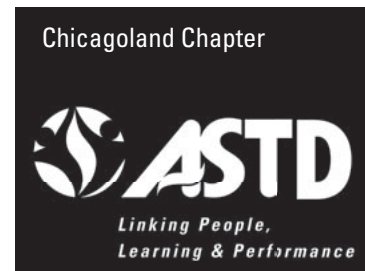


TRAINING

WINTER 2006

T O D A Y



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Letter from the Editor

Visions of the Future for CC-ASTD and the Profession

The future is always difficult to predict, but, in this issue of *Training Today* the authors give their time and attention to the future of Training as a profession. In all cases, they see a shift from directed training to a more integrated learning and development experience. In fact, none of them refer to what they are doing as "Training" but rather as "Workplace Learning and Performance" or "Learning and Development."

In general, the authors see Workplace Learning and Performance increasing in value to organizations and partnering more closely with other

functions in a corporation to develop a more integrated approach to improving performance. They see technology playing a stronger role in the presentation of learning and development materials and they see certification as an important part of enhancing skills and reputations. But, since the crystal ball is always hazy, they don't have all the answers. Instead, they ask questions and open the forum for discussions during the year.

Read, consider, and come to your own conclusions. Then attend a CC-ASTD event and discuss the future with your colleagues.

In the first article, Micki Lewis challenges each of us to elevate ourselves and our profession. Her coaching abilities shine through as she presents us with an action list and challenges us to get started on it, today. Howard Prager describes an optimistic vision of the future and gives us a list of six steps to follow to prepare for the future. You'll find them easy to remember because he has cleverly incorporated them in the acronym FUTURE.

Veronica Bruhl, Ph.D., then elaborates on one of the recurring themes of

continued on page 13 ➤

TRAINING T O D A Y

WINTER 2006

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Training Today, the magazine of the Chicagoland Chapter of ASTD, is published four times a year as a service to its membership.



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Elevating Our Profession:

CCASTD is Leading the Way!

by Micki Lewis, RODP, PCC

Who Must We Be?

Who must we be to elevate Workplace Learning and Performance to a profession on par with Operations, Finance, and other corporate mainstays? Many of us in the Chicago Chapter of the American Society of Training and Development (CCASTD) want to know and we want CCASTD to lead the way.

We are asking ourselves questions...

- Who must we be in order to be exceptional Workplace Learning and Performance professionals?
- Who must we be in order for each of us, and each of our organizations, to be successful?
- Who must we be in order to be viewed as substantial and action-oriented contributors who make a difference in impacting the bottom line of corporations?

And,

- What must organizations do to elevate the profession?
- What must CCASTD provide in order to secure the success of our members, the profession, and the companies we serve?

Finally,

- What are each of us willing to do—right now—to elevate ourselves and our profession?

But, are we ready to be exceptional Learning and Performance Professionals? Can we honestly say that we are exceeding expectations when it comes to our work—all of our work? If the honest answer to the question is “no”

and if we are not exceeding all expectations, then we must look at ourselves again. We must ask “Who are we?” and “What can each of us bring to the profession?” What can we do to enable the Learning and Performance industry to hold its head high and get a permanent seat at the BIG table!

Workplace Learning and Performance is Crucial

When we consider “Who must we be?” we must get away from our own perception that Workplace Learning and Performance is “soft” stuff. This is untrue and Neil Stapleton talked about it in the CCASTD November Update Newsletter. He emphasized that what we do is extremely important to organizations and is certainly not “soft!”

Personally, I use the terms “crucial communication” and “crucial conversations” to describe what we do. (The latter term was coined by one of the authors at the CCASTD workshop in late October.) Make no mistake about it—what we do as Learning and Performance Professionals is crucial to an organization’s ability to perform.

The “Training” Word

One of the first things we can do to help our profession be more significant is to change the language that we use to present ourselves. To do this, we must reconsider the word “training.”

Do we go so far as to eliminate the word “training”? I don’t know if it is possible. I believe our national organization was looking into doing exactly that and determined that the ASTD designation is world-wide and the cost

of change was significant. So we have stayed with the same name.

However, for some, both inside and outside the corporate arena, the word “training” conjures up a lack of enthusiasm. Training sometimes implies a “have to” environment that one sometimes feels dragged into. Even the term “education” may imply “school” which is certainly an element of our lives that some of us were eager to quickly move through back in the school days of yesteryear!

Another negative undertone to training may apply to some adult classrooms in which training is “telling” and many can’t wait to get out! Students who have not taken classes in years may not be attuned to our use of an adult learning format. They may not know that we, as professional facilitators, incorporate methods such as group exercises and case studies to make the information much more meaningful.

Along those lines, have you noticed how many times I’ve use the word “training” in this article? Not much. In fact, most of the new templates in our profession have inserted the word “learning” or “workplace performance development” instead of “training” to provide a positive tone to our activities.

In addition to describing what we do with new words, we can also describe ourselves differently. Describing yourself as a “Workplace Learning and Performance Professional” may be better than saying “I’m a trainer” when the common American-based social question “What do you do?” is raised.

By saying “I’m a Workplace Learning and Performance Professional” each of us will cause a stir and generate more questions. That’s great because then we can really talk about the importance of our passion!

My belief is that, if we change the way we “talk our talk” by implementing the word “learning” instead of “training”, we will raise the bar of expectation that we have for ourselves and that others have for us. This may be one way to change the dynamics of our profession and the value we hold in an organization and in the world.

Here is a challenge for you: Listen to how you describe yourself and, if you choose, begin using the words “Workplace Learning and Performance Professional”. See what happens!

Provide Leadership

Don’t hesitate in making these changes; be a leader. Most people do not like to lead and would rather follow. So here is another challenge—influence them and guide them (but don’t tell them what to do!) Invite them and welcome them. Be the model of strength for them. Actions speak louder than words!

The growth and development of people is the highest calling of leadership... It is only as we develop others that we permanently succeed.

—Harvey Firestone,
American Industrialist

Be Visible

It is also our job to be more visible. More visible in the sense that what we show our colleagues that what we do is extremely important to the vitality and growth of our organizations. A thriving and growing company is a learning company. It is alive! Continuous workplace learning and development makes the difference between growth and stagnation.

Take Risks

As Workplace Learning and Performance Professionals, we are the agents of change and forward motion. Innovation and risk-taking is an important factor in whether or not a company thrives. How well does each of us take on risk or create something new and

unique? Is there a forum inside your organization to do so? Have a brown bag lunch and use *Crucial Conversations* as a start to get things shifting in your organization. Dare to be different!

People who don't take risks generally make about two big mistakes a year.

People who do take risks generally make about two big mistakes a year.

—Peter F. Drucker

Get Certified

In order for the government, and by inference the rest of the business world, to view Workplace Learning and Performance as a profession, we must have a certification program!

The national ASTD organization has just completed Part I of the pilot for the certification exam. Learn more about certification entitled CPLP or Certified Professional in Learning and Performance™ in Veronica Bruhl’s article in this issue of *Training Today*. In it she shares with us the importance of the CPLP. Read it and become prepared to take the exam yourself!

Check Your Reading List

What are we reading? Make sure we know the trends in our industry. National ASTD just released the *ASTD 2005 State of the Industry Report* which disseminates the Trends in Workplace Learning and Performance. It’s a great place to start. Find it online at www.astd.org/ASTD. The Executive Summary is free and the option to purchase is also available. Share it with your CEO—let them know what’s happening out there—what the movers and the shakers are doing!

How about reading *American Demographics*, *Business World*, or *Crain’s Chicago Business* so we understand more of the business trends that are impacting our city?

What business books have we been exploring? What are the top sellers through Amazon or the ASTD National website? (Remember to use our Chicago Chapter Code by linking through our website for the ASTD National. The CHIPS number is CH5009. Or click on the Amazon link which is also available through our website at www.ccastd.org. We receive credits when you use this number—thanks!)

When you read these books ask yourself, “How business savvy am I? Can I talk the language of the CEO, CFO, and COO?” If we want to be taken seriously, we will want to talk their language. What does that sound like? Phrases like “return on investment (ROI)” and “results gained” are always safe, and executives love to hear them!

Of course, there’s more than one way to “read” these books. Does anyone drive more than 12,000 miles per year? Mr. Zig Ziglar, a well known motivational speaker, claims that the amount of time spent in a car driving 12,000 miles is equal to the time spent in a 2-year educational program. Use this time wisely!

Let’s also open our minds so we understand what’s going on in the economy and why it’s important. Consider reading *Fast Company* magazine. What other magazines are the rising stars? Find them and add them to your reading list. Tell others too!

Remember, lifelong learning applies to us as well!

What Must Organizations Do To Elevate the Profession?

There is much we can do as individuals to elevate our profession. We can realize that we can be cutting edge professionals and that we can change the landscape and environment. We can use a stronger language, we can take the lead, and we can take risks. Then, at some point, we will want to make our organizations stronger and more virile.

Each of us can begin to make these changes even though we may not be at a high level in the organization. We do have impact. With or without the title, each of us can implement changes.

We can also align ourselves with those who can make more of an impact by inviting them to learn more about our industry. Our goal is to have sponsorship inside the organization whether it comes from a person beside you, a mentor whom you’ve taken a liking to, or another individual who believes that the strength of a company is directly correlated to the amount of learning it receives on a regular basis.

Here are some specific things you can do:

- Empower your company to be a “Learning Organization.” Give them permission! Ensure this by sharing that the learning and organizational development arm of your company is one that embraces and understands that a company is a living entity. Help them understand that a company that wishes to grow and thrive is always learning. We MUST incorporate this philosophy into our everyday language to voice its importance in order to succeed in this global environment!
- Identify people as the company’s best asset. When companies believe that their best asset is their people, everyone wins because it shifts the value of the people to the forefront.
- Identify the value of intellectual property (IP); it is priceless! IP is held by an organization’s people and that makes people one of the major assets inside an organization! They are a rare commodity. One cannot put a price on intellectual property. So, when turnover is high, guess what goes outside the door? The company’s knowledge! This is one main reason for the importance of matching the right job to the individual, of having great management in place, and of continuing with the development of the organization. These factors play a huge role in organizational success.
- We all know that change is the norm in today’s environment. Can an organization manage change? Can change be managed? Perhaps not, but, as Learning and Performance Professionals, we can provide the structure and tools to create a flexible work environment where people can quickly adapt. Remind your organization that a flexible company is a strong company.
- Share this copy of *Training Today* with the decision makers in your company. This issue provides business and industry trends and describes how CCASTD wants to partner with organizations to build the success of their businesses.

What Must CCASTD Provide In Order to Secure the Success of its Members, the Profession, and the Companies We Serve?

At our first Leadership Development Workshop this fall, the 2006 Executive Board rallied together and aligned its purpose with the vision we hold for this year. The CCASTD Vision, Purpose, and Goals for 2006 define our commitment to elevating our profession with these statements:

<p>VISION 2006 CCASTD is the cutting-edge provider and “go to” association driving the learning and development community in the Chicagoland area.</p> <p>PURPOSE / MISSION 2006 CCASTD is a professional development network where our passion for performance improvement finds companionship and an outlet for improving our community and the world.</p>
--

To build on the vision and purpose, all of our decisions in the coming year will be based around three principles: who we are, what we do, and what is our focus. In addition, we will incorporate the nine ASTD National Competencies for Workplace Learning and Performance Professionals into every program we offer. [See Veronica Bruhl’s article for more information on the WLP competencies.]

We will also be presenting opportunities to explore innovation, creativity, and technology. We want to be the leaders in sharing new ways of thinking, of educating, of using technology to enhance all we do and thereby drive improved performance in our organizations and in every facet of who we are.

The famous business consultant Peter Drucker shared his secrets of success and this quote, in particular, is extremely important to our industry needs:

We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.

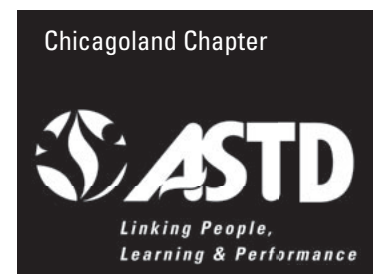
The 2006 CCASTD Executive Team is committed to co-creating with our members and to partnering with you to make a difference. Each of us signed an agreement and personally pledged to the 14 elements of success, as defined by the ASTD CPLP certification program, and to being responsible to the CCASTD organization.

I invite each of us to be a factor in the success of our newly re-energized organization! Be a part of the excitement and the direction. Join us in making CCASTD a great place to be and a great place for all of us, as professionals, to make a difference in Chicagoland’s work environment.

We invite you to share your talents with us and with the rest of our organization.



Micki Lewis RODP, PCC is the 2006 Chicago Chapter ASTD President, a registered organizational development professional, and an internationally certified coach. She is a featured author of Real World Career Development Strategies that WORK! and President of ENVISION RESULTS!



The Future of the Profession: 2015

by Howard Prager

The Scenario – Dateline: 2015

In 2015, professional certification is widely accepted, recognized, and requested in corporate suites; Workplace Learning and Performance (WLP) has a full seat at the table.

The CEO's measurement of corporate performance is driven by the balanced scorecard. WLP is responsible for carrying out the CEO's strategy in regard to the people quadrant.

Internal WLP professionals are focused on understanding their internal client needs and ensuring those needs correlate with the direction the CEO has chosen. In effect, WLP is an extension of the CEO office.

WLP professionals use their understanding of strategy to utilize outside experts including individual experts, universities, and WLP firms. These external resources bring the best of outside content and knowledge to the organization. To ensure that these partners match the needs and culture of the organization, internal WLP professionals use their understanding of the organization in selecting the most appropriate partners.

In 2015 internal WLP professionals match the medium with the message. With a whole host of technological options available to all organizations, there are three key questions for all projects.

- 1) HOW QUICKLY must the information get out?
- 2) HOW DEEP must the information be internalized or learned?
- 3) HOW MUCH information must be retained by the organization?

Form and substance are key discussion points with clients and external providers.

WLP leverages all the knowledge of the organization. Performance Support Systems and Knowledge Repositories that can be easily accessed by all employees are key—knowing WHERE to get information is as important as knowing what information to get.

In 2015, internal and external WLP professionals understand the business, whether it's a corporate, non-profit, or government "business." As the CEO's (or Executive Director's or Agency Chief's) right hand, a WLP professional understands the core competencies of the organization and what works best, is accepted, and can move the organization forward or at least keep it in step with the competition. This understanding includes the supply and value chains, the customer, and how key business partners may be included in learning interventions.

Lastly, in 2015, everything is global. Every business and activity is affected by what's going on in the world. Whether it's a matter of resources, marketplaces, or just replication of a best practice, WLP professionals are aware of global trends. WLP professionals, in fact, may recommend resources and partners from around the globe. It's even commonplace to role out new initiatives in several languages to ensure wider acceptance.

What Do We Do Now?

So what can you do now to prepare for all this? Be ready for the FUTURE by following these six steps:

- 1) **First**, get certified. Be sure that those you work with understand the importance of certification and what it means.
- 2) **Understand** your business. Whether you have a business degree or a certificate in business acumen, be sure to exhibit and use your business knowledge and language in your work with others, not trainer jargon. Know the organization you are working in, and especially its core competencies and keys to success.
- 3) **Train** to be a good consultant. Whether you are the internal or the external resource, know and use good business and performance consulting processes.

4) **Understand** (generally, at least) and embrace technology. Continue to seek out and explore new ways of getting, keeping, and sharing information via technology. Know what works best for different types of learning.

5) **Reach** out to become a knowledge management and storage expert. How can information best be accessed by the people who need to use it? Do you need centers of excellence, competency experts, or an online database? Look at options which would allow users and clients to know where they can get information rather than remembering or filing it all away. Access is what it's all about.

6) **Expect** to become globally aware. Work or travel overseas, or if that's not feasible, talk with others who have. You don't have to know other languages since English appears to be the universal language of business, although it never hurts to learn key phrases.

Will it happen?

Is the future scenario likely? I'm an optimist and would love to see it. But even if it doesn't, the FUTURE skills you need will be valuable. And the sooner we all move to acquire these skills, the more likely WE can be the ones to influence the future! Isn't that sweet?

Howard Prager is Director of Lake Forest Corporate Education. He is a CCASTD Presidential Advisor and past national Board Member for ASTD.



TRAINING

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T O D A Y

Attention readers of the TT Quarterly Magazine: We have a challenge for you!

Training Today has been a mainstay in our Chicagoland Learning and Performance community for many years. The CCASTD board extends a huge “thank you” to everyone that has helped make it happen. Special thanks for the meticulous direction of great editors and staff and most recently, Karen Bolek. Thanks also to the many published authors for their contributions and to our sponsors for their support. We are proud to say we have won many awards and have provided a great resource for Workplace Learning and Performance Professionals.

2006 is about change and, as a part of this new beginning, we are considering changing the name of our *Training Today* magazine. Yes, *Training Today* is a brand name—do we keep this title to maintain continuity or rename the magazine to reflect the new certification process and our roles as Workplace Learning and Performance Professionals?

If we look at National ASTD and their “State of the Industry” Report, we find only a handful of organizations that still use the word “training.” We could follow ASTD National’s lead and replace the word *Training Today* with “Workplace Learning and Performance”. The result would be: Workplace Learning and Development Today.

We’d like to hear from you. Do you want to keep the name *Training Today*? Do you like Workplace Learning and Performance Today. Or, do you have a creative idea for a new name? Please let us know!

Send your name suggestion to cathryngoodman@yahoo.com and we will report the nominations in the Spring Quarterly Magazine. Thanks for your help!

3 Reasons Why Training & Development Professionals Are Becoming Certified Coaches...



1. Becoming a coach allows you to develop your leadership skills and teach others to lead as well.
2. The “coach approach” increases the impact of training on job performance by becoming a coaching partner to clients and/or employees.
3. Master level coaching skills contain powerful techniques to get your clients and/or employees to apply what they learn and create new daily routines and behaviors, which maximizes the return on investment.



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Be sure to mention CCASTD

Certification for the Future: CPLP – Certified Professional in Learning and Performance

by Dr. Veronica Bruhl

I passed. I passed!
Well, at least I passed phase one...
now, on to phase two...

What did I pass? I passed the ASTD Certification Institute's (CIs) Certified Professional in Learning and Performance (CPLP) exam.

ASTD piloted the CPLP certification program in 2005 and I was one of over 650 people that took the first phase; the knowledge-based exam. Luckily, I was one of the participants who passed.

What is CPLP?

The CPLP exam is the result of extensive interviews, focus groups, and research conducted by ASTD to create a competency model for the Learning and Performance profession. The model has three tiers: Foundational Competencies, Areas of Expertise (AOE), and Workplace Learning and Performance Roles. ASTD's data-driven process found that combining three key Foundational Competencies with nine Areas of Expertise leads to successful execution in the roles of Learning Strategist, Business Partner, Project Manager, and Professional Specialist. These building blocks are shown graphically in the pyramid reproduced below.

The foundational competencies are the baseline behaviors that learning and performance professionals must have in order to succeed. The competencies fall into three categories:

- Interpersonal Behaviors
- Business/Management Behaviors
- Personal Behaviors

The AOE's are specialized knowledge and skills that a Learning and Performance professional also needs in order to be successful. There are nine AOE's:

- Designing Learning
- Improving Human Performance

- Delivering Training
- Measuring and Evaluating
- Facilitating Organizational Change
- Managing the Learning Function
- Coaching
- Managing Organizational Knowledge
- Career Planning and Talent Management

The Value of CPLP

The Workplace Learning and Performance (WLP) profession is one of the few that does not have a certification program. Instead, we receive a number of certificates from different sources that state that we have completed a particular course or program of study.

In contrast, certification signifies that the participant has met a standard that has been defined by a recognized governing body. It indicates knowledge in a number of subject areas.

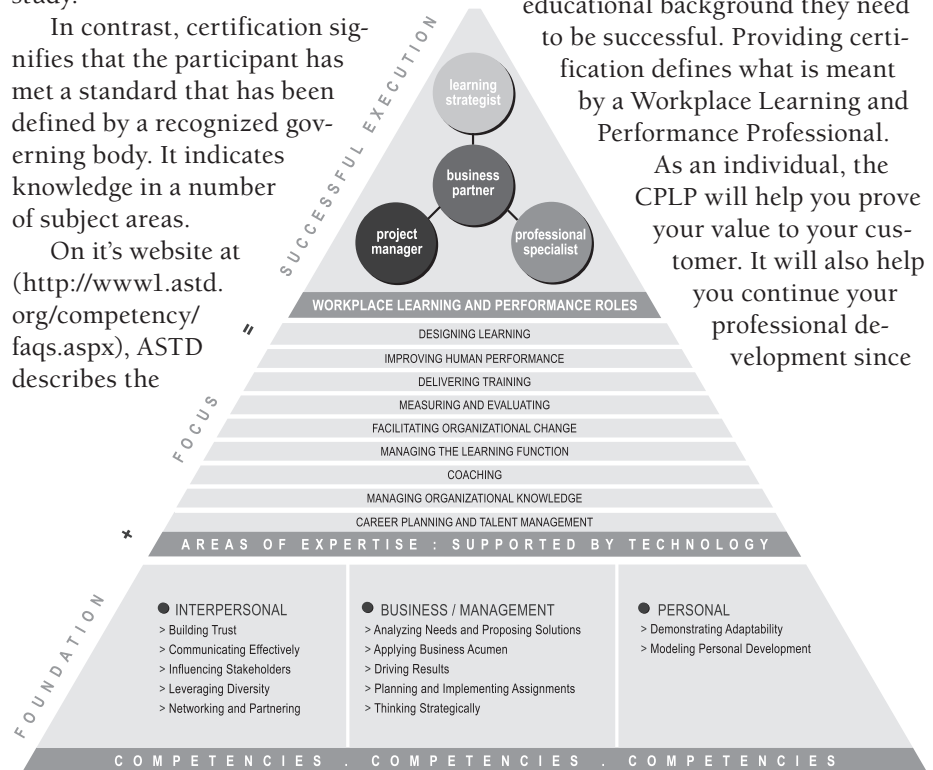
On its website at (<http://www1.astd.org/competency/faqs.aspx>), ASTD describes the

value of certification to the profession, individual, and employers as:

- *the profession – codifying it, creating standards, and positioning it for new heights*
- *individuals – offering a means for members and nonmembers to prove their value and identifying a path for continued professional development*
- *employers – providing a common reference point to help evaluate job candidates*

As an organization, ASTD is adding credibility to Workplace Learning and Performance by creating the CPLP. We have many people who grew up in, or simply found themselves in, the WLP field who do not have the complete educational background they need to be successful. Providing certification defines what is meant by a Workplace Learning and Performance Professional.

As an individual, the CPLP will help you prove your value to your customer. It will also help you continue your professional development since



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

many of us specialize in one or more of the AOE's and need to broaden our perspective in order to be successful.

For example, I have a Doctorate in Instructional Technology from Northern Illinois University. My studies focused on Designing Learning, Measuring and Evaluating, and Improving Human Performance so I am most knowledgeable in these AOE's. In addition, during more than ten years of experience, I have acquired knowledge and skills in Delivering Training, Facilitating Organizational Change, Coaching, and Managing the Learning Function. By attending classes, reading articles, and through work experience, I have become proficient in these AOE's as well. However, I have not had experience or study in Managing Organizational Knowledge, Career Planning, or Talent Management. By studying for the CPLP, I broadened my knowledge in these areas as well. I now have the broad foundation in the field of Workplace Learning and Performance that ASTD has found necessary for success.

As employers, the organizations for which we work will also benefit from the certification program. With the wide variety of background that we bring to the field, it is hard for a

company to know exactly what they are getting when they hire a Workplace Learning and Performance "expert." Certification will ensure a baseline of knowledge and expertise.

Although certification does not guarantee that an individual will be successful at a particular assignment in a particular company, it does give the hiring manager another piece of information that can help them select the right candidate for the position. Companies are looking for all the information they can get about candidates to help them make the correct decision.

Taking the CPLP

The CPLP is designed for professionals with at least three years of combined industry-related experience and education. There are two phases to the process: one is a knowledge-based exam and the other is a work product. The exam consists of 150 multiple-choice questions on the AOE's that are weighted differently based on the research that was conducted. The work product is a submission of an actual work-related document or demonstration.

For the pilot program, we were only allowed to submit a work product based on the following three AOE's:

Designing Learning, Delivering Training, and Measuring and Evaluating. ASTD expects that it will take 8 to 16 hours to prepare an existing work product for submission.

The Future with CPLP

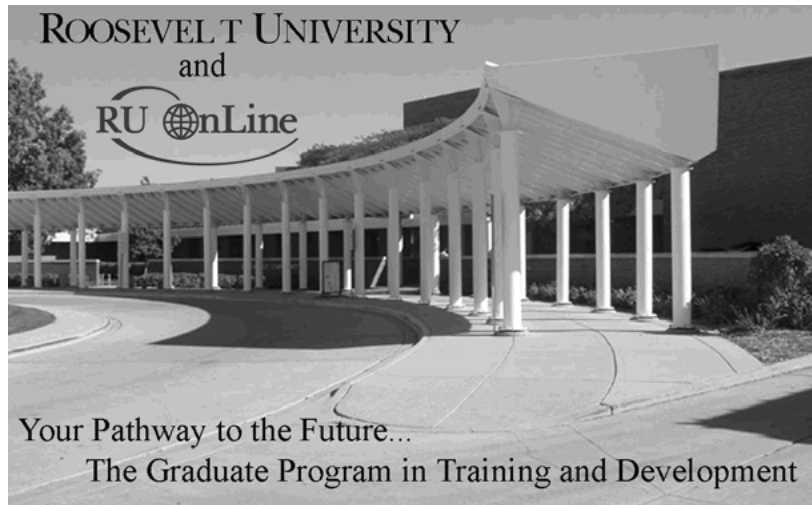
I believe that in the future you will see companies asking for the CPLP. I will be proud to let my customers know that I have the CPLP because I know that I am more valuable to them with the broader knowledge base that I've gained in the process.

I'm proud to be one of the pilot participants in the certification for Workplace Learning and Performance; the CPLP might revolutionize our field!

Additional information

If you have questions about the CPLP certification program, you can access the following website: <http://www.astd.org/astd/Competency/Certification+Institute>, or you can send an email to certification@astd.org.

Veronica Bruhl, Ph.D. is a Staff Instructional Designer at Tellabs Operations, Inc. She is the current Presidential Advisor for CCASTD and a former CCASTD President (2001).



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Faux Trends for the Future

by Donna Steffey

My New Year resolutions are written. My business goals for 2006 have been approved. Now it's time to write about Workplace Learning and Performance (WLP) trends.

I have decided to treat this article like a blog diary and have made it a combination of links and reflections of a personal nature with the intention of causing a stir. The article will reveal three trends that I have identified through research of current publications. It will also share some thoughts about them and invite you to consider what is occurring in your business environment. We can debate these trends at our chapter meetings throughout the year and hopefully blaze a coherent path to the future.

I find myself surprisingly skeptical about the trends that I have identified; are they real or faux? Researching the trends felt a little like stepping into a Matrix film and discovering that the machines are taking over! The trends sound like pure science fiction to me and I can't correlate them with my real-world experiences.

Sci-fi writer William Gibson is often quoted to have said, "The future is here. However, it is not yet evenly distributed." Perhaps that's the cosmic explanation for my personal disconnect to these trends. Here are they are; see what cerebral impact they have on you.

1. Technology

In the January 2006 issue of T & D Magazine, the article *Future of the Profession* cites more than a few visionaries who suggest that the learner of the future will have just-in-time training and that the training will consist of only as much as is necessary for job performance. Further, workstations may be able to upload all the information employees need at the touch of a

button. A combination of instant messaging, file sharing, grid computing, web spidering, miniaturization of technology, and artificial intelligence will make the modern day WLP specialist obsolete.

(ASTD members can access the full article at: http://www.astd.org/astd/Publications/TD_Magazine/2006_pdf/January/0601_Contents.htm)

This technology trend sounds fascinating, but it doesn't mesh with my real world. Unfortunately, a touch of a button didn't download internet information into my head for this article. As a matter of fact, my computer has slowed down, my telephone makes a horrible crackling noise, and my cell phone doesn't work in my office.

In support of my experience, the *ASTD 2005 State of the Industry Report* estimates that the use of technology for delivering learning content increased from around 24% in 2003 to 28% in 2004. These statistics don't indicate a title wave of new technological approaches.

I will concede that the focus of Learning and Performance is moving toward a more self-directed and work-based process where learning lies in the realm of the individual. But let me ask you, when was the last time your child did homework without your help? This child is the supposed self-directed learner of the future whose primitive brain still processes information as slowly as our more traditionally trained brains do.

I'm not denying that technology is improving or that we need to change our delivery methods, I'm just wishing there was a crystal ball to let us know when and what "future" will arrive so that we can prepare.

2. Higher Education

In December of 2005, Stephen Simp-

son, CFA and investor, wrote an article entitled *New Year 2016: A Decade of Risk Awaits*. In it, Stephen looks at threats to our country, economy, and business portfolios. (I don't advise you to read this article if you are having a bad day.)

Stephen talks about war, terrorism, national disasters, and energy embargos as future trends. The trend most relevant for WLP specialists is what he calls a "break-down of appreciation for higher education." He notes that there are fewer Americans pursuing advanced degrees in the sciences and that large companies will have to import more foreign workers and offshore their research efforts.

(Read Stephen's article at: <http://www.fool.com/news/commentary/2005/commentary05122920.htm?npu=y>)

To make matters worse, according to David Heenan's article *Wake-Up Call: America's Losing Its Intellectual Capital* in *Workforce Magazine*, December 2005, there is a decrease in foreign nationals immigrating to the United States to pursue their advanced degree. In addition, more of those who do immigrate are choosing to return to their homelands rather than stay here in the United States. That means that their children leave as well.

"If you look at *USA Today's* All-American student list or at National Merit Scholars, about 60 percent of those are kids of foreign nationals," Heenan says. He continues, "This is the exodus of America's best and brightest. If you do a projection, by 2010 there will be a significant shortage of high-end talent as we have not been developing our own Americans." That, he says, is going to take its toll on corporate America's intellectual capital.

(Register with *Workforce* and access the full article at: <http://>

www.workforce.com/archive/article/23/94/07.php?ht=brain%20rain%20brain%20drain

Does that loss of America's intellectual capital scare anyone else as much as it scares me? And, how does that loss to globalization impact our industry?

According to the *ASTD 2005 State of the Industry Report*, globalization impacts our organizations in many ways. For example, the report indicates that responses by BEST Award winners (organizations that were honored for their exceptional efforts to foster, support and leverage enterprise-wide learning for business results) to a series of questions about their WLP programs were very strategic. The report states that a major reason for outsourcing was, "To meet the learning and training needs of a workforce that is becoming increasingly remote, distributed, and global. The ability of vendors to offer global solutions was repeatedly mentioned as highly influential in selecting an outsourcing partner." The report went on to say that the percentage of learning budgets that went to external services rose to an average of 27% in 2004 and will continue to rise in the future.

(Read the article at: http://www.astd.org/astd/Research/about_research.htm)

3. Longevity

Here is some good news in trends. According to Ray Kurzweil, speaker at the ASTD TechKnowledge 2006 Conference and described by *Forbes* magazine as "the ultimate thinking machine," within the next 10-15 years there will be a big leap in human longevity that will radically change our society. Ray's book *Fantastic Voyage* says advances in cryonics, cloning, genetic engineering, and other technologies offer tantalizing promises. He describes the possibilities of increasing life expectancy and achieving a more enjoyable experience of old age. This will present opportunities for completely new careers and avocations. Prepare yourself for talent management of centurions! The average upper middle class person living in the developing world will be able to lead a rich full life. This trend

will also affect international relationships with less developed countries.

(Read more at: <http://www.kurzweilai.net/meme/frame.html?m=5>)

This prediction of longevity, however, seems misplaced if we remember our chapter's recent training trip to Africa from which we learned that one child in Africa dies of malaria every 29 seconds and one pregnant woman dies of complications every 60 seconds. Nonetheless, I have quit eating meat in an effort to "live long enough to live forever" as promised in Kurzweil's book.

Maybe, if we live longer, we will live long enough for artificial intelligence to be realized. Then we can go back and get our advanced degrees in science to help shore up America's intellectual capital and help find a cure for malaria while we're at it. Now that's an optimist look at our future!



Donna Steffey was the CCASTD Board President in 2004. She is an international trainer, consultant, and sought-after speaker who helps organizations achieve their desired business results. Donna uses her 20 years of management and platform experience to educate, inspire, and coach. "With the right blend of information, introspection, and humor you can cause people to look at themselves and change." Ms. Steffey is also the author of *Real World Communication Strategies*. Contact her at Vital Signs Training, 815-248-3104 or www.vitalsignstraining.com.

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The Future is Now

Interview with CDW's Maria Sullivan

John Edwardson, CEO of CDW, spoke to CCASTD in December of 2005. Many of his comments reflected the vision of the future that is presented by the authors in this issue of Training Today. In this interview with Maria Sullivan, Vice President, Learning and Development, we learn how her organization works in this "futuristic" company.

Training Today: How large is your training organization?

Ms. Sullivan: 55 coworkers

Training Today: What kinds of training do you offer your company?

Ms. Sullivan: We offer Learning and Development (L&D) programs in Leadership Development, Technical Skills, Sales Performance, and Performance Management.

Leadership Development

CDW recognizes that transitioning to a leadership position is a critical juncture in the life of a leader and that development of new competencies is needed to make this shift successful. CDW also recognizes that the competencies required for different levels of leadership are different. For instance, moving from individual contributor to team leader requires one level of competency whereas moving from director to a vice-presidency requires something different. At CDW, our leadership programs are modeled around the needs of leaders during these critical junctures. The programs provide timely and important learning experiences as they occur at every level of development in a CDW coworker's career.

Technical Skills

Technology is constantly changing. Keeping on top of the technology needs of a customer is a full-time job and it is one that technical specialists do every day. The Client Strategy team supports the professional technical development needs of CDW coworkers by

providing the specific functional skill sets in areas such as systems solutions, process improvement solutions, and software solutions which enable CDW to outperform its rivals.

[Editor's note: Client Strategy is the portion of CDW's Learning and Development team that works with departmental clients to develop the skills they need to accomplish their functional and specific business goals.]

Sales Performance

Sales is the engine that creates all the benefits that our customers and coworkers receive from CDW. The significant value that CDW adds for the customer when they purchase technology is our sales representative's knowledge and skill at showing them how to select and apply technology to their needs. As a result, Client Strategy offers services in sales fundamentals, building and managing an account base, team performance skills, and maximizing opportunities.

Performance Management

At the heart of every CDW business strategy is the individual coworker. Nothing gets done without the willing participation of and the applied knowledge and skill of that individual. The Performance Management process enables coworkers, in consultation with their managers, to set performance and development goals that are achievable and measurable. The framework ensures a reliable, comprehensive, and fair means of determining how our values and our goals coincide with our skills

and behaviors. The process takes the guesswork out of determining whether or not goals were really attained. The method is accurate and fair; it rewards both the individual and the company.

Training Today: How do you demonstrate and communicate the value of your training? Do you use metrics? If so, why and how?

Ms. Sullivan: We use a variety of measurement approaches. For our sales programs we perform a self-efficacy measurement that indicates a confidence level of the participant's ability to apply learning in the area of systems, technology, product knowledge, and closing effectiveness. In the so-called "soft skills" arena we are addressing specific competencies that have been identified by the Executive Committee to be the most critical.

Training Today: How do you obtain buy-in for training from your coworkers?

Ms. Sullivan: It has been our experience that the coworkers in CDW are hungry for development and do not need to be encouraged to buy into it. Our management is also quite adept at recognizing how L & D can assist them as they adopt new initiatives and do not need further encouragement.

Training Today: What is your relationship with the CEO and other members of the executive team?

Ms. Sullivan: John Edwardson said that one reason he took the job at CDW was the founder's belief in the need for coworker development. John continues that legacy by being very involved in L&D. He helps identify some of the strategic programs we bring in, he is a frequent speaker on leadership, and he understands the importance of integrating our strategies with the business goals. For instance,

he is a strong proponent of our Inclusion Strategy.

[Editor's note: CDW's Inclusion Strategy is an initiative that not only recognizes the diversity of its workforce but also actively strives to ensure that each individual's diversity is valued and included in the operation of the corporation.]

Training Today: Do you use outside training consultants? If so, how?

Ms. Sullivan: Although we have a very competent group of inside consultants, we are using outside consultants more extensively in the areas of improving business acumen, supply chain management, and some areas of leadership development.

Training Today: What do you think are the toughest challenges facing the corporate training professional today and what advice would you give for dealing with these challenges?

Ms. Sullivan: There are many more needs in the organization than we can address with our current resources. At CDW we have a prioritization process that we use to assess all the requests that come our way. This process helps us assess not only the business issue that needs to be addressed but also other things such as legal requirements, critical mass, technology needs, and impact on growth.

Training Today: What advice would you give to a person that is new to the training profession?

Ms. Sullivan: Become a generalist and develop expertise in a variety of L&D areas; learn to integrate these tools across a variety of initiatives. For instance, in a single month, both change management initiatives and problem solving techniques may be required by an organization. Or, performance management methodologies might be needed once and talent management work required as follow-up. It is useful to prepare your "tool bag" ahead of time because the pace of change in business today is so great that there isn't a lot of time to plan.

Training Today: Any final thoughts on the future of Workplace Learning and Development?

Ms. Sullivan: The sky is still the limit. Most companies will soon recognize that the main thing that distinguishes them from their competitors is their talent. All companies have access to the same consultants, the same technology, the same processes, and the same tools so they need to learn to leverage their own internal talent. That requires a constant push to build and develop coworkers, and that is what Learning and Development is all about.

Maria M. Sullivan is Vice-President, Learning and Development, for CDW. CDW is a FORTUNE 500 company and is a leading provider of technology-based products and services for business, government, and education. In her role, Ms. Sullivan is responsible for developing strategies focusing on organizational, leadership, and performance improvement initiatives, including oversight of all corporate activities that provide education and professional development for CDW coworkers.



Ms. Sullivan began her CDW career as the company's director of sales training and recruiting. In this capacity, she was responsible for recruiting and training CDW account managers. She is also credited with developing CDW University. Prior to joining the CDW team, Ms. Sullivan worked at Hallmark Cards, Inc. as a sales trainer after working as both sales executive and sales representative.

She earned a bachelor's degree in business from Indiana University and an MBA from Northwestern University's Kellogg School of Management. Ms. Sullivan is active in Mentium 100, the nation's first comprehensive cross-company executive mentoring program for businesswomen, and is on the Board of Directors for the American Society for Training and Development.

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➔ *Letter from the Editor*
continued from page 2

this issue, the importance of becoming a Certified Professional in Learning and Performance (CPLP). Veronica explains the "why" and "how" of certification and shares a candid look at the ways in which the process of becoming certified has enhanced her value as a Workplace Learning and Development Professional.

Next, Donna Steffey gives us a "blog diary" of her personal observations on trends in the industry. She challenges the analysts and asks, "Are these trends real or faux?" Take a look at her article and find her plan for living long enough to find out!

The issue wraps up with an interview and a book review. Marcia Sullivan from CDW describes one of the most futuristic WLP organizations in the area and Michael Colky, Ph.D. gives us an entertaining view of how we can shape our future by living in the "zone" in a review of *S.C.O.R.E. for Life: The Secret Formula to Thinking Like a Champion* by Jim Fannin.

With this issue as a strong start to 2006, I am looking forward to an exciting year of learning and development with CCASTD. As Micki Lewis says, "Remember, lifelong learning applies to us as well!"

Addendum: The theme for the spring issue of Training Today will be "Performance Management Systems" to coincide with the presentation by Barry E. Atland at the CCASTD meeting on April 20. The summer issue will focus on "Generations: Tailoring Workplace Learning and Performance Programs for Individual Age Groups" and the year will wrap up with a fall issue on "Blended Learning Approaches." Do you have any ideas for improving performance management, reaching out to Gen Xers, or e-learning?

If so, please share them with me for consideration in upcoming issues.

The future awaits...

Cathy Goodman, Ph.D., PMP
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Make Your Future by Living in the Zone

A Book Review

by Michael Colky, Ph.D.

S.C.O.R.E. for Life: The Secret Formula to Thinking Like a Champion, Jim Fannin, Harper-Collins Publishers, 2005

Recently, a friend of mine was telling me about being in the “zone.” When I asked what he meant by that, he gave me the book, *S.C.O.R.E. for Life: The Secret Formula to Thinking Like a Champion*, by Jim Fannin who calls himself “America’s Zone Coach.” I happened to read the book prior to watching the 2006 Rose Bowl. While watching the Rose Bowl, I witnessed what it meant to operate within the “zone.” I saw Vince Young, the quarterback from the University of Texas, perform brilliantly to lead his team to a victory. He had only one focus, to win the Rose Bowl. Nothing was going to distract him from achieving this goal. He performed superbly, under control, with a confidence and passion that earned him the MVP (Most Valuable Player) award and his team the National Championship. To me, Vince Young was in the “zone.”

The “zone” is not only something to be achieved by athletes, however. According to the author, Jim Fannin, the “zone” is an intense focus that can help everyone—including those in the corporate world, government, education, or the private sector—achieve important goals. The “zone” is about successfully thriving in five areas or keys to optimum achievement through Fannin’s program called S.C.O.R.E. S.C.O.R.E. stands for Self-Discipline, Concentration, Optimism, Relaxation, and Enjoyment. Each chapter describes and defines a key area while providing exercises to help the reader understand the specific attribute and achieve the mindset, known as the “zone.”

The book’s first three chapters lay the foundation of Fannin’s program. The first chapter covers The Mind of

a Champion, the second chapter explains The Power of the Zone and the third chapter defines Self-Discipline including the importance of visualization. Self-discipline is the willingness and commitment to stay with the task or tasks to reach well-defined goals that lead to a vision. A true champion possesses visualization and other essential skills and attributes, allowing the true champion to perform within the “zone” and accomplish his or her vision.

Chapter 4 focuses on Concentration. This attribute becomes apparent as the reader reviews the exercises within the chapter. Clearly, Concentration is about single-mindedness, so the person is solely focused on his or her vision. According to Fannin, a true champion with high concentration is accurate, productive, and efficient. He or she performs with no distractions and is only focused on a specific goal. A non-champion has too many goals and tasks leading to too many distractions, which becomes a S.C.O.R.E. Breaker. In other words, this prevents the person from performing within the “zone.”

Chapter 5 discusses Optimism. This is the cornerstone of the system because Optimism is the belief and expectancy that one will execute tasks to reach a well-defined goal that leads to a vision. Optimism is the belief and the feeling that “I can, I will, and I know that I’ll achieve my vision.” In one of the chapter’s exercises, Fannin describes John McEnroe beating a higher ranked opponent before John McEnroe was ever ranked number one in the world. After being asked about the victory, McEnroe responded, “I was

number one in the world. My ranking just hadn’t caught up yet.” This is optimism, believing in your vision before ever attaining it.

The next chapter defines Relaxation. This is being mentally and physically comfortable with the task to reach the goal that leads to the vision. Relaxation is about being free from worry and anxiety allowing you to be calm and, therefore, to have clarity in your actions.

Chapter 7 focuses on Enjoyment. Enjoyment is about the satisfaction and passion that you have toward your job or assignment which leads to your goals and your vision.

The first seven chapters of the book make you aware of the Five Keys to Optimum Achievement. The following chapters help you to determine your S.C.O.R.E. Level, why your S.C.O.R.E. Level fluctuates, and what you can do to manage your S.C.O.R.E. Level so you can perform as a true champion.

The book presents a system to help people focus on and achieve their vision. This vision can be winning a championship (Rose Bowl) or increasing sales for your company. Many people have a vision but don’t know how to systematically reach their goals. For those people, Jim Fannin provides a method that is clear and makes common sense. *S.C.O.R.E. for Life* is an easy read and, for the person who is in the position to set his or her vision and needs a plan for achieving it, it’s a must read.

Michael Colky, Ph.D. is the Dean of Workforce Development at Moraine Valley Community College. He has over 20 years of experience in the learning and performance industry, in both the corporate and not-for-profit sectors including founding a research and training consulting firm. He served twice on the CCASTD Board and presented at numerous international and local conferences. He can be reached at colky@morainevalley.edu.

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