

Workplace Learning and Performance Competencies

WELCOME



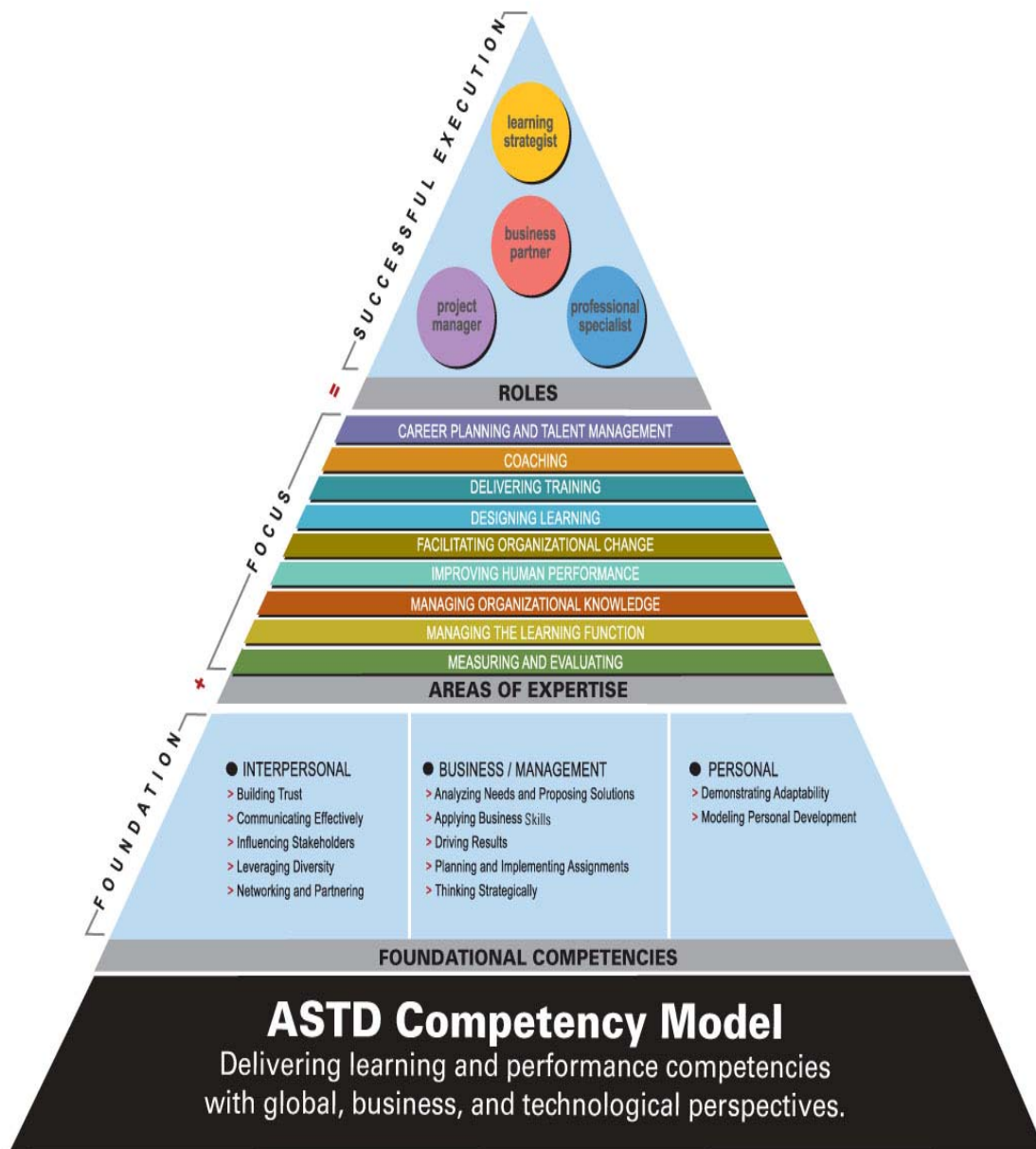
Having a defined set of competencies is a hallmark of a true profession. For the past 20 years, the American Society for Training and Development (ASTD) has created competency models that define standards of excellence for the workplace learning and performance professional.

The ASTD WLP (Workplace Learning Professional) Competency Model for Learning and Performance was derived from an in-depth, comprehensive study of the learning profession. The model identifies the **roles, areas of expertise, and foundational competencies** for professionals in the learning and performance field. The ASTD WLP Competency Model is the foundation for the ASTD Certification Institute's Professional Certification Program (CPLP). <http://www.cplp.astd.org/>

The themes for our 2010 monthly meetings and our professional development events are from the nine Areas of Expertise.

Nine Areas of Expertise (AOE) – Defined on page four and five

1. Career Planning
2. Coaching
3. Delivering Training
4. Designing Learning
5. Facilitating Organizational Change
6. Improving Human Performance
7. Managing Organizational Knowledge
8. Managing The Learning Function
9. Measuring and Evaluating



For more information: <http://www.astd.org/content/research/competency/>

The ASTD WLP Competency Model

Roles

Roles are groupings of targeted competencies. An individual's job may encompass one or more roles, similar to different "hats" that one might have to wear. Roles should not be interpreted as "titles."

At the top of the competency model are four roles, or lenses through which WLP practitioners may view the model:

- learning strategist
- business partner
- project manager
- professional specialist

A WLP professional may play one or more roles in his or her job.

Areas of Expertise (AOEs)

AOEs are the specialized knowledge/skills an individual needs to perform in a learning and performance role. An individual may need expertise in one or more areas.

- career planning and talent management
- coaching
- delivering training
- designing learning
- facilitating organizational change
- improving human performance
- managing the learning function
- managing organizational knowledge
- measuring and evaluating

Foundational Competencies

Foundational competencies define relevant behaviors for learning and performance professionals.

The ASTD Competency Model presented the idea of foundational competencies. These foundational competencies are categorized as follows:

Interpersonal: how well you work with, manage, and influence people, policy, and change.

Business and Management: how well you analyze situations, make decisions, and implement solutions.

Personal: how well you adapt to change and make personal decisions to enhance your career.

Areas of Expertise defined:

1. Career planning and Talent Management:

Ensuring that employees have the right skills to meet the strategic challenges of the organization; assuring the alignment of individual career planning and organization talent management processes to achieve an optimal match between individual and organizational needs; promoting individual growth and organizational renewal.

2. Coaching

Using an interactive process to help individuals and organizations develop more rapidly and produce more satisfying results; improving other's ability to set goals, take action, make better decisions, and make full use of their natural strengths.

3. Delivering Training

Delivering training solutions (for example, courses, guided experience) in a manner that both engages the learner and produces desired outcomes; managing and responding to learner needs; ensuring that the learning solution is made available or delivered in a timely and effective manner.

4. Designing Learning

Designing, creating, and developing learning interventions to meet needs; analyzing and selecting the most appropriated strategy, methodologies, and technologies to maximize the learning experience and impact.

5. Facilitating Organizational Change

Leading, managing, and facilitating change within organizations.

6. Improving Human Performance

Applying a systematic process of discovering and analyzing human performance gaps; planning for future improvements in human performance; designing and developing cost-effective and ethically justifiable solutions to close performance gaps; partnering with the customer when identifying the opportunity and the solutions; implementing the solutions; monitoring the change; evaluating the results.

7. Managing Organizational Knowledge

Serving as a catalyst and visionary for knowledge sharing; developing and championing a plan for transforming the organization into a knowledge-creating and knowledge-sharing entity; initiating, driving, and integrating the organization's knowledge management efforts.

8. Managing the Learning Function

Providing leadership in developing human capital to execute the organization's strategy; planning, organizing, monitoring, and adjusting activities associated with the administration of workplace learning and performance.

9. Measuring and Evaluating

Gathering data to answer specific questions regarding the value or impact of learning and performance solutions; focusing on the impact of individual programs and creating overall measures of system effectiveness; leveraging findings to increase effectiveness and provide recommendations for change.

For Questions:

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