QUARTERLY | SUMMER 2015



TRAINING INDUSTRY MAGAZINE

PROFESSIONAL DEVELOPMENT

LEADERSHIP PROGRESSION *[page 16]*
Creating a Framework that Supports Real Growth

EVERDAY INNOVATION *[page 28]*
Strategies to Effectively Deliver and Share Ideas

THE POWER OF THE UNFOCUSED MIND *[page 37]*
Leveraging Brain Science to Increase Productivity

BUSINESS PERSPECTIVES ON MANAGING WORLD-CLASS TRAINING

When you need learning and development talent, work with the Nation's leader in L&D staffing.



> *"By teaming with TTA, our company has been able to increase its training offerings, resulting in the successful rollout and implementation of our professional development programs."*
>
> *— Marcia Childers*
> *Organizational Development Specialist*
> *CITGO*

When it comes to selecting a partner for your company's critical learning programs, make sure they can deliver!

The Training Associates' (TTA) vast network of on-demand learning and development experts and scalable learning solutions enable your organization to plan, manage, and deliver highly successful learning initiatives of any size, scope, or duration. Let us put our 20+ years of experience to work for you.

To learn more, go to TheTrainingAssociates.com

Awarded "Top Training Outsourcing Company" for SEVEN Consecutive Years.
- TrainingIndustry.com

Rated #1 in Quality of Service by Customers.
- HRO Today Magazine

THE TRAINING ASSOCIATES™
Training Talent and Solutions



PERSPECTIVES

- KEN **TAYLOR**

MAXIMIZING THE BENEFITS OF **PROFESSIONAL DEVELOPMENT**

Professional education is a catch all phrase for the continued personal development of employees in technical roles inside the company. It often comes in the form of continuing education required to maintain a certification or license, but it can also apply more broadly to the learning and development employees need to stay on top of their game, remain competitive in their field or at a minimum, sustaining the level of expertise that they were hired to contribute to the company.

Many companies struggle with providing funding or even support for this type of employee development, largely because employers view that the employee is the one who truly benefits from adding new marketable skills to their resume. I believe the opportunity to improve the competitive position of your company follows improving the competitive position of your employees.

Having the best software engineers in the market results in developing better quality software. Having the most up-to-date marketing team means getting the most out of your marketing investment. Having certified project managers increases the likelihood that your projects will be completed on schedule. Investing in employee development just makes good sense, and the business value becomes obvious.

We often forget that the heart of a competitive advantage in the marketplace is having the best people. And if employees are happier as a result of the investment you make in their professional development, you not only benefit from having them "skilled to market" but they may be a bit more engaged, and perhaps stay with the company a little longer.

This edition of Training Industry Magazine takes a look at professional education with a broad lens. We touch on topics from innovation to leadership progression, with a focus on deriving business value from investments made to provide continuing education to your most prized asset: your people. I look forward to hearing your comments on how professional education impacts your company's performance.

Ken Taylor is the president and editor in chief of Training Industry, Inc. Email *Ken.*

> THE HEART OF A COMPETITIVE ADVANTAGE IN THE MARKETPLACE IS HAVING THE BEST PEOPLE.

VOLUME 8 | ISSUE 3 | SUMMER 2015

TABLE OF CONTENTS

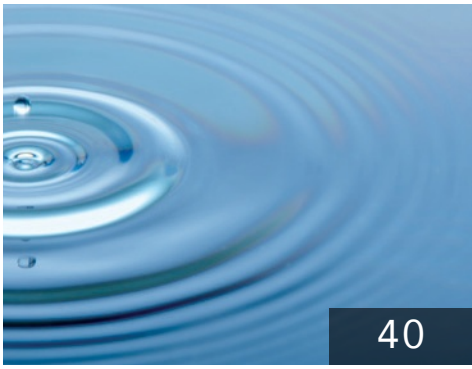
FEATURES



LEADERSHIP PROGRESSION



DON'T LET INNOVATION GET LOST



DEVELOPING INTERNAL LEADERS

16 **LEADERSHIP PROGRESSION: IT'S ALL ABOUT REAL GROWTH**
By Seth Saunders
Organizational cultures that focus on leadership growth improve loyalty and success.

20 **HARNESSING SOCIAL LEARNING TO ENHANCE PROFESSIONAL DEVELOPMENT**
By Daila Boufford
Experiential learning enables individuals to think critically and dig deeper.

25 **THE CLO REALITY: WHAT IT TAKES TO LEAD AND MANAGE THE LEARNING FUNCTION**
By Ajay M. Pangarkar & Teresa Kirkwood
Sustainability and market success depends on employee growth and engagement.

28 **DON'T LET EVERYDAY INNOVATION GET LOST IN PRESENTATION**
By Brad Holst
Democratizing how ideas are shared and heard can enhance communication.

33 **MARKERS OVER CLICKERS: TECHNIQUES SALESPEOPLE CAN USE TO WIN**
By Tim Riesterer
Visual storytelling can influence buying decisions in customer conversations.

37 **NEW LEADERSHIP COMPETENCIES: HARNESSING THE POWER OF AN UNFOCUSED MIND**
By Srini Pillay, M.D.
Leveraging brain science can increase productivity and enhance creativity.

40 **THE IMPACT OF DEVELOPING INTERNAL LEADERS**
By Nader Sadek
Best-in-class organizations understand that leaders are the key to organizational success.

44 **GENERATING DEMONSTRATED BUSINESS VALUE FROM TARGETED LEARNING INVESTMENTS**
By Chip Cleary & Tom Hilgart
Aligning learning investments to business objectives can generate business impact.

THOUGHT LEADERS

03 **PERSPECTIVES**
By Ken Taylor
Having the best people creates a competitive advantage.

09 **GUEST EDITOR**
By Jayson Maxwell
Take ownership and manage your career as the CEO of your brand.

11 **PERFORMANCE & PRODUCTIVITY**
By Charles Jennings
Development needs to be faster than the speed of business.

13 **BEHAVIOR Δ CHANGE**
By Anne Dranitsaris, Ph.D. & Heather Dranitsaris-Hilliard
Professional development works best when aligned to business goals.

15 **TOOLS IN LEARNING**
By Karl Kapp, Ed.D.
Utilizing technology can maximize professional education opportunities.

52 **FROM WHERE I SIT**
By Doug Harward
Determining the criteria to evaluate suppliers is a difficult task.

55 **LEADERSHIP 2.0**
By Ken Blanchard
Feedback provides the coaching people need to succeed.

56 **MEASURING IMPACT**
By Paul Leone, Ph.D.
It's important to show the benefits of training to customers.

INFO **EXCHANGE**

48 I CASEBOOK: ERICSSON
To reach a global workforce, Ericsson is leveraging technology to support employee development.

50 I GLOBAL PERSPECTIVES
Companies must invest in their employees' development to enhance engagement and productivity.

58 I CLOSING DEALS
The partnership of Cegos and Allen Communication is helping bridge the e-learning credibility gap.

59 I COMPANY NEWS
Stay current with the latest news and information in the training industry.

60 I WHAT'S ONLINE
Find additional articles, research studies and information available only at TrainingIndustry.com.

61 I TRAINING TALK
Keep up with the training buzz and review insights from learning leaders around the world.

ABOUT OUR TEAM

TRAINING INDUSTRY MAGAZINE

STAFF

CHIEF EXECUTIVE OFFICER
Doug Harward
dharward@trainingindustry.com

EDITOR IN CHIEF & PRESIDENT
Ken Taylor
ktaylor@trainingindustry.com

EDITORIAL DIRECTOR
Michelle Eggleston
meggleston@trainingindustry.com

EDITOR
Taryn Oesch
toesch@trainingindustry.com

EDITOR
Shina Neo
sneo@trainingindustry.com

DESIGNER
Ryan McGuire
rmcguire@trainingindustry.com

ADVERTISING SALES
sales@trainingindustry.com

East: Dan Weller
dweller@trainingindustry.com

West: Kristin Bolduc
kbolduc@trainingindustry.com

EDITORIAL **BOARD**

Dr. Shawn Andrews
Senior Manager, Global Compliance and Training
Allergan

Derek Cunard, LPC
Chief People Officer
Pinnacle Automotive Hospitality Services

Vince Eugenio, Ph.D., HCS, CCMC
Senior Leader, Talent Development
Boys and Girls Clubs of America

Carol Gajus, Ph.D.
Director, Stores and Military Executive Development Programs
Macy's Corporate

Nancy Gustafson
Workforce Learning and Development Manager
American Red Cross

Lorna Hagen
Vice President, People Operations
OnDeck

Jeanette Harrison
Vice President, Enterprise Learning & Development
Pitney Bowes

John Hovell
Senior Manager, Learning Operations and Technology
BAE Systems

Kaliym Islam
Vice President
Depository Trust & Clearing Corp.

Barbara Jordan
Chief Learning Officer
Jackson Hewitt Tax Service

Karen Kocher
Chief Learning Officer
Cigna

Meredith Lubitz
Vice President, Talent Management
Dow Jones

Laura Moraros
Vice President, Sales Learning & Development
Yahoo!

Krys Moskal-Amdurer
Vice President, Pearson People Development
Pearson

Scott Neeley
Director, Customer Development Learning
Newell Rubbermaid

Scott Nutter
General Manager, Research, AQP & Development
Delta Air Lines

Steve Sitek
Head of Learning, Education & Communications, Ethics & Compliance
Novartis

Kee Meng Yeo
Director, Enterprise Talent Development
Amway

FOLLOW US **ONLINE**

SUBSCRIBE **TODAY**

Training Industry Magazine offers free electronic subscriptions to learning and development professionals. It connects you with thought leaders, best practices and the resources and solutions you need to manage the business of learning.

SUBSCRIPTIONS

ELECTRONIC:
Sign up at TrainingIndustry.com to receive notification of each new electronic issue.

PRINT:
Print copies are available for purchase at magcloud.com for $13.95. For questions regarding subscriptions of hard copies, please contact editor@trainingindustry.com.

ARTICLE REPRINTS:
To order reprints of articles, please contact Betsy White, bwhite@reprintoutsource.com.

PUBLISHER

Training Industry Magazine is published quarterly by:

Training Industry, Inc.
401 Harrison Oaks Blvd.
Suite 300
Cary, NC 27513

Phone:
1.866.298.4203

Website:
TrainingIndustry.com

Announcing the 2016

TRAINING INDUSTRY

TICE

CONFERENCE & EXPO

Raleigh, North Carolina
May 10-12

Solutions
Ideas
Connections

Add this highly-interactive and personal learning experience to the top of your list of must-attend events. Expand your network and discuss innovative solutions with industry thought leaders to overcome the challenges you face every day.

Visit TICE2016.com to learn more.

Interested in sponsorship opportunities?
Email TICE@trainingindustry.com.



GUEST EDITOR

PROFESSIONAL DEVELOPMENT: KEEPING YOU IN MIND

- JAYSON MAXWELL, SPHR, CPTM

Out of the various stages of career development, there is no time like the present to take ownership of your future. According to the latest Bureau of Labor Statistics, average job length within a company increases with age as one might assume, yet with the rise in the millennial workforce, career changes happen more frequently. This is cause for concern amongst employers and employees who evaluate turnover and their own stability when there is not an articulated path defined for both parties.

There are five key components to keep in mind when evaluating your development and career growth plan. These components require thought, planning and targeted goals that are communicated, revisited and reconciled just as strategic financial and operational goals are set. Professional development is a lifecycle with momentum and change as a constant.

> TAKE OWNERSHIP AND MANAGE YOUR CAREER AS THE CEO OF YOUR BRAND.

1. Career Development
Career planning starts with you. Taking an inventory of your present position and current responsibilities, along with the competencies you have attained and where you can take these further, begins the evaluation process. While it is easy to picture yourself in another role further down the line, it's critical to understand and articulate the steps and competencies needed to progress your career.

Career management responsibility lies within the company to create opportunities for employee growth and engaging environments for experienced professionals who add value to the organization. One cannot exist without the other and career development exists when career development and career management coincide with each other.

2. Why Not Me?
Effective organizations support their employees by having conversations regarding their professional development. While you may be doing what is expected of you and your results are on par with your performance review, employees must be able to articulate their career vision to create avenues for forward momentum.

3. The Career Development Journey
Professional development is not a once a year conversation. Although you may discuss your future path during your annual performance review, it's important to agree on a timeline to meet and reconcile your objectives and evaluate your performance.

4. Schedule Time for Development
Making your professional development a priority requires scheduling proactive work to meet your goals. While there will be many tasks, meetings and emails consuming your attention on a daily basis, you must dedicate the time to think, plan and evaluate your own growth plan.

5. Ownership of Your Brand
Take ownership and manage your career as the CEO of your brand. Just as a business expands and develops new and exciting products or services, you too can acquire new skills through education and certification programs. Developing yourself creates more equity for the business and adds value to your future growth potential. As the CEO of your brand, taking inventory of your current competencies and mastering your skillset before expansion is key.

Your professional development cannot wait for the conversation to begin from the top-down. You must participate and take an active role in the process. Understanding where you are in your career and articulating where you want to go is critical to reach your goals. Another point to consider when planning your next move up is whether you are creating your own succession plan so the company can continue to thrive without you in your current position. If you haven't thought about this, I guarantee that a company with a strong workforce strategy is doing this already.

THIS ISSUE'S GUEST EDITOR
Jayson Maxwell, SPHR, CPTM, is the corporate director of training and development for the Six Flags Entertainment Corporation and has been with the company for more than 18 years. He is responsible for all learning and development programs and strategies and goal alignment to create a high performance team culture and enhance guest products and services. Email Jayson.

TRAININGINDUSTRY

Solutions ON YOUR SCHEDULE



TRAININGINDUSTRY.COM/WEBINARS



PROFESSIONAL DEVELOPMENT *in a* NETWORKED WORLD

- CHARLES JENNINGS

Across the globe, organizations are under increasing pressure to grow and deliver results. Yet the world is in a low-growth dip of a low-frequency cycle; many economies are growing slowly, if at all, and the upturn seems to be some time coming. Leaders try to address this challenge by focusing efforts on increasing revenue while limiting costs. Increasing workforce productivity is a critical factor in both these endeavors and professional development is probably the most important component of workforce productivity.

There is a widening gap between these demands and our ability to support professional development at the rate and scale required to meet them. Development needs to be faster than the business and as fast as (and preferably faster than) change. Failure to match these speeds almost inevitably leads to a downward spiral of missed top- and bottom-line targets.

These difficulties are compounded by the new networked working environment.

WORKING AND LEARNING IN THE NETWORK ERA

The ways organizations and professionals work have changed radically over the past 20 years. According to a recent study by the Corporate Executive Board (CEB), 74 percent of senior leaders report the number of stakeholders with whom they interact has increased, and 70 percent feel they lack the flexibility to effectively lead in their new networked environment. At the same time, 80 percent of senior staff have received more responsibility, 65 percent must deliver business results faster, and 76 percent are asked to deliver more and broader objectives.

We are no longer leading, managing and working in a Taylorist world (see below). In today's network era, learning and work are merging. A focus on functional management has given way to agility, standardization to innovation, best practices to "good" and "emerging practices," curriculum to continuous development, and competence to capability. Workers are no longer seen as part of some machine but as co-creators of value.

There is an emerging body of research that suggests the required changes in professional development in this post-Taylorist networked world are not happening quickly enough. For example, the CEB also surveyed 7,000 organizational leaders, managers and HR directors and found that they require at least a 27 percent increase in performance to meet their goals in the next 12 months. There are two ways to achieve this increase: hire more people or help the existing workforce achieve "breakthrough performance."

In the same study, improvements in traditional classroom training yielded at most a 4 percent performance gain in the new networked working environment. These methods have, over time, become quite efficient and there's little headroom for further efficiency gains.

WHAT GOT US HERE WON'T GET US THERE

The answer to improving performance does not lie in improving existing professional development approaches. It lies in looking beyond the classroom and traditional e-learning approaches. We must focus on new ways of learning to deliver breakthrough performance in the new networked working environment.

Professional development is a continuous, ongoing process that consists of more than a series of development events. If we are to meet the ever-increasing demands being placed on our organizations, our executives, our managers and ourselves by economic trends and the new networked working environment, we need to step out of our "program" mindset and start to maximize learning where most of it happens – in the workplace.

Charles Jennings is a director of the Internet Time Alliance. He is the former chief learning officer for Thomson Reuters. Email *Charles.*

The Past (The world of Fredrick Winslow Taylor)	Today's Network Era (where learning and work are merging)
Functional Management	Agility
Standardization	Innovation
Best Practices	Good Practices; Emerging Practices
Curriculum	Continuous Development
Competencies (satisfactory)	Capabilities (potential)
Workers as part of 'the machine'	Workers as co-creators of value

Adapted from J.Cross, H.Jarche, C.Jennings

CERTIFIED PROFESSIONAL
IN TRAINING MANAGEMENT



LEAD
THE CHANGE

BECOME **A CERTIFIED PROFESSIONAL** IN TRAINING MANAGEMENT AND **IMPACT** THE **FUTURE OF LEARNING.**

LEARN MORE



LINKING PROFESSIONAL DEVELOPMENT PROGRAMS TO ORGANIZATIONAL SYSTEMS

- ANNE DRANITSARIS, PH.D. AND HEATHER DRANITSARIS-HILLIARD

Do you use professional development as a way to engage and reward employees? Or do you use it to build a strong talent base and improve your organization's performance? In many businesses, professional development programs increase profit and improve employees' quality of life. However, more often, they cost organizations a lot of money without achieving desired business goals.

Professional development should be a purposeful business system with well-defined outcomes, not just an employee perk. If your approach to professional development is failing to meet its desired outcomes, here are a few possible reasons:

> PROFESSIONAL DEVELOPMENT WORKS BEST WHEN IT IS ALIGNED WITH BUSINESS GOALS.

ALIGN DEVELOPMENT WITH BUSINESS NEEDS

Professional development plans can fail to consider the key drivers that will make the business successful. Some organizations give employees a professional development budget without any criteria or links to organizational goals. Others take a one-size-fits-all approach. These problems often happen during times of growth, when companies need leaders to be strategic and able to lead change. If they don't consider business needs, leaders may choose to hone the wrong skills. Professional development initiatives are most effective when they promote outcomes and behaviors that are consistent with the company's needs and aligned with its business stage.

LINK WITH PERFORMANCE MANAGEMENT

Leaders must be able to create professional development plans for their direct reports and link those plans to their performance goals. While some managers are quite able to do so, many do not have the experience or training to ensure that professional development is linked to performance objectives. The unfortunate reality is many performance management systems are not well utilized. Additionally, many leaders avoid managing or coaching their direct reports, especially when it involves telling them where they need to improve and suggesting professional development. This lack of involvement with employees leads to a lack of involvement in professional development activities.

QUANTIFY AND MEASURE RESULTS

Measuring the success of professional development programs requires establishing performance measures to determine ROI. These metrics are the only way of knowing whether new behaviors are achieving their goals. Too often, leaders dismiss measurement as too difficult or impossible, and most leaders struggle to define metrics. As a result, the measurement of professional development ROI is all over the map, if it is there at all. Again, professional development is often seen as a perk, and leaders agree to the activity to make employees happy without quantifying the ROI.

CREATE ON-THE-JOB DEVELOPMENT FOR DIRECT REPORTS

Professional development is often thought of as only for managers and leaders or something for which they must pay another company. This type of thinking can impede managers' and employees' creative thinking about how to develop their professional skills. This creativity requires thinking beyond the classroom format and designing more learning opportunities by adjusting day-to-day practices. For example, participating in a committee, sitting in on another department's team meeting or linking assignments to development are all forms of professional development with low cost and high impact. In addition, developing mentoring programs fosters professional relationships and enhances employee engagement in their own professional development.

As with all business initiatives and programs, professional development works best when it is aligned with strategic business goals and performance management. Reviewing your program to ensure the links are there will make learning successful for your organization and your employees.

Anne Dranitsaris, Ph.D., & Heather Dranitsaris-Hilliard are leading experts in personality and behavioral change. They are the creators of the Striving Styles® Personality System and authors of "Who Are You Meant To Be?" Email *Anne and Heather.*

CONGRATULATIONS

20 TOP

CONTENT DEVELOPMENT COMPANIES



cegos

ALLENCOMM

kineo

CrossKnowledge

NIIT
BUSINESS IMPACT. ACCELERATED.

DUPONT

Cognizant

GP STRATEGIES

Forum
Strategy. Accelerated.

GENERAL DYNAMICS
Information Technology

PEARSON

INFOPRO LEARNING
A Companionet Company

IBM

TATA

SWEETRUSH

allen interactions
LEARNING. FOR A CHANGE.

Skillsoft

xerox

Raytheon

APTARA



Check Out Our 2015 Content Development Watch List

The Top 20 Content Development Companies is a service provided by Training Industry, Inc. Due to the diversity of services offered, no attempt is made to rank the "Top 20s."

TRAININGINDUSTRY



THREE TIPS FOR BOOSTING YOUR PROFESSIONAL DEVELOPMENT

- KARL M. KAPP, Ed.D.

Summertime is traditionally when school is out and few people are thinking about professional education. However, even in summertime, it is important to think about your professional development. Thanks to technology, you can learn almost anywhere, even the comfort of your home. Here are three tips for using technology to maximize your professional education this summer.

> LEARN FROM THE BEST MINDS ON THE PLANET ON YOUR LAPTOP OR MOBILE DEVICE.

TIP ONE: LEARN ON THE GO

Now is a great time to download some learning apps to your mobile device. With so many choices, the only problem is deciding on the best applications to download. Start with some heavy-hitting content from the famous TED Talks. TED is a nonprofit organization devoted to spreading thought-provoking ideas through short, impactful talks lasting less than 20 minutes. It began in 1984 as a conference where technology, entertainment and design converged. Today, you can download a TED app to your phone and access thousands of presentations on topics like leadership and fostering creativity.

Another great tool for learning on the go is Lynda.com. The library contains over 2,000 courses on basic Photoshop, negotiating deals and everything in between. The courses range from one to two hours, but their content is divided into segments that last less than five minutes, so no matter how limited your time, you can fit learning into your schedule.

TIP TWO: LEARN AT A WEBINAR CONFERENCE

A well-designed webinar-based conference provides a wealth of learning opportunities. Typically, the online conference is structured like a physical conference, but the presenters use webinar software rather than speaking in person. There is an opening keynote, which sets the tone for the conference, followed by breakout sessions. Attendees choose from different topics and attend the online session that meets their learning needs. If the virtual conference is well designed, there are opportunities for group interactions using a virtual whiteboard and for breakout groups to discuss topics in further detail. The sessions are typically recorded and shared, and related materials are posted for review and reference.

Webinar conferences are offered by a variety of professional organizations, and in many larger organizations, they are conducted by the internal learning and development department. These online conferences provide opportunities to spread ideas and explore new thinking about a variety of learning topics. If you've never attended a webinar conference, add one to your professional learning "bucket list."

TIP THREE: LEARN IN A VIRTUAL WORLD

Another type of online conference you should put on your bucket list is a virtual world conference. Lately, there has been a renewed interest in using virtual learning spaces and a resurgence of virtual world conferences is on the horizon.

To get a jump on this trend, consider creating an avatar and attending the Virtual Worlds Best Practices in Education conference. This conference is a global grassroots community event organized by educators and focused on education in immersive virtual environments. It is held in a virtual world and is a surreal but fascinating glimpse into the future of professional development.

Given all of these opportunities, there is no excuse for not investing in your professional education. You can attend conferences and learn from the best minds on the planet on your own laptop or mobile device. Make a plan right now to use these tips to boost your professional development this summer.

Karl M. Kapp, Ed.D., is a professor of instructional technology at Bloomsburg University and the author of six books and the Lynda.com course, "Gamification of Learning." Email Karl.

LEADERSHIP PROGRESSION:



IT'S ALL ABOUT REAL GROWTH

BY SETH **SAUNDERS**, MAOM, MBA

A LOT HAS BEEN WRITTEN ABOUT LEADERSHIP DEVELOPMENT AND FOR GOOD REASON: IT'S IMPORTANT. HOWEVER, LEADERSHIP DEVELOPMENT OFTEN BECOMES STAGNANT, MUNDANE, AND REPETITIOUS, STALLING OR EVEN HINDERING A LEADER'S ABILITY TO GROW. TO BE SUCCESSFUL, TRAINING AND DEVELOPMENT SHOULD LEAD TO TANGIBLE PROGRESSION.

Progression is more than development. It is movement toward a destination or a more advanced state, especially gradually or in stages, and encompasses all aspects of growth. Leadership progression, then, refers to a leadership process, a journey, not simply waking up one morning and saying, "Today, I am going to be promoted to president." This process is about going from where you are to where you want to be.

LEADERSHIP PROGRESSION PROMOTES SUCCESS

In his article "The Leadership Progression," Patrick Thibaudeau writes, "Some firms view leadership development as a right reserved for experienced professionals who are progressing toward senior positions. But developing leaders requires more than offering token training [and] then handing over a title." Resolving this issue is more of a priority now than ever before. Only through a conscious focus on leadership progression can development move beyond such "token training" and help you reach your full professional potential, which in turn supports real growth at your organization.

RECOMMENDED BOOKS ON LEADERSHIP PROGRESSION

- **"Multipliers: How the Best Leaders Make Everyone Smarter"** *by Liz Wiseman and Greg McKeown*
- **"Up Your Game"** *by David Bradford*
- **"Go Pro: 7 Steps to Becoming a Network Marketing Professional"** *by Eric Worre*
- **"How Successful People Think"** *by John Maxwell*

FOR LEADERS TO PROGRESS, THEY MUST BE ABLE TO CLEARLY IDENTIFY THEIR CORE VALUES.

The best leaders understand the importance of leadership progression to success. In their book, "Multipliers," Liz Wiseman and Greg McKeown describe the "Multiplier," the best type of leader: "This is the kind of leader who creates intelligence, creativity and energy in their team. They lift people up, and inspire entire organizations. When you're done talking with this person, you feel like the smartest person on the planet." Leadership progression helps leaders become Multipliers; when Multipliers progress, their influence is visible, and their teams or projects progress as well.

As individuals and organizations take steps to focus on leadership, they find greater opportunity for success. There is no question that development is part of this journey, but it is not the entire focus, and that makes a difference. When development is viewed as part of a bigger picture, success increases at all levels; what organization does not want that?

THE LEADERSHIP PROGRESSION FRAMEWORK

Leadership progression is a framework that can increase loyalty, motivation, development, success and real growth in the ways that leaders and their organizations are seeking. It can and most likely will be different for every person, depending on his or her focus, determination and support. Here are three steps to help you focus on leadership progression:

STEP 1: PINPOINT CORE VALUES.

This first step is critical for any leader, as values build a strong foundation for progression. At the end of the day, it is what leaders do and not what they say that is remembered. People evaluate and make assumptions based on what they see and feel as they watch leaders demonstrate their values in action.

For you to progress as a leader, you must be able to clearly identify your core values. These values are the ones by which you live every day, without compromise. The best leaders understand the need to pinpoint their core values, promote those values and live by them. Organizations that encourage their employees to identify their core values develop a stronger feeling of partnership, which increases loyalty and satisfaction.

STEP 2: PONDER THE FUTURE.

The second step is for you to take real, dedicated time to think about the type of leader you want to be, where you see yourself in the future and how you can achieve these goals. This process allows you to purposefully take stock of how your core

values will impact your future. The return on investment in pondering your future should not be overlooked; it can mean the difference between achieving some success and reaching your full leadership potential. Your manager can provide insights that will help you make intelligent decisions about your future.

As part of this pondering process, it is important to identify the key people on whom you can depend to help you progress. In his book, "Up Your Game," author David Bradford states, "Nothing will define you more than the people who impact your life at pivotal junctures." Leadership progression that leads to real growth is all about those pivotal junctures and identifying trusted, proven individuals who help you obtain success.

STEP 3: PLAN YOUR PROGRESSION.

The final step is to create and document a plan that encompasses all aspects of leadership progression. It is crucial that this plan include the key mentors and programs that can help you improve critical areas. Eric Worre, the author of "Go Pro: 7 Steps to Becoming a Network Marketing Professional," says that "the world is moving toward a performance economy." Outcomes are becoming more and more valued when it comes to pay, which is why it is important for organizations to help potential leaders develop their leadership progression plans. To reach successful outcomes, those plans must involve the constant improvement of skills, behaviors, actions and habits.

> LEADERSHIP PROGRESSION IMPROVES LOYALTY, MOTIVATION AND SUCCESS.

SUMMARY

As training professionals, leaders and organizations embrace the concept of leadership progression, they will be more dedicated to the actual development and growth of their greatest assets: their employees. Cultures focused on leadership progression improve loyalty, motivation and success. It is gratifying when leaders reach their full potential, and it is important not to limit them by creating a narrowly focused development program. To be successful, development programs must be part of leaders' broader progression plans.

Seth Saunders, MAOM, MBA, is the vice president of communications and training for Blendfresh, LLC. Email *Seth.*

TAKEAWAYS

Training and development should lead to tangible progression. But progression is more than development, it's a process. Leadership progression is a journey from where you are now to where you want to be. The following three steps are the keys to achieving real growth with leadership progression:

ONE 1. **Pinpoint core values** to build a solid foundation.
TWO 2. **Ponder the future** to identify helpful resources and individuals who can support your progression.
THREE 3. **Plan your progression** in detail to stay focused and on track.



HARNESSING SOCIAL LEARNING TO ENHANCE PROFESSIONAL DEVELOPMENT

BY DAILA **BOUFFORD**

According to Deloitte's 2015 Global Human Capital Trends report, learning and development issues have jumped to number three on the list of top challenges for businesses. A high rate of growth in the industry has led to a plethora of new training tools, products and services, each promising increased productivity. One area that has received increasing attention in recent years is social learning. Despite the buzz around this term, social learning itself is nothing new. Humans have been learning from each other in social settings since time began – it is basic survival 101. However, for the past 100 years, we have been conditioned to believe that training must be delivered in a systematic, measurable format in order to document a return on investment.

Despite this trend, we have learned that classroom-style instruction may lead to the mastery of a certain skill but does not necessarily prepare employees to be innovative. Rather, learners need the opportunity to process information, and then utilize it in the context of real business challenges. This experiential learning enables individuals to think critically about the knowledge they have acquired and dig deeper into how it is applied.

MHS.COM/TAP

Become the Authority in

Emotional Intelligence

Now Available:

The New Leadership EQ 360® Report &

EQ 360 Professional Norms



A multi-rater assessment that uses professional norms to guide your client's leadership development.

TO REQUEST MORE INFORMATION, PLEASE VISIT

info.mhs.com/leadershipEQ360

MHS™ ASSESSMENTS

The Emotional Intelligence Connection

@eiconnection

EQ 360® assess. predict. perform.

When training is delivered in a social and collaborative format, it can offer the following long-term benefits:

- The utilization of social learning techniques sets the stage for increased employee engagement.
- Employees who are knowledge leaders in their organization are able to share best practices, which provides recognition and encourages them to continue their professional growth.
- Co-workers become aware of these subject matter experts within their own teams and know whom to ask for help when addressing complex business challenges.
- Human resource departments are able to make better use of their limited training budgets by capitalizing on the expertise within the organization.

ENHANCING PROFESSIONAL DEVELOPMENT WITH SOCIAL LEARNING

Step 1: Assess Learning Needs.

The first step in harnessing social learning is to carefully assess and review the needs of all learners. Many companies employ mentoring programs during onboarding or for junior staff. But what about the rest of the company? Consider the learning needs of each of these groups:

- **Management:** Have you heard the saying, "People don't leave jobs; they leave poor managers"? Maintaining the professionalism, leadership and engagement of this group is critical to your company's success.

EXPERIENTIAL LEARNING ENABLES INDIVIDUALS TO THINK CRITICALLY AND DIG DEEPER.

- **Long-term Static Employees:** What about employees who are not ladder climbers but enjoy and excel in routine jobs that are often the backbone of company success? How can learning help them continuously improve work flow and productivity? Invest in your day-to-day "doers" and you may be surprised to find that they know the company inside and out and can easily identify ways to improve.

- **Executive Team:** One of the pitfalls in creating a learning and development culture is failure to model a desire to learn from the top down. It is essential that employees see their top executives participating in learning activities that are geared to foster innovation, communication and effective management practices. It is even more important that employees see outcomes from these activities.

Step 2: Identify Preferred Learning Methods.

The next step is to reach out to staff to identify their preferred methods for learning. It can be tempting to begin course design by focusing on content and course objectives rather than considering the optimal delivery method. However, if you do not meet learners where they are best able to absorb and integrate knowledge, you will not be as effective as you hope.

Conduct a quick scan to determine how individuals are already seeking out learning opportunities. These activities may or may not be work-related, but they can give you an idea of the methods that are engaging and interesting for your learning audience. To identify these methods, ask questions like these:

- Do your most successful teams socialize and share best practices more than other teams?
- Are there community groups where your employees hone their expertise?
- Who is active on Twitter, LinkedIn and Quora?
- Do you have avid bloggers among your staff?

Think about the personalities of your office or teammates. Are they extroverts who are energized by being around people? Or do they need time alone to think, process and reflect before jumping into a shared learning activity? Asking these kinds of questions will give you a blueprint of the types of training methods that will be more accepted. The last thing you want to do is spend significant time and money developing the latest and greatest learning tool that no one wants to use.

Step 3: Design Learning Methods.

Now that you have identified your learning audiences and the ways they like to learn, it is time to design the delivery methods. Not all training must fall into the category of social learning; formal learning opportunities continue to exist and should be utilized in conjunction with informal learning.

For example, perhaps there is a compliance course that all employees must complete due to new regulations; content delivery in this situation is best done in a consistent and controlled manner. However, after the formal delivery of the content, consider adding social learning opportunities for employees to demonstrate how the compliance measures will impact their business unit.

The term "social learning" often implies an online format, but it can be applied in any setting where there is a group of individuals with a shared learning goal. Explore techniques like these:

- Community meetups
- Enterprise Social Networks (ESNs)
- PechaKucha
- Viral blogs
- Mentoring programs

Each learning modality has its purpose. Think of your suite of learning programs as an artist's palette; each tool should work in harmony with the others to create an overall learning strategy that reflects the core essence of the organization. The continued development of your employees will drive company growth in the years to come.

MANAGING EXPECTATIONS AND OBTAINING BUY-IN

We are at a very exciting, though nebulous, time in learning development. New tools are created every day, and technology changes so fast that we often have to make purchasing decisions based on minimal user research. Before you get too excited about the benefits of a new social tool, take a step back and manage expectations.

Social learning requires organic growth and is only successful if the organization's culture promotes employee development. In his book "Positive Leadership," Dr. Kim Cameron stresses the importance of buy-in from senior leadership when changing organizational culture. The same principle applies in establishing a culture of social learning. It will take time and a robust communication strategy to obtain broad participation in your organization. Here are some tips:

- **Identify your champions.** Respected individuals can take an active role in using and promoting the new learning modalities.
- **Be creative** in how you launch a new learning program.
- **Keep the content fresh** to engage early adopters and keep them coming back.
- **Become a learning concierge.** Establishing a culture of social learning requires leaders and executives to relinquish control over the content being shared. Jane Hart of the Center for Learning and Performance Technologies recommends moving from being a "learning gatekeeper" to being a "learning concierge." She writes, "It is clearly difficult for some, who see themselves as 'gatekeepers' to learning, to understand that they can no longer control everything that people learn in their organization, and that it is not a matter of 'letting' people learn things on their own, but recognizing they are already doing so."
- **Share ownership and responsibility for success** with all members of your organization. Identify the back-seat drivers – those who critique but rarely create – and engage them in the process. Each member of your team provides value and has something to share. The trick is uncovering those hidden talents and connecting the dots among skill, passion and mission.

WHAT'S A PECHAKUCHA AND HOW DOES IT RELATE TO LEARNING?

PechaKucha is a simple presentation format in which you speak while 20 images are shown for 20 seconds each. The concept was created by Klein Dytham Architecture and was first used in Tokyo in 2003. Since then, PechaKucha Nights have been organized by various cities around the globe.

This format is adaptable and has many possible applications in the learning and development arena. How could you use this format for your next learning activity? Here are some ideas.

Use a PechaKucha to:

- Kick off your next networking event.
- Assess knowledge retention.
- Demonstrate how a new skill is applied in the work flow.
- Connect abstract concepts to real business challenges.
- Collaborate on a team project.
- Showcase subject matter experts in your organization.

As learning and development professionals, we need to do a better job of understanding our employees, identifying where they are in their professional growth plans and presenting them with options on how to proceed. Avoid the desire to force your formal learners into using the new ESN or participating in the much-anticipated PechaKucha at the next company meeting. Instead, work with them to map out their learning path, and invite them to social learning activities that align with their goals. Social learning is not just about what one gains from an experience. Equally important is what one invests. Be sure to explain the value that each individual will bring to the experience.

> THINK OF YOUR SUITE OF LEARNING PROGRAMS AS AN ARTIST'S PALETTE.

FINDING THE SWEET SPOT

Creating the ideal learning environment within your organization or business is possible. Think of the sweet spot as the intersection of learning and development tools, human assets and the mission of the organization. All three components must be aligned to achieve maximum success. Working together, employees and employers can create the ideal space to learn and harness the power of social learning to ensure professional growth.

Daila Boufford is the director of professional development at AAFCS, where she works with professionals to connect learning concepts to actionable results. Email *Daila.*

LEARNING is our PURPOSE



Judge for yourself at
gpstrategies.com/RESULTS

GP Strategies™ is a large, GLOBAL LEARNING PROVIDER so driven to help people and processes perform better that we've made that our sole purpose for nearly 50 years. Our MANAGED LEARNING STRATEGIES include repeatable processes to make knowledge transfer more efficient and cost-effective. Our SALES SOLUTIONS emphasize rich experiences to foster sales and loyalty. And our LEADERSHIP DEVELOPMENT stresses corporate alignment and employee engagement. Learning is what we do best. Let us do our best for you.

GP STRATEGIES™

Knowledge. Performance. Impact.

© 2015 GP Strategies Corporation. All rights reserved. GP Strategies and GP Strategies with logo design are trademarks of GP Strategies Corporation.



the CLO REALITY

WHAT IT TAKES TO LEAD & MANAGE THE LEARNING FUNCTION

Bob Dylan once sang, "The times they are a-changing." The need for employee development has grown over the years and will continue for some time. Leading organizations understand that sustainability and market success no longer depends on 20th century industrial-based thinking, but rather on employee growth and engagement.

Terms such as learning organization, disruptive innovation, and knowledge management are often used interchangeably and fall in and out of favor depending on what experts are saying or leading organizations are doing. Ultimately, the goal is to ensure that the organization is fully leveraging the intangible knowledge it possesses, leading to profitable benefits. This requires leadership ability to manage employee development.

Formalizing a learning environment means someone has to accept the mandate to lead the effort. This role is often referred to as a chief learning officer, or CLO.

The CLO has gained access to the C-suite (the most senior leaders in an organization), but it is debateable if it has been earned. The position itself isn't new. Many refer to this position as director of training, director of performance improvement, or director for employee development. The CLO title, however, carries an expanded skillset and scope of responsibility to effect tangible outcomes in today's blended learning environment.

Even though business leaders acknowledge a formal role for employee skills development, one must first appreciate the changes that have brought workplace learning to prominence to appreciate how far we've come.

by AJAY **M. PANGARKAR,** CTDP, CPA, CMA
& TERESA **KIRKWOOD,** CTDP

THREE MUST-HAVE CORE SKILLS TO LEAD LEARNING

Workplace learning is becoming increasingly relevant within organizations and so is the need for active leadership from all levels of learning practitioners. Workplace learning requires a multifaceted process encompassing a variety of core skills, including:

- **Mastering leadership and motivational skills.** Motivation is the key to sustainable learning and becomes more relevant when translating the learning strategy into tangible business outcomes.
- **Acquiring business skills.** Business leaders are concerned with improving performance, not the learning process. Recognizing the business objectives leaders expect to meet and communicating learning results in business terms are important focus areas.
- **Maintaining technology competencies.** Understanding the selection of learning technologies and how they should be implemented is dependent upon your learning expertise and organizational needs.

HOW DID WE GET HERE?

Once upon a time, in many organizations not so long ago, training and development (T&D) was an unmemorable business activity. In the early days, training was not considered a formal business activity. It was a means to onboard employees and get them working on tasks quickly. Leaders would often use T&D as a "use it when we need it" activity.

WORKPLACE LEARNING HAS RISEN TO BUSINESS PROMINENCE, BUT THE ROLE OF CLO COMES WITH GREAT RESPONSIBILITY.

During an industrial and mostly product-driven period (the 20th century), T&D did not drive added value and was not expected to. Business leaders would explain and demonstrate tasks to employees and expect them to do their jobs. T&D followed rote learning or commonly known as the shampoo analogy of "lather, rinse, repeat." The only goal for business leaders was ensuring employees knew what to do and that they do it well. Essentially, it was only about producing products as quickly and as accurately as possible.

Successful business leaders are starting to believe that the power of intangible activities like employee knowledge will drive business success. Leaders also believe that employee development is more than skills acquisition. It involves fostering employee growth, innovation and work engagement. This is why leaders place employee development under tremendous scrutiny.

While those responsible for training view this scrutiny negatively, it is actually a good thing. It means that business leaders are paying attention. This is T&D's moment to shine and why many companies are formalizing a senior role called the chief learning officer.

With increasing scrutiny comes increasing accountability. Business leaders expect results. While T&D is gaining credibility, learning practitioners face the challenge of speaking the language of business. Most learning practitioners never receive fundamental business training, but leading a learning organization from the C-suite requires effective communication to demonstrate how employee knowledge contributes to increasing business value.

THE NEED TO LEAD LEARNING

The saying, "Be careful what you wish for" may well apply to those responsible for workplace learning. For years, possibly decades, those in T&D have been clamoring to be taken seriously and to become an integral part of the organization's strategy. Well, T&D's leadership role is here.

Let's first understand why the CLO role exists. The role to lead and manage the training function came about as a result of organizations becoming more dependent on employee knowledge. Due to a variety of factors over the past few decades, our economy is in the process of transitioning from an industrial paradigm to one that is knowledge-focused.

Effective organizations recognize that leveraging employee knowledge can lead to long-term success. However, it is critical to ensure that organizations know how to apply the knowledge for a financial gain. Just as it is natural to actively manage fi nances or operations, intellectual capital must also be managed.

Business leaders continue to debate whether a leadership position for employee development should exist or if it is better managed within each level of business activity. There is also concern whether learning practitioners occupying the CLO position will not myopically focus on the learning function, but possess the knowledge and experience to the intricacies of employee performance within the context of operational and business activities.

To date, CLO success is hit or miss. While some organizations have had success, there are many more that have not seen the value for this relevant position. The main culprit for these failures speaks more to a learning professional's skillset rather than the need for the position itself. CLOs manage more than workplace learning, they help manage the business itself.

TIME TO STEP UP

Leading implies moving forward. Learning implies discovering what will move you forward. A CLO must be able to balance both responsibilities. When an organization should consider formalizing this role is often in question. The answer is not straightforward and is often assessed by size rather than the type of organization.

Smaller organizations have a continual learning process. One may conclude that they are in need of a formal role to manage this influx, but you would be wrong. Formalizing the learning role at this stage would limit immediate access to knowledge and stifle much of the organic learning taking place. This learning dynamic is one of the reasons small firms are able to adapt quicker to market changes.

Formal learning structures usually apply to mid- or large-size organizations. Many believe that learning environments become formalized as the employee population grows, but this is not the case. Rather, formal business roles result when business leaders develop and implement highly involved business strategies. For leaders, it is about improving and managing performance, resulting in the growing need for focused workplace learning.

While CLO is seen as a corporate title, it doesn't negate that the responsibilities still exists within less formal corporate environments. Many mid-size companies don't have a CLO, but do have learning leaders managing the same responsibilities. Even when the learning function is not clearly defined, the responsibility is usually part of the vice president of human resources or chief operating officer role. Many leading organizations formalizing the CLO role take it a step further, empowering each business level to develop microlearning environments within departments.

WHAT CLOs NEED TO SUCCEED

While many learning practitioners believe that "our time has come," the debate remains whether learning should play a formal role. This doubt lingers because learning practitioners have been unable or unwilling to adequately demonstrate how learning efforts contribute to business objectives.

> EFFECTIVE ORGANIZATIONS RECOGNIZE THAT LEVERAGING EMPLOYEE KNOWLEDGE CAN LEAD TO LONG-TERM SUCCESS.

The worst thing an organization can do is promote a learning practitioner to CLO because they are great learning practitioners. Just like the analogy of promoting the best salesperson to sales manager, the skills required to be a successful learning leader is not necessarily the same skills that made them an effective practitioner.

While a robust professional learning experience is essential, successful CLOs also bring a variety of core business skills to the mix. When business leaders involve functions like workplace learning to participate in decision-making processes, they expect to be shown how training will contribute to business results. Successful CLOs validate the correlation among training efforts to improving performance and meeting strategic objectives.

Before formalizing the learning role, it is critical to clearly define why a CLO is needed. The decision to implement a CLO directly correlates to how well the organization wants to execute its business strategy.

CLOs don't waste time trying to change other business leader's perception. Rather, their mindset is about aligning with operational performance expectations. Business leaders value organizational growth through tangible assets, specifically equipment, production and products. They also expect to see correlation between increasing production (output) utilizing specific assets with organizational growth. Increasingly, the list of "assets" includes employee knowledge and the business "output" includes, but not limited to, innovativeness, creativity, engagement and improving performance.

SUMMARY

Dylan was right, the times are changing. Workplace learning has risen to business prominence, but the role of CLO comes with great responsibility. A CLO must ensure training becomes an active operational partner for the business. While this C-level position places learning as an equal business partner, leadership is expected from all levels of learning practitioners. Learning efforts are no longer only about learning; the focus is now on meeting performance expectations and driving business results.

Ajay M. Pangarkar, CTDP, CPA, CMA, and Teresa Kirkwood, CTDP, are founders of CentralKnowledge.com and LearningSourceonline.com. They are renowned employee performance management experts and authors most recently publishing, "The Trainer's Balanced Scorecard." Email Ajay and Teresa.

THE LEARNING LEADER'S TO-DO LIST

Learning practitioners often forget that their role is part of a bigger picture. It is time to shrug off the old paradigms and embrace the responsibilities required to lead in this new era.

- **Stop being so 20th century!** In the past, training's role was purely functional. Today, learning leaders are proactively involved with operations. Help other leaders leverage employee knowledge that moves the organization forward.
- **Stop being a visitor in a foreign land!** Your role is to build learning solutions, while also communicating how your efforts will make a difference. It is time to become bilingual and communicate your expectations in business terms that leaders will embrace.
- **Stop being a victim!** Learning leaders often fear budget cuts. By ensuring training efforts are focused on business objectives, business leaders will view training and development as a relevant expenditure.


INN
GET LOST

DON'T LET **EVERYDAY** OVATION IN PRESENTATION

BY BRAD **HOLST**

When you think about the effective presentation of innovation, do you think of the late Steve Jobs? In a single presentation, wearing his trademark black turtleneck and using stunningly simple slides, he could take an idea you'd never even thought about and turn it into something you felt like you couldn't live without. The amassed fortunes of his company and its stockholders are living proof of the power of well-presented innovation.

But much more often, innovative ideas fail simply because they are poorly communicated.

THE OFTEN OVERLOOKED POWER OF EVERYDAY INNOVATION

Let's divide the innovation that takes place inside an enterprise into two categories:

- The highly visible and very measurable Big Innovation
- The stealthier and harder to measure Everyday Innovation

Big Innovation is highly noticeable inside and outside of an enterprise. These are typically management-sanctioned, well-funded projects or processes that lead to outcomes like new product launches, go-to-market strategies, manufacturing processes, and/or new technologies.

Significant resources are typically dedicated to the ongoing communication and launch of Big Innovation. The launch of the Apple Watch and the Tesla Model S are recent examples of the magnitude of resources dedicated to the communication of Big Innovation. Volumes have been written on the topic of how to best do this. When the public and investment community perceive that Big Innovation has been communicated poorly, it can be headline news.

Everyday Innovation describes the ideas that are generated and shared, sometimes spontaneously, by employees on every level of an organization. Innovative ideas, from small process improvements to game-changing breakthroughs, happen in conference rooms, offices, hallways, and over web and video conferencing platforms. All are settings where the actual word "innovation" rarely makes the agenda as a topic of discussion.

THREE DECISION MAKER HURDLES

People are quick to reject new thinking. When sharing an innovative idea, you must help the decision makers quickly clear three hurdles:

- **Understand what you are suggesting.** If you and your message are hard to follow, the decision makers are unlikely to pay attention.
- **See Value in your thinking.** Decision makers must first align on the issue your innovation addresses. Only then can they appreciate how your idea delivers compelling and relevant benefits.
- **Trust in your competency.** Decision makers must feel confident in your ability to act on your idea. Don't try to be slick or smooth. Just be yourself and let your conviction shine through.

To significantly increase the odds of your ideas being adopted, put yourself in the decision makers' shoes. Ask yourself: What can I do to ensure that they understand my idea, see the value in my thinking and ultimately trust me?

This underappreciated form of organization-wide, employee-contributed innovation can significantly help an enterprise deliver more value in many profound ways, including:

- Making or saving money.
- Boosting productivity and efficiency.
- Solving problems and/or avoiding trouble.
- Motivating people.
- Staying ahead of the game.

ARE THE BEST IDEAS IN YOUR ORGANIZATION BEING HEARD?

Innovative ideas are in constant competition with other ideas and busy activities inside every business. Often, innovative ideas don't get noticed against all of this background noise.

ORGANIZATIONS MUST BUILD A STRONG COLLECTIVE INNOVATION-SHARING CAPABILITY AMONG EMPLOYEES.

It's an observable fact that it's not necessarily the most innovative ideas that get heard and acted on; it's the best-presented ideas that get attention – the ones that are clear, compelling and skillfully delivered by a confident messenger.

This sad and costly reality was hilariously brought to life in the FedEx "stolen idea" commercial. During a typical business meeting, nobody notices when a junior member of the team meekly suggests a smart cost-saving idea. But, when a sharply dressed executive shares the same idea in a comically confident fashion, everyone notices, much to the chagrin of the original generator of the idea.

The commercial, while laugh-out-loud funny, is also disturbing because of the negative impact this reality of human behavior can have on an organization. How many employees will continue to contribute innovative ideas after having had an experience where they felt shut down or ignored? How many employees will speak up at all to share their ideas if they don't feel confident in their ability to communicate?

Many may conclude that innovation happens above their pay grade and choose to keep their ideas to themselves. This is a lose/lose situation. Not only is the potential innovation opportunity lost, but employee motivation, engagement and morale also suffer when people don't feel like they have the chance to be heard.

The fact that the best ideas, when poorly communicated, often don't get the attention they deserve raises two questions:

- What innovative ideas in your organization are getting "lost in presentation"?
- What does that loss really cost your organization?

The answers to these two questions for most organizations are: "too many" and "too much." And those costs grow even higher when you factor in the ideas that never get shared at all.

DEMOCRATIZE HOW INNOVATIVE IDEAS ARE PRESENTED AND HEARD

Due to the innate tendency human beings have to discount or ignore others who have weak presentation skills, in order to fully capitalize on the power of employee-contributed innovation, organizations must build a strong collective innovation-sharing capability among employees.

Without this organizational strength, "lost in presentation" will be the fate for most new ideas (as it is now in many corporations). What's required is a developmental strategy that up-levels the essential skills that enable an employee to persuasively formulate, deliver and defend their ideas.

This approach is brought to life in the book, "Collaborative Leadership" by retired Cisco Systems executive George O'Meara. In his book, O'Meara shares how he transformed the Cisco Services Sales group and grew its revenue from $800 million to over $6 billion. This herculean effort required both Big Innovation and Everyday Innovation.

O'Meara describes his frustration with an "otherwise bright staff who struggled with presenting ideas in a way that would be crystal clear on the problem as well as the idea." To address that frustration, O'Meara drove the adoption of a common, shared communication framework his people could use to help them articulate their ideas more clearly, opening the door to a healthier, more productive dialogue.

The simple framework walked users through several stages of critical thinking and forced them to think from the listener's perspective. O'Meara believes that empowering everyone in his organization with a common tool, which enabled them and their ideas to be heard, helped to drive the transformation of Cisco Services. Not only did it positively impact how ideas were shared, overall communication and collaboration progressed much more efficiently and productively than it had in the past.

DEVELOP A COMMUNICATION FRAMEWORK

The first step in creating an innovation-friendly culture is to identify a communications framework that can be used by everyone to share ideas at every level of the organization. This important decision can determine the success or failure of your efforts.

In the case of Cisco Services Sales, O'Meara stated, "Transformation of any sort will go nowhere without tools to ensure processes are consistent, sticky and transferable." There are three qualities you need to explore with any potential framework:

- Is the framework broadly applicable to other business communication situations?
- Do users find the framework intuitive, quick and easy to apply?
- Does using the framework consistently produce desired results?

If the answer is "no" to any one of these questions, then the odds of broad employee acceptance and adoption of the communication framework are low. And, there is one more quality you may need to test if you do business on a global scale: Is the framework adaptable and effective for different cultures?

DRIVING ADOPTION

Transforming how people in an organization share and listen to innovative ideas is not an easy challenge. As individuals, employees have to let go of their old habits and embrace the new approach. It requires vision, tenacity and role-modeling on the part of leadership. That includes building in positive rewards and reinforcement for desired behaviors.

Employees will also require some form of training to feel confident in their ability to use the communication framework successfully. To be both cost- and outcome-effective, this strategy can't be a one-size-fits-all approach. Instead, it must take into account and be tailored for the roles, levels and experience of the employees within an organization.

Frontline employees may only need basic instruction and practice. As roles get more senior, and the expectations and stakes around innovation get higher, more sophisticated skills building is required in order to enable messaging, delivery and defense of innovative ideas in high-stakes, high-pressure situations.

Be aware that the process of adoption can be a bit messy. As George O'Meara shared about his transformational efforts at Cisco, "I'm not suggesting we did this flawlessly or that within a matter of months the entire organization was operating under a new cultural standard. Success using the tools came over time. As it began to work in one corner of the organization, as more and more people embraced the new behavior and tools, they became true believers and results started to roll in."

WHEN GOOD IDEAS ARE ADOPTED, EVERYBODY WINS

Democratizing how ideas are shared and heard in your organization will help level the communication playing field to ensure that innovative ideas, regardless of who shares them, ultimately live or die based on their own merit and value. Everyone wins. Work will get done more effectively, employees will feel more empowered and engaged, and, ultimately, your business results will improve.

Brad Holst is the principal and executive director of communication strategy and innovation at Mandel Communications. Email *Brad.*

PRESENTATION OF INNOVATION FAILURES

FAILURE TO COMMUNICATE VALUE

- **Apathy inducing opening.** Quickly link your idea to a top-of-mind decision maker issue. Then, clearly describe how your idea delivers compelling value, or risk disruptive interruptions.
- **Lack of memorable stories.** Why do successful innovators use well-told, emotionally-connected stories? They accelerate decision maker understanding and approval.

FAILURE TO PROJECT CREDIBLY CONTAGIOUS CONVICTION

- **Nonverbal self-sabotage**. Fidgety body language, fleeting eye contact and repetitive "um's" can crush the perceived credibility of the idea generator.
- **Well intended but numbing professionalism.** If you don't sound excited about your idea, why should your decision makers feel that way?

FAILURE TO BUILD TRUST INTERACTIVELY

- **Unprepared for common questions.** Questions mean the decision makers are interested. But being surprised by an obvious question can cause instant disinterest.
- **Overreacting defensively.** Tough questioning can feel like an attack on your idea and credibility. This can trigger extreme reactions, from timid to argumentative. Neither is good.



Custom-tailored learning services to drive business results. Xerox makes it simple.

Your company objectives, your goals, your plans—these are all specific to your business. The tools and resources you use to keep your employees sharp and performing their best should be no different. From learning strategy and consulting to the measurement of learning outcomes, Xerox Learning Services tailors each solution to drive business results.

844.839.7988
xerox.com/learning

Ready For Real Business xerox®

©2015 Xerox Corporation. All rights reserved. Xerox® Xerox and Design® and Ready For Real Business® are trademarks of Xerox Corporation in the United States and/or other countries.

By Tim Riesterer

Markers OVERCLICKERS

TECHNIQUES SALESPEOPLE CAN USE TO WIN

When you engage prospects and customers, you're essentially asking them to stop doing one thing and start doing another, right? You're asking them to leave the perceived safety and comfort of their current situation to do something different with you. Is this a hard sell?

You bet. And it's even harder if you're thinking about your customer conversations strictly in selling terms. What you're really doing is leading your prospects on a change management project. To make change appear more attractive, you need to think like a storyteller trying to manage that process, not just a salesperson.

Here's a change management point to consider: The process by which people come to embrace change usually follows a specific, three-part sequence of attitudes and behaviors. Here's a little game: Guess which of the two sequences below most accurately reflects how humans become open to doing something different:

- ANALYZE – THINK – CHANGE
- SEE – FEEL – CHANGE

If you guessed the second option, you'd be correct. Conventional wisdom suggests that change follows the more rational sequence (analyze – think – change). But according to John Kotter and Dan Cohen, authors of "The Heart of Change," almost all successful change management efforts follow the more emotionally and visually charged second sequence: see – feel – change.

So, what does this tell you? It suggests that a purely rational approach to selling and persuasion may not be so effective at dislodging your prospect's status quo. It also says that to get people to recognize the value of change, you have to get them to see it and feel it. In other words, persuading someone to change is a fundamentally visual undertaking.

When it comes to defeating your prospect's status quo, a great visual story could be the difference between your deals ending in no decision and your prospects saying yes.

VISUAL STORYTELLING AND THE 'OLD BRAIN'

The reason visual storytelling is so effective in a change management context is actually rooted in brain science. The effects of visuals on how we think gets to the heart of how and why humans frame value and make choices.

The part of our brain that makes decisions – often referred to as the "old brain" or the "lizard brain" – is a relatively simple cognitive mechanism that doesn't have the capacity for language. Language comprehension is actually the province of the frontal cortex, or the "new brain," which processes information analytically. The old brain, on the other hand, responds better to simpler and less rationally driven concepts, such as images and emotions.

THE THREE C's OF VISUAL STORYTELLING

To tell a story that provokes change in provocative visual terms that speak to the decision-making part of the brain, here are three key points:

- **Context.** To vividly demonstrate how your prospects' status quo is unsafe, you need to highlight the gaps and deficiencies in their current situation and show how those shortcomings threaten to block your prospect from realizing their most important business goals. By visually creating this uncertainty, you help them see and feel the threat and you make them more open to the possibility of persuasion.

- **Contrast.** Your visuals are most persuasive to the decision-making part of the brain if they establish clear contrast between the pain your prospects feel in their current situation and the value they'll receive from yours. This approach allows prospects to visualize where they are now and where a change management project, led by you, can take them.

- **Concrete.** Because the old brain is not analytically driven, using too many abstract visuals will clutter your message and lead to indecision. Instead, use numbers, stick figures, basic shapes and arrows to translate potentially complex concepts into more digestible ideas. Also, make those ideas seem simple and doable.

Here are other characteristics of the old brain:

- It relies on images to create contrast.
- It craves simplicity and shuns abstraction.
- It wants speedy resolution to adversity.
- Its resistance to change is grounded in an emotional fear about doing something different.
- It responds to "firsts" and "lasts" (in other words, the beginning and end of your story counts the most).

PERSUADING SOMEONE TO CHANGE IS A FUNDAMENTALLY VISUAL UNDERTAKING.

Given the characteristics of the old brain, it's little wonder that applying a powerful visual element to your conversations is key to telling a great story, where your primary goal is defeating the status quo bias. And it's just as important to create contrast between where your buyer is now and where he or she could be after making a change.

Here's a way to think about structuring your own visual change management story that takes your prospects from a provocative insight to your solution:

Insight. Show and tell your prospects something they don't know about a problem they don't know they have. Essentially, you're using a provocative and visually rendered insight to present an unconsidered need. This could be a challenge, trend or business issue your prospects don't know about or fully appreciate, or whose speed of approach they've underestimated. The best insights highlight an uncertainty or an inconsistency in the way your prospect or customer is thinking about his/her industry or business today. Ask yourself this: What insights can you deliver that will compel prospects to rethink some of their assumptions about the market?

Unsafe. Show your prospects why their status quo situation is unsafe and unsustainable, and how maintaining the current situation will prevent them from realizing their most sought-after goals. In this stage, you have to reverse the conventional wisdom that equates the status quo with safety and comfort, and change with threat and loss. Done effectively, this can generate the level of urgency you need to convince buyers to move away from their current situation. With visuals, you can amplify that urgency.

New Safe. Link your prospects' "unsafe" with a "new safe" by showing them a contrasting new path that resolves the challenges and risks you've identified and introduced in your conversation. A strong visual element will accentuate that contrast, making it sharper and clearer.

Proof. Finish by telling a story about a comparable scenario where you helped another company find a "new safe" with your solutions. Be sure to clearly and visually emphasize the contrast between the pain that company experienced in its status quo situation and the resolution reached by switching to your solution.

THE PICTURE SUPERIORITY EFFECT AND THE POWER OF THE WHITEBOARD STORY

When it comes to telling a story that resonates with prospects and gets remembered, a story told with words alone can't measure up to one that includes images. This is known as the Picture Superiority Effect and there have been more than a dozen studies confirming

its validity. One study found that people remember only 10 percent of what they're told just two days after hearing it. But, if you accompany your story with visuals, that figure jumps to 65 percent.

It's long been established that visuals make a difference in terms of engagement and information retention. But the more important question is: What kind of visuals actually have the most superior effect on your customer conversations? What style of visual presentation allows you to truly maximize the power of the Picture Superiority Effect?

Dr. Zakary Tormala, a professor at the Stanford Graduate School of Business, recently put that question to the test in a research project, where he asked more than 700 people to watch a selling message delivered in one of three online videos. Each video included the exact same story told the exact same way. The only element that differed was the visual used to support that message.

The three types of visuals were:

- The traditional PowerPoint technique, using simple bullet points and stock photography.
- The "Zen" PowerPoint technique, which featured a large, metaphorical photograph with one key phrase.
- A presentation using whiteboard-style visuals, delivered as though a presenter were drawing it live in front of the audience.

After viewing the presentations, participants were then asked a series of questions and instructed to retell the story. This question sequence was done immediately after the video and then repeated two days later.

So which visual presentation came out on top?

According to Tormala, the whiteboard-style presentation had a statistically significant advantage over both PowerPoint conditions in each of the following areas:

- **Retention:** Participants demonstrated higher, greater and more accurate recall.
- **Engagement Level:** Participants found the whiteboard story more thought-provoking and engaging.
- **Validity:** The whiteboard presentation was found to be superior in trustworthiness and expert credibility.
- **Quality:** The whiteboard story measured higher in clarity and was shown to be more compelling than the PowerPoint conditions.
- **Persuasiveness:** Participants indicated they were more likely to share it with others.

Maybe the most telling discovery was that the impact of the whiteboard story was felt by those who watched it even days after viewing the story. The study found that two days after seeing the whiteboard presentation, the participants were significantly more likely to say they'd changed their own behaviors as a result of what they'd seen and heard.

The takeaway from Tormala's study is clear: If you want to influence buying decisions in your customer conversations, it's time to drop the clicker, turn on the lights, pick up a marker and deliver a more remarkable and memorable visual story.

Tim Riesterer is the chief strategy and marketing officer at Corporate Visions. Email *Tim.*

THE LANGUAGE OF CHANGE

No matter how powerful your images are in terms of influencing decision makers, salespeople must also be able to communicate value verbally. Many of the principles behind great visual storytelling also apply to the delivery skills needed to tap into the hidden forces that influence buying decisions. Here are some messaging tips to keep in mind when you're in front of prospects:

Add emotion to your message. The old brain uses emotion to circumvent analytical blockages and arrive at decisions more quickly. Because of this, you can't win just with logic and hard data. You have to win on the emotional, intuitive level first. Personal stories or easily relatable analogies and metaphors can help you excel on that register.

Simplify. The decision-making part of the brain craves simplicity. That's why it responds so naturally to visuals. To take advantage of this with your words, pare your message down to basic, resonant concepts like "why change?" and "why you?" This plays into the old brain's tendency to make quick, instinctual decisions.

Start and finish strong. You'll have the most influence on the decision-making process if you focus on powerful beginnings and endings and reinforce these parts of your story with great visuals. Make sure you open with a powerful, provocative insight to grab your prospects' attention, and be sure to finish with a point you'll want them to remember.

Be personal and concrete. Start your message with your prospects' objectives and challenges, and use "you phrasing" to transfer ownership and make your prospect the centerpiece of the story.

Running Training like a Business.

Your Goal. Our Passion.

NIIT's suite of Managed Training Services is built on the sound principles of running training like a business. Our team of some of the finest learning professionals in the world, is helping the world's leading companies dramatically improve the effectiveness and efficiency of their training. Delivering enhanced impact, sharpened focus and reduced costs - time and again.

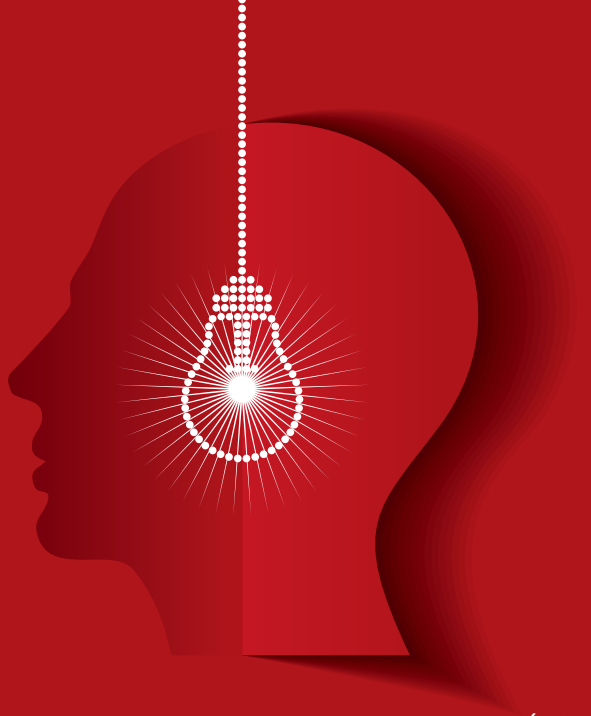
Helping Companies Run Training like a Business.
Learn more at **www.niit.com**.



CURRICULUM AND CONTENT | LEARNING DELIVERY | LEARNING ADMINISTRATION | STRATEGIC SOURCING | LEARNING TECHNOLOGY

www.niit.com

NIIT
BUSINESS IMPACT. ACCELERATED.



by SRINI **PILLAY, M.D.**

NEW LEADERSHIP COMPETENCIES:

HARNESSING THE POWER OF AN UNFOCUSED MIND

In May 2015, Richard Dobbs and colleagues from the McKinsey Global Institute published the book, "No Ordinary Disruption." The authors describe their research on four global trends that are shaking the foundation of the business landscape with a business Richter scale that is unprecedented. The book addresses how leaders need to be more prepared to manage change than ever before, with a built-in aptitude to change direction, fail fast, fail forward and somehow still succeed and fend off competition.

So, how can leaders be prepared for these changes? Specifically, how can they rewire their brains?

When things seem chaotic, leaders often hunker down, focus and try to gain control. Yet, extensive research in brain science teaches us that relentless focus is not only unrealistic, it is undesirable.

FOCUS EXHAUSTS THE PREFRONTAL CORTEX AND MAKES YOU IMMORAL

Many studies support the notion of "focus-induced fatigue" commonly referred to as self-regulatory depletion (SRD). Excessive focus draws upon energy resources from the prefrontal cortex (PFC), which in turn becomes depleted and is not able to carry out its usual functions—risk management, innovation and decision-making. Also, leaders are likely to give into temptation, and moral behavior becomes less of a concern to them.

Consider the study by C. Nathan DeWall and colleagues in 2008, which looked at two groups of people—one concentrating on a video and another simply watching the video as usual. When put in a position to volunteer to help victims of a tragedy after this video session, the group that controlled their attention excessively had no interest. They were wiped. However, when they received glucose shortly thereafter, they responded with greater empathy.

Focus is not only metabolically expensive, it is morally expensive too. In 2014, Dylan Wagner and Todd Heatherton pointed out that SRD also increases emotional reactivity in the brain.

BIOLOGICAL DISADVANTAGES OF FOCUS

- Exhausts the thinking brain.
- Makes you more emotionally reactive.
- Makes you more impulsive.
- Makes you more immoral.
- Makes you unable to assess risk well.
- Makes you unable to innovate effectively.
- Makes you unable to make decisions on time.

So now, you can't think straight and you're freaking out more than you want to. No matter what your track record of success is, nobody can actually function optimally in this brain environment. You have to be able to manage your brain actively, switching between focus and unfocus during a day to manage the constant changes that come your way.

SELF-TALK HELPS LEADERS

Change makes leaders stiffen up. But there is a lot that you can do to unstiffen your mind. Making your mind more flexible allows it to be resilient in the winds of change. This journey begins with self-talk.

Many of you already engage in self-talk. Like the tennis player fist pumping and clenching his teeth as he mutters a soft "yes!" to himself, self-talk keeps you on track. This is not simply pumping yourself up for nothing. It helps you stay on track when change threatens to distract you unnecessarily. For example, rather than stiffening up, relax and unfocus by reminding yourself that this is the only way you can discover solutions. Merely saying, "You need to relax" is one simple way to unfocus.

In 2014, Ethan Kross and colleagues looked at whether self-talk mattered. They found that not only did it matter, but it matters how you self-talk. For example, referring to yourself as "I" versus your name or "you" does not put enough distance from yourself, resulting in less effective self-talk. It is much more effective to talk to yourself in the third person (e.g., saying "you're going to crush it" versus "I'm going to crush it"). This small shift makes all the difference and can help you manage your stress much more effectively.

Self-talk resets your brain. It can help you change course when change makes you stiffen up. Refocusing and reframing are two important unfocus techniques that can get you out of a rut so that you can keep working. In 2010, Kateri McRae and colleagues reported that both of these techniques make you feel better, deactivate your amygdala and also increase activation in your thinking brain.

Continuously unfocusing from what you know allows you to keep track of the changes that are happening. Use self-talk to remind yourself to relax, reappraise the situation and refocus.

RESETTING UNCERTAINTY MANAGEMENT IN YOUR BRAIN

Many leaders feel like they are walking in the dark. When all lights are turned off outside, it's time to turn on your brain lights inside. Although mental processes are governed by circuits rather than specific regions, there is now considerable evidence that key hubs in certain brain circuits can be activated in specific ways depending on the challenges leaders face. When drastic change occurs, leaders would benefit from resetting the brain's natural ways of dealing with uncertainty, which might be shut down.

Computational neuroscience is a field that teaches how the brain manages uncertainty. It helps us confirm brain-imaging findings. Here are a few ways to reset uncertainty.

Unfocus from first instincts: Your brain is wired to figure out what to do in uncertain situations, but when there is too much change, you may not be thinking clearly enough. This happens because uncertainty turns on your anxious circuitry and your thinking brain is knocked out. In order to get it back online, you have to unfocus from whatever you are doing and ask, "How do I reset my brain?"

For example, you have two products that you want to develop, but have a budget for only one. How can you make the decision? One option would be to weigh the pros and cons of the situation. When there is a lot of change, your mind gets stuck on this approach.

Instead, you can activate one of two brain processes that would ordinarily kick in.

Unfocus to test: The first process is called "serial hypothesis testing" and involves simply testing two ideas to see which one is better. For example, you could do a short test of both products to estimate market uptake. This involves unfocusing from your pros and cons list and saying, "Why don't I just test this?"

However, even this has its limitations. If you have ever run a focus group, you know how misleading this can be. When people express preferences for

SIMPLE UNFOCUS STRATEGIES TO REPROGRAM YOUR BRAIN

- Intersperse focus with unfocus in your schedule, not just when you are tired.
- Self-talk often using the third person.
- Use refocusing and reframing to update your intuition weekly.
- When uncertain, work with limited resources and time but test out two hypothesis at once.
- Infer, tinker, infer again.
- Allow for mind wandering time to increase creativity.
- When distracted, look for opportunities to connect to innovate.

something, it means little about whether they will pay for it. Luckily, your brain is wired to do more than just test out things. It can also tinker with possibilities.

Unfocus by tinkering: This tinkering technique is known as predictive inference or probabilistic inference, which simply means that your brain is wired to start and stop as it reassesses the situation. This involves constantly focusing and unfocusing. Unfocusing gives you time to not only look at the data, but to tap into a new intuition that has been reset.

In the previous example, you make changes based on what you think the next best iteration is. You don't wait for data to do this. You simply infer what is best. Although this is counterintuitive, your brain is actually wired to predict the future by calling on memories and any incomplete data available and formulating new ideas. These ideas are then molded by tinkering with how they match your current needs. A tinkering mentality removes the pressure to be perfect at first.

When anxious and uncertain, you fail to use your brain's innate abilities. Using these two mechanisms gives you a scaffolding for reactivating your brain. In the example above, the strategy is not "market survey, then relentless focus on development," rather it's "market survey, unfocus by testing out two hypotheses, and then focus and unfocus by continuous prototyping for each hypothesis rapidly until you have the information you want without sinking your money on preliminary data only."

Unfocus for creativity: During the unfocus phase, you must also allow your mind to wander to come up with creative possibilities for the next version of what you are making. In 2012, Benjamin Baird and colleagues reported that mind wandering allows for your brain's creativity circuits to be activated.

Rapid prototyping is used in design thinking and it is a powerful way to be solution-focused. When using this approach, it is important to schedule reminders to unfocus so that you don't get stuck in your first line of thinking.

LEVERAGING DISTRACTION TO INNOVATE

It's everyone's worst nightmare to be distracted, let alone have attention deficit hyperactivity disorder (ADHD). But in 2011, Holly White and her colleagues replicated a finding that adults with ADHD are more creative on some measures. While nobody is saying you have to be all over the place, it is important for leaders to know that times of disruption are opportunities for innovation. Feeling like you can't keep your mind on one thing should be a clue that maybe it's time to connect. At those times, innovation through unfocus and making connections may be the best thing to consider.

> LEADERS NEED TO BE MORE PREPARED TO MANAGE CHANGE THAN EVER BEFORE.

For example, if you are trying to increase profitability in the firm but simply can't get your mind wrapped around the cutbacks you are facing due to distractions, it might be time to look at how your team can work together differently, including how roles can be redefined or how the culture of the company can be redefined as one that comes together under duress.

When leaders feel distracted, they can leverage this through very specific mechanisms into developing their innovative skills, and at least reframe this adversity as an opportunity.

CONCLUSION

Focus keeps us on track, but it also draws on our energy, prevents resilience and adaptability, and may even hamper creativity. Leadership development programs should include programs that help leaders leverage unfocus. Like it or not, this is a reality of our times. Those leaders who are better prepared by knowing how to unfocus and refocus will likely beat the odds against them.

Srini Pillay, M.D., is the founder and CEO of NeuroBusiness Group and an internationally recognized consultant in Neurocoaching. Email *Srini.*

THE

IMPA



ACT *of*

DEVELOPING INTERNAL LEADERS

BY NADER **SADEK, MBA, CTDP**

LEADERSHIP IS AN ELUSIVE TERM. WHILE THERE IS NO UNIFIED DEFINITION, DISTINGUISHED BUSINESS PROFESSIONALS HAVE SHED LIGHT ON THE KEY POINTS OF LEADERSHIP.

Author Peter Drucker defines a leader as someone who has followers, while business expert Warren Bennis believes that leadership is the capacity to translate vision into reality. John Maxwell suggests that leadership is merely about influence, and as we move into the next century, Bill Gates foresees a leader as someone who empowers others.

In this essence, the definition of leadership could be enriched by embracing the scope of social influence that maximizes the efforts of others toward the achievement of a goal. Therefore, a leader is an energetic and determined person who has the vision, drive and commitment, coupled with the essential competencies, skills, emotional intelligence and soft power to achieve that goal.

LEADERSHIP EVOLUTION

A few decades ago, leaders were primarily considered senior managers who develop the mission, vision and organizational strategies. Later, the concept was broadened to comprise any manager who manages people. Nowadays, a leader can be at any level and is an essential component for contemporary organizational success.

This elicits the popular question regarding whether leaders are born or made. The answer is: mostly made. Researchers estimate that leadership is one-third innate and two-thirds able to develop. So just like any other skill, effective leadership is learned.

IMPLEMENTING AN INTERNAL LEADERSHIP DEVELOPMENT PROGRAM TO MULTIPLY LEADERS CAN EMPOWER ORGANIZATIONS TO GROW AND THRIVE.

Implementing an internal leadership development program to multiply leaders can empower organizations to grow and thrive. A highly positive, dynamic culture that maximizes employee engagement and motivation can enhance productivity and minimize turnover.

Ultimately, an employee's intention to remain with their current organization is positively correlated with the extent of career support they receive by their organization. With this in mind, leadership and talent development should be a key concern for organizations.

DEVELOPMENT IS FOR ALL EMPLOYEES

For years, organizations have invested time and money on improving the competencies and capabilities of employees to nurture new leaders. It is estimated that U.S. companies alone have spent almost $14 billion annually on leadership development. Successful organizations understand that leadership development at every level is required for sustainable growth in a competitive market.

Career advancement is one of the highest concerns among employees. In 2005, Career Systems International surveyed more than 7,500 employees regarding retention factors. The research revealed that career growth was the second concern (42.6 percent) among employees, following the need to have challenging work. The results matched research conducted by Lowman & Seaborn, which suggests that organizations that aspire to create engaged employees should follow three strategies: reward high-performing employees, offer development opportunities and train employees on how the business works.

Moreover, as identified in Deloitte's 2014 Global Human Capital Trends survey, the need for leadership pipelines and development at every level is one of the 12 critical issues. Proper management of talented employees within leading organizations is deemed a vital factor that can support and promote sustainable success.

Identifying an appropriate strategy to develop future leaders who are ready to contribute to the effective performance of the business can help forge a competitive advantage. Ultimately, a talent management program can promote a sense of loyalty and create a favorable bond between employees and the organization.

CONSIDER A HOLISTIC APPROACH

An effective leadership program not only has a key role to engage and motivate employees, it must also act as a support tool for managers to sharpen their teams' skills and knowledge.

Implementing an internal leadership development program requires a holistic approach that involves several departments and functions, coupled with the endorsement, guidance and support of senior managers. Specifically, human resources plays a pivotal role by evaluating and estimating the current and forthcoming training needs of the company's leadership pipeline. Additionally, the learning and development team must harmonize, communicate and proceed with the actions required in coordination with stakeholders.

Leadership development is more than just reading relevant business articles or attending leadership courses and workshops designed with a one-size-fits-all learning model. Organizational training initiatives must consider the various learning styles of its employees, keeping in mind that no two employees learn the same way.

In order to maximize outcomes, the learning and development team must work with senior leaders and stakeholders to thoroughly understand the strategic business objectives to develop a customized training solution that

SUCCESSFUL INTERNAL LEADERSHIP PROGRAM TIPS

- The program must support the organization's vision and mission.
- Obtain endorsement from senior leaders for training programs.
- Implement a systemic process to map out training goals.
- The program must be inclusive to all employees.
- Embrace on-the-job training for supplemental learning.
- Give employees continuous feedback.
- Measure and track key performance indicators.

delivers results. For organizations without a well-structured training and development department, partnering with an external vendor to develop a training initiative is a viable option. Explicitly, effective learning and development programs tailor and customize individual career paths for employees.

ROADMAP TO IMPLEMENTATION

When it comes to planning an internal development program and curriculum, consider that adults typically retain 10 percent of what they hear in classroom lectures versus retaining two-thirds of what they learn by doing. Subsequently, linking classroom training to on-the-job projects can improve learning retention by providing an opportunity to apply new skills and competencies during a real work experience.

Leading organizations have embraced the emerging 70:20:10 learning and development model that integrates formal and informal learning. In this model, 70 percent of learning is gained through challenging assignments and on-the-job experiences, while only 20 percent of learning is garnered through relationship, coaching, networking and candid feedback. Formal courses, programs and classroom sessions contribute to only 10 percent of the learning.

For example, companies such as Procter & Gamble have implemented programs where employees move around to various business departments, regions and countries to accelerate employee growth and maximize their competencies and capabilities to deal with a matrix environment.

Additionally, embedding a mentorship program is a valuable tool, as both formal and informal mentoring creates an opportunity for exposure with managers and senior executives that dramatically broadens employees' perspectives and stimulates their passion about their current work and future career opportunities.

METRICS

Key performance indicators (KPIs) and influencing parameters should be deliberated and put in place to ensure the desired goals are reached. Metrics are vital to assess the implemented program's progress, so consistently seeking evidence that quantifies the return on investment and assesses changes in leadership performance is a vital step in developing training programs. Concurrently, being agile and fine-tuning the program based on feedback and market dynamics is critical to capitalize its value.

BEST-IN-CLASS ORGANIZATIONS UNDERSTAND THAT LEADERS ARE THE KEY TO ORGANIZATIONAL SUCCESS.

SUMMARY

Future leaders are gems to be discovered. Direct managers have a key role to:

- Spot potential leaders.
- Identify and recognize team members' talent capabilities.
- Motivate and engage team members.
- Empower potential leaders.
- Categorize their teams' competencies and aspirations.
- Offer coaching and continuous feedback.
- Develop and conduct an effective performance review.
- Candidly guide and mentor staff members.

Best-in-class organizations understand that leaders are the key to organizational success and it's imperative to nurture, cultivate and develop internal talent to drive the company forward.

Nader Sadek, MBA, CTDP, is a performance management, talent development and succession planning expert at Impact Business Consultants in Canada, where he has more than fifteen years of experience working with Pfizer and Otsuka. Email *Nader.*



GENERATING DEMONSTRATED BUSINESS VALUE

FROM TARGETED LEARNING INVESTMENTS

BY CHIP **CLEARY** & TOM **HILGART**

ARE YOUR LEARNING INVESTMENTS PRECISELY AIMED AT YOUR COMPANY'S MOST IMPORTANT BUSINESS GOALS?

IF NOT, YOU ARE NOT ALONE. WE ALL KNOW THAT WE SHOULD ALIGN LEARNING INVESTMENTS TO BUSINESS OBJECTIVES, BUT SOMETIMES IT IS NOT CLEAR JUST HOW TO DO THAT. LET'S EXAMINE A ROAD-TESTED APPROACH TO DEMONSTRATING BUSINESS VALUE – THE ALIGNED TO BUSINESS METHODOLOGY.

KEEPING YOUR EYES ON THE PRIZE: THE ABILITY TO EXECUTE

To win in the marketplace, it helps to have a compelling strategy. But what matters more is your company's ability to execute your strategy. In turn, your company's ability to execute depends on having the right talent in the right places. Business leaders need learning and development (L&D) to help develop that talent by:

- Identifying what improvements the business requires in its ability to execute.
- Targeting what people capabilities are required to support those improvements and what learning investments are required to develop those capabilities.
- Systematically managing those investments to achieve the targeted results at effective costs while making results visible.
- Driving continual improvement.

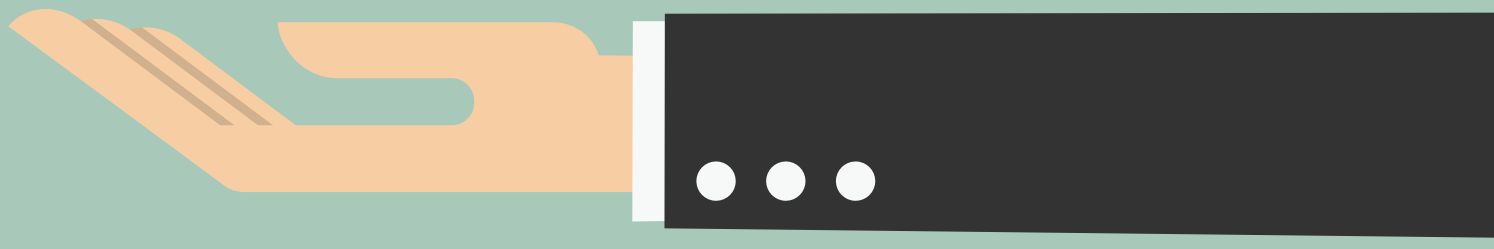
Is your L&D group living up to this expectation today? If not, here are five practices that can help L&D contribute more strategically to your company's ability to execute.

PRACTICE #1: TARGET BUSINESS PROCESS RESULTS

When considering new investments, frame business needs in a way that directly targets your company's ability to execute. For example, saying, "This learning initiative will grow revenue" is too high level while saying, "That learning initiative will deliver a one-hour course" is too low level. Neither statement targets specific improvements in your company's ability to execute.

The "just right" level is business processes. View your company as a set of interlocking business processes (e.g., product development, sales, manufacturing, support, etc.). Your company's overall ability to execute is the sum total of its ability to perform these business processes. Successful companies master the business processes most critical to growth and profitability.

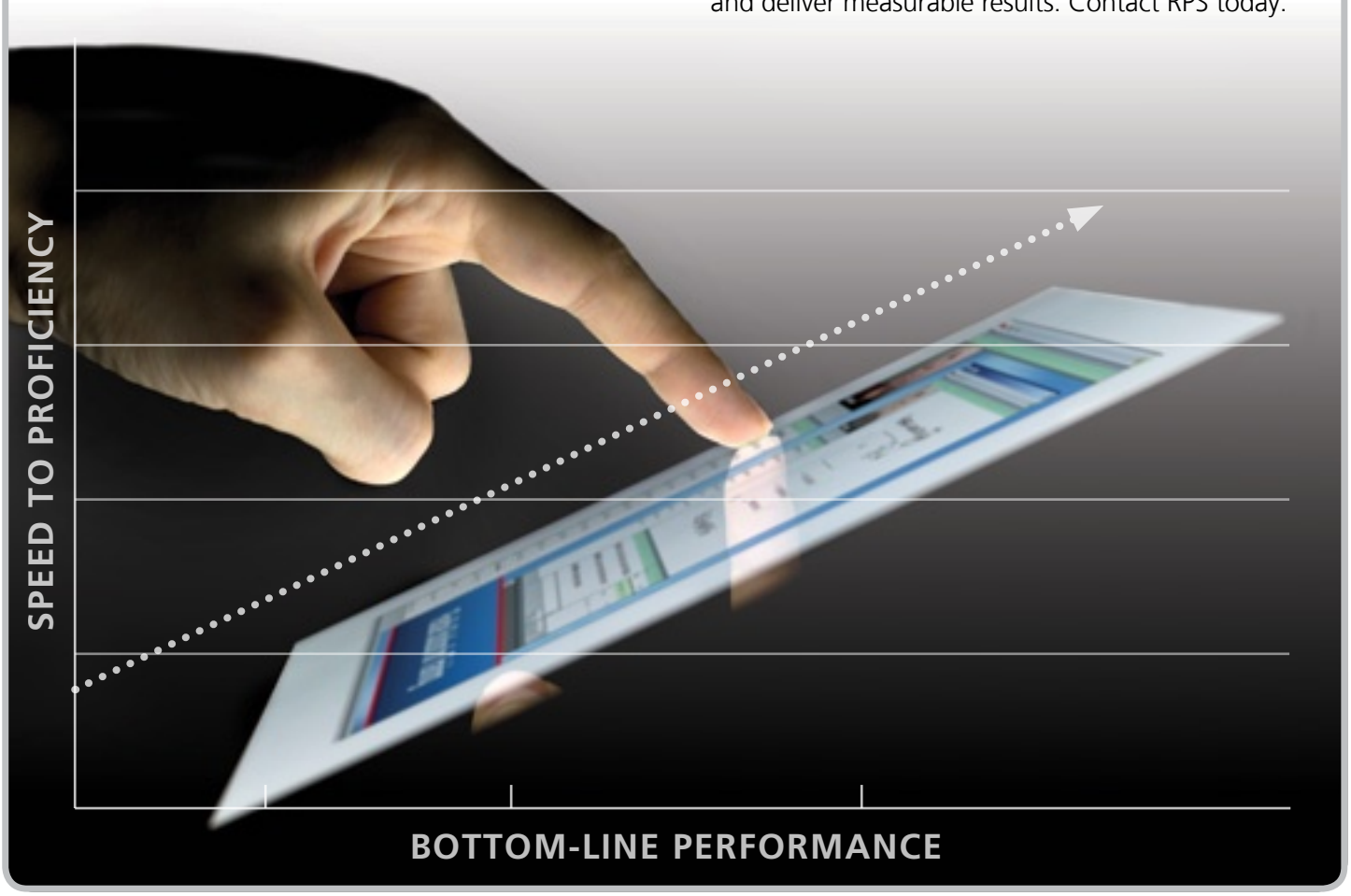
The Ability-to-Execute Framework (see Figure 1) illustrates how a talent investment improves business outcomes through four causal links: a talent solution improves a particular aspect of people performance that improves a targeted business process, which improves targeted business results.



GLOBAL TRAINING

TAILORED LEARNING.
MEASURABLE RESULTS.

Demanding, high-consequence work environments require making the right decision the first time, every time. Raytheon Professional Services (RPS) makes this possible. Our tailored learning solutions are aligned with your critical goals to produce dramatically improved outcomes and deliver measurable results. Contact RPS today.



RPS.com

Connect with us:

Raytheon

Customer Success Is Our Mission

© 2015 Raytheon Company. All rights reserved.
"Customer Success Is Our Mission" is a registered trademark of Raytheon Company.

Alignment conversations naturally start in different places. Use the framework to clarify where a conversation begins. Then move on to the links that you and your business leaders have yet to consider.

The link between business outcomes and business processes is the most critical link in the chain. Create strong causal alignment to high-level outcomes like revenue, margin or market share by clarifying the particular business process, metric and target to be improved.

When you frame business needs as specific and measureable business process improvements, you ensure that new investments precisely target your company's ability to execute.

PRACTICE #2: GIVE YOUR BUSINESS LEADERS A BIRD'S EYE VIEW

Few business leaders think much about their overall portfolio of learning investments. Instead, most make one-off decisions about individual investments. Give business leaders a way to evaluate the broad trade-offs they make across their portfolio of learning investments:

- How much am I investing in advancing our business strategy versus ensuring smooth day-to-day operations?
- How much am I investing in proprietary skills unique to our company versus generic skills?

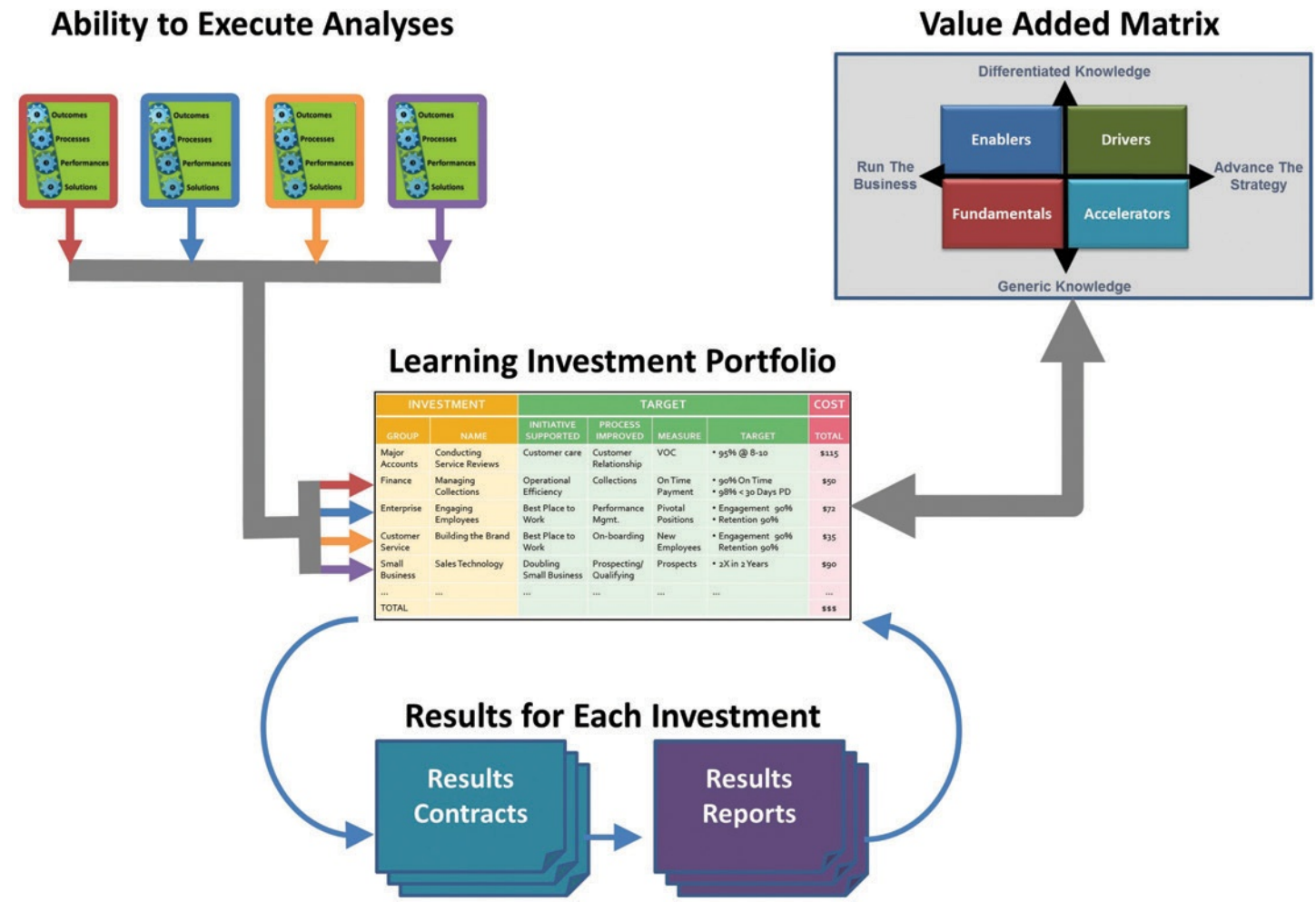
To make the answers explicit, use the Value-Added Matrix (see Figure 1). Business leaders are often surprised at the results.

The matrix summarizes the amount a company invests in each of four quadrants. The two quadrants to the right of the vertical axis contain investments to advance the company's strategies. We call these investments Drivers when they employ differentiated content and Accelerators when they employ generic knowledge. The two quadrants to the left of the vertical axis contain learning programs needed to run the ongoing operations. We call these Enablers when they employ differentiated knowledge and Fundamentals when they employ generic knowledge.

The two quadrants above the horizontal axis, Drivers and Enablers, contain programs that employ content that is unique to the business, unavailable in the marketplace. These programs must be built using internal subject matter experts. The two quadrants below, Accelerators and Fundamentals, contain learning programs whose content is available in the marketplace. These programs should be bought and perhaps customized.

It helps to provide a version of the matrix to each business unit, then roll up to company-wide totals. There is no "right number" for each quadrant. When an L&D group first shares the Value-Added Matrix, business leaders often react in the following way:

FIGURE 1.
THE ALIGNED TO BUSINESS METHODOLOGY



Why are we spending so much in Fundamentals? Those skills are not proprietary and not critical to our strategy. How can we find a way do that job more efficiently?

The Value-Added Matrix makes it tangible how spending less on Fundamentals could allow business leaders to invest more in Drivers, which is where investments usually create the biggest impact. Use the Value-Added Matrix to help your business leaders direct investment to where it matters most.

PRACTICE #3: CONVERT "SETTING THE L&D BUDGET" TO "PRIORITIZING POTENTIAL L&D INVESTMENTS"

Most L&D organizations base their budget on some form of demand plan that states the cost of each program. If you adopt Practice #1, going forward you will also define clear statements of value. To shift the focus of budget conversations, simply extend the demand plan to include those value statements. We call the result a Learning Investment Portfolio.

For each potential investment, the Learning Investment Portfolio includes four value statements: initiative supported, process improved, process measure and target level of performance. These statements allow business leaders to see the full picture when they review the portfolio. As a result, the conversation naturally shifts from programs and costs to investments and results.

Do not take this to mean that business leaders will now make all potential investments. Instead, they will use the matrix to make better choices based on what matters to their ability to execute. Use the Learning Investment Portfolio to ask, "Of all of the potential investments we have identified, which are priorities for now?"

PRACTICE #4: CLOSE THE FEEDBACK LOOP

Often L&D teams get so involved in the problems that crop up when providing learning solutions that they never quite find the time to check back to see whether solutions actually delivered the business results originally targeted. When business leaders are asked what business process targets they seek, they begin to expect evaluation. Evaluation then also becomes much simpler to perform since the business usually already tracks the targeted metrics.

The best practice for evaluation is simple: build it in from the start. Define a Results Contract up front. The Results Contract clarifies what success means and what achieving it will require from all involved. After L&D and the business implement the solution, L&D develops a Results Report that compares actuals to targets. Where there are gaps, L&D suggests corrective actions.

PRACTICE #5: DEDICATE A ROLE TO DRIVING ALIGNMENT

Most L&D groups suffer from a structure issue that prevents them from getting business alignment right. Those responsible to create alignment work on it part time because they have other responsibilities like managing projects. While creating alignment is always vital, it is seldom urgent.

To fix this problem, implement a role in which the primary responsibility is to create alignment. Borrowing from IT, we call this role the Business Engagement Manager (BEM).

> SUCCESSFUL COMPANIES MASTER THE BUSINESS PROCESSES MOST CRITICAL TO GROWTH AND PROFITABILITY.

The BEM is a "businessperson in L&D" who ensures that investments have clear business targets, solutions ruthlessly aligned to those targets, and performance against those targets made clear. BEMs help business units stay in front of their needs by proactively working with them to scan their business processes for areas requiring improvement and planning to anticipate future development needs.

PULLING THE PIECES TOGETHER

These five practices focus L&D on increasing a company's ability to execute. They form the heart of the Aligned to Business Methodology (see Figure 1). Together, these practices form an integrated approach to creating value.

The pieces of the Aligned to Business Methodology fit together in the following way:

1. Business Engagement Managers (BEMs) proactively work with business leaders to identify where learning investments may advance the business's ability to execute. When opportunities arise, BEMs and business leaders conduct Ability-to-Execute Analyses to align potential investments.

2. The BEM collates the list of current and potential investments to produce a Learning Investment Portfolio for each business unit. Business leaders use these summaries to prioritize investments and track results.

3. On an annual basis, L&D and business leaders use the Value-Added-Matrix to evaluate the overall investment portfolio in terms of the ratio of investments that are Drivers, Accelerators, Enablers and Fundamentals. They adjust the portfolio and take the result as the plan and budget for the year.

4. As the year proceeds, L&D leads a governance process (not shown) that may adjust investments in response to changes in the business.

5. When new investments are made, BEMs generate Results Contracts to define success and clarify responsibilities. After investments are implemented, BEMs provide Results Reports to close the loop and ensure that the results desired are actually achieved.

Learning professionals want to make a truly strategic impact. Consider how adopting one or more practices from the Aligned to Business Methodology can help you systematically generate more business value.

Dr. Chip Cleary is vice president of solutions and consulting with Kineo. Tom Hilgart is a partner at State Parkway Partners, LLC. Email *Chip and Tom.*

CASEBOOK

ERICSSON

LEVERAGING TECHNOLOGY TO SUPPORT EMPLOYEE DEVELOPMENT

BY MICHELLE **EGGLESTON**

Employees want to find information quickly and get back to their jobs. This reality can no longer be ignored in today's business environment. Organizations must develop just-in-time learning solutions to meet the needs of its employees and remain relevant in a highly competitive marketplace.

In this emerging era of global collaboration, technology allows people and information to connect in real time. Ericsson calls this the Networked Society – a society in which every person and industry is empowered to collaborate and share information to reach their full potential.

Ericsson, a global provider of communications technology and services, envisions a Networked Society where connectivity brings people closer together and collaboration is part of everyday life. This vision is also applied internally to support employee development.

"Ericsson is leveraging technology to basically live the vision we see for our customers," said Brad Samargya, chief learning officer at Ericsson. "We're building a learning organization that reflects this Networked Society to connect our people and information."

Samargya is not only focused on understanding how people learn, but how people are finding the information to perform their jobs. With this mission, Samargya's learning and development team is partnering with IT to drive the business strategy around informal learning, collaboration and knowledge management.

BUILDING A WORLD-CLASS LEARNING ORGANIZATION

Realizing that employees need more than formal training to hone their skills and push their careers forward, Samargya's team set out to build a world-class learning organization that empowers its 118,000 employees to drive their own development.

This multifaceted learning organization has six key components:

- **Global learning programs.** Strategic learning programs are developed jointly by business representatives, product specialists and the global learning organization. These programs typically include a mix of classroom training, online learning and collaboration, and knowledge sharing for maximum effect.
- **Knowledge sharing.** Experts and employees share information in real time, developing communities of practice to stay abreast of new developments.
- **Leaders teaching others.** Managers value and recognize contributions from employees and make time for collaboration and coaching.
- **Knowledge management processes.** Collaboration and knowledge management are integrated into key business processes to retain institutional knowledge.
- **Technology integration.** Technology platforms are integrated with business processes and offer collaboration capabilities, customizable learning options, and accessibility on mobile devices.

- **Culture of learning.** The organization outlines formal criteria for promotions, a framework for competencies, and institutes rewards and recognition for contributors.

Creating an organizational culture that embraces learning and development increases engagement, morale and employee success, Samargya said.

"We are not in a sleepy industry, we're in a fast changing industry," he added. "It is very important that employees not only stay up to speed but in the lead to develop the next generation of innovative solutions."

IDENTIFYING COMPETENCE GAPS

Transforming competence development has been a key focus area for the training team at Ericsson. Using a strategic approach, business units are tasked with developing operating plans and setting specific goals and objectives each year. Those strategies are analyzed to determine critical competence gaps specific to job role, geography and product area.

The learning and development team works with each region to identify whether new people need to be hired or current employees require training or job rotation experience to help fill the skills gaps.

"Identifying these competency gaps is our key to success," Samargya said. "We look at the critical competence gaps and determine the most strategic areas where we want to put our investment. We then build global learning programs for those areas that require a learning intervention."

DESIGNING LEARNING PROGRAMS

With thousands of employees dispersed around the world, developing effective and efficient training solutions can prove challenging. Technology can increase the speed of delivery while connecting a global workforce.

Here are few innovative ways Ericsson is leveraging technology to engage its global workforce:

- **Ericsson Academy Virtual Campus**
  Still wanting to conduct live training courses, Ericsson created a virtual campus in its learning academy, where employees meet at a virtual headquarters to hear subject matter experts from around the world discuss a particular topic. In a time where companies are cutting costs and not allowing travel, virtual training is an effective solution that enables people to share information without leaving home.

- **Ericsson Play**
  Through a corporate YouTube-style channel, employees and learning groups can create and post videos. There are currently 30 learning channels and more than 1,000 videos that employees can access on demand.

- **Virtual Onboarding**
  Prior to their start date, new hires are connected with virtual training to get them up to speed on life at Ericsson. This onboarding solution ensures new employees have a base level of knowledge before they begin work.

- **Connected Leadership Program**
  Managers and leaders throughout the company can virtually share leadership best practices, join webinars and access additional information in an online portal.

MEASURABLE RESULTS

Through its effort to connect its global workforce, Ericsson is seeing a positive return on training dollars. For example, sales representatives are required to take 100 credit hours of training each year. Selecting courses from a menu of options, sales reps can customize their training based on manager recommendations as well as areas where they feel they need additional improvement.

> "ERICSSON IS LEVERAGING TECHNOLOGY TO BASICALLY LIVE THE VISION WE SEE FOR OUR CUSTOMERS."
>
> - BRAD SAMARGYA, ERICSSON

After conducting a survey of the sales force to assess the effectiveness of the sales training, the feedback indicated the sales reps felt more confident in their ability to perform their jobs, they could engage in more effective conversations with customers and they are closing more sales.

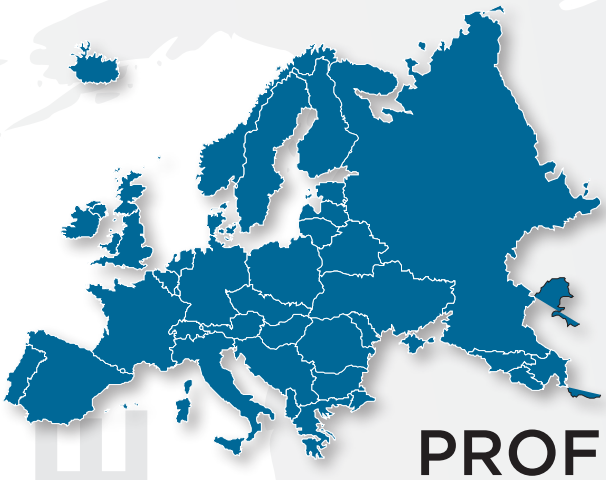
From a business perspective, the quality of delivery to customers is improving as well as the ability to position products to customers, sales competence and effectiveness on the job.

MOVING FORWARD

As its business strategy, Ericsson is helping reshape the way the world communicates. This mission is not lost on its employees. In a rapidly changing industry, Ericsson understands that its speed and ability to adapt to changes will help forge a competitive advantage.

"Our biggest challenge is time," Samargya said. "As we push our employees to be more productive, we're putting more pressure on them. Employees need to balance their lives. They look to us to help them learn what they need to learn as quickly and efficiently as possible."

Michelle Eggleston is the editorial director at Training Industry, Inc. Email Michelle.



EUROPE

BY STEVE **FIEHL**

HELPING EMPLOYEES TAKE OWNERSHIP OF THEIR PROFESSIONAL DEVELOPMENT

To reach a sustainable level of employee engagement, companies have to invest in their employees' professional development and help them maintain their employability by offering relevant training for each step of their career. The key to implementing successful training programs is having employees ask themselves the right questions and to engage them effectively in the management of their own skills portfolios.

Here are four ways to help employees define and implement their own development initiatives:

1. CLEARLY OUTLINE THE SKILLS THAT RELATE TO EACH ROLE.

Most companies have competency frameworks, but outside of the annual performance review with their line manager, employees seldom have access to them. Not having a clear view of the skills that your employees need to master in their current job or the ones required in the post they might occupy in the future, is a frequent source of misunderstanding and frustration.

2. HELP EMPLOYEES IDENTIFY THEIR "DEVELOPMENT ZONES."

It's not enough to know where you want to take your employees, you also have to know where they're starting out from. An awareness of the gap between the two is a major source of motivation in terms of self-development. Cultivating this awareness is the manager's responsibility, not only via the annual performance review, but also by making daily use of helpful and thorough feedback. In addition, this approach can include assessments or in-house mentoring.

3. PLAN THE DEVELOPMENT INITIATIVE IN A STRUCTURED WAY.

A manager is often able to make the connection between an operational issue and a skills gap. It would be a mistake, however, to imagine that he or she has pedagogical abilities that few managers actually possess. Outlining an approach that identifies and plans a set of learning activities to fill a skills gap is the training manager's responsibility, and relies on his or her expertise. It's up to them to advise the employee to make sure the development plan is relevant to their needs, to describe the available programs, recommend extra resources, and to ask the line manager to define and follow professional upskilling initiatives.

4. CHECK AND ACKNOWLEDGE THAT THE OBJECTIVE HAS BEEN ACHIEVED.

The purpose of a development plan is to bring an employee up to the standards defined by the company. The training manager's job is not merely prescriptive; he or she needs to make sure that the employee's efforts will be sustained and that progress and results are being acknowledged. This means closely monitoring progress and setting up both formative and summative assessment procedures. Additionally, more and

more companies are setting up accreditation protocols. At an individual level, this entails the formal recognition of a level of competence. At a corporate level, these protocols make it possible to analyze skills levels, making a significant contribution to strategies focusing on training, careers guidance, wages policy and mobility.

After conducting extensive research on what truly drives us, bestselling author Daniel Pink identifies three sources of intrinsic motivation: purpose, autonomy and mastery. Clarifying competency frameworks, being clear about what's at stake, and acknowledging success are all ways of fueling a sense of purpose and thus ways of motivating people to participate in training. As for autonomy and mastery, they are the primary parameters of our equation.

CASE STUDY: OFFERING PROFESSIONAL DEVELOPMENT WITHOUT BORDERS AT ARCELORMITTAL

The training policy at ArcelorMittal, a leading steel and mining company, puts a clear emphasis on offering equal learning and professional development opportunities without restriction based on age, sex, job position, geography or seniority.

Created in 2006, the e-Academy pushes back the frontiers of training and represents an ideal response to the group's worldwide geographical spread. It is intended as an attractive and innovative learner workspace where new knowledge can be acquired.

The purpose of ArcelorMittal in creating its e-Academy within the framework of ArcelorMittal University was to offer all of its staff members a shared knowledge base. Operating in 26 countries, the group opted for distance training to free itself from logistical and geographical constraints.

With production units, in particular those in Eastern Europe and South Africa, closer to industrial areas or mines than large cities where training organizations can be found, ArcelorMittal chose distance learning to give its employees the ability to acquire new skills and achieve their professional goals, wherever they may be working.

More traditional classroom sessions have not been dropped altogether. They are supplemented by e-learning content, which now allows the group to train people on a massive scale, to optimize training costs and to deploy training initiatives more quickly.

LEVERAGING TOOLS AND TECHNOLOGY

For ArcelorMittal, having an attractive, enjoyable and innovative training solution was a necessary condition for implementing the new training approach. Global employees are interconnected via a video conferencing tool, where training videos, learning communities and virtual classrooms are readily available and puts learners at the heart of their professional development process. Instead of being isolated to a classroom all day, they can train little by little, as and when their work schedule permits, using collaborative training tools.

> THE PURPOSE OF A DEVELOPMENT PLAN IS TO BRING AN EMPLOYEE UP TO THE STANDARDS DEFINED BY THE COMPANY.

HELPING PEOPLE COPE WITH CHANGE

Fully aware that the successful implementation of a training platform depends on effective change management, ArcelorMittal deployed an appropriate initiative to get its dedicated teams on board. Once the e-Academy was launched, the learning team decided to delegate enrollment, training monitoring and, in the near future, portal configuration to local branches. Altogether, this means the company has a network of around 200 administrators. To help keep the administrators up to date with the learning platform, meetings are organized to share best practices.

MEASURABLE RESULTS

Results have indicated that the training strategy is paying off. Since implementation, 26,000 employees have signed up for the e-Academy, with approximately 780,000 training hours logged. Through the use of a robust and well-designed technological platform, ArcelorMittal provides its global workforce with the training they need to achieve their professional goals.

Steve Fiehl is co-founder and CIO at Crossknowledge. Email *Steve.*



OVERCOMING THE CHALLENGES OF SELECTING A TRAINING SUPPLIER

Virtually every large company outsources some part of their corporate training function. Activities most frequently sourced externally include custom content development, virtual or classroom delivery, facilities, material fulfillment or some part of the administrative process.

The responsibility of selecting training suppliers generally falls on the shoulders of training managers who must determine the capabilities they are looking for from a supplier, and whether that company can add the value their organization needs.

Since supplier selection is a common responsibility, one may assume that training managers are quite experienced at it, and relatively good at it as well. Our experience has found this is frequently not the case. The reality is training managers struggle with the selection process and find that choosing one supplier from another is quite difficult. Why?

Unfortunately, the annual attrition rate of training managers moving on to other jobs is relatively high. Not all training managers are in the role for a career but more as a development opportunity for their next role in the company. Another issue is that there are so many training companies to choose from and each company wants to market themselves as unique and different from all others. So determining the criteria to evaluate one supplier from another is a difficult task. In the U.S. alone, we estimate there are more than 7,000 training suppliers, all of which have varying capabilities.

EVALUATING TRAINING SUPPLIERS

Training Industry and The Training Associates recently completed a study to better understand what factors were most important to managers when evaluating a training supplier. The underlying objective was to better understand the criteria buyers viewed as important, and then to analyze which of those were most critical to the final decision of selecting one supplier from another.

We found that learning and development professionals in general (those from all functional training groups) have a broad range of criteria they use when evaluating a supplier – from price, quality and speed, to culture, geographic reach and experience in the market. In all, there were more than 20 factors listed by training managers that are important in making that decision. However, there were only six factors that were mentioned by more than 50 percent of all the respondents. Here are those six factors listed by the frequency in which they were mentioned:

- Cost of solution – 64%
- Trust the supplier can deliver – 59%
- Quality of resources of supplier – 57%
- Industry expertise and reputation – 57%
- Fit with our company culture and values – 53%
- Ability to customize solutions – 50%

As we can see, the majority of training professionals fall back on the cost of the solution as the most important criteria. And close

behind are factors such as trust, quality, experience, compatibility with their organization and ability to customize their work. We believe that when cost is the single most important factor in choosing a supplier, the supplier's ability to differentiate what they do and how well they do it is lacking.

When comparing this data to a previous study we conducted with Richardson around the most critical factors in selecting a partner for sales training, we found something a bit different. Here, sales training managers told us that the most important factor in selecting a supplier was trust, with cost being the fifth most important.

- Trust the supplier can deliver – 43%
- Ability to customize – 39%
- Industry expertise and reputation – 39%
- Fit with company culture – 34%
- Cost of solutions – 27%
- Demonstrated success in similar projects – 25%

It is worthy to note that training managers in general were more specific on the most critical factors, where sales training managers were clear that cost was not as important.

MAKING A DECISION

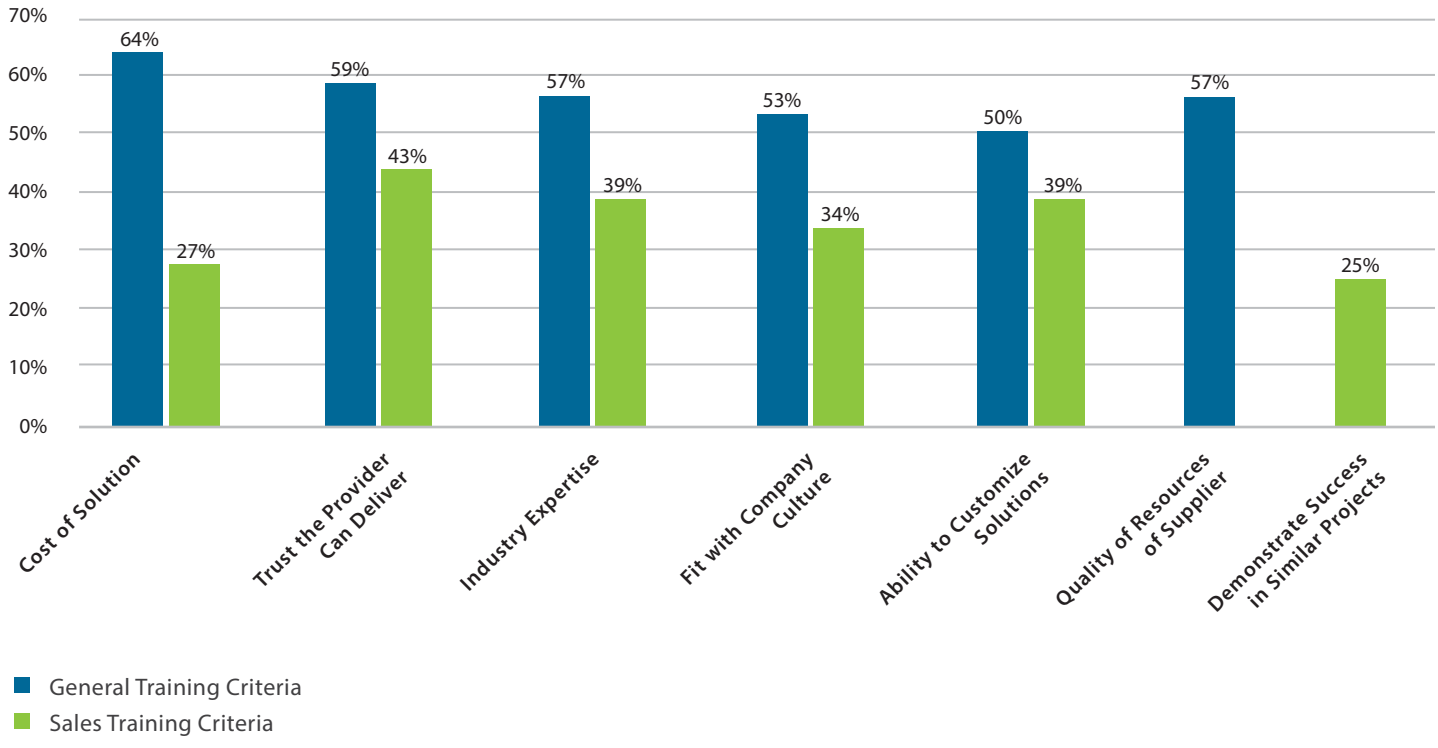
So, why is cost more important to managers of training not in sales? My belief is it's because in sales training we have a much clearer view of whether the training is effective or not. We can better evaluate the performance of the sales function before and after the training initiative and see if there is a measureable difference. If training is successful, we can say that the expense for the training is worth it and we are much more willing to invest more money in sales training to get a supplier we trust. Where as in professional development training for example, it is much more difficult to evaluate the effectiveness of training. As a result, we are less apt to purchase more expensive solutions because we fear the cost may not meet our needs.

> WHEN COST IS THE MOST IMPORTANT FACTOR IN CHOOSING A SUPPLIER, THE SUPPLIER'S ABILITY TO DIFFERENTIATE WHAT THEY DO AND HOW WELL THEY DO IT IS LACKING.

When we have a clear indication of the value training has on the performance of the business, we are much more willing to pay for quality of service. When the value of the training is more difficult to assess, we tend to mitigate our risk and choose the lower cost solution.

Doug Harward is CEO of Training Industry, Inc. and a former learning leader in the high-tech industry. Email Doug.

FIGURE 1.
CRITERIA FOR SELECTING EXTERNAL PROVIDERS



CONGRATULATIONS

2015 TOP 20 TRAINING OUTSOURCING COMPANIES



The Training Associates
Training Talent and Solutions

Lionbridge

MicroTek
Training Solutions Simplified.

cegos

NIIT
BUSINESS IMPACT. ACCELERATED.

expertus

Cognizant

GP STRATEGIES™

pdg

QA transforming performance through learning

PEARSON

INFOPRO LEARNING
A Companionet Company

IBM

TATA

KnowledgePool
Improving the Performance of Learning

hemsleyfraser
...learning is changing™

Skillsoft

xerox

Raytheon

APTARA



Check Out Our 2015 Training Outsourcing Watch List

The Top 20 Training Outsourcing Companies is a service provided by Training Industry, Inc. Due to the diversity of services offered, no attempt is made to rank the "Top 20s."

TRAININGINDUSTRY



PROVIDING FEEDBACK: THE ONE MINUTE RE-DIRECT

- KEN BLANCHARD

Providing feedback – especially negative feedback – is a task many managers dread. This apprehension can occur when managers are not confident in their ability to provide feedback effectively or they are afraid it will damage their relationship with their direct reports. But feedback is an essential part of providing the day-to-day coaching people need to succeed in today's fast-paced business environment, where everyone is in a constant learning mode.

The One Minute Re-Direct, a "One Minute Management" secret, is a model for leaders to provide feedback that helps people learn. Here are the steps:

Re-direct the person as soon as possible.
Many leaders gunnysack negative feedback until the performance review. By then, their sack is full, so they dump it all at once, telling the person every mistake he or she has made. This type of feedback is unfair and ineffective, and recipients of such feedback often disagree or become resentful. They don't take responsibility and they don't learn.

Do a Re-Direct as soon as you become aware of a mistake. When you catch mistakes early, you can provide feedback in small doses and people can learn from it.

Confirm the facts first, review the mistake together – and be specific.
After confirming the facts of the mistake, review what went wrong. Make sure the goal you originally set with the person was clear. If it wasn't, take responsibility for that ambiguity and clarify the goal, specifying exactly how the person's behavior didn't support it. When you review facts and clarify goals, people know you're concerned about fairness as well as results.

Express how you feel about the mistake and its impact on results.
Don't attack the person, but do share how you feel about the mistake. Show that you want to eliminate the ineffective behavior but keep the good person. When you share your honest emotions about what you see going wrong and your concern about the possible negative effects, the person can see you care about the work you're doing together. That knowledge alone can be motivating.

> FEEDBACK IS AN ESSENTIAL PART OF PROVIDING THE COACHING PEOPLE NEED TO SUCCEED.

Be quiet for a moment.
Once you've told the person how you feel, pause for a few seconds to give the person a chance to feel concerned about his or her mistake and think about its potential impact.

Let the person know that he's better than his mistake and that you think well of him as a person.
Turn your focus from the behavior to the person. Let him know that he is not his behavior; he's the person managing his behavior. Tell him you don't expect a repeat of that mistake and that you look forward to continuing to work with him toward your goal.

Remind the person that you have confidence and trust in him, and support his success.
Build up the person. No matter how delicately you've redirected someone, he may still be feeling defensive. When you reaffirm that you value and appreciate him, he'll be more apt to learn and less prone to rationalize or blame somebody else.

Realize that when the Re-Direct is over, it's over.
The Re-Direct only takes about a minute, and when it's over, it's over. Handled well, it can be a learning experience for both of you. By refocusing on the goal, together you can strategize how to align performance with the desired result. And because the situation ends positively, it can help you forge a stronger relationship.

Ken Blanchard is the best-selling co-author of "The New One Minute Manager" and 60 other books on leadership. Email *Ken.*



PROFESSIONAL DEVELOPMENT OR A VACATION: WHICH WOULD YOU CHOOSE?

- PAUL LEONE, Ph.D.

Would you rather pay for a two-day training program or a weekend vacation to Venice?

It sounds like a silly question, right? We'd all probably choose the vacation. But why do we think it's such a silly question? If we truly believed the training program worked, would we feel the same way? If we truly believed it would make us smarter, more competent and more productive, wouldn't it be the right investment? After all, being a better performer or leader could lead to a promotion, which in turn could easily mean an increase of $15,000-$20,000 in annual salary. That's five trips to Europe instead of one.

The real problem is deep down, we may harbour a little scepticism over the ultimate payoff of professional development and training. That scepticism is simply because we are so rarely presented with any hard evidence that training works and even less evidence of bottom-line value and ROI. It's this long history of seeing the tangible costs of training without seeing its tangible benefits that fuels our scepticism about the immediate and potentially hearty returns of training and development.

It's obvious from the "vacation or training" question that employees and their stakeholders need real, robust proof that they'll get a tangible return for themselves and their company. Just like any other product or service, it's important to show the benefits of training to our consumers so they feel good about their investment. The ever-growing demand for measurable outcomes underscores the need for more comprehensive impact and ROI studies. Here's a case study we did at Verizon to demonstrate the value of training and development.

A CASE STUDY AT VERIZON

As a leader in its industry, Verizon understands how crucial frontline leaders are to its success. For this reason, Verizon provides a comprehensive development experience for its new leaders and is committed to measuring its effectiveness. The training experience for this study was a three-day core development program designed to make these new Verizon leaders more effective and increase their contributions. To demonstrate business impact and capture ROI, the study analyzed seven months of performance data: three months pre-training, the month of training and three months post-training.

To determine the impact of the training program, a group of 239 new retail supervisors and assistant managers who participated in the training were compared to a twin group of new leaders who did not (the control group). To make this comparison, we controlled for variables like employee band or level, tenure and monthly sales quotas. After these controls, the only conspicuous difference between the groups was one group participated in the development opportunity, while the other did not (although it was scheduled to in the next few months). The results therefore would speak not only to the value of training but also to the benefits of sending employees through this program earlier in their Verizon careers.

To evaluate the overall effectiveness of the experience, the Kirkpatrick/Phillips methodology measuring Levels 1-5 was used. We also looked for factors in the participants' immediate work environments that helped or hurt the transfer of learning (Level 6). The results for Levels 4 through 6 are detailed in the rest of this article.

LEVEL 4: BUSINESS IMPACT

Business impact was defined using a key performance indicator (KPI units) in retail stores that tracks the acquisition of new customers. While this raw metric alone could have been used to identify differences between the trained group and the control group, we looked at only the number of new sales that were above each employee's monthly sales quota. This extra layer of analysis allowed us to standardize our groups and control for differences in store volume, customer traffic, performance targets, etc.

To control for any other factors that could influence sales, we took an overall average of sales performance for the three months pre-training and an overall average for the three months post-training. We then compared overall levels of performance improvement from the pre- to the post-training period.

Both groups experienced an overall increase in sales, but the increase for the trained group was significantly higher than the increase for the control group. The performance difference between the two groups demonstrates the benefit of the training program.

LEVEL 5: RETURN ON INVESTMENT

Once we were able to identify the benefits of the training program, our next step was to partner with the finance department to monetize the KPIs and define the dollar value of these performance differences. We then translated the performance differences into top-line benefits. When we plugged these dollar benefits into our ROI formula, along with the fully loaded costs, we were able to confidently and conservatively say that we had an ROI of 95 percent.

What does 95 percent ROI mean? Not only did we recoup the fully loaded costs of training these participants (which would have been indicated by a 0 percent ROI), but we also earned about double what we spent. If you made $2 on every $1 you invested, would you be happy? Of course you would. Probably the most compelling story here is that Verizon achieved this return after only three months. Remember, these participants don't stop being better performers after the study ends. The skill improvements, performance gains and insights they take away from training last far beyond the three months we measured. Furthermore, the small improvements these leaders made should continue to impact the teams they manage. None of these long-term intangibles was included in our ROI.

LEVEL 6: TRANSFER OF LEARNING

To complete our study, we looked at which factors were most reported by participants when we asked them what helped or hurt on-the-job application of their training. After doing a content analysis on these free-form comments, we found the following top three factors that maximized the impact of the training:

- Frequency of one-on-one coaching conversations with their direct reports.
- Having an immediate manager who allowed them to practice their new skills.
- Having the time to try new skills amid their hectic daily deliverables.

SAME QUESTION: TRAINING OR VACATION?

Perhaps one day, when we've become consistent (and persistent) at measuring the impact of our training initiatives, we can revisit this "training or vacation" question. Although we'll never have all employees, leaders and stakeholders opt for training over vacation, we may at least reach a point where they don't think it's a ridiculous question, and they pause a little longer to ponder it. By continuing to perfect measurement strategies that isolate the true effects of training, we'll be able to show more accurate bottom-line results to our business leaders. Whether the ROI is positive or negative, the fact that we're able to measure consistently and accurately will surely move the training industry in the right direction.

Paul Leone, Ph.D., is an organizational psychologist and consultant with 14 years of experience measuring the impact and ROI of training initiatives for Fortune 100 companies. He is the author of the book "Measuring and Maximizing Training Impact." Email Paul.

> JUST LIKE ANY OTHER PRODUCT OR SERVICE, IT'S IMPORTANT TO SHOW THE BENEFITS OF TRAINING TO OUR CONSUMERS.

USING CUSTOM TRAINING AND OFF-THE-SHELF COURSES TO COMPLETE THE LEARNING CYCLE

- NATE **CHAI**

Recently, more than 2,000 employees at a major European fi nancial institution were surveyed about their attitudes on training, career progression and engagement. Approximately 95 percent of respondents said ongoing training is indispensable to their career progression, and about 85 percent believe formal training helps them feel better connected to their employers. However, these same employees also expressed misgivings about whether online learning really has the ability to motivate and create lasting change. These attitudes mirror employee perceptions at businesses around the world.

Helping bridge this e-learning credibility gap was Allen Communication's and Cegos' goal when they announced a new partnership in April. A fully custom shop joining forces with an off-the-shelf provider may seem odd, but it's a combination with important applications to alleviate the problem with online learning lifecycles.

> TO MANAGE LEARNING CORRECTLY, WE HAVE TO MEASURE WHERE EMPLOYEES ARE NOW AND WHERE THEY WANT AND NEED TO GO.

Learning lifecycles bring together multiple learning points, tools and courses, shifting corporate learning from event-based training into a continual process with meaningful measurements and progression. To create a successful learning lifecycle, you need fl exible, highly relevant content and sustained engagement strategies so people can choose their path and adapt as their roles and objectives change.

In creating such a lifecycle, the alignment of custom training and off-the-shelf training in a single system allows businesses to use customized learning technologies and off-the-shelf courses together to achieve the best of both worlds. With this approach, we quickly and cost effectively create meaningful pathways for all employees, while preserving personalized strategies, courses and measurements.

Given this context, there are three points at which partnerships like these will make an immediate difference in the industry in terms of learning lifecycle management:

- **Assess**: To manage learning correctly, we have to measure where employees are now and where they want and need to go. From the learner's viewpoint, we can use a personalized learning portal registration process to get to know the learner as an individual then serve them with custom recommendations and support tools. From the business standpoint, the vendor's consultants assess which business objectives align best with off-the-shelf content and which may benefit from custom training courses and tools, maximizing budgets and timelines.

- **Evaluate:** Effective learning management requires tracking over time, but not simply to measure course completions or exam scores. Instead, we want to assess performance against business objectives. For this step, two powerful tools can drive the learning catalog. Online action planners give learners direct, sustained coaching, insights and progress measurements, while feedback and system behavior tracking helps create real-time reports on user perceptions and skills.

- **Optimize:** When you know what your learners value and have the insight into the assets that best correlate with long-term knowledge and performance gains, you're prepared to truly manage learning lifecycles. You can make the right long-term investments to optimize talent and create lasting connections to the business through learning.

As the industry changes, more companies will partner to combine their strengths this way. This makes sense as we are all focused on providing the complete spectrum of learning needs for our clients. Partnering has the potential to make them faster, better, smarter and more strategic about how they provide comprehensive learning lifecycles — from onboarding at the entry level to talent development of senior managers.

Perhaps most importantly, this type of strategy addresses the e-learning credibility gap by preserving e-learning's business benefits of cost and scalability and adding the custom lifecycle tracking and support to ensure learning is personally engaging and meaningful. As businesses compete for talent, this strategy can be another competitive advantage in helping employees feel connected to and supported by their employers.

Nate Chai is vice president of product and marketing at Allen Communication. Email *Nate.*

COMPANY NEWS

ACQUISITIONS AND PARTNERSHIPS

LinkedIn, the world's largest professional network on the Internet with more than 300 million members worldwide, today announced that it has entered into an agreement to acquire lynda.com, a leading online learning company teaching business, technology and creative skills to help people achieve their professional goals.

LearnBrite, a division of 3D entertainment and e-learning company ExitReality Inc., has acquired California based Chat Mapper, the world's leading creators of non-linear branching scenario software. Chat Mapper allows users to create flexible branching conversations that imitate real life scenarios in a story, game or lesson.

Pearson is partnering with the Gender Intelligence Group, a global leader in creating gender intelligent organizational cultures, to help organizations improve employee productivity and business results. This partnership will provide organizations with gender intelligence learning experiences via the Intrepid Learning Hub™ online learning environment.

Skillsoft Limited, a global leader in learning and talent management, has completed the acquisition of Vodeclic SAS, a leading provider of new generation video courses, through its indirect subsidiary Skillsoft France SARL. Vodeclic solutions help companies, universities and professionals improve skills proficiency with the growing number of digital productivity applications used daily on the job.

The Training Associates, the largest provider of training talent and solutions, announced a partnership with Manager Mechanics, a leading provider of soft skills curriculum for IT personnel. This partnership will help fill a void by providing IT staff and leaders with the specifically designed soft skills training they need to realize their full potential.

Raytheon Company has entered into an agreement with Vista Equity Partners to form a new company combining Websense, a Vista portfolio company, with Raytheon Cyber Products, a business unit of Raytheon's Intelligence, Information and Services (IIS) segment. The new company will provide a new level of defense-grade cybersecurity to combat the evolving cyber threat environment.

INDUSTRY NEWS

White Paper Helps L&D Teams Maximize the Benefits of Digital Learning
Hemsley Fraser, the learning specialist, has launched a new white paper to help L&D teams inspire employees and transform organizational effectiveness, by using digital learning options to deliver high quality learning content and performance support.

Survey Uncovers Companies Do Not Expect Salespeople to Master Message Delivery
Corporate Visions, the leading marketing and sales messaging, tools and training company, conducted a survey that polled more than 500 B2B marketers and salespeople from around the globe. The results revealed that less than half of companies do not expect their salespeople to demonstrate proficiency in message delivery.

Research Exposes the Hidden Costs of Toxic Employees
A new Cornerstone OnDemand report, "Toxic Employees in the Workplace," reveals that, along with the direct costs incurred by toxic employees, they also incur hidden costs to employers. The report shows that good employees quit at a 54 percent higher rate when they work with a toxic employee.

NIIT Awarded Managed Training Services Contract
NIIT Limited, a global leader in skills and talent development, announced it has been awarded a five to ten-year contract to provide managed training services to Statoil, ASA, a Norwegian multinational oil and gas company.

INTERESTED IN SUBMITTING COMPANY NEWS?

PLEASE SEND TO
EDITOR@TRAININGINDUSTRY.COM

WHAT'S ONLINE

TRAININGINDUSTRY.COM

ARTICLES

I'M A NEW MANAGER, NOW WHAT? | By Darrell Burke
New managers must eliminate baggage to smoothly transition into their new role.

5 GUARDS AGAINST PROFESSIONAL SKILLS TRAINING THAT SEEMS GENERIC | By Tim Wright
Bringing professional skills training back to the classroom or the computer is not so simple.

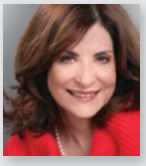
WHAT SUCCESSFUL MANAGERS CAN TEACH US | By Joanna Jones
Effective managers know how to speak honestly, listen intently and value their workforce.

IMPROVISATION AND HUMOR DRIVE SALES TRAINING EFFECTIVENESS | By Doug Hutton
In sales training, you can either stick to the script or you can have a conversation.

BLOGS



LEARNING TO ASK
By Don Brown



7 TIPS FOR MANAGING UP
By Marcia Reynolds

RESEARCH

DRIVING CHANGE WITH SALES TRAINING FOR A MULTIGENERATIONAL WORKFORCE
By ValueSelling Associates and Training Industry, Inc.

DEVELOPING COURAGE IN THE WORKPLACE
By Acclivus and Training Industry, Inc.

WEBINARS

MICROLEARNING: USING SMALL EXPERIENCES TO MAKE A HUGE DIFFERENCE

LEARN BETTER, WORK BETTER: HOW 21ST CENTURY TRAINING ELEVATES PERFORMANCE

FOLLOW US

TRAINING TALK

INSIGHTS
THE VALUE OF PROFESSIONAL DEVELOPMENT

Chris Alexander
@Mr_Synergy
Leadership is More than a Title, it's being able to Adapt and Improve! #ProfessionalDevelopment http://ow.ly/NK90N

Steve Graham
@sgrahamtx
Mentor Others for Your Own Professional Development http://ow.ly/Nu5D0 #Mentoring #ProfessionalDevelopment

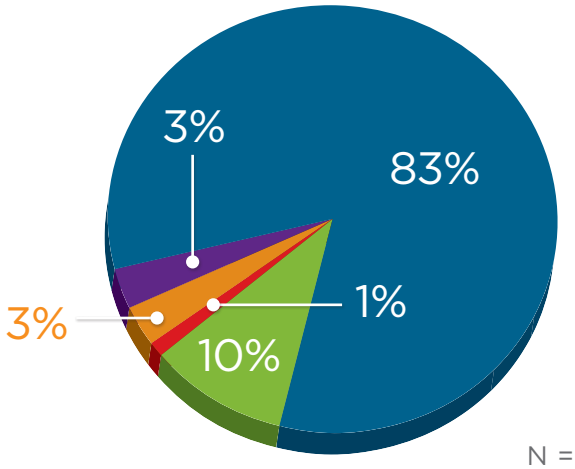
Nicholas Hill
@nicholashill
The day you use failure as a catalyst for your personal and #professionaldevelopment is when you embrace failure as a friend #HR

Dr. B. Lloyd-Jones
@DrBrendaJoy1
"Do one thing every day that scares you." – Eleanor Roosevelt #PersonalGrowth #ProfessionalDevelopment

Sharlyn Lauby
@sharlyn_lauby
It's No Myth: Learning a New Skill Makes Your Other Skills Better #HR #training http://buff.ly/1dCIRqU

INDUSTRY POLLS

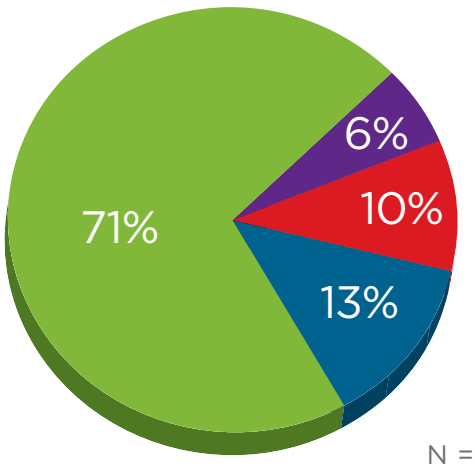
Which of the following strategies most effectively prepares training managers to lead their organization?



N = 115

- Support for personal development certifications
- A good strategic plan
- Training on new technologies
- Training on consulting techniques
- Training on instructional design

Which of the following best describes how your organization typically approaches developing leaders?



N = 48

- Learning is focused on upskilling individuals at time of need
- We don't offer leadership-specific training
- Training is focused on leadership development throughout the employee lifecycle
- Training is focused on upskilling leaders as a group

LeadershipLivecast

kenblanchard.com/livecast



Sneak Preview of Blanchard's

First-Time Manager Training Program

A First Time For Everything

Being promoted to manager is one of life's biggest transitions, as challenging as getting married or having your first child. Help your new managers get a faster start to their management effectiveness by giving them what every manager should know about managing others.

Hear from new and experienced managers, as they share personal stories of the hard lessons they learned as a new manager.

How to Master the First-Time Manager Challenge

What were the lessons learned, the most indispensable skills, and the most profound takeaways that have helped them cross the chasm for managing others?

Who should attend?

Chief Learning Officers • Directors of Talent Management
Managers of Learning and Development • Human Resources
Business Unit Heads • Managers of Managers
High-Potential Leaders • People Shifting to New Manager
Recently Promoted Managers

How *The New One Minute Manager* Shapes New Leaders

In this **free 60-minute livecast**, you will get grounded in what every leader needs to know as they get promoted to their first management position. Blanchard's course is premised on the lessons of ***The New One Minute Manager.***

REGISTER NOW
kenblanchard.com/livecast

OCTOBER 15, 2015

8 – 9am PDT
11am – Noon EDT
3 – 4pm GMT

#AMinuteCanChangeEverything

The Ken Blanchard Companies
The Leadership Difference.®