Training & Development Competencies:
Redefined to Create Competitive Advantage

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&
William J. Rothwell

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Welcome!

“An organization’s ability to learn, and translate that learning into action rapidly, is the ultimate competitive advantage.”

Jack Welch (former CEO GE)

ASTD welcomes you and thanks you for your commitment to the training and development profession.
Meet Today’s Facilitators

Jennifer Naughton is a people systems architect with 20 years of experience addressing human resource and training challenges. She is a senior director at ASTD.

William J. Rothwell is President of Rothwell & Associates, Inc. and a professor of Workforce Education and Development on the University Park campus of Penn State University.
Thanks!

- Bryan Acker
- Jean Barbazette
- Andi Campbell
- Donald Ford
- Lisa Haneberg
- Katherine Holt
- Cindy Huggett
- James Kirkpatrick
- Wendy Kirkpatrick
- Sardek Love
- Connie Malamed
- Jay Naumann
- Ajay Pangarkar
- Marc Rosenberg
- Kathleen Ryan
- Ethan Sanders
- Ellen Wagner
- Rich Wellins
- Kay Wood
- Yael Zofi

ASTD Chapters, ASTD members, and the broader T&D community

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ASTD’S VISION
Create a World That Works Better.

ASTD’S MISSION
Empower Professionals to Develop Knowledge and Skills Successfully.

- Increased Relevance of T&D
- Improved Corporate Results
- Increased Employee Performance
- Increase Individual Performance

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Opening Poll

Vote “yes” or “no” to each of the following:

• Are you familiar with competency models in general?

• Are you familiar with ASTD’s former competency studies? The pyramid?

• Did you know that the CPLP designation is based on ASTD’s competency work?
Webcast Objectives

At the end of the session, you will be able to:

• Identify three important trends and how they are transforming the field

• Identify the three most critical competencies needed for success.

• Create your own professional development action plan based on the new Model.

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The “Former” ASTD Competency Model

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Areas of Expertise

- Career Planning and Talent Management
- Coaching
- Delivering Training
- Designing Learning
- Facilitating Organizational Change
- Improving Human Performance
- Managing Organizational Knowledge
- Social Learning
- Managing the Learning Function
- Measuring and Evaluating

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<table>
<thead>
<tr>
<th>Year</th>
<th>Update</th>
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<tbody>
<tr>
<td>2004</td>
<td>Last major ASTD Competency Model revision</td>
</tr>
<tr>
<td>2009</td>
<td>Minor refresh to enhance leadership and technology components</td>
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<tr>
<td>2011</td>
<td>Minor update to add social learning component</td>
</tr>
<tr>
<td>2013</td>
<td>Major revision to reflect current and emerging practices in the field</td>
</tr>
</tbody>
</table>
Three trends and drivers triggered the 2013 revisions:

- digital, mobile, and social technology
- demographic shifts
- globalization and economic uncertainty

These factors have disrupted conventional notions of the training and development function's role and changed the competencies required for success.
Why Is This Relevant?

• Trends help us to make deductions about competencies...

• Trends provide the context for preparing for one’s professional future...
Focus of the New Competencies

• Staying abreast of new and emerging technologies and matching the appropriate technology to a specific learning opportunity or challenge.

• Moving beyond the role of deliverer of training to a facilitator of learning, content curator, information manager, and builder of learning communities.

• Fostering a culture of connectivity and collaboration around learning via mobile and social technology.
Focus of the New Competencies (Continued)

• Designing and presenting learning not as a discrete event—a training course—but as a process that engages learners in a variety of ways over time through formal and informal channels.

• Leveraging the learning styles and preferences of new generations entering the workforce and capturing the knowledge of those leaving it.

• Playing a role in integrated talent management so that learning informs all the processes and systems that create organizational capability and understanding the role and contributions of the learning function.
Focus of the New Competencies (Continued)

• Anticipating and meeting the training and development needs of an increasingly global workforce and contributing to talent development where the organization most needs it.

• Demonstrating the value and impact of learning by using metrics that are meaningful to business and using data analysis to measure the effectiveness and efficiency of learning and development.

• Continuing to be business partners who align their activities to the organization's business strategies and goals and can demonstrate their return on mission, especially during challenging times.
What’s New and Different?

• New visual graphic and structure

• Changes to the Areas of Expertise (AOEs):
  – Name, Content, Focus

• Changes to aligned offerings
  – CPLP Certification Exams, CPLP Prep/Study, Educational Programs, Career Navigator Tool

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Foundational Competencies

Business Skills

Be able to:
• Analyze needs and propose solutions
• Apply business skills
• Drive results
• Plan and implement assignments
• Think strategically
• Innovate

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Foundational Competencies

Global Mindset

Be able to:
• Accommodate cultural differences
• Convey respect for different perspectives
• Expand own awareness
• Adapt behavior to accommodate others
• Champion diversity
• Leverage diverse contributions

Global Mindset

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Industry Knowledge

Be able to:
• Maintain own professional knowledge
• Keep abreast of industry changes and trends
• Build industry sector knowledge
Interpersonal Skills

Be able to:
• Build trust
• Communicate effectively
• Influence stakeholders
• Network and partner
• Demonstrate emotional intelligence
Personal Skills

Be able to:
- Demonstrate adaptability
- Model personal development
Foundational Competencies

Technology Literacy

Be able to:
• Demonstrate awareness of technologies
• Use technology effectively
T&D Areas of Expertise
Performance Improvement

Apply a systematic process for analyzing human performance gaps and for closing them.

Be able to:
- Identify the customer
- Conduct performance analysis
- Conduct cause analysis
- Analyze systems
- Gather data
- Incorporate customer and stakeholder needs
- Select solutions
- Manage and implement projects
- Build and sustain relationships
- Evaluate results against organizational goals
- Monitor change

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T&D Areas of Expertise

Instructional Design

Design and develop informal and formal learning solutions using a variety of methods.

Be able to:
- Conduct a needs assessment
- Identify appropriate learning approach
- Apply learning theory
- Collaborate with others
- Design a curriculum, program, or learning solution
- Design instructional material
- Analyze and select technologies
- Integrate technology options
- Develop instructional materials
- Evaluate learning design

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T&D Areas of Expertise

Training Delivery

Deliver informal and formal learning solutions in a manner that is both engaging and effective.

Be able to:
- Manage the learning environment
- Prepare for training delivery
- Convey objectives
- Align learning solutions with course objectives and learner needs
- Establish credibility as an instructor
- Create a positive learning climate
- Deliver various learning methodologies
- Facilitate learning
- Encourage participation and build learner motivation
- Deliver constructive feedback
- Ensure learning outcomes
- Evaluate solutions
T&D Areas of Expertise

Learning Technologies

Apply a variety of learning technologies to address specific learning needs.

Be able to:
- Use technology effectively across the different areas of expertise
- Identify when and how to use technology as a training and development solution

“Staying abreast of new and emerging technologies and matching the appropriate technology to a specific learning opportunity or challenge.”

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Evaluating Learning Impact

Use learning metrics and analytics to measure the impact of learning solutions.

Be able to:
- Identify customer expectations
- Select appropriate strategies, research design, and measures
- Communicate and gain support for the evaluation plan
- Manage data collections
- Analyze and interpret data
- Apply learning analytics
- Make recommendations to aid decision-making
Managing Learning Programs

Provide leadership to execute the organization’s people strategy; implements training projects and activities.

Be able to:
- Establish a vision
- Establish strategies
- Implement action plans
- Develop and monitor the budget
- Manage staff
- Model leadership in developing people
- Manage others
- Manage and implement projects
- Manage external resources
- Ensure compliance with legal, ethical, and regulatory requirements
Integrated Talent Management

Build an organization’s culture, capability, capacity, and engagement through people development strategies.

Be able to:
- Align talent management to organizational objectives
- Use talent management systems
- Equip managers to develop their people
- Organize delivery of developmental resources
- Promote high-performance workplaces
- Coordinate workforce and succession planning
- Facilitate the career development planning process
- Facilitate career transitions
- Support engagement and retention efforts
- Implement individual and organizational assessments
- Use talent management analytics to show results and impact
Coaching

Apply a systematic process to improve others’ ability to set goals, take action, and maximize strengths.

Be able to:
- Establish coaching agreement
- Establish trust and intimacy with the client
- Display coaching presence
- Demonstrate active listening
- Ask powerful questions
- Use direct communication
- Create awareness
- Design learning opportunities
- Develop goals and plans
- Manage progress and accountability
- Meet ethical guidelines and professional standards
Knowledge Management

Capture, distribute, and archive intellectual capital to encourage knowledge sharing and collaboration.

Be able to:
- Advocate knowledge management
- Benchmark knowledge management best practices and lessons learned
- Encourage collaboration
- Facilitate social learning
- Establish a knowledge culture
- Support the development of a knowledge management infrastructure
- Leverage technology
- Manage information life cycle
- Design and implement knowledge management solutions
- Transform knowledge into learning
- Evaluate knowledge management success
Change Management

Apply a systematic process to shift individuals, teams, and organizations from current state to desired state.

Be able to:
• Establish sponsorship and ownership for change
• Build involvement
• Create a contract for change
• Conduct diagnostic assessments
• Provide feedback
• Facilitate strategic planning for change
• Support the change intervention
• Encourage integration of change into organizational culture
• Manage consequences
• Evaluate change results
2013 ASTD Competency Model™
The End Game

Being a proactive business leader

- As a business partner, it is critical to understand the business, its strategies, and how to align to those business goals.

Demonstrating value and impact

- Many CEOs care about impact more than ROI.

Provide effective *learning solutions*

- To meet real business challenges.
- Operative phrase is learning solutions; this is your unique competitive edge.

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The three competencies that are particularly critical for T&D professionals...
Understanding technology and using it well

- Technology can contribute effectively to learning; however, significant thought should be given to how to best leverage technology to guide and supplement learning.

- Learning is at the core; technology is an enabler.
Demonstrating the value and impact of learning

- Using metrics that are **meaningful** to business.

- Using data analysis to **measure the effectiveness and efficiency** of learning and development.

- Playing a role in **integrated talent management** so that learning informs all the processes and systems that create organizational capability and understanding the role and contributions of the learning function.
#3 – Knowledge Management

- Fostering a **culture of connectivity and collaboration** around learning via mobile and social technology.

- Leveraging the learning styles and preferences of **new generations entering the workforce** and capturing the **knowledge** of those of those leaving.
It also depends on your role, employer, and career goals...
Use the job aids at www.astd.org/model to create your own customized action plan.

1. Complete Parts 1 and 2 of the job aid.
2. Discuss the results.
3. Complete the action planning templates.
Professional Development Plan

Part 1

<table>
<thead>
<tr>
<th>Foundational Competencies</th>
<th>How Important to Your Job?</th>
<th>What Are Your Professional Development Needs?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
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<tr>
<td>1 Business skills</td>
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<tr>
<td>2 Industry knowledge</td>
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<td>1</td>
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<tr>
<td>3 Technology literacy</td>
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<tr>
<td>4 Personal skills</td>
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<tr>
<td>5 Interpersonal skills</td>
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<td>1</td>
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<tr>
<td>6 Global mindset</td>
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</table>

List your priorities for professional development on these competencies:

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### Professional Development Plan

**Part 2**

<table>
<thead>
<tr>
<th>Area of Expertise (AOE)</th>
<th>Present or Future?</th>
<th>Importance to Build Your Competencies in Each AOE</th>
</tr>
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<tbody>
<tr>
<td>(In alphabetical order)</td>
<td>Present? Future?</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>1 Change management</td>
<td>□</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>2 Coaching</td>
<td>□</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>3 Evaluating learning impact</td>
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<tr>
<td>4 Instructional design</td>
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<td>0 1 2 3 4</td>
</tr>
<tr>
<td>5 Integrated talent management</td>
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<td>0 1 2 3 4</td>
</tr>
<tr>
<td>6 Knowledge management</td>
<td>□</td>
<td>0 1 2 3 4</td>
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<tr>
<td>7 Learning technologies</td>
<td>□</td>
<td>0 1 2 3 4</td>
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<tr>
<td>8 Managing learning programs</td>
<td>□</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>9 Performance improvement</td>
<td>□</td>
<td>0 1 2 3 4</td>
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<tr>
<td>10 Training delivery</td>
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<td>0 1 2 3 4</td>
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*List your priorities for professional development in these AOE:s:

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**Professional Development Plan**

**Action Planning—Foundational Competencies:**

Identify the top two or three priority foundational competencies that you are interested in developing or have a need to develop. Next, add your action steps, the timeframe for completion, and the resources or tools needed.

<table>
<thead>
<tr>
<th>Desirable Competencies</th>
<th>Action Steps</th>
<th>Timeframe</th>
<th>Resources</th>
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**Action Planning—Areas of Expertise:**

Identify the top two or three priority Areas of Expertise that you are interested in developing or have a need to develop. Next, add your action steps, the timeframe for completion, and the resources or tools needed.

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“You can’t direct the wind - you can only adjust your sails”
- Old Spanish Proverb
Final Q&A

Contact: Jennifer Naughton at jnaughton@astd.org
William J. Rothwell at wjr9@psu.edu
Related Links...

• The ASTD Competency Model:
  – [www.astd.org/model](http://www.astd.org/model) (available now)

• The ASTD Competency Model Report:
  – [www.astd.org/store](http://www.astd.org/store) (available in May)

• ASTD Career Navigator:
  – [www.astd.org/careernavigator](http://www.astd.org/careernavigator) (new release available in May)

• CPLP certification:
  – current program [www.astd.org/cplp](http://www.astd.org/cplp)
  – upcoming changes [http://tinyurl.com/bml8rpl](http://tinyurl.com/bml8rpl)