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# ASTD Handbook for Workplace Learning Professionals


Elaine Biech, Editor



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**ASTD Press** is an internationally renowned source of insightful and practical information on workplace learning and performance topics, including training basics, evaluation and return-on-investment, instructional systems development, e-learning, leadership, and career development.

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# Foreword

The American Society for Training & Development (ASTD) is the world's largest professional association dedicated to the workplace learning and performance (WLP) profession. Trainers, designers, facilitators, human resource practitioners, consultants, and other WLP professionals turn to ASTD for the world's most comprehensive and powerful network of people, tools, and information.

The *ASTD Handbook for Workplace Learning Professionals* is a great example of ASTD's commitment to delivering relevant tools and information to the profession. It has been compiled for learning professionals at all levels of expertise: those new to the profession who are trying to understand the nuances of the field, as well as experts in the profession who need a reference guide or information on a specific topic.

The *ASTD Handbook for Workplace Learning Professionals* is the culmination of the efforts of many of the most influential and respected leaders in the field, whose work continues to shape the profession. I hope you find it a valuable resource for many years to come.

Tony Bingham
President and CEO, ASTD
May 2008

# Introduction to the *ASTD Handbook for Workplace Learning Professionals*

Any book with the word *handbook* in the title suggests a tremendous amount of work was required to produce it. The *ASTD Handbook for Workplace Learning Professionals* is no exception. Certainly its more than 60 contributors and dozen or so editors, designers, and ASTD staff members have put in thousands of hours to produce this volume. All this effort has led to a book—which is substantial both in form and in content—that will serve as a reference and a go-to guide, bringing together in one volume methodologies, practices, processes, theories, and other key information for workplace learning professionals.

This *Handbook* brings together many of the best practitioners in the field to present professionals like you with authoritative and critical information. It summarizes and integrates many areas of the broad field known today as *workplace learning and performance.* It is a standard reference guide for definitive answers, as well as a source of practical ideas. Need a refresher on Bloom's Taxonomy? It's here. Need implementable ideas for how to make your training session more interactive? It's here. Want more information on distance learning or performance models? It's here.

## How Did the Contents of the Handbook Transpire?

The word *handbook* suggests an exhaustive and comprehensive document, but, in actuality, the field of workplace learning and performance is so broad as to make it impossible to include everything the profession touches. An editorial advisory board, which consisted of John Coné, Tora Estep, Pat Galagan, Pat McLagan, Mark Morrow, Nancy Olson, Dana Gaines Robinson, Cat Russo, Marc Rosenberg, and myself, did a laudable job of narrowing an expansive list of topics that could have filled many volumes into the single volume you are holding.

We started by identifying a list of everything you ever wanted to know about training, development, and workplace learning and performance. But because we were writing a handbook, not an encyclopedia, we needed to narrow the scope. Topics were combined, some were eliminated, and others changed focus. As you can imagine we had several lively discussions. And in the end, a table of contents emerged that we thought would resonate with our audience—you.

The next task was to identify authors who are experts in the identified chapter topic. We decided early on that we wanted only the best of the best and were delighted when the authors agreed to write the selected chapters based on their areas of expertise.

Tora Estep did a yeoman's job of coordinating the contributions from the authors. The advisory board read and edited the chapters as well as the pillar sidebars. The result is a handbook that meets the needs of the WLP professional.

## What Are the Components of the *Handbook*?

The *Handbook* is divided into nine sections, and although there may be a slight amount of overlap, in general, each section represents a major area of the profession:

- Learning in the Workplace
- Assessing and Analyzing Needs
- Designing and Developing Effective Learning
- Face-to-Face Delivery—As Important as Ever
- Delivering Technology-Enabled Learning
- Measuring and Evaluating Impact
- Organizational Level Applications
- Managing the Learning and Performance Function
- The WLP Professional.

Each section is introduced by a luminary—an individual who has reached legendary stature in the profession. These are individuals who are leaders in the field and have achieved prominence as philosophical practitioners, including

- Geary Rummler, author; performance analysis, design, and management consultant; past president of the International Society for Performance Improvement (ISPI); past member of ASTD's Board of Directors; and member of the HRD Hall of Fame
- Robert Mager, author and originator of the criterion-referenced instruction (CRI) methodology, currently applied worldwide

- Elliott Masie, chair of the Learning CONSORTIUM, CEO of The MASIE Center, author, internationally recognized futurist, and e-learning guru
- Don Kirkpatrick, past national ASTD president, Gordon Bliss Award recipient, member of *Training* magazine's hall of fame, author, and creator of the four levels of evaluation.

The other luminaries represent corporate leaders:

- Bill Wiggenhorn, originator of Motorola University, acknowledged expert in various WLP arenas, senior executive at Xerox, chief learning officer at Motorola and Cigna, and currently on the Board of Governors for the Center for Creative Leadership
- Bill Byham, cofounder, chairman, and CEO of Development Dimensions International (DDI), an internationally renowned human resource training and consulting company with more than 1,200 associates around the world, and author of 22 books
- John Coné, one of the founders of Motorola University, vice president of human resources and chief learning officer for Sequent, vice president of Dell Learning, interim CEO of ASTD, named by *Training* magazine as a visionary in organizational learning, and past ASTD Board chair
- Donnee Ramelli, current vice president and chief learning officer for Fannie Mae, past president of General Motors University, vice president of learning and organization development for Allied Signal/Honeywell, and member of ASTD's Board of Directors
- Tony Bingham, current president and CEO of ASTD.

All these individuals are seen as authorities in the sections that they introduce. It's easy to see why we are honoring them with a "luminary" designation. You will enjoy reading their particular perspective on the section topics they introduce.

These sections are made up of a collection of 49 chapters, written by an elite team of experts, all writing in their area of expertise. The names of these authors read like a billboard list of who's who in the field of WLP. So who are they? These are individuals who have influenced the profession for many years and have more than 2,000 years of experience among them.

I am humbled by what these WLP professionals have accomplished. If you read the short biographies after each chapter, you will be amazed at what they have done—and in most cases are still doing. They have written and edited hundreds of books—and counting; they have written a couple thousand articles and chapters. They are members of the HRD Hall of Fame and past ASTD Board chairs. They have received hundreds of awards and have been honored by well-known magazines, journals, and organizations. They have advised some of the largest private and public organizations in the world, trained millions of participants, presented at thousands of conferences, and led *Fortune* 100 businesses. Truly, the chapter contributors represent the best, most experienced practitioners in the world.

These are names you know. Names you rely on every day. Here's a sample:

- Dana Gaines Robinson, performance consulting leader
- Rita Bailey, past ASTD Chair and leader of Southwest Airlines University for People
- Pat McLagan, author, consultant, and WLP expert
- Harold Stolovitch, author of the wildly successful *Telling Ain't Training*
- Bob Pike, trainer extraordinaire and model for most trainers around the world
- Mel Silberman, scholar, author, and authority on active learning
- Marv Weisbord, OD Network Lifetime Achievement Award recipient and author
- Thiagi, facilitation master of games and simulations
- Jean Barbazette, train-the-trainer expert and author
- Allison Rossett, an expert on job aids and performance support
- Chris Argyris, author, Harvard University professor, and recipient of 13 honorary degrees
- Peter Senge, senior lecturer at MIT, founding chair of the Society for Organizational Learning Council, and the author of *The Fifth Discipline*
- Geoff Bellman, wise and warm consultant and author.

Within the mind-expanding chapters by these renowned authors are sidebars that feature distinguished professional leaders, or "pillars," who have influenced the content of the chapter in which they appear. These pillar sidebars describe some of their accomplishments and contributions to the field of WLP. Of course, some of these pillars have had a far-reaching effect on the profession and could quite conceivably appear in several chapters.

## How Do You Get the Most Out of the *Handbook*?

This *Handbook* is not meant to be read from cover to cover. The editorial advisory board repeatedly brought up the need for a practical, go-to resource—a source where practitioners, students, librarians, or experts can find the information they require when they need it.

If you need general information about a subject, such as web-based learning or data collection, use the table of contents to locate a section or a specific chapter. If you require information about specific topics such as Bloom's Taxonomy or copyright guidance, turn to the comprehensive index in the back of the book. Likewise, if you need information about a leader in the profession—for example, Malcolm Knowles, Thomas Gilbert, Robert Gagné, or Ned Herrmann—the index will lead you to a pillar sidebar that provides a synopsis of that individual's accomplishments. A glossary in the back of the book provides definitions to key words you may encounter in the *Handbook.*

In addition, the CD-ROM provides additional tools, such as worksheets, checklists, activities, case studies, and more.

## And the *Handbook* Would Not Have Been Possible Without . . .

- The editorial advisory board. You created the vision and ensured that we stayed true to it throughout. You and Rhonda Munford also gave your time to review the chapters to ensure that they support the overall intent of the project; contribute to the profession; and deliver worthwhile, accurate content. Thank you.
- The luminary guest contributors. You skillfully introduced each section, which is just another example of why you are the leaders in our profession. Thank you.
- Authors. Your contribution of time and expertise has turned an exciting ASTD project into a tool that will be used globally. Thank you.
- Justin Brusino and Maureen Soyars. You researched and wrote about the pillars of the WLP profession. Thank you.
- ASTD staff. You envisioned a handbook, a practical go-to resource for WLP professionals at all stages in their careers. Thank you for the opportunity to be a part of this worthwhile project.

Elaine Biech
May 2008

## Section V

# What Is the Meaning of the *e* in e-Learning?

## Luminary Perspective

*Elliott Masie*

### In This Chapter

- Learn the history of e-learning
- Learn new meanings for the *e* in e-learning

The small letter *e* at the start of the term of *e-learning* has a rich history, a varied set of meanings, and a quite fascinating future.

Almost every week, someone asks me what the *e* in e-learning represents. The simple answer is “electronic”—as in using the tools of the electronic age—from personal computers (PCs) to the Internet—for learning. But that is just the start of a more interesting response. Let’s embrace the *e* and explore how it has changed learning and is in the midst of dramatic change itself.

First, a bit of history. The term *e-learning* started to be used by myself and other analysts in the training and learning field in 1997. But that was the not the beginning. For decades, the idea of using technology, computers, and machines as part of the learning and training process has fascinated both geeks and teachers.

Admiral Grace Hopper, the godmother of mainframe computing who led the Navy's information technology innovation, predicted that the bulky first computing machines, loaded with electronic tubes, would someday "be used to teach our sailors."

First, there were standalone teaching devices, using what was called programmed instruction, that taught a specific set of skills or procedures. I had the privilege of using an early teaching machine that taught Morse code to telegraph operators.

As mainframe computers integrated into the world of business, computer languages were used to create learning, training, and information transfer programs. Tens of thousands of programmers learned the languages of COBOL, JCL, and other mainframe applications by taking structured e-learning, which was then called computer-based training (CBT).

These early e-learning efforts combined the concept of behavioral reinforcement for learning that was pioneered by B.F. Skinner with the explosive ability to use computers to deliver content based on the user's successful (or failed) responses to questions.

Video became an aspect of e-learning with the rise of video disks. This now allowed instruction that included images, sound, and motion rather than just text. As the standalone PC and then the network was born, e-learning took a massive step forward—first spreading from just technical folks to a wider mass of desktop users. And networked PCs allowed for the delivery of more video and sound—adding to an enriched e-learning experience, though we weren't yet using the *e* phrase.

In 1997, the *e* was popping out everywhere. The popularization of the Internet and the browser led to e-mail, e-business, and e-commerce. I was at a strategy meeting with IBM senior executives when we suggested that they use the phrase e-learning to reflect the combination of e-business and CBT. At that time, many believed (and wrote about) a multibillion dollar business that would grow up around the ability of every person to buy the learning they needed right from their computer. Conferences ranging from my original *TechLearn* to *e-Learning* to *On-Line Learning* all generated great excitement about what e-learning would do to the world of business and training.

In the past 10 years, e-learning has continued to change—as technology has matured—embracing synchronous and asynchronous training and spanning K–12 and a rapidly exploding marketplace for online higher education degrees. We have seen the rise of learning management systems and learning content management systems take e-learning across the entire organization and manage and track its deployment and outcomes. And, change continues with the rise of search (for example, Google), collaborative environments (for example, wikis and blogs), and web services innovations (for example, Web 2.0 and software as a service).

So, what does that *e* in e-learning stand for? Here are a few meanings that the *e* has for me:

***Electronic.*** E-learning is about the use of electronics to create, deliver, track, enhance, and manage learning. Our electronics will continue to get faster, smaller, more flexible, and more integrated. Each leap forward of electronics creates new opportunities for e-learning. As your mobile phone evolves, for example, e-learning can become more portable and context specific. You will be able to access a lesson or information from your mobile device, and it may automatically know where you are, based on the integrated GPS chip, and give you location-specific e-learning (for example, tourism information about a town or the customer service record of the office that you are about to visit).

***Enterprise.*** Leveraged well, e-learning is a powerful tool for the enterprise. Just as we are weaving together all of our employees around the globe—along with our suppliers and customers—we can use that same enterprise network to create and deliver e-learning globally. The goal of great e-learning is to provide a link between expertise (whoever may have it in the enterprise) and the learner who needs that knowledge.

***Empowerment.*** As the tools for fingertip knowledge become more pervasive, our workforce is growing an expectation that they can get at knowledge from their keyboards at any time. The employee of a retail store in the middle of Kansas wants to be empowered to find the learning and knowledge he or she needs, without having to ask a manager for permission to learn. The empowered employee will have a wide range of e-learning tools, resources, and systems in his or her workplace.

***Enforcement.*** Legal and compliance offices have fallen in love with e-learning. One major retail chain added e-learning to a recent settlement of a class action lawsuit. The organization agreed to provide 30 minutes of training to every employee about a workplace safety issue. The good news is that e-learning is providing a simple way for organizations to deliver and track compliance-oriented learning offerings. The bad news is that e-learning is viewed as a simple way to deliver compliance—often resulting in hours of mandatory and unmotivating training that can damage the brand of e-learning in the eyes of employees and their managers.

***Everywhere.*** Learning is something that can't be limited to the classroom. E-learning provides a process for allowing learners to learn anytime and anywhere. As e-learning grows in acceptance and deployment, learning can become more democratic and global in distribution.

***Expensive?*** I am adding expensive to this list to destroy a myth that e-learning is cheap or even free. Sure, you can create very rapid, simple e-learning that does not cost much to develop. But the real costs of learning are usually the wage hour costs and the remediation or transfer costs as employees attempt to actually use the new skills or procedures in their work settings. E-learning can be less expensive than some forms of classroom training—but it is not cheap or free!

***Evolving.*** The use of e-learning is evolving dramatically, even as this book goes to press. Here is a short list of evolutions that our Learning CONSORTIUM has been tracking about e-learning:

- Content is becoming less structured and programmed. Although some courses are still following a show-test-remediate model, a large amount of e-learning is becoming less formal.
- Performance support grows. More and more e-learning is following the model of performance support—learning at the moment of need: pop-ups, sidekicks, and frequently asked questions.
- Content is more collaborative. e-learning content is coming from the "wisdom of the crowd" rather than a single subject matter expert.
- 3D and virtual learning is on the horizon. Experiments in the use of avatars, virtual worlds, and persistent gaming environments for e-learning are intriguing to many of us in the learning field.
- Blending continues. Although e-learning is widely deployed, a large amount of it is actually consumed in a blended learning format—either through designed blending (for example, classroom with e-learning) or informally by the learner himself or herself (for example, e-learning followed by peer coaching).

***Evaporating?*** How many of us still say e-commerce when we go to Amazon to buy a book? It has been a while since I said that I was sending an email to someone—I just talk about sending a note or answering my mail. Well, the *e* in e-learning may also start to evaporate. Personally, I won't mourn its passing! Remember, it has only been used for 10 years of a multidecade history. As our technology and methods evolve, we will assume that electronics, computers, and networks will be useful and used to support learning, knowledge, and performance.

***Experimental.*** In conclusion, let's think of the *e* in e-learning as standing for our experiments in connecting technology and learning and performance. Let those experiments continue, focusing on how we combine what we know (and will discover) about how people learn with an ever-changing set of technologies. As experimenters, let's focus on the "affordances" of e-learning: what can it do for learners and learning professionals that we could not do without it? The experiment of e-learning is exciting and the future of *learning*, no matter what we call it next, is bright! Let's learn about learning together.

## About the Author

Elliott Masie is an internationally recognized futurist, analyst, researcher, and organizer on the critical topics of learning, technology, business, and workplace productivity. He is the founder of the Learning CONSORTIUM, a coalition of more than 252 *Fortune* 500 companies cooperating on the evolution of learning strategies. He is the editor of *Learning TRENDS* by Elliott Masie, an Internet newsletter read by more than 50,000 business executives worldwide, and is a regular columnist in professional publications. He is the author of a dozen books, including the recently authored *Learning Rants, Raves & Reflections* and the free digital book *My Most Memorable Teacher (or Trainer).* He is the convener of Learning 2008 and Learning Systems 2008. He heads The MASIE Center, a Saratoga Springs, NY, think tank focused on how organizations can support learning and knowledge within the workforce.

# Chapter 36

# Leading Complex Change

*Patricia A. McLagan*

## In This Chapter

- Understand how the differences among transactional, transitional, and transformational change affect change initiatives
- Learn the four major responsibilities of change leaders
- Learn how to select appropriate change models and methods for effective change

Change guidance for organizations is a somewhat new discipline. It emerged as a recognized field of study in the 1980s, as a follow-up to the new emphasis on strategic planning. In most employee and management surveys, the concern for managing change trumps strategic planning as a key concern. Fortunately, models and tools exist to help address these concerns. What follows is my amalgamation of actions based on research, literature reviews, and my own decades of experience with changes of many kinds. I have organized them into phases. However, successful changes require both left brain (following steps) and right brain (sensing opportunities, learning and redirecting, knowing when to be assertive and when to stand back) thinking. Remember, part of any change process happens in the belly of the whale (Jonah), on the turbulent seas (Odysseus), or in the dark forest (Red Riding Hood) where road signs don't exist.

The change leader today has four major responsibilities when guiding a planned change. First, we must test the change and ensure it will add value. The second responsibility is to triage the change—identify whether it is simple or complex—and decide how much energy (resource) is needed for success. Third, the change needs an appropriate design and plan. The fourth responsibility is implementation. This requires commitment to the change plan while also being open to new options.

## Test the Value of the Change

How many changes get started for the wrong reasons? Think about how often some organizations change their structures, their performance appraisal forms, their leadership, or their processes of all kinds. Recall the many fads and new initiatives accompanying leadership changes where new is something for its own sake: a transition or style shift, a departure from the old, even a critique of the old. Millions in time, money, and resources are wasted to support goals that could be achieved in other ways or may have already been in progress.

The change leader's first task is to query the value of the change, to estimate the costs, benefits, and risks. The change leader must help articulate the business case for change. His or her role is also to

- Help decision makers articulate the "why" of the change
- Articulate the value of what exists
- Assess whether what already exists is a better horse to ride to the finish than its replacement
- Speak up for appropriate actions that are under way but not yet completed.

Many ill-conceived changes only destabilize the organization. At times, this is good. It wakes people up, shakes the 80 percent of behavior that is automatic to life. But then what? Are there other, less costly ways to reenergize the organization than to restructure or introduce a radically new approach? Change leaders must speak out at this point, for the role requires it. Yet most change leaders stay still, accepting any change as fait accompli marching orders.

## Triage

If we have determined that a proposed change is good for the organization, then the next step is to triage—decide how much energy will be required to ensure success. A key question to ask here is, "How much risk does the change present to the organization and its stakeholders?" One way to find out is to determine what kind of change we are talking about:

- Is the change a simple one (a *transactional* change) that asks people to continue to do what they are doing, but in a faster, better, cheaper way?
- Is it a change that is more complex, but others have done it and their best practices (benchmarks) can guide your success (*transitional*)?
- Is this a change that will alter the course of things in your industry and put you at the front of a new paradigm (*transformational*)?

If the change is transactional, and people's roles are not in jeopardy or big systems and processes around people won't change, then a simple response is adequate. What's required may include communicating the "why" effectively, making single interventions like training, introducing a better machine or technology, or issuing a new policy. However, many changes today go beyond the transactional and thus require more complex responses: They are transitional or transformational.

Transitional changes involve multiple shifts and role changes where others have paved the way to success. Introducing a quality management process, a new enterprise-wide technology, or a more participative performance management process are examples. In these cases, the change has multiple facets: new approaches, new roles, new relationships and hierarchies, and radical skill shifts. But, for transitional change, even though the changes present multiple big challenges, there are precedents and benchmarks; other organizations have implemented them, and there are success formulas to follow. Because people's roles and the context for their work must change, however, the likelihood of failure is greater than for transactional changes. Thus the changes require more sophisticated change guidance methods and thought processes.

Transformational change is the most complex. It is like a transitional change in its scope, but there are no or minimal precedents or guidelines to follow. Benchmarks and history don't provide guidance. Consider the redirection of a company into bio-energy in the mid-2000s. This kind of change involves breakthrough strategies, a new vision of the future, major role shifts, significant new responses to customer or environmental needs, and attempts to introduce dramatically different product or service paradigms.

Clayton Anderson, in *The Innovator's Dilemma,* says that successful organizations are wired to prevent transformational shifts because their key internal and external structures and forces are wedded to how things are today (2003). Customers, suppliers, investors, and employees hold them to the past and resist implementing risky new ventures. The classic case is Bill Gates' and Paul Allen's launch of personal computer software before any of the big guys (including IBM) could reorganize around the emerging market. They went to their garage and started one of the major communication paradigm changes in history. On their own, they didn't have to face an entire value chain of suppliers, organization factors, and customers designed around mainframe and minicomputers. Gates and company started from scratch with little to lose and launched a transformational change that still rocks the planet.

## Design and Planning

Designing and planning organizational change take different forms depending on whether you are dealing with transactional, transitional, or transformational change.

### Planning and Executing Transactional Changes

Transactional changes are the simplest to plan and execute. Examples are changing to new collaboration software, installing a new machine, launching a new advertising plan, and implementing a product upgrade or a new product within an existing line. These changes involve three planning considerations:

- Plan how the technical aspects of the change will be implemented
- Identify what people need to know or learn
- Develop the communications, training, practice opportunities, or incentives that will prepare people to successfully act.

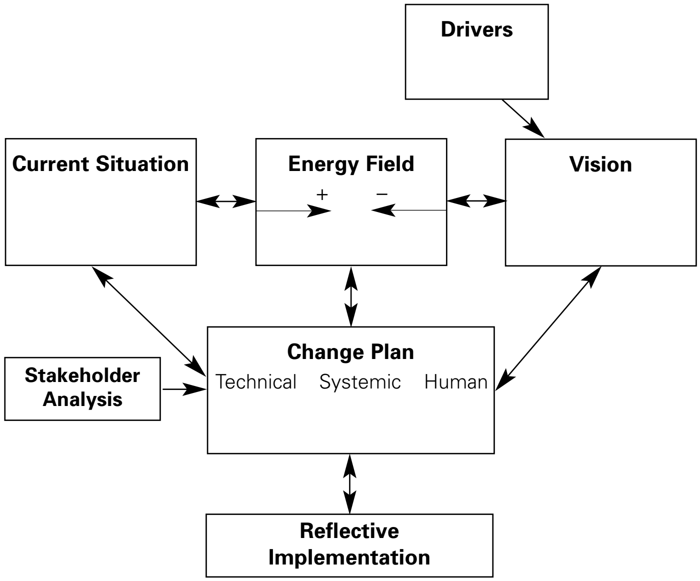
If it will help accelerate adopting something new, get opinion leaders or the affected people themselves involved in identifying their own needs and desired change support. Many other chapters in this handbook can help address transactional changes.

### Planning and Executing Transitional and Transformational Changes

Transitional and transformational changes require more resources and more complex plans and actions than transactional changes. Why? Because these more complex changes involve major role shifts and realignments of systems, processes, and culture. Many failures occur because organizations treat these more complex changes as transactions, thinking that a communication from the president or a training program will suffice, as it does for a transactional change. Leaders of more complex changes want the water on the stove to boil (a major change), but they only turn up the dial to low or medium low. A cardinal change rule from physics is that the energy applied must match the energy required.

Transitional and transformational changes require a great deal of planning energy. The task is to develop a change map while getting support from and involving people who can make or break success (see Figure 36-1).

**Figure 36-1. Change Map**




A change map answers these key questions:

- *Driver.* Why is the change required? What external or internal forces are driving it?
- *Vision.* What is the best, most desired result of the change? What will be happening in the desired future? What is the "to-be" situation?
- *Current state.* What is happening now? How do things work now? What is the "as-is" situation?
- *Energy field.* What are the current and expected forces for and against the change?
- *Stakeholder analysis.* Who are the key stakeholders—the people and groups whose support will be critical for success in the short and long term?
- *Change plan.* What is the action plan for bringing the change about? Group these into three categories and then place them on a timeline:
  — *Technical* actions that directly relate to the change (for example, purchase new equipment, test it, redesign work to include new techniques, and train people in the new technical skills and requirements)

  - *Systemic* changes that must happen to support the change (for example, create new performance measurements and reports, redesign work spaces, and implement a new planning process)
  - *Human* interventions during the change to help stakeholders understand and support the changes (for example, involve equipment operators in planning the change, have team discussions of issues and benefits, and celebrate completed steps in the change process).
- *Reflective implementation.* Change processes are dynamic. Plans are only guides. Effective change leaders make process interventions and modify change plans as they go. They continually ask, "What is working? What isn't working? What do we need to do differently to ensure success?"

Answering these questions is, by itself, a powerful change accelerator, especially when people from key stakeholder groups are involved. Many organizations create a change leader team, representing key stakeholders, to help define and then implement the changes. Change leaders can be middle management heads of affected units, or they can be opinion leaders from all levels selected by members of affected groups. The important thing is that successful transitional and transformational changes engage stakeholders in the planning as well as in the action stages.

Anyone in or around an organization can be a change leader. However, any time an organization asks individuals to be part of a change leadership team, it is important to provide the training and tools for guiding complex change. It makes no sense to put people on change committees without preparing them for their role. This is a key consideration during the planning phase.

## Implement

Implementing a transactional change is a somewhat simple process compared with the other two options. It requires communication, training, and incentives. But transactional changes don't require complicated and costly attempts to get stakeholder ownership and support, and they don't cause major ripple effects across the organization. Transitional and transformational changes, however, require more careful attention to stakeholder buy-in and broader organization changes.

What can change leaders do to successfully implement transitional and transformational change? We haven't yet discovered all the possibilities, but, in addition to following and revising the change plan, actions include providing optimism and long-term view, working from change dynamics models, using situation-appropriate change methods, being reflective practitioners, and helping make change everybody's business.

### Kurt Lewin

*Lewin may be best known for his three-step change model, which he developed in 1947 and which maintained its fundamental integrity through several iterations for nearly 50 years. The three steps in the model are unfreezing, changing, and refreezing. Unfreezing refers to the work that is required to move people out of their safe and comfortable status quo. To do this requires an understanding of forces that drive change as well as those that stand in the way of change. Lewin's force-field analysis identifies and measures the strengths of these forces. Driving forces are listed and given a value from one to four, and restraining forces are listed and given a value of negative one to negative four. This analysis helps the decision maker to assess the forces acting on a proposed change.*

*Changing is the process of doing all that is required to effect change. An important idea that Lewin put forth in this context is that change takes time and may involve several iterations of moving forward and sliding back before it begins to stick. Finally, refreezing involves institutionalizing the change and getting comfortable with the new status quo.*

*Lewin was also famous for his field theory, which emphasized how individuals' relationship with their environment affected their work. Lewin found that human behavior* (b) *was a result of an individual's activity* (p) *and the environment* (e) *in which the person works or* b = (p, e). *This was one of the first attempts at creating what is now known as a human performance equation.*

## Approach Complex Change with Optimism, Commitment, and Long-Term View

Any planned change is initially a wish, not a reality. Until it becomes real, one of the most powerful forces for change is the belief, confidence, and commitment of the people who are driving it. Complex changes inevitably involve barriers, challenges, resistance, inadequate resources, and pressures from the status quo. But change leaders must keep the long-term view, be optimistic, keep the torch glowing, and remain calm and centered as the organization (including change leaders themselves) moves through the dark forest and turbulent waters that precede transformation. A key goal is to get as many people committed to the dream as possible, making it clear that commitment is most valuable when results are uncertain.

## Draw on Change Dynamics Models

Change seldom proceeds in logical steps, even though we may plan that way. There may be fits and starts, periods of rapid progress followed by plateaus and setbacks, times when resistance hardens, and phases of learning and redirection. The change leader must be equipped with mental models and ways of thinking that help make sense of and bring new insights to the seemingly irrational paths that changes take. The change leader who can filter changes through a variety of mental models is inevitably more centered and able to react with wisdom and with options that more reactive thinkers may miss. Among the many useful change models and frameworks, are

- *The Grief Cycle.* Elizabeth Kubler Ross's depiction of the process we go through when we experience a major loss: denial, anger, bargaining, insecurity or depression, acceptance, and adaptation (1997). This is the cycle that many people experience when they face a change that challenges their roles, capabilities, and position. A change leader must see these as healthy reactions rather than as resistance that must be put down. People need time, empathy, and appropriate support to experience and then to move through the cycle.
- *Complexity and Chaos Theory (The New Science).* This presents an organic rather than a mechanistic view of change. The emphasis is on influential events, feedback, interdependencies, and the influential role of all parts of a system. Thinking from a New Science perspective, change leaders look for small changes that can trigger major changes. They feel free to work with groups who are most ready to change, even though they may not be the logical starting point, because change leaders know that change at any level can spawn changes at other levels. They know that the natural tendency of any organism is to solve its own problems. Knowing this, they may decide to back off and let groups figure things out themselves, or they may increase the amount of feedback related to the change. They don't try to control all aspects of the change, because they know this is impossible and futile and may create additional problems.
- *Time span thinking.* Change leaders think of the short, medium, and long term simultaneously, knowing that too much emphasis on one over the other will deplete energy. There must be enough short-term successes to fuel energy and optimism. There must be enough attention on the long term to keep the end state in view and support judgments that must occur along the way. And mid-range plans need to continually provide benchmarks and resource planning criteria.
- *Quality and acceptance criteria.* Years ago, Norman Maier (1982) suggested a simple decision model for determining whom to involve in decision making and planning: "Involve people who have information that is necessary to make a quality decision or plan; and involve people whose acceptance of the decision will make or break its success." This is an excellent guideline for plans and decisions at all phases of a change process.

- *Organization design models.* For organizations to work, several elements must align: structure, strategy, work and job designs, systems and processes, people, rewards, culture. One vital role of a change leader is to help ensure that these elements incorporate and support the change. Changes often create major disconnections among critical design elements (for example, the shift to a team-based approach won't work if rewards or the culture itself doesn't support teamwork). If design discrepancies are not addressed, both the change and the organization will suffer.
- *Diffusion of innovation curve.* People vary in their speed of adopting change. Some are more apt to propose changes and get them into the change agenda. Others are early adopters: adventurous, committed to the end goal, able to accept uncertainty, on board early. Others get involved at various stages of planning and implementation. Still others hold out until major parts of the change are implemented and working. Personality characteristics, legitimate concerns, and fears all affect where people fall on the innovation curve. The change leader needs to expect these individual differences, use the energy of the early adopters, and find ways to respectfully help others get on board faster. The next section suggests techniques that can help shorten the curve.

### Use Situation-Appropriate Change Approaches

Years ago, a fundamental goal in managing change was to prevent and subdue resistance and to expect people to quickly comply with change demands. Managing change was the equivalent of controlling resistance. Today, we have a more sophisticated understanding of the role of resistance in helping to test and refine changes, to increase adrenaline for learning, and even to provide some of the emotional energy that ultimately helps drive change. Also, early deliberate change efforts assumed a compliant workforce content to operate under command-and-control conditions.

Today's change leaders go beyond tell-and-sell tactics. They draw on a variety of approaches to help accelerate people's constructive engagement with important changes. Approaches range from leaders mandating changes to workers deciding what must be done. They include the following methods:

- *Directives.* Even though participative techniques are in style today, there are many times when it makes sense for management to make and impose decisions. Leadership teams may face a crisis or use their executive authority and strategic responsibility to steer the organization in a different direction. This approach is grounded in insights and theories about uses of power.

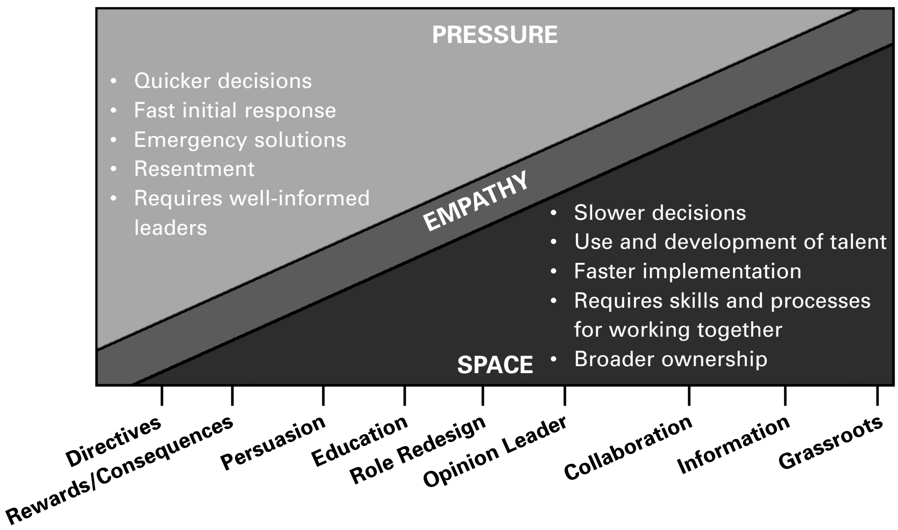
- *Rewards and other consequences.* Behaviorist theories hold that people pursue rewards and incentives and avoid punishing consequences. So, connecting consequences to change-supporting behavior can be a powerful change approach. This approach is grounded in behaviorist theories and insights.
- *Persuasion.* Persuasion involves understanding what affected people will see as the natural benefits of a change and then selling these benefits to them. This approach draws from studies of values, beliefs, and attitudes.
- *Education.* Education and training help people learn about the changes—why they are happening and what knowledge and skills are involved. Education and training are usually biased in favor of the change and what will make it work. This change approach has an obvious grounding in education and training theories and practice.
- *Role redesign.* When people's roles change, new expectations and behavior change often come with it. Think about how behavior changes when individuals become formal leaders—supervisors, project leaders—after being individual contributors. This approach draws on insights and theories related to organization structure and work design.
- *Opinion leader involvement.* Every organization and group has people who are opinion leaders. Regardless of their formal titles, they operate as communication facilitators and network nodes. Their support is vital for success, and they can be very powerful roadblocks. Engaging them in a formal way can be a key change accelerator. The theoretical base for this approach is sociology.
- *Collaboration.* This change approach involves meaningful interaction—in planning and implementation—among formal leaders, technical experts, or people who must implement. Collaboration differs from the grassroots technique below because it includes a variety of relevant perspectives beyond those of the people affected.
- *Open information.* Here, there, everywhere is full disclosure...everyone has access to change-related information, whether it is supportive, contrary to, or neutral related to the change path. The assumption is that reasonable people, given full information, will appreciate the complexity of the conditions surrounding the change and will know enough to appreciate and participate in decisions and plans. A somewhat new information science underlies this approach.
- *Grassroots.* In this approach, people who must support and implement changes make decisions about what to do or how to do it. It is the most bottom-up approach. Sometimes people will launch this change approach without it being part of the organization's formal change strategy. The wise change leader will

incorporate grassroots actions into the change process even when they spontaneously arise—perhaps sensing them before they become major movements. Find the best insights about the dynamics of grassroots change actions in studies of mass movements and action and even revolutions.

These nine change approaches fall along a continuum ranging from top-down to bottom-up (see Figure 36-2). The top-down end of the continuum puts *pressure* on people to change. This creates quick response and compliance and can help redirect energy, but obviously can also create resentment and backlash. The bottom-up end of the continuum creates *space* for people to go through their grief cycle and become owners of the change. Space techniques take time and are more chaotic, though, and require participants to have skills in areas like decision making and collaboration. Running across the entire continuum is *empathy.* Empathy involves listening and seeing situations through others' eyes. It is a very important change technique throughout the change process and may be the only effective action when people are in various early stages of the grief cycle, especially anger or insecurity.

Many successful complex change processes follow a common pattern. They start with a decision (*directives*) about what will change, presented in a way that connects with stake-

**Figure 36-2. Change Strategies Continuum**



## Edward E. Lawler III

*Edward E. Lawler III is an influential scholar in the fields of improving organizational performance, change management, and human resources development. In addition to being a well-respected scholar and professor, Lawler is a perennially popular consultant, author, and speaker on a diverse range of topics such as motivation, organizational change, high-performance organizations, strategic human resources management, reward systems and pay, organization design, corporate boards, and organizational effectiveness.*

*In 1979 Lawler founded the Center for Effective Organizations (CEO) at the University of Southern California's Marshall School of Business. The CEO conducts research on organizational design and effectiveness, and its academic theories and research inform and influence corporate practices worldwide. The CEO has a corporate sponsorship network of more than 60 major* Fortune *500 corporations.*

*Lawler's research method, with its blend of theory and practice, appeals to both the mass market as well as scholarly journals. Some of his more popular works include* Motivation in Work Organizations *(Jossey-Bass, 1994), in which he theorized that an effective organization must motivate and encourage employees to perform well;* From the Ground Up *(Jossey-Bass, 1996), in which he completely rethought the old ways of organizational structure and formed six principles for organizing and managing a company based on a new logic intended to rebuild the organization from the ground up; and* Tomorrow's Organization *(Jossey-Bass, 1998), which offers solutions and guidelines for creating organizations that can compete successfully in the twenty-first century, including progressive ideas about customer product structures, design issues in networked organizations, and the structuring of global organizations.*

holders (*persuasion*). Then come more participative approaches regarding how the change will be implemented (*opinion leader involvement, grassroots planning, information, collaboration*). These are followed by middle-range techniques (*role redesign, education*). By this point, people have had a chance to understand and contribute to the changes and to go through their own change process: more top-down methods (*directives* and *rewards and other consequences*) come into play. This is the time to sustain the changes and also to deal with any resistance that persists because some people may not be able to adapt and contribute to the new ways.

The point here is that change leaders can facilitate and draw on any and all of these approaches. Each has advantages and disadvantages, each is appropriate at various times in a change process, and each must be effectively integrated if forces beyond the control of the change leader bring it to the fore.

Here are some general guidelines for selecting from the change options:

- For changes relating to crises or survival and for changes that have been identified through thoughtful strategic planning processes, pressure techniques can introduce the change. But these must be immediately followed by space techniques that involve people in deciding how to refine the plans and implement them.
- When facing early stage resistance, use empathy and space methods to help reduce the disruptive forces and to give people time to work through their own emotions and reactions.
- When resistance patterns repeat, use collaboration and opinion leader approaches to help bring implementers into closer contact with change-related expertise. This may also help identify any shortcomings in the change itself and new actions for dealing with them.
- Use middle-range techniques (education, social influence, and structure) after the early introductions of the change to reinforce the nonreversibility of the change and to build commitment and skills, while also keeping open to new insights.
- Change peoples' roles after the new change requirements for deliverables, tasks, and technology are clear. Because this clarity may not occur until the organization is well into the change, an interim solution is to overlay temporary task and project groups on the old structure. Waiting to make permanent role changes helps avoid excessively destabilizing the organization and ensures the best work designs for sustainable change. However, new roles do spawn new behaviors. The change leader has to weigh costs and benefits of using this approach earlier versus later in the process.
- If change isn't happening after people have had time to work through their grief cycle, get information and education, participate in the change process, then shift toward the higher-pressure end of the continuum. At this point confront lingering resistance as a performance problem (move to the pressure end), but only do this if it is clear that you are dealing with personal resistance and not a fundamental deficiency of the change itself.
- Whenever possible, work at the space end of the continuum. Excessive and ill-timed use of pressure tactics increase resistance and don't ensure lasting commitment. Space methods are more likely to generate deep levels of

commitment. Pressure methods generally create compliance—which you'll have to continually enforce after the change.

- When resistance is virulent, first make sure the resistance is not due to major faults in the change plan itself. Then, use empathy and space both to help people work through their personal change fears and also to mine their ideas. However, if resistance continues, take decisive and clear action—giving the resister a choice of taking time off, getting on board, or leaving.
- When resistance is passive, use space techniques to help people get actively involved. It's easy for people to hide and be passive when change approaches are at the pressure end of the continuum.

## Be a Reflective Practitioner

Change leadership is as much about being as it is about doing. Who the change leader is as a person is a powerful driver (or inhibitor) of the process. Personal qualities include emotional maturity, a learning orientation, and the ability to stand outside the process and apply a variety of relevant thinking frameworks (see the change dynamics models presented earlier in this chapter).

The effective change leader is what Donald Schon (1983) calls a "reflective practitioner." He describes the reflective practitioner as someone who "appears to be an artist…responding in simple, spontaneous ways to complexity, spinning out long lines of invention and inference, holding several ways of looking at a problem without disrupting the flow of inquiry, and shifting paradigms when stuck."

Obviously, to be a reflective practitioner, the change leader must approach the role as a professional: learning about change issues and approaches, taking time to reflect on what is going on, and helping others think from a change perspective. This means that guiding change cannot be just another task. It must be a passion, a commitment, and a special practice with unique skills and thought processes. Reflective change practice may be the most important success factor of all, for it ensures that the change process remains alive and vibrant throughout all of its stages.

## Make Change Everybody's Business

Most people's education prepared them for more stable times. "I can't wait for this change to be over so we can get back to business as usual," they say. Stability is the assumed norm. However, especially in these knowledge-work times, all three forms of change—transactional, transitional, and transformational—are continually under way. This requires everyone to be a change agent—to understand change dynamics and models, to be reflective practitioners. Today this happens mainly by osmosis. But in the future, everyone's ability to recognize and deal with his or her own resistance, for example, will be a real personal and organizational advantage. Passing on change leader skills is an important emerging challenge for all of us.

## Moving Forward

Today's organizations face many change drivers, both from within and without. Increasingly, training, restructuring, and other unilateral methods to increase efficiencies are not robust enough by themselves to deliver the transitional and transformational changes that are required. Many linear and mechanistic models and maps exist to guide more complex change processes. However, unless they are implemented in a dynamic, responsive, flexible, and sensitive way, linear approaches often fail.

It is up to the change leaders—people who study models and practices for guiding the often nonrational paths of change—to help ensure that the changes we desire are good ones and are implemented successfully by maintaining optimism, working from change dynamics models, using situation-appropriate change methods, being reflective practitioners, and helping to make change everyone's business.

## About the Author

Patricia A. McLagan's first change program was for NASA in 1975. Since then, she has worked on major change projects and taught leadership courses on change for public, private, government, and nonprofit organizations throughout the world, including extensive work in South Africa. She is a passionate student, teacher, consultant, leader, and writer in the change field. Her 2002 book, *Change Is Everybody's Business,* has sold more than 135,000 copies and been translated into eight languages.

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## Section VIII

# Learning Linked to Business Results

## Luminary Perspective

*Daniel Ramelli*

### In This Chapter

- Understand the three critical dimensions of learning to drive competitive advantage
- Learn the importance of linking learning to business priorities
- Increase the effects of learning by using five strategic levers

After being in several great organizations and being responsible for learning and development, it's become apparent to me that there are three critical dimensions of learning and five strategic levers that chief learning officers (CLOs) should consider as they build their vision, strategy, and operating plans. The critical dimensions are the enterprise, the individual, and the leaders.

These three critical dimensions of learning are important to clearly understand the capability of the business to use learning to drive competitive advantage and operating capacity. Although each business has these three dimensions, CLOs need to understand the dimensions and how to use them together to build a learning culture.

## The Enterprise Dimension—Fast Learning Is the Competitive Advantage

Most companies are in the midst of rapidly changing global competitive markets and are still determined to be great world class companies in the eyes of their stakeholders—customers, owners, employees, and their communities. They know this happens only if they deliver the best products, services, performance, results, and innovations in their industry on a sustainable basis.

Most companies know they can only be successful in the fiercely competitive markets they serve when talented individuals work together to deliver great business results and to find new ways to become best in class in delivering value. This means hiring and developing the best talent in the market—smart, capable, creative, and determined to win.

Two constants are that learning has to be linked to the business's priorities and that the learning model must work to be the fastest, most effective, and efficient learning method possible. This requires innovation, technology, experimentation, and some courage.

Companies don't have enough time and resources to misapply efforts in learning—they are fighting for survival in an intensely competitive marketplace. Great companies need a CLO that thinks like the CEO, chief operating officer, chief financial officer, and chief information officer—and maybe even like the board.

*Great CLOs have a deep understanding of the business, customers, competitors, and operations, and have identified the critical skills and capabilities required to win in the marketplace.*

Learning was valued in the past because "If change is constant, learning must be continuous." We knew that even though we hired great talent, without learning our teams would become less contemporary and less competitive—so learning was an investment in keeping competitive and in driving innovative best practices.

Now as we are beginning to fully comprehend the faster pace of global competition we may need to upgrade our focus: "If change is accelerating, learning must be aligned, accessible, and agile." Our approach to enterprise learning must be 10 times better than before. The good news is that we hire smart techno-savvy people who are quick learners both in the classroom and on their computers. Now, new blended learning approaches using great classroom or webinar techniques can be coupled with low cost e-learning approaches and can help us get to 10 times better sooner than we thought possible.

## The Individual Dimension—The Self-Directed Learner

Individuals want to be successful and know that the more they improve and expand their skills and capabilities, the more they will be able to contribute value—and the more likely they will be recognized, rewarded, and advanced in their career.

Individuals need to take time to understand and assess their skills and capabilities. They should also reflect on their strengths and areas for improvement to create their short- and long-term development plans.

Smart employees know they should own and take the initiative to implement their development plans. In creating plans, they should consider undertaking challenging assignments, such as volunteering for special projects, working with different parts of the business, or partnering with experts. They should also focus on education and training that upgrades their professional and technical capabilities.

Really smart employees know they should discuss their development with their managers—to gain advice, coaching, and support. Really smart CLOs know they must provide the kind of real-time learning that the most competitive employees want—linked to key business priorities and best practices that build competitive capabilities or "hot skills." Training needs to be learner-centered, not instructor- or classroom-centered. As I watch both my daughters advance in their early careers, I am struck by how often on weekend afternoons they are in their office via technology getting work done or learning about new opportunities or best practices. They are both self-starters who are passionate about their work and are driven to be the best.

*Great CLOs understand the employees, their work, their challenges, and their learning preferences, and identify the most effective ways to provide education and training that will drive competitive advantage.*

## The Leader Dimension—Nine Times the Learning Power with No Cost

Leaders and managers know that their team's capability will determine their personal level of success in obtaining critical business results. And they know that they themselves are responsible for the development of their team's skills, capability, and performance.

Smart leaders make sure they develop the right types of skills, capability, and teamwork for each member of their team. They take time in team meetings to make their decision-making approach visible. They make sure they discuss the pros and cons of different

### Ken Blanchard

*Ken Blanchard is a prominent speaker and author in the field of management. Blanchard has written or co-authored more than 30 books, including* Leading at a Higher Level: Blanchard on Leadership and Creating High Performing Organizations *(2006) and* The One Minute Manager *(1981, with Spencer Johnson).*

*Blanchard and Paul Hershey developed the situational leadership model, which helped managers analyze situations to determine the most effective style of management to use. The model describes four leadership styles, including delegating, directing, supporting, and coaching. To match the four leadership styles, Blanchard and Hershey described four development types for employees: low competence/low commitment, some competence/low commitment, high competence/variable commitment, and high competence/high commitment. The leadership style to use depends upon the type of employee with which the manager is dealing.*

strategic and operating approaches. They will consider work assignments for individuals that broaden skill sets, partnering developing employees with experts on special business projects. They also recommend or approve appropriate education or training activities focused on business and professional development that will drive contribution and results.

Really smart leaders do this naturally—they develop team members in ways that are connected with and integrated into the way work gets done. They use work-related discussions about operations, project reviews, or progress reviews as a way to naturally coach and accelerate development. At the same time, they are focused on delivering business results. They use open two-way dialogue to understand and assess operating challenges and to get ideas and innovations on the table that can drive better performance.

Really smart CLOs know that 90 percent of learning in the workplace comes from challenging assignments and working with others, while 10 percent comes from organized learning offerings. Although that 10 percent is powerful, smart CLOs know how to enable and support the leaders who want to coach and develop their employees.

*Great CLOs understand the leadership dimension and how to leverage it to get the full benefit of "leaders as teachers." Great CLOs know that by enabling leaders to be better coaches the business gets nine times the learning power at little or no cost.*

This requires support on three different levels. First, all leadership courses have to start with the principle that leaders and the work environment they create are the biggest source of learning and development available—and leadership courses should help them become better coaches and mentors.

Next, all of the learning needs to be available to support quick learning opportunities that leaders can point out when coaching or mentoring—these can be e-tools or job aids geared to quick practical workplace application and improvements. This may feel like a wholesale rather than a retail effort—but deploying learning to where the work is done is learner centered and drives the right business-focused performance.

Finally, the enterprise has to rid itself of leaders who don't get it and are crippling the learning and development strategy of the enterprise. Developing others needs to be a valued and rewarded leadership competency. Senior leaders need to send home leaders who don't get it or won't develop their people.

## If the World Is Flat, then Learning Must Be Fast, Focused, Fearless

Although understanding the dimensions of learning is critical, great CLOs know there are strategic levers that force the right movement and acceleration for learning in their organization. These levers are reasonably clear from my experiences—five seem to stand out in terms of driving the right movement for the business cultures I have seen.

Managing the learning and performance function can increase its effect through the use of five strategic levers:

- Advocacy
- Alignment
- Action
- Agility
- Results.

Although I will use my AlliedSignal/Honeywell experiences for examples of these levers, the same strategic levers are at work in General Motors and Fannie Mae today. And although I didn't appreciate them fully in my early career, these levers were used by learning leaders in my experiences in the U.S. Navy and at Coopers & Lybrand.

*The art in our CLO science is to understand the dimensions of learning and work the strategic levers to execute your learning strategy quickly and effectively.*

### Advocacy—Leadership Advocacy

When I worked for Larry Bossidy at AlliedSignal/Honeywell, he often reminded the leaders that "at the end of the day you bet on people, not strategy." He spent a great deal of time on our talent reviews with his top leaders, Fred Poses (now chairman of American Standard) and Dan Burnham (former chairman of Raytheon). Together they would spend hundreds of hours a year assessing the top four levels of talent we had and deciding what key development actions should be taken to accelerate their growth and advancement. They were natural role models for our leaders on advocating the importance of learning and development in building a world-class business.

They and the rest of the leadership team had high expectations about all the aspects of development—challenging assignments, cross-functional and business rotations, the right leadership coaching and feedback, as well as the learning that had to be focused on critical business and leadership capabilities.

In 1997, I was asked to be the chief learning officer and vice president for organization and leadership development at AlliedSignal/Honeywell. I had already spent five years in the engineered materials operations working for Fred Poses deploying total quality, Six Sigma, and customer focus efforts that were connected to business operations and linked directly to business results. I worked with front-line leaders who needed improvements by their teams to make their numbers. Their feedback was immediate, candid, and connected to the customer. Because of that connection, their advocacy and input drove urgency in making everything we did improve effectively and quickly. Poses and his leadership team were terrific advocates on developing their talent, and he, as president of engineered materials, was personally involved in connecting the learning to the right processes and people to drive the right impact.

First and foremost, being able to create learning to address business priorities required me to learn the business, talk in business terms, and design learning that was focused on getting results that leadership valued. Engaging them in the learning efforts created real advocates that supported learning and development—because they knew it delivered better performance, results, and capability.

### Alignment

There were very high expectations that focused, practical training could enable our talent to accelerate both their capability and contribution. Because I had access to the businesses strategic and operating reviews, the performance priorities and gaps became apparent quickly. And because we were dealing with results that mattered, leaders were willing to be decisive about using focused training to achieve business priorities.

Bossidy required each business and every function to provide a learning plan when it submitted its operating plan for the next year. The learning plan was expected to show alignment to key actions to improve business-critical skill sets and to show the scope and funding the function would invest in its talent. He expected to see marketing training where growth was a key priority; and where cash flow was critical, he expected to see training focused on revenue and cash management.

Operating alignment was always connected through the human resource leader for the business or function. This connection is critical to HR strategic success and learning's contribution. HR leaders know what the business priorities are and where we should spend our efforts on learning and development. The same strong connection exists at GM and Fannie Mae. Sometimes the answer to a performance gap is recruiting or outsourcing; sometimes it's focused learning. HR knows strategically and operationally what the talent plan is and how learning can best enable the priorities. HR leadership can be terrific partners at keeping learning aligned on the right priorities.

### Action and Application

AlliedSignal/Honeywell had already seen the benefit of the "action learning" of the total quality and Six Sigma efforts of driving specific operating results where training was focused on specific and valuable processes or transactions or activities. This GE technique of action learning was appealing to our business leaders because it was focused on application, improvement, and real business results. For example, we delivered $200 million of savings in the first year of Six Sigma. Once business leaders saw the value, the deployment efforts expanded and in the third year of Six Sigma, leaders committed enough black belts to deliver more than $450 million of savings to the corporation from these action-learning projects alone.

On a frequent basis Poses and Burnham were involved in encouraging and sponsoring operating teams to take on difficult improvements and would champion efforts focused on the customer, suppliers, product development, and operating excellence. They always expected real progress and results and had a great way of asking questions that were supportive, yet challenged teams to stretch for greater accomplishments. They engaged and empowered operating teams to be the benchmarks and the teams responded.

### Agility

I have been through three turnarounds. Speed, agility, innovation, and perseverance separate the winners from the losers. Agility can be developed in the business, in the talent, and in how the learning efforts enable the business transformation. Having one favorite learning strategy seems to fail—being agile around how to deploy learning and how to build a natural learning culture seems to be the huge value CLOs can bring to the table.

"Train with the result in mind" is my advice. The question for you each day is, "How can you and your team deliver the right learning—quicker, better, faster, cheaper?" Business leaders expect us to deliver better than the old training departments. They want responsive, focused, results-oriented solutions—not expensive five-day programs from high-priced vendors.

### Results

Without practical application and results, learning has no significant purpose in business! Not every course that learning delivers will yield headline-grabbing results, but all should help build meaningful capability and skills. Everywhere I have been, business leaders want to know the value of learning. Some leaders expect you to quote return-on-investment measures. I have had good success with simply telling stories about our business initiatives that used training to drive real business improvements. For example, Six Sigma savings were built up each year in engineered materials on 30 to 50 projects that saved $1 million to $5 million. The business leaders knew their stories because they personally presented the results to Bossidy each quarter at our operating reviews. At GM there were several learning efforts in sales, engineering, purchasing, and manufacturing that delivered huge savings—again the business leaders that championed the efforts knew the results and were the ones that advocated the case for learning that delivers results. Once leaders were reminded how applying new techniques improved business results—they became advocates with high expectations.

*CLOs that know how to work the strategic levers will be successful in accelerating learning and in building competitive advantage for their businesses. They must build advocacy, create valuable alignment, drive for action or application, coach on agility, and focus on results. I have seen this work to drive performance, recover from setbacks, and to inspire a culture to be the best—the art is to stay connected to the heartbeat of the enterprise, the individual, and the leaders.*

## About the Author

Daniel "Donnee" Ramelli is Fannie Mae's vice president and chief learning officer and is responsible for leading the formulation, design, and implementation of individual learning strategies and programs to increase the contribution and performance of employees and advance Fannie Mae's goals. He defines the strategic learning initiatives and programs for Fannie Mae and leads the efforts to develop or procure business and professional learning programs.

Prior to joining Fannie Mae, he was president of General Motors University at the General Motors Corporation (GM), where he was responsible for planning and implementing GM's global learning strategy.

Before that, he was vice president of learning and organization development for Allied Signal/Honeywell; vice president of quality/Six Sigma for Allied Signal, Engineered Materials; director of quality and productivity engagements for Coopers & Lybrand; and supply officer in the U.S. Navy.

# Appendix B

# Using the CD-ROM

Insert the CD-ROM and locate the file *How to Use This CD.doc*

## Contents of the CD-ROM

The CD-ROM that accompanies this Handbook contains three types of files:

- Adobe .pdf documents
- Microsoft Word documents
- Microsoft Excel documents.

## Computer Requirements

To read or print the .pdf files on the CD-ROM, you must have Adobe Acrobat Reader software installed on your system. The program can be downloaded free of cost from the Adobe website, www.adobe.com.

To use or adapt the contents of the Microsoft Word or Excel files on the CD-ROM, you must have Microsoft Word and Excel software installed on your system.

## Tools on the CD-ROM

### Chapter 3—Performance Consulting: A Process to Ensure Skill Becomes Performance

- Tool 3-1. Sample Questions to Explore Manager Requests

### Chapter 7—Selecting Solutions to Improve Workplace Performance

- Tool 7-1. Front-End Analysis Synthesis Tool
- Tool 7-2. Performance Intervention Selection Rating

- Tool 7-3. A Continuum of Learning Interventions
- Tool 7-4. Performance Aid Interventions
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# About the Editor

**Elaine Biech** is the president and managing principal of ebb associates inc, an organizational development firm that helps organizations work through large-scale change. She has been in the training and consulting field for 30 years, working with many leading business, government, and nonprofit organizations. She specializes in helping people work as teams to maximize their effectiveness. Customizing all her work for individual clients, she conducts strategic planning sessions and implements organization-wide systems for initiatives such as improving quality, reengineering operational processes, and mentoring.

Biech has written or edited more than four dozen books and articles, including *Thriving Through Change*, 2007; *The Business of Consulting*, 2nd edition, 2007; *90 World-Class Activities by 90 World-Class Trainers*, 2007; the nine-volume set of ASTD *Certification Study Guides*, 2006; "12 Habits of Successful Trainers," ASTD *Infoline*, 2005; *The ASTD Infoline Dictionary of Basic Trainer Terms*, 2005; *Training for Dummies*, 2005; *Marketing Your Consulting Services*, 2003; *The Consultant's Quick Start Guide*, 2001; *The Pfeiffer Book of Successful Team-Building Tools*, 2001; *The Consultant's Legal Guide*, 2000; *Interpersonal Skills: Understanding Your Impact on Others*,1996; *Building High Performance*, 1998; and *The ASTD Sourcebook: Creativity and Innovation—Widen Your Spectrum*, 1996. Since 1998, she has served as the consulting editor of both the *Pfeiffer Annual for Consultants* and *Pfeiffer Annual for Trainers*. Her books have been translated into Chinese, German, and Dutch. In addition, she has made presentations at many national and international conferences and has been featured in dozens of publications, including the *Wall Street Journal*, *Harvard Management Update*, *Washington Post*, and *Fortune*.

Biech received her B.S. from the University of Wisconsin–Superior in business and education consulting, and her M.S. in human resource development. She is active at the national level of ASTD, serving on the National Conference Design Committee in 1990, as a member of the National ASTD Board of Directors, and as ASTD's secretary from 1991 to 1994. She initiated and chaired the ASTD Consultant's Day for seven years and was the International Conference Design chair in 2000. In addition to her work with ASTD, she has served on the Independent Consultants Association's Advisory Committee and on the Instructional Systems Association Board of Directors. She was the recipient of the 1992 National ASTD Torch Award, 2004 ASTD Volunteer-Staff Partnership Award, and the 2006 ASTD Gordon M. Bliss Memorial Award. She was selected for the 1995 Wisconsin Women Entrepreneur's Mentor Award. In 2001, she received the Instructional Systems Association's highest award, the ISA Spirit Award. She can be reached at ebboffice@aol.com or at www.ebbweb.com.

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