Overview - ASTD Competency Model

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revised and restated by
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Presentation Objectives

- Understand How and Why the New Competency Model was Developed
- Understand the New Model and its Components
- Understand How Model Can Be Used to Foster Professional Development

Mapping the Future: Three Research Goals

- Identify Trends Driving Change in Workplace Learning and Performance (WLP)
- Update Past Competency Model
- Provide a Foundation for Competency-Based Applications, including Credentialing
Research Highlights: Maximum Involvement

- Comprehensive Literature Review, Including Existing Models and Programs (CSTD, IBSTPI, ICF, etc.)
- Interviews/Focus Groups with Over 250 Thought Leaders, Experts and Practitioners
- Broad-based Survey of Over 2000 WLP Professionals to Validate New Model
- North American Focus, Global Input
- ASTD Board/Chapter Participation

Research Highlights: Sample of Who We Involved

Elaine Biech • Peter Block • Warner Burke • Bill Byham • Pat Crull • Gloria Gery • Judith Hale • Phil Harkins • Ann Herrmann-Nehdi • Diane Hessan • Katherine Holt • John Humphrey • Tom LaBonte • Pat McGagan • Jeanne Meister • Kevin Oakes • Peter Senge • Martyn Sloman • Bonita Stoufer • Brenda Sugrue • Meg Wheatley • Jean Barbazette • Dianna Booher • Richard Chang • Janet Cherry • Judith Hale • Janis Houston • Jane Massy • Donna McNamara • William Nijhof • Daryl Sink • Martyn Sloman • Nancy Thomas • Mark Van Buren • Linda Waters • Laura Whitworth • John Coné

Findings: Trends Impacting Our Profession

- Drastic times, drastic measures
- Blurred lines—life or work?
- Small world and shrinking
- New faces, new expectations
- Work be nimble, work be quick
- Security alert!
- Life and work in the e-lane
- A higher ethical bar

Source: Jan 04 T+D “8 Trends You Need to Know Now”

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Implications of These Findings for the WLP Profession

<table>
<thead>
<tr>
<th>Rank</th>
<th>Implication</th>
<th>% Agreeing Very Important or Essential</th>
<th>Mean (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aligning learning and performance strategies with the organization's strategy</td>
<td>80%</td>
<td>4.62</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrating a payback from your efforts in the form of improved organizational performance and measurable results</td>
<td>85%</td>
<td>4.32</td>
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<tr>
<td>3</td>
<td>Operating ethically and with social responsibility</td>
<td>80%</td>
<td>4.38</td>
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<tr>
<td>4</td>
<td>Developing or offering learning tools to meet the need for just-in-time learning and knowledge</td>
<td>80%</td>
<td>4.25</td>
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<tr>
<td>5</td>
<td>Developing and implementing strategies for retaining and developing talent</td>
<td>80%</td>
<td>4.26</td>
</tr>
<tr>
<td>6</td>
<td>Increasing competence in understanding technology alternatives and their use and application in delivering learning and training</td>
<td>77%</td>
<td>4.15</td>
</tr>
<tr>
<td>7</td>
<td>Understanding and responding to globalization and diversity issues</td>
<td>61%</td>
<td>3.76</td>
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Desired Features of the New Model

- Comprehensive - Apply to WLP Professionals at Different Levels, in Different Roles
- Define Current and Emerging Competencies (Mapping the “Future”)
- Create a Foundation for HR Functions
- Provide Sufficient Specific Detail Definitions, Behaviors, Key Actions
- Key Knowledge Areas, Lists of Common Outputs

ASTD Competency Model™

- Roles are groupings of targeted competencies. They are not job titles. An individual’s job may encompass one or more roles, similar to different “hats” that one wears.
- Areas of Expertise are the specialized knowledge/skills an individual needs over and above the foundational competencies. An individual may need expertise in one or more areas.
- Foundational Competencies define the relevant behaviors for all learning and performance professionals to varying degrees.
Find Out More...

- Go to the ASTD website for status updates, answers to Q&A’s, feature articles, narrated presentations. [www.astd.org/competency](http://www.astd.org/competency)
- 2004 competency study report can be ordered via the ASTD Store [http://store.astd.org/product.asp?prodid=2660](http://store.astd.org/product.asp?prodid=2660)
- Send an email to ASTD [competencystudy@astd.org](mailto:competencystudy@astd.org)

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**Leveraging Diversity**

Miriam Vaughn-Lee
Director, Employment, Diversity and Workforce Strategies
City of Minneapolis
Human Resources Department
Role

- Design and implement a 5-Year Strategic Plan for Diversity which is connected to the City’s vision and business planning process.
- Seek endorsement and approval from the City Council and Executive Committee.
- Establish community outreach and engagement activities to insure full participation.

Four Stages of Diversity

- Inclusiveness
- Managing Diversity
- Valuing Diversity
- Affirmative Action

Gaps and Needs

- Uniform and consistent definition of diversity
- Inconsistent leadership commitment
- Implementation of performance metrics
  - Department Head Leadership
  - Department Results to Plan
  - Employee Selection, Retention, Development, Turnover, Complaints and Grievances
  - Employee Involvement and Satisfaction
**Workforce Needs**
- Resistance from bargaining units who see diversity as AA
- Rule of "3"
- Lack of clarity regarding EEO reporting requirements and diversity "values"
**Leveraging Diversity**

**Competencies Needed**

- **Interpersonal**
  - Building Trust
  - Communicating Effectively
  - Influencing Stakeholders
  - Developing Cultural Competency

- **Business Management**
  - Analyzing Needs and Proposing Solutions
  - Developing Cultural Competency
  - Driving Results and Measuring Outcomes
  - Planning and Implementing Assignments
  - Thinking Strategically

- **Personal**
  - Demonstrating Adaptability
  - Modeling Personal Behavior

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**Meeting Future Goals**

- Conduct City Leadership Study Sessions
- Formation of a Leadership Advisory Council on Diversity
- Outside Expert to work with Department Heads
- Hiring diversity competent staff
- Formation of Diversity Action Councils at the department level
- Designing and implementing SMDP in partnership with Training and Development to build diversity competence at the supervisor/manager ranks.
- Assessing present recruiting and selection practices to determine effectiveness
- Developing diversity leadership competence through HRGs who serve as internal consultants to business partners

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**Role, Area of Expertise & Competencies Needed to Meet Future Goals**
Building Managerial Leadership for the Future

How is Medtronic Talent Development Solutions contributing to workplace learning and performance?

Our Challenge

“I would like to see our management at all levels spend more time attracting, developing, and ensuring that we keep the diverse talent needed to make Medtronic successful in the future.”

Art Collins, Chairman & CEO

*From Art Collins' State of the Company Address*
Why Talent Management?

- Talent Management is the **most critical organizational challenge** that Medtronic will face in the next decade.
- Talent Management requires a **fundamental change** in the way we think about attracting, deploying and developing people at Medtronic.

Why is Talent Development Important at Medtronic?

- Helps build skills and competencies to achieve business results
- Results in having the right people in the right jobs at the right time
- Aligns with the following strategic imperatives:
  - Talent Management
  - Diversity

What is Talent?

“The skills, behaviors, experiences, intelligence, judgment, attitude and energy of every employee…that when combined, allow us to deliver superior business results.”
Helping YOU Build Skills & Competencies to Achieve Business Results

www.TalentDevelopmentSolutions.medtronic.com

RS Talent Development Solutions

Employees

Human Resources

Talent Development Solutions (TDS)

Resources on Base

Books/CDs

Video/Audio Tapes

Competency Models

Career Opportunity

Career Vision

Career Architect

Creating Dream Job

Call 763-514-4787

UPA - Resume

Career Options

Career Mgt.

Development/Coach.

References

Thrive Skills for Other Courses

Individual Consultation

Career Coaches/IDP

Competency Model

College / Tech Catalogs

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TALENT DEVELOPMENT SOLUTIONS

Target Audience – Becoming a Medtronic Manager

Orientation
Stage 1
Stage 2
Stage 3

Fundamentals
Management Basics
Management Proficiency
Managing for High Performance

Required
Optional: Based on IDP & with one over mgr support
Optional: Based on IDP & with one over mgr support

Fundamentals
Management Basics
Management Proficiency
Managing for High Performance

Both programs incorporate the best practices of a blended learning design:

- Phased approach: Managers learn “just what they need” at “just the right time.”
- Blended learning: maximum learning effectiveness
- Learner support: learning linked to job performance
- Integrated learning into the job: just in time learning provides knowledge and skills when needed
- Content has multiple uses: learning & performance support

What does the future hold for Talent Development Solutions?

- Leading a Talent Development Mindset
- Creating opportunities for development to be a process not an event
- Partnering to provide skill development for critical organizational strategies
Role, Area of Expertise, and Competencies Needed to Meet Future Goals

ASTD Competency Model

Key Differentiators

AMS Talent Review

- Strategic Planning Process, Part B (The Who)
- Beyond Executive Succession Planning Risk Management
- Focus on Building Talent for Tomorrow’s Image
- Created in Partnership with Top 3 AMS Leaders
- Small Group Talent Review Presentations Focus on Robust Matrix Leadership Dialogue and Action Planning
- Team Effort With Executive Roll-Up Ownership – Managers, Directors, HR, OD (no silos)

Strategic Talent Planning – The Competitive Edge

Darcy Mattinen
AMS Organizational Development
January 27, 2006
Priority Positions & Profiles

**Executive Resource Candidate**
- Generally at Manager/Director levels
- Ready candidate for Executive role within 3 years
- Currently at high-performing AMS Leader role
- Demonstrates potential for increased responsibility and scope of decision making
- Engages, owns, and develops future AMS Leader role
- Promotes the Competency and Decider role

**Emerging Leader**
- Generally candidates for Sup/Mgr roles
- Demonstrates leadership and initiative
- Has taken on new and stretch assignments
- Has demonstrated the appetite to learn and grow and has taken on additional responsibilities
- Evidence of ability to make effective decisions and stand by them
- Communicates well within and across departments and teams
- Demonstrates each leadership competency, at an earlier stage; may show less consistency in its demonstration

**Critical Technical/Functional Talent**
- Could be a non-leader or leader employee
- Individual possesses unique knowledge/skills/credentials, which critically impact AMS ability to succeed in an aspect of current or future business
- AMS could be at risk if the individual unexpectedly leaves the company—critical to have a pipeline of back-up talent
- Possesses individual leadership skills, shares knowledge and information with others, elevates team’s competence
- Ability to lead or be a positive contributing member on cross-functional teams

**Executive Successor Candidate**
- Generally Sr. Manager-VP levels
- Viable candidate for Executive role within 3 years
- Currently a high-performing AMS Leader
- Demonstrates potential for increased responsibility and scope of decision making
- Aspirations, core values, and experience align to future AMS Leader role
- Passes the Competency and Derailer test

AMS Strategic Planning
Talent Implications of 5-Year Strategic Plan
Organizational Structure
Leadership Needs
Technical/Functional Knowledge Needs
Identification of Key Talent
Executive Successor Candidates
Emerging Leaders
Critical Technical/Functional Talent
Functional Talent Review

Action Planning

**Process Overview**

**Wrap-Up**

- Talent is a Critical Competitive Advantage & Must Be a Component of Strategically Planning for the Company’s Future
- Leaders Need to Be Held Accountable for Talent Development
- All Talent Processes Must Align & Fit with Organizational Culture
- Engaged Top Leadership is Key!