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éCTLP CERTIFIED

TALENT DEVELOPMENT AND LEARNING PROFESSIONAL

Cutting-edge approaches to People Development in the dynamic present and beyond

By Dr William Rothwell and Dr Mario del Castillo

The awarding body for eCTLP is Rothwell & Associates, Centre for Talent and Competency Development.

The current realities of rapid change and disruption creates new challenges and new opportunities for employers. That principle applies as much—if not more—to talent development and people development than to any other business or organizational practice.

What is needed in the present era and beyond are fresh, cutting-edge approaches that are needed now to cope with the new and unusual, for a more future ready, strategically focused, continually developing, high performing human capital.

How can talent development experiences be reinvented to propel organization into the desired future successfully?

At the same time, as talent development evolves into a more learner-enabled process, new competencies will be required of learning professionals. Individual learners will also, with strong support from learning advisers, coaches and mentors be empowered to independently engage into learning experiences.

What does the future hold in store for work, workers, workplaces, and the world outside traditional workplaces?

How can leaders create work settings where people can effectively learn as they work or even in anticipation of new changes and challenges?

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objectives

Upon completing this program, participants will be able to:

~ **DISCERN** the key trends that are shaping the future of workers, work, work settings and the work environment

~ **DEFINE** talent and why varied definitions matter in shaping talent programs

~ **EXPLORE** alternative talent development programs and fresh approaches to people development

~ **ALIGN** talent programs with organizational strategic goals and direction

~ **REVISIT** the Analyze, Design, Develop, Implement and Evaluate (ADDIE) model to guide talent development

~ **BUILD** organizational and individual strengths to meet future needs

~ **ALIGN** talent development efforts with the lessons from neuroscience

~ **WORK** towards ensuring transfer of talent development programs from learning to performance.

~ **ADOPT** a 70,20,10 talent development strategy and its evaluation of effectiveness

~ **REVISIT** the "levels of evaluation" to create a "grid of evaluation" to be used as a list of choices for what should be evaluated including ROI

~ **APPLY** measures to evaluation like time to deploy and readiness **ADOPT**

~ coaching and mentoring activities for talent development **LEARN** how

~ to develop learning ecosystems and **ADOPT** microlearning

~ **IDENTIFY** and **ASSESS** real-time on-the-job learning competence and capabilities

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participants

TARGET PARTICIPANTS

DELIVERY METHOD

- Talent Development Heads, Managers and Practitioners

- Learning and Development Heads, Managers and Senior Executives

- Training Managers, Directors and Practitioners

- HR Heads and Professionals

- 18 hours virtual remote over 9 sessions of 2-hours each

- 70 hours of online e-learning content consisting of materials, videos, cases, tools and instruments on the LMS

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SESSIONS ONE AND TWO

1

INTRODUCTION

>> Program overview
>> Program objectives
>> Program agenda

TRENDS TRANSFORMING THE FUTURE WORLD AND THE FUTURE OF TALENT DEVELOPMENT

>> Overview

>> Key trends shaping the future of workers, work, work settings and the work environment

>> Define talent and explain why varied definitions matter in shaping talent programs

>> Build management support for talent development programs

>> Important trends that shape the future of talent development and why the need exists for fresh approaches to people development

>> Activity on trends shaping the future of talent development

2

TRANSFORMING TALENT DEVELOPMENT PROGRAMS TO MEET ORGANIZATIONAL STRATEGIC GOALS

>> Overview

>> Align talent programs with organizational strategic goals: A step by step approach

>> Building a talent development framework

>> Align talent development efforts with the lessons from neuroscience

>> Activity on applying lessons from neuroscience

>> Ensure the transfer of talent development programs from learning venues to work venues—both near transfer (immediately following learning) and far transfer (creative applications of learning back on the job)

>> Review session prework assignment on near transfer

>> Review session prework assignment on far transfer

>> Review session prework assignment on applying the "grid of evaluation"

outline

NOTHING CHANGES IF NOTHING CHANGES

SESSIONS THREE AND FOUR

TRANSFORMING THE CORPORATE CULTURE TO SUPPORT STRATEGIC AND TACTICAL TALENT DEVELOPMENT

>> Overview

>> Defining key terms: Learning organizations, learning climate, and learning agility/ competence

>> Identifying and eliminating barriers to real-time, on-the-job learning

>> Review session prework assignment on identifying and eliminating barriers to real-time, on-the-job learning

>> Models to guide on the job learning and microlearning

>> Applying models to guide on the job learning

>> Identifying and assessing real-time on-the-job learning competence and capabilities

>> Discuss learner competencies and assessing them

>> Applying real-time strategies to increase learner engagement during all learning experiences

>> Applying real-time strategies to increase learner engagement

TRANSFORMING TALENT DEVELOPERS TO MEET PRESENT AND FUTURE CHALLENGES

>> Overview

>> The 10 generations of the field formerly called training—what those generations mean and why they are important

>> Applying the 10 generations to transforming your organization's talent development efforts

>> Critically-important competencies needed by talent developers for the future

>> Review session prework assignment on assessing future individual development needs compared to the competencies for future talent developers

>> The manager's daily role in talent development

>> Review session prework assignment on the manager's daily role in talent development

>> Transforming talent developers into learning advisors

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SESSIONS FIVE AND SIX

5

REVISITING ADDIE; SOMETHING OLD SOMETHING NEW

>> Industry 4.0, emerging work models and the limited shelf life of skills

>> Reading assignment

>> Emerging theories about adult learning

>> The ADDIE Model through the years to Learning 4.0

>> Comparing ADDIE with other design models such as SAM

>> Should ADDIE be adapted or replaced?

>> Transitioning from Instructional Design to Learning Design

>> Instructions on the reflection

6

ANALYSIS

>> Are prevailing practices in Needs Analysis sufficient for Learning 4.0?

>> Address current issues as well as future talent needs of organizations

>> Discussion about the video assignment "Future Trends"

>> The use of foresight and outsight to anticipate future needs and prepare for them

>> How do we know what's coming down the pipeline?

>> Effective analysis of talent requirements as an important competitive advantage

>> Applying meta-analysis of performance data as a predictive tool

>> Instructions on the reflection

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SESSION SEVEN

7

LEARNER-CENTERED DESIGN AND DEVELOPMENT

>> Designing learning for future skills

>> Guiding principles of learner-centered design and development

>> Learner as co-designer, co-developer

>> From content-focused to experience-focused design

>> Designing whole ecosystems based on a 70-20-10 framework

>> Case study

>> Learning in the flow of work and developing micro lessons

>> From LMS to LXP (Learning Experience Platforms)

>> New technology-supported development competencies

>> Instructions on the reflection

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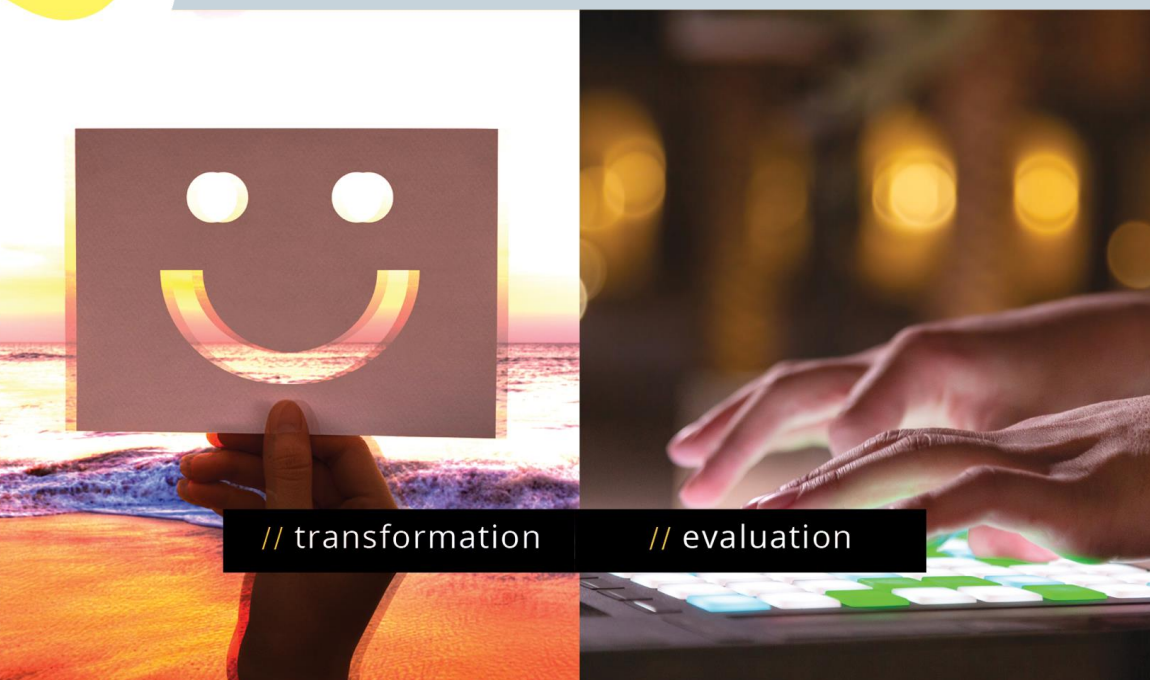The Global Leadership Development Expert

SESSION EIGHT

8

LEARNER-CENTERED IMPLEMENTATION AND EVALUATION

>> Trends in training implementation, diminished traditional F2F.

>> Remote, digital workplaces requiring remote, digital learning solutions

>> Video assignment: Report on E-Learning

>> AI supported curation of learning activities

>> AR and VR applications in learning experience

>> Long-term deep learning and short-term micro learning blend

>> Advisory support role for L and D in implementation

>> A new 6 Level grid for evaluating 70-20-10 learning

>> Revisit the "levels of evaluation" to create a "grid of evaluation" to be used as a list of choices for what should be evaluated including ROI

>> Coaching and mentoring to become the dominant point-of-contact in 70-20-10

>> Evaluating coaching and mentoring efforts and results

>> Adopting real world measures: time to deploy and readiness for deployment

>> Instructions on the reflection

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// key learnings

// strategy

SESSION NINE

// transformation

// evaluation

9
~

SUMMARY AND ASSIGNMENTS

>> Key insights from the program

>> About the Capstone Project

As someone who has recently attended this course Certified Talent Development and Learning Professional, you are expected to prepare a report to your superior.

In it, you will highlight:

a >> Key learnings

b >> A business related change/transformation initiative proposal with strong supporting reasons for them (i.e. why these changes would benefit your organization)

c >> An implementation strategy

d >> An evaluation plan

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PROFILES OF THE LEARNING
A D V I S O R S

~ **DR. WILLIAM ROTHWELL**

~

William J. Rothwell, Ph.D., SPHR, SHRM-SCP, CPLP Fellow, is President of Rothwell and Associates, Center for Talent and Competency development. He is also a Professor of Learning and Performance in the Workforce Education and Development program, Department of Learning and Performance Systems, at The Pennsylvania State University, University Park campus. In that capacity, he heads up a top-ranked graduate program in learning and performance. He has authored, co-authored, edited, or co-edited 300 books, book chapters, and articles—including 100+ books. Before arriving at Penn State in 1993, he had 20 years of work experience as a Training Director in government and in business. As a consultant, he has worked with over 50 multinational corporations--including Motorola, General Motors, Ford, and many others.

His recent books include Organization Development Interventions: Executing Effective Organizational Change (Routledge, 2021 in press), Virtual Coaching to Improve Group Relationships (Routledge, 2021), Adult Learning Basics, 2nd ed. (Association for Talent Development Press, 2020),); Increasing Learning and Development's Impact Through Accreditation (Palgrave, 2020); Human Performance Improvement: Building Practitioner Performance, 3rd ed. (Routledge, 2018); Innovation Leadership (Routledge, 2018); Evaluating Organization Development: How to Ensure and Sustain the Successful Transformation (CRC Press, 2017); Mastering the Instructional Design Process, 5th ed. (Wiley, 2016), Practicing Organization Development, 4th ed. (Wiley, 2015), Effective Succession Planning, 5th ed. (AMACOM, 2015), The Competency Toolkit, 2 vols., 2nd ed. (HRD Press, 2015), Beyond Training and Development, 3rd ed. (HRD Press, 2015), The Leader's Daily Role in Talent Management (McGraw-Hill, 2015), Organization Development Fundamentals (ATD, 2015), Creating Engaged Employees: It's Worth the Investment (ATD Press, 2014)

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PROFILES OF THE LEARNING ADVISORS

~ **DR. MARIO AQUINO DEL CASTILLO**

Highlights

>> Human Resource & Performance Consultant and expert in the area of Training and Development, Performance Management, Leadership, Mentoring and Coaching

>> Certified instructor for ITD Mega Guru Signature Program Developing the Leader within You

>> Courseware designer and developer for ITD Professional certification program Certified Training Professional, Certified Talent & Competency Professional, Certificate in Courseware Development, eCertificate in Rapid e Learning, etc.

>> Over 30 years of extensive experience in Leadership, Management, and Human Resource Development

>> Past Adjunct lecturer for the University of South Australia in their International Graduate School of Business

>> Bachelor's and Master's degree in Management from Ateneo de Manila University and MA and PhD in Organization Development from Southeast Asia Interdisciplinary Institute School of OD (SAIDI)

>> Delivering and certifying United Nations trainers since 2008 to date

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