purchase a copy of this article, go to the ASTD Online Store at store.astd.org.

Same Presenters, New Perspectives

Geri McArdle and Cheryl A. Hanson

The authors revisit a few master presenters to learn how their professional roles have changed since they were profiled in the October 1999 issue of *T+D*.

Initiating a change to grow his business, **Bob Pike** now consults and coaches in addition to training. Due to more effective conversations, Pike works with clients to deliver what is needed, not just what is requested.

Geri McArdle made a deliberate decision to reposition herself in the field.

By bartering her design skills for opportunities to learn about technology, she's now involved in integrating HR theory and practice using new techniques. In addition to book writing,

Dianna Booher has been encouraged by her clients to work with senior executives to address corporate initiatives or develop solutions to organization-wide problems.

Doug Malouf wanted to cut back on his travel schedule, so now he spends time developing the skills of people in his company and designing his company's course offerings. A nontraditional trainer, **Tom Crum** encourages people to work together in a spirit of harmony rather than emphasizing their own agendas, in order to create a more productive, supportive, and balanced organization.

Fran Solomon's role has stayed the course: She still provides an entertaining and educational session. But post-9/11, she feels changes in herself and her clients.

For complete text, see page 48.

Reprint TD040548

To purchase a copy of this article, go to the ASTD Online Store at store.astd.org.

Training's New Guard 2004

Jennifer J. Salopek

For six years, *T+D* has discovered people doing work that makes them stand apart from the crowd for innovation, creativity, and social contributions.

Those honored this year as part of Training's New Guard include **Amy Eifling**, vice president of Aspire Inc., who came to training through the normal path—you know, interior design. **Judus Floratos** always has learning on his mind, whether at work as an e-learning multimedia developer for Nike or at home finding tools to help his wife home-school their three sons. **Thomas Martin** was always "on stage" in his role as corporate director of training and brand standards at W Hotels. **Mary Elizabeth Murphy**, an "accidental" trainer, is rejuvenated by her work with women. **Captain Matthew T. Peters** commands respect in his role as the commanding officer at the Human Performance Center, part of the U.S. Navy's Revolution in Training. **Steve Rauschkolb** fights "wallflower syndrome" in his role as senior director for University of Pfizer.

Salopek also catches up with alumni from the first five years of New Guardians to find out what they're up to now.

For complete text, see page 58.

Reprint TD040558

To purchase a copy of this article, go to the ASTD Online Store at store.astd.org.

Putting New Competencies to Work for You

William Rothwell and Rich Wellins

This last of a three-article series on the ASTD 2004 competency study, "Mapping the Future: Shaping New Workplace Learning and Performance Competencies," addresses the following questions:

1 How should you use the competencies to guide your professional development? The short answer: Use the competencies as a foundation on which you can build career plans and align your career with the needs of the organization.

1 How should organizations use these new competencies? The competency model can help align the HR system vertically with the organization's strategic objectives or horizontally with other HR functions. It provides managers and leaders a tool for selection and promotion, training and development, career and succession planning, and performance management.

1 What are the applications for educators? This competency study helps those responsible for academic programs to create a curriculum that is based on employer expectations.

The study results will help workplace learning professionals select, develop, appraise, and manage their careers.

For complete text, see page 94.

Reprint TD040594

To purchase a copy of this article, go to the ASTD Online Store at store.astd.org.

Mining Human Assets

Haidee E. Allerton

South Africa's government has established the Socio-Economic Empowerment Charter of 2002-2003 to "deracialize" the country's economy. The aim: to "encourage black economic empowerment and transformation at the tiers of ownership, management, skills development, employment equity, procurement, and rural development." To that end, AngloGold, a South African gold mining company second largest in the world, contacted U.S. retention firm TalentKeepers because the mining company wanted to move away from its autocratic process of telling the workforce what to do and work towards a more pro-education and retention process.

TalentKeepers implemented an e-learning solution that AngloGold's workforce with no computer experience is using to assess and improve skills, and develop as leaders. The solution, which focuses not just on leadership development but also on employee retention, centers around four main stages: 1) launch, 2) awareness building, 3) retention competency development, and 4) sustaining momentum.

The TalentKeepers program is helping AngloGold's larger effort to bring adult education to its historically disadvantaged workforce.

For complete text, see page 102.

Reprint TD0405102

To purchase a copy of this article, go to the ASTD Online Store at store.astd.org.