

# EXECUTIVE SUMMARIES

## Outsourced Learning: A New Market Emerges

Paul Harris

Although the numbers still don't suggest a tidal wave, there has been a surge within the past two years of companies outsourcing learning.

Incentives reflect the widespread desire to eliminate fixed costs, focus on core competencies, become more strategic, and contain the costs of enterprise learning.

Bigger news comes from the suppliers. Thanks to technologies, the economies of learning business process outsourcing have changed radically. It's now possible to control costs among multiple clients via service centers such as Accenture. Savings of 30 to 50 percent can result from providers that leverage their costs over multiple clients.

The successes of the first corporate contracts, such as Nortel, caused experts to predict that as many learning and training employees will be working for BPOs as with corporate training departments within 10 years.

*For complete text, see page 30.*

**Reprint TD030930**

*To purchase a copy of this article, go to the ASTD Online Store at [store.astd.org](http://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](http://store.astd.org).

## Eleven Common-Sense Learning Principles

David C. Forman

Training has industrialized learning. Emphasis is now on courses and knowledge chunks that can be distributed through rigid classroom and electronic delivery. But Forman warns that we can't forget about these 11 common-sense learning principles:

**Tell stories.** We remember good stories, and the lessons endure.

**Play games.** Games involve the learner and many senses, foster high-level thinking, reinforce the value of goals and rules, and show outcomes.

**Explore and experiment.** Immediately engaging learners motivates them to discover what they need to know more about.

**Use pictures.** Visuals add meaning, a framework, and relevance.

**Have a coach.** Learning is incomplete without one.

**Learn with others.** Interaction among peers is when ideas are discussed, reality is checked, and lessons are applied and adapted.

**Focus on what's important.** Limit in-depth teaching to a few key ideas.

**Take recess.** Understanding can't be rushed. It must evolve within the interaction of information, ideas, time, and the situation.

**Have lunch.** Learning can be fostered in casual and informal settings.

**Be passionate.** Passion can have a direct bearing on motivation to learn.

**Keep learning.** The quicker you can learn, the more valuable you are.

*For complete text, see page 39.*

**Reprint TD030939**

*To purchase a copy of this article, go to the ASTD Online Store at [store.astd.org](http://store.astd.org).*

## When Performance Reviews Fail

Annette Simmons

Performance reviews often conflict with relationship management. Negative feedback doesn't motivate, and ignoring subjective elements in reviews can undermine employee attitudes. In fact, Simmons says this primary tool designed to improve performance can, and often does, create the opposite of the desired and intended result. Instead, she suggests an alternative review system that takes into account the important emotional aspects.

The core assumption of most performance reviews is that if you clarify the gap between current performance and desired performance, that will drive improved performance. However, that's not the case. Instead, reviews tend to amplify the quality of the personal relationship between boss and employee.

Another problem is forced ranking. These protocols test managers' ability to balance accuracy with effective relationship management. An inflexible review system can ruin relationships between bosses and employees. What's worse, it erodes cooperation and doesn't motivate average employees to be more productive.

*For complete text, see page 47.*

**Reprint TD030947**

*To purchase a copy of this article, go to the ASTD Online Store at [store.astd.org](http://store.astd.org).*

## Great Training Leaders Learn Out Loud

Chip R. Bell and Bilijack R. Bell

Discovery organizations all have one factor in common: great leaders of learning. These leaders communicate a clear and compelling purpose, provide a safe and supportive work environment, and convey high but attainable expectations. They nurture the spirit of curiosity and are perpetual hunters of insight.

Great training leaders also demonstrate their passion for learning by constantly asking questions of managers and other employees about the customers' experience. These leaders believe that what people see them do is more important than what they hear them say.

Curious people who drive discovery come from atmospheres that are quick to champion and slow to chastise. The experience of support comes when training leaders spend time running interference, providing important resources, and using valuable time to listen and learn about employee needs and requirements.

Great training leaders are clear about their expectations and are enthusiastic about communicating them. They set a powerful tone when they show they're willing and able to learn out loud, as well as encourage others in never-ending discovery.

*For complete text, see page 52.*

**Reprint TD030952**

*To purchase a copy of this article, go to the ASTD Online Store at [store.astd.org](http://store.astd.org).*

## From C-Level to See-Level Leadership

Richard S. Wellins and  
Patterson S. Weaver Jr.

We might associate business success with top-level officers, but the leaders who really make or break a company, and who offer the greatest return on a development investment, operate at the SEE-level. They are the most visible level of leadership to employees and customers, and should be the primary focus of development efforts.

There are significant reasons, such as an impending leader shortage, why it's especially important now for organizations to make special efforts to develop leaders.

Among the companies that have attempted that development, most were disappointed with the results. Why? Wellins and Weaver say it's because of these misleading myths:

- The best workers make the best leaders.
- Leadership is about knowing what to do.
- Build leaders by fixing weaknesses; develop by focusing on strengths.
- You can't change people.
- Great training makes great leaders.
- The nature of leadership varies by culture, industry, company, and position.
- E-learning is the only practical method for training a large number.

*For complete text, see page 58.*

**Reprint TD030958**

*To purchase a copy of this article, go to the ASTD Online Store at [store.astd.org](http://store.astd.org).*

## People and Plans: Training's Role in Homeland and Workplace Security

Eva Kaplan-Leiserson

Are you worried that your company doesn't have enough resources to keep up with current security needs? Don't be. Knowledge is the best weapon against the unexpected.

Here are measures being used by some companies.

**Designate a security officer.** He or she will safeguard the company from threats and protect employees, physical assets, computer networks, and intellectual property.

**Assess vulnerabilities, threats, and risks.** Identify potential adversaries and their capabilities and intentions.

**Create a crisis-management plan.** The goal is to protect employees and the business during the incident and minimize the damage to both.

**Create a business continuity plan.** This plan is a specialized component of a crisis-management plan that aims to keep a business running after a disaster.

If companies can change employee behavior, they can tighten security quickly and cheaply. Only repetitive training can raise employee awareness and provide them with the critical knowledge and skills needed during an emergency. That might require hiring security experts and getting officials to make security funding a priority, but experts argue that training has never been so important.

*For complete text, see page 66.*

**Reprint TD030966**

*To purchase a copy of this article, go to the ASTD Online Store at [store.astd.org](http://store.astd.org).*