

SPEAKING FROM EXPERIENCE

ASTD/NYU PROFESSIONAL CERTIFICATION PROGRAM — "FOCUSING ON DOLLARS AND SENSE"

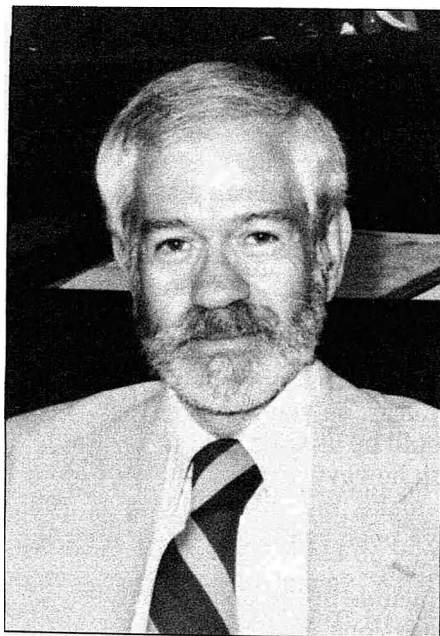
BY WARREN H. REED

Editor's Note: Many of the ideas expressed here are part of an article that appeared in a recent edition of the New York Metropolitan Chapter's monthly newsletter, The Lamplighter. More importantly, however, it is one ASTD chapter's way of sharing its experience with all ASTD members and readers of the Journal concerning a highly successful experience in educational advancement. Specifically, it describes how career-minded, motivated training and development professionals who study in the ASTD/NYU Professional Certification Program in training and development get positive results in their organizations. For you, we hope, there will be two outcomes: (1) you may want to look into ways to organize similar programs with educational institutions in your communities or (2) if you already have similar, ongoing programs, you'll get reinforcement of your own beliefs from learning about Metro's experiences.

Doesn't it sometimes seem as if it takes years to convince Top Management that there's a bottom-line payoff in full time commitments to training and development?

Not any more, it doesn't! Not with the new breed of career-oriented, young adults who've entered the training and development field taking hold of things.

Today, training directors and line managers alike are experienc-



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ing tremendous satisfaction in working with these dynamic persons. Typically, they're the men and women who participate in the ASTD/NYU Professional Certification Program in Training and Development. Take a long, hard look at what they can do. . . .

They're capable of successfully persuading management that they can correlate human resource development with bottom-line profitability. That's a major achievement!

Now, pay particular attention to the characteristics they share that help make them successful communicators with management. Here's why they get results:

- They project a very real image

of persons on-the-move who believe they are talented and creative. They get close to managers. That means they help managers find ways to resolve performance problems by demonstrating how to identify and correct discrepancies in performance.

- They won't put on programs for the sheer sake of having a planned activity. They don't recommend training unless there's a real need for it, and they have the skills and know-how to convince management that there may be reasonable alternatives to resolve performance problems. Yet, as "independent servants" of management, they're willing to compromise when they have to. They know that giving management what it wants when it wants it may be the most practical course to follow in getting full cooperation in the long run. That means they're flexible.

- They learn how to speak management's language through a conscientious study of what makes the organization tick. With foresight, they're careful to curb use of academic labels such as "teacher," "classroom," "terminal behavior," "cognitive learning." Take a look at the places where they conduct training; they don't look like the traditional classrooms.

- They're budget conscious, and not afraid to work within budgetary parameters to achieve results.

- So critical . . . they are concerned primarily with performance

on the job. They know that changed behavior through guided instruction in the training environment is not necessarily a guarantee that one will get the right kind of performance on the job. So they get line managers involved and committed to performance improvement. They appreciate the fact that training is a line function and use their expertise to guide and counsel, rather than enforce arbitrarily.

- They publicize performance accomplishments — theirs and others — and give due credit to line and staff persons who've contributed to results.

- When they find that corporate or department objectives are fuzzy, they're not afraid to say to management: "How can you expect employees to run with the ball, when they don't know where the goal posts are?" If the response is: "Hold on, now, are you implying that we don't know how to run our business?", our new breed, conscious of the advantages of sound negotiation, may reply: "I'm here to support your effort, won't you let me help you define and clarify the goals? Together we can get results."

Suddenly, management wants to listen. It knows it has found itself a business partner.

- David Simmons, quoting Jack Gibb of La Jolla, Calif., indicated that in negotiating with clients the internal consultant says: "Who am I? Who are you? What are we here for? How are we going to do it?" These talented persons are willing to put this into practice on an everyday basis.¹

- And something more . . . when it comes to running their own operations or helping management build effective teamwork, they know how to:

Get it started (plan through objectives)

Put it in shape (organize for action)

Make it happen (direct resources, human and otherwise)

Make sure it works (institute practical controls)

Recycle (determine outcomes, measure results, then get ready to start the process all over

Figure 1.

EDUCATIONAL ENVIRONMENT	ON-JOB RESULTS (Personal & Organizational)
Key ideas generated from instructor input and interaction with peer group	Enhancement of credibility factors
Practice in problem-solving through individual and group activities	Wider acceptance of training and development practices
Review and synthesis of practical experiences in subject-matter areas	Greater contributions to organizational growth and human resource development

again)

- They look upon their departments as *Performance Centers*. That means they like what Brethower and Rummler suggest they can do to help their organizations.² And they think of themselves as *performance developers*. Highly perceptive to employee and organization needs, they help maximize employee strengths in dealing with all aspects of performance improvement.

Figure 1 helps illustrate the impact of a continuing education experience for career-minded, motivated professionals who expect results and get results in their organization.

A number of recipients of the ASTD/NYU Professional Certificate in Training and Development can describe the "dollars and sense" value of applying what they've learned to the real world of business. Here are examples of what two of these persons have accomplished:

James E. Toale, The Atlantic Companies, NYC, designed an Inland Marine Certification Course that combined basic information and sample inland marine coverages into a training package to enable Atlantic Underwriters to evaluate and write inland business within company underwriting standards. The outcome: An increase in inland marine production with a reduction in loss ratio. The training program was influential in this favorable result. Increased premium budget and favorable economic trends also affected the out-

come.

Joan Chippendale, U.S. Coast Guard, Governor's Island, New York, who has had two promotions in the past three years, designed a special questionnaire for evaluating training results. From the replies received, she was able to build a data bank for technical skills training. Now, she's looking at the management of training, which will involve an analysis of all job tasks performed in the field.

These are the evidences of how ASTD and university-sponsored programs designed to prepare persons to tackle the challenges of the business world have paid off. For more information about the content of the ASTD/NYU Professional Certification Program in Training and Development, we suggest you write the New York Metropolitan Chapter's Office Administrator, Mrs. Prudence Scordino, 1534 East 94th St., Brooklyn, New York 11236.

REFERENCES

1. Speaking at ASTD's New York Metropolitan Chapter meeting, 3/7/77.
2. See *Leverage* article in *Training Magazine*, October 1975, Interview with Karen Seales Brethower and Geary A. Rummler.

Warren H. Reed is manager of Employee Education and Development at Paine, Webber, Jackson & Curtis Inc. As an adjunct assistant professor of Management at New York University's School of Continuing Education, he recently received an award for Outstanding Service in Meeting the Objectives and Goals of the University. He is chairman of the Board of Directors of the New York Metropolitan Chapter of ASTD.