AN EVALUATION OF THE REQUIRED PROFESSIONAL CORE COURSES OF THE TRAINING AND DEVELOPMENT MASTERS PROGRAM AT THE UNIVERSITY OF WISCONSIN-STOUT AND CURRENT COMPETENCIES

by

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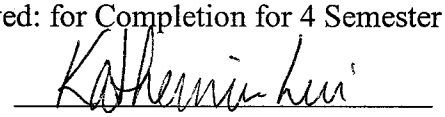

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ABSTRACT

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The purpose of this paper is to provide the faculty, staff, and students in the Master of Science program in Training and Development (MSTD) at the University of Wisconsin-Stout the pertinent information regarding the core required courses and the competencies needed to excel in the workplace. This is achieved by looking at the correlation between the MSTD required core courses at the University with the most recent competency information provided by the American Society of Training and Development (ASTD). This study will confirm alignment of the core competencies in the

MSTD program at the University of Wisconsin-Stout with current studies conducted by professional associations (i.e., ASTD).

The researcher will evaluate secondary research gathered from existing data from Training and Development Advisory Board Member minutes, emails, reports on conversations with subject matter experts, and a competency matrix/grid project from faculty instructing core curriculum courses.

The significance of this research will contribute to the awareness of the current competencies in the MSTD Program at the University of Wisconsin-Stout. It will not only benefit the program, but also the faculty, advisory board, and the students. This process involves reviewing research that will be used to assist in developing any efficiencies, knowledge, skills and attitudes that are essential to be continuously renewed to better market the students.

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CHAPTER I: INTRODUCTION

Training and development is an activity on which organizations spend billions of dollars each year (University of Wisconsin-Stout [UW-Stout], 2002). It is imperative that companies have people to train employees to do their jobs well. The goal of the UW-Stout is to prepare students for the workforce. Specifically, the purpose of UW-Stout's Master of Science degree program in Training and Development (MSTD) is "to prepare training professionals to meet the human resource development needs of business and industry" (para. 1). "Students will refine their technical presentation skills; analyze training needs; and design, develop and deliver training programs. They will also learn to manage and coordinate training programs and processes" (para. 3).

Trends pointed out by business and industry researchers indicate increasing needs for training and development (UW-Stout, 2002). The Occupational Outlook Handbook (as cited in UW-Stout) reveals that jobs in training are expected to grow faster than the average for all occupations. Most of this growth will occur in the private sector as employers concerned about productivity and quality of work devote greater resources to training and development. The demands of business and industry place more emphasis on the needed skills of the students. Considering this, it is crucial to identify skill competencies critical to succeed in the Human Resource Development field.

Statement of the Problem

This study will evaluate UW-Stout's MSTD program's core courses with the most recent competency information provided by American Society for Training and Development (ASTD). The question this study will attempt to answer is: Do the required

courses of the MSTD program contain the most current competencies needed for success in the Training and Development field?

Purpose of the Study

UW-Stout's MSTD program provides graduates with the skill sets required for business and industry. The purpose of this study is to determine if the current course objectives and content of the program are the right courses based on the most recent studies released by ASTD. The study will examine past MSTD Advisory Board Member minutes (2003 – present), emails, reports on conversations with subject matter experts, and a competency grid from faculty instructing core curriculum courses with the goal of determining how the UW-Stout's MSTD program can be more effective in meeting the needs of the students. The assessment will achieve this by determining if the required courses contain core competencies desired of Human Resource Development professionals.

Assumptions of the Study

1. It is assumed that the data gathered by the ASTD are valid and reliable.
2. It is assumed that the data gathered by the faculty, advisory board, and subject matter experts via email, reports, and competency grid are valid and reliable.
3. The researcher will successfully evaluate the information received and produce meaningful and useful findings.
4. If deemed necessary, the information gleaned from this study will be used to benefit UW-Stout's MSTD by improving it to better fit the needs of the students and workforce demands.

Definition of Terms

American Society for Training and Development (ASTD): Association for training and performance professionals in areas such as Human Resource Development, Human Resource Management, learning technology, evaluation, EPSS, Return on Investment, and change management (ASTD, 2004).

Career Development: A discipline "focused on assuring an alignment of individual career planning and organization career-management processes to achieve an optimal math of individual and organizational needs" (McLagan, 1989, p. 7).

Competency: "An area of knowledge of skill that is critical for producing key outputs...internal capabilities that people bring to their jobs; capabilities which may be expressed in a broad, even infinite array of on-the-job-behaviors" (McLagan, 1989, p. 77).

Development: "A long-term change strategy that makes use of the individuals as instruments for organizational learning" (Rothwell et al., 1999, p. 119).

Enabling Output: "A specific outcome associated with the demonstration of a particular competency" (Rothwell, 1996, p. 79).

Evaluation: "Examination of results and assessment of the extent of their impact" (Rothwell et al., 1999, p. 119).

Human Performance Improvement (HPI): "The systematic process of discovering and analyzing important human performance gaps, planning for future improvements in human performance, designing and developing cost-effective and ethically-justifiable interventions to close performance gaps, implementing

the interventions, and evaluating the financial and nonfinancial results" (Rothwell, 1996a, p. 79).

Human Resource Development (HRD): "The integrated use of Training and Development, Organization Development, and Career Development to improve individual, group, and organizational effectiveness" (McLagan, 1989, p. 7).

Improving Performance: "HRD practitioners are shifting their focus away from formal training events toward various types of learning experience that can solve performance problems and increase business results" (Rothwell et al., 1999, p. xiii).

Intellectual Competitiveness: "The collective knowledge of people within an organization" (Rothwell et al., 1999, p. xiii).

International Society for Performance Improvement (ISPI): "The leading international association dedicated to improving productivity and performance in the workplace" (ISPI, 2004).

Learning: "A process of acquiring new knowledge and skills" (Rothwell et al., 1999, p. 120).

Performance: "The achievement of positive results" (Rothwell et al., 1999, p. 120).

Terminal Output: "A final outcome directly associated with a particular role" (Rothwell, 1996a, p. 79).

Training: "A short-term change strategy geared to equipping individuals with new knowledge and skills" (Rothwell et al., 1999, p. 121).

Trend: "A force for change; a pattern of events noticeable over time" (Rothwell et al., 1999, p. 121).

Workplace Learning and Performance (WLP): "The integrated use of learning and other interventions for the purpose of improving individual and organizational performance. It uses a systematic process of analyzing performance and responding to individual, group, and organizational needs. WLP creates positive, progressive change within organizations by balancing human, ethical, technological, and operational considerations" (Rothwell et al., 1999, p. 121).

Limitations of the Study

The study is limited in that it will only be inclusive of the MSTD program at UW-Stout.

Methodology

The researcher will be using content analysis to determine if the current course content of the program is aligned with the most recent competency studies released by ASTD. The process consists of reviewing existing data from MSTD Advisory Board Member minutes, emails, reports on conversations with subject matter experts, and a competency matrix/grid project from faculty instructing core curriculum courses.

CHAPTER II: LITERATURE REVIEW

"Organizations will always need training that orients people to their work, upgrades their skills as work requirements change, and prepares them for advancement" (Rothwell et al., 1999). As we prepare for our future in the growing and competitive world, we need to know what competencies are currently required for success in the workplace - now and in five years from now. This chapter addresses and reviews competencies, why they are important, if they are realistic and applicable, and if they are preparing the students of the MSTD program for the work force. The researcher will look at professional associations such as the ASTD, the competency studies that have been completed (primarily focusing on the ones done by McLagan in 1983 and 1989 and Rothwell in 1999), and competency studies done by other affiliated organizations (i.e. ISPI, ODN). Theses topics will establish a strong background for this study on how important competencies are in paving the way for future professionals in the field of training and development.

American Society for Training and Development (ASTD)

"American Society for Training and Development (ASTD), a leading association of workplace learning and performance professionals, forming a world-class community of practice. ASTD's 70,000 members and associates come from more than 100 countries and thousands of organizations--multinational corporations, medium-sized and small businesses, government, academia, consulting firms, and product and service suppliers" (ASTD, 2004).

Competency studies serve as models to aid in our future of the field (Rothwell, 1999). Competencies serve as a solid foundation into students' learning, development,

and retention and are essential for a competitive edge in the workforce. Once this foundation is set, it certifies that graduates are competent and have the skills to perform at an adequate level in their respective profession. This is why it is essential to continuously review key competencies. By looking at the competency studies that have been done throughout the years, we can determine what skills are demanded in the industry and equip the students with the body of knowledge to lead the program.

Because the evolution of the training field is rapidly moving, several studies have been performed to illustrate the important direction the field is taking. Appendix A, highlights the difference between the four studies that have been conducted with regards to competencies. The studies are changes in thinking about what the field is about, definitions, what it encompasses, and what is expected from the practitioners and stakeholders.

A competency is "an area of knowledge of skill that is critical for producing key outputs; ...internal capabilities that people bring to their jobs; capabilities which may be expressed in a broad, even infinite array of on-the-job-behaviors" (McLagan, 1989, p. 77). Competency studies have served as models for the future of the human recourse development since 1948. Patricia McLagan, however, began her studies in the 80's, focusing on the larger domain of human resources. McLagan's 1983 "study provided more future-oriented description of the training and development field that could be used to select, manage, and develop training and development professionals" (McLagan & Suhadolnik, 1989, p. 1). Essentially, a competency study is critical for clarifying the roles to be played and competencies and outputs that enhance success (Rothwell & Sredl, 1992, p. 71). The next several pages will discuss and summarize different competency

studies that have been completed in the Training and Development field from 1983 to present.

McLagan's Study

Just when ASTD linked training and development as "one," McLagan stated that experts refer to Human Resource Development as "the integrated use of training and development, organizational development, and career development to individual, group, and organizational effectiveness" (McLagan, 1989, p. 14). The focus of the *Models of Excellence* competency study conducted in 1981-1982 was on the roles, outputs, and competencies that exist in the training and development field today and what the prospects are for the future (see Appendix B). The development of the knowledge and skill sets needed in the ever-changing work relationships and conditions play a key role for individuals and organizations. The above study assumes training and development are key to assisting individuals and organizations in seeing what lies ahead for those who wish to pursue a profession in training and development. Although the study is the key to the betterment of the field, it does not offer specific tools and instructions for using the results. It merely gives recommendations and framework for using the findings and products to help yourself and others to better work together utilizing our resources.

Assumptions. The Study Team, including ASTD's National Professional Development Committee, made the following six assumptions of McLagan's study:

1. The demands on the training and development field are changing and intensifying.
2. Training and development professionals are moving into higher positions in their organizations.

3. There are many structures and job designs for practicing in the training and development field.
4. The range of functions performed by training and development practitioners is so broad that we cannot expect any individuals to be able to define excellence for the entire field.
5. Practices in the field are and should be rich, varied and creative. The model(s) we develop, therefore, should reflect and encourage rich, varied, and creative practice.
6. The training and development field is a separate and distinct discipline with in the larger HR field (McLagan, 1983, p. 5).

Methodology. The ASTD Competency Study Methodology consisted of a series of studies which were specifically designed to accomplish the following steps: *Determine the domain of the training and development field.* As the study started, an initial and insightful piece of the puzzle was found – the term "training and development" had several meanings. It was used interchangeably from "organization development to human resource development," thus creating some confusion. By discovering what you want to define and what you do not want to define, the process becomes much clearer.

Determine the key roles for the T & D field. Group which roles that would be important into and through 1990. The 15 roles describe the functions that are performed in the field.

Identify the major environmental forces expected to affect the field in the near future. To ensure the results are useful for a time period after the study,

questionnaires were sent to gather information on what the thoughts were behind what might have an impact on the industry in the near future.

Identify the critical outputs, which the T & D function is expected to produce. Knowing the outputs of what is expected, you can then move onto what competencies would be needed.

Identify the critical competencies for the T & D field. Deciding which competencies you need to perform certain outputs allows us to gauge characteristics of people.

Develop behavioral anchors for the competencies. To utilize the competencies, it is helpful to know what they look like at the varying degrees of expertise.

Cluster the roles to reflect common competency requirements. Clustering roles into groups based on commonality make it much simpler to aid in the development of the design of the job and the decisions of the careers (McLagan, 1983, p. 7-19).

Tools. After the initial competency study was completed, some tools were created. The following are the nine tools produced as a result to assist in and around the training and development field:

1. The Human Resource Wheel
2. The Definition of Training and Development
3. The Future Forces
4. The Training and Development Roles
5. The Critical Outputs for the Training and Development Field

6. The Competency Model for the Training and Development Field
7. The Role Profiles
8. The Role Clusters
9. The Roles/Competencies Matrix (McLagan, 1983, p. 21)

Of the nine tools that were developed in this study, competency-based products will be focused on to further define the roles and competencies needed in the Human Resource profession. Appendix C, Competency Model for the Training and Development Field, represents 31 competencies that are deemed most important in the field of Training and Development according to the 1983 McLagan study.

Recommendations. The bulk of this study was developed for those who wish to better understand the roles and competencies that are involved in the training and development field; now and in the future. People who are entering into this field from college or teaching at an academic facility, can use this study to understand what it is like to do training and development work (behavioral understanding), what the field includes (roles, outputs), and a checklist to indicate competencies. The study also gives interested people a flavor of; roles to pursue, identification of specific requirements for different roles, priorities, assessing curriculum, student assessment tools, as well as selecting and developing faculty (McLagan, 1983, p. 104-105).

Patricia McLagan has since revised the information found in her 1983 competency study, *Models for Excellence*, and expanded it in her 1989 study, *Models for HRD Practice*; also known as *The Models*. This collection of information came in a four part series: *The Research Report, The Practitioner's Guide, The Manager's Guide, and The Models.*

Business and academic researchers mainly used *The Research Report.* This text displayed the results of research surveys and expert conclusions of those studies. *The Practitioner's Guide* was a workbook of applicable tools that could be used by and for HRD professionals for specific competency self-development. *The Manager's Guide* was used by HRD managers in their application of the competency tools in helping them manage and support their employees. Finally, *The Models* was to be used by those researching the profession of HRD, thus including HRD employees, HRD managers, academicians, and others applying the findings of the research. This book provided a broader look at what earlier studies have done for the field of Training and Development. After a survey was done with over 800 HRD experts on training and development, career development and organizational development, the following became the backbone of the results for *The Models*. The focus *The Models* had was on HRD versus training and development, this set it aside from the previous study, since HRD was now seen to have a larger impact on the HRD efforts (Rothwell & Sredl, 2000, p. 94). *The Models* study encompasses 35 competencies (see Appendix D).

Since the focus of the McLagan's study had taken a broader view of the field of HRD, "it remains the preeminent study of HRD, though the field itself has changed and moved beyond HRD" (Rothwell & Sredl, p. 94).

Rothwell's study

Moving from HRD to Human Performance Improvement (HPI), we enter into Rothwell's 1996 study, *ASTD Models for Human Performance Improvement*, which is a study of the HPI Process. HPI is defined as the "systematic process of discovering and analyzing important human performance gaps, planning for future improvements in

human performance, designing and developing cost-effective and ethically justifiable interventions to close performance gaps, implementing the interventions, and evaluating the financial and nonfinancial results" (Rothwell & Sredl, 2000, p. 101). This study produced a six-step model for conducting the HPI process, and 38 competencies to fulfill the four HPI roles.

Next, the following study re-examined McLagan's 1989 study on HRD professionals, now called workplace learning and performance (WLP). *ASTD Models for Workplace Learning and Performance*, (1999) is taken from a study conducted by Rothwell and colleagues in 1997-1998.

Organizations are faced with constant change due to fierce competition and the introduction of new technologies. "Intellectual Capital is the key to present and future organizational competitiveness and perhaps survival" (Rothwell et al., 1999, p. xiii). Because of this fierce competition, HRD practitioners are shifting their focus away from formal training events towards improving performance: various types of learning experience that can solve performance problems and increase business results. Examining the root cause of the gaps in productivity and finding the best solutions that will close those gaps while increasing corporate profitability. The growing complexity adds value of what workplace learning and performance practitioners must know and do. WLP is a critical component for meeting future challenges, as Rothwell and Sredl write, "WLP professionals and managers must identify appropriate roles to place, sharpen their competencies to enact those roles, and devote increasing attention to achieving results (outputs)" (2000, p.107).

> HPI and WLP are terms that have evolved from HRD. The most recent term, WLP, describes a shift in paradigm that was created to more accurately portray that workplace learning is a means for achieving the improved Human Performance in the workplace (Rothwell & Sredl, 2000, p. 1).

The latest ASTD competency study by Rothwell and colleagues' (1999), not only attempts to define the current state of competencies that are needed, but to also take a look into the future to better prepare ourselves for the next five years. This study differs from the other ASTD competency studies in the four following ways:

> 1) the underlying philosophy of what is needed now versus what is needed in five years. The study took 52 competencies and asked respondents to rank them in order of importance associated with workplace learning and performance in conjunction with job success for now and in five years from now, 2) identifying the accurate outputs by providing sample outputs and guidelines for the development of specific outputs, 3) the variety of respondents: WPL practitioners, WPL experts, and line managers throughout the world, and 4) data collection obtained through the use of the World Wide Web. This process demonstrates the important impact that technology is having on data collection (Rothwell et al., 1999, p. xiii-xv).

Although Rothwell's study looks further into the future, it cannot encompass everything that is needed to succeed in this profession. These competencies are meant to be used as a guide for the future, do not lose sight for new and upcoming changes happening around you. Rothwell recommends using the competencies suggested in addition to those that could help build on current knowledge to be used in a larger role.

Appendix c present six categories in which the core competencies fall under and are needed for working with performance in *ASTD Models for Workplace Learning and Performance* (see Appendix E).

In addition to looking at the competencies researched by ASTD, the researcher examined other associations such as the ISPI to see if UW-Stout MSTD students are studying the right competencies needed to succeed in the field of training and development.

International Society for Performance Improvement (ISPI)

ISPI is the leading international association dedicated to improving productivity and performance in the workplace (ISPI, 2004). It has over 10,000 international and chapter members in the US, Canada, and 40 other countries. ISPI's mission is to "develop and recognize the proficiency of our members and advocate the use of Human Performance Technology" (HPT, para. 1). HPT is the "systematic approach to improving productivity and competence – the key to global competitiveness" (para. 1). Even though training and education are important, they are only part of the answer; an effective human resource system requires a focus on performance. ISPI believes that their "performance improvement system" must be at the core of their human resource efforts to remain competitive.

Although no competency studies were located, ISPI is an important professional association when considering the field of Training and Development. Their focus on human performance technology is critical to work in this profession.

Organization Development Network (ODN)

The Organization Development Network (ODN) is the largest U. S.-based organization for OD practitioners. ODN is a vital learning community that develops, supports, and inspires practitioners and enhances the body of knowledge in human organization and systems development (ODN, 2004).

Members of the OD Network are practitioners representing a range of professional roles in a wide variety of organizations. About half the members are employed by private industry, non-profit organizations, and government agencies. The other half operates their own consulting firms, engage in private practice, and/or teaches.

Guidelines for Entry Level Competencies to Organizational Development and Change (OD and C) was a study done in August of 1999 by Varney, Worley, Darrow, Neubert, and Cady to present a clear picture of what OD and C was and what was needed to work in the profession. After research was conducted on schools that offered such programs, it became evident that there were significant differences in core OD and C competencies. In order to certify the programs and be competent in the area, some guidelines need defining. The study differed from other studies in terms of whom the information was collected from. This study's input came from academic institutions, therefore the outputs and or results gave a different perspective from business and industry. The competencies are to serve as a guideline for a Master level education in OD and C (see Appendix F).

Of the previously mentioned studies, the latest and most current is *ASTD Models for Workplace Learning and Performance* (1999) conducted by Rothwell and colleagues. Looking ahead in May of 2004, a new competency study by ASTD will be published. ASTD is conducting a 3-part article series for the 2004 competency study entitled,

Mapping the Future: Shaping New Workplace Learning and Performance Competencies. Of the study, two articles have been written and published in the T&D magazine. The first of the three was published in January 2004, Eight *Trends You Need to Know Now.* The second article was just recently published in April 2004: *New Roles and New Competencies for the Profession. Are You Ready for the Next Generation?* The third and final article will be published in May 2004, completing the series.

2004 ASTD Competency Study

In the first article, *Eight Trends You Need to Know Now*, Colteryahn and Davis (2004), reveal and offer recommendations to help the workplace learning and professionals prepare for the future. Change in the business world is driving change in the work place. At the rate of this change, workplace learning and performance professionals have to rethink what they are doing now and what they need to be doing. The eight trends are listed below:

1. Create and be innovative-economy will take more focus on this to move the organization to the next level. More efficient and effective with less money. HR/TD must learn how to help organizations create and innovate.
2. Streamlining and becoming more flexible (outsourcing)
3. Globalization-work done off-site, out of the country
4. Diversity-not experienced workers, retirement workers, lifestyle and ethnic backgrounds, need for skilled and educated workers.
5. Change-adaptability-quick. Combining e-learning, in-person
6. Security
7. Technology

8. Ethics

Trends are affecting the future of organizations to stay abreast if they want to stay ahead of the game. Implications of trends affecting the future are listed below:

1. Know the business; grow the business-strategic alignment of learning and development with the business strategy. What is important and what is not?
2. See the big picture/systematic thinking
3. Take on the role of internal consultants
4. Have to help develop a culture of integrity and trust-be more focused on insight and clarity/processes then technique-deeper wisdom
5. Being able to have instruction when needed –quickly with many modules (i.e. e-learning)
6. Balancing an effective and efficient learning environment with technology
7. Web skill instructional design
8. Cultural diversity
9. Retaining employees

In the second article, *Landmark study: New Roles and New Competencies for the Profession* Davis, Naughton, and Rothwell suggest for even more value added service, the new model is the first step in getting there by balancing the financial and business goals with the interests of the employees.

The question that is continually asked as we realize the key to success is motivation, learning, and developing others is: What does it take to excel and make a difference? ASTD's CEO and president, Tony Binghan states "a defined set of competencies is a hallmark of a true profession and the practice of creating and

supporting a competency model is a key role of a professional associate" (Davis, et al., 2004, p. 28).

The 2004 competency model itself was created with the future in mind. The new workplace learning and performance competency model is in a triangular shape that is broad enough for all of the professions; yet narrow enough to guide career development. It was based on research using a data-driven approach and was validated by thousands of workplace learning and performance professionals. The model depicts the following statement, "the whole is greater than the sum of its parts" simply by recognizing the blending of roles, competencies, and areas of expertise. (Davis, et al., 2004, p. 28).

The model is chunked in three layers: 1) foundational competencies, 2) areas of professional expertise, and 3) workplace learning and performance roles. The first tier of the model begins with foundational competencies, which are competencies that are desired regardless of expertise. This level is further broken down into three clumps: Interpersonal, Business/Management, and Personal. The second tier of the model represents areas of expertise. This level makes up the technical and professional skills and knowledge needed for workplace learning and performance careers. The top tier represents the four roles in the workplace learning and performance field. The 2004 ASTD competency model can be seen in Appendix G. The model will show more depth and detail at the revealing of the last article in May of 2004.

CHAPTER III: METHODOLOGY

The purpose of this chapter is to explain the research methodology used to evaluate the professional core courses of UW-Stout's MSTD program with the most recent competency information provided by the ASTD. The question this study will attempt to answer is: Do the required professional courses of the MSTD program contain current competencies needed for success in the field of Training and Development? The study will examine past Training and Development Advisory Board Member minutes (2003 – present), emails, reports on conversations with subject matter experts, and a competency grid from faculty instructing core curriculum courses. A secondary research method will be used in analyzing existing data.

Subject Selection and Description

A competency matrix was developed and distributed to the faculty members who teach the required professional courses to gain their opinions and comments about matching competencies with course objectives. An examination of past Training and Development Advisory Board Member (qualified training and development practitioners) minutes (2003 – present), emails, reports on conversations with subject matter experts, and a competency grid from faculty instructing core curriculum courses completed the data gathering process. Faculty and Advisory Board Members are not identified by name in this study.

Instrumentation

The matrix involved the utilization of a number of Subject Matter Experts (SMEs) on the Advisory Board. The SMEs were given a starter list of competencies to consider that were developed by Kat Lui and Heidi Rabeneck, based on literature review in

Rothwell's the "*American Society of Training and Development: Models for Workplace Learning: Roles, Competencies, and Outputs*" (1999). During this process, the SMEs used the starter list to select and to modify the needed competencies. Based on Rothwell's 1999 study and the starter list, the matrix was developed for UW-Stout's MSTD program (see Appendix H).

In efforts to remain current in the field of Training and Development, the assistance was requested from the faculty members who teach the required professional courses in the MSTD program at the University of Wisconsin-Stout. The faculty members were asked to review the matrix and place an "x" next to the competencies addressed in their respective classes. Comments were also welcomed to gather further responses. The matrix was sent to eight individuals. The population consisted of instructors from the College of Technology, Engineering and Management and Human Development at UW-Stout. The data from the matrix was analyzed. The responses provided information on the presence and importance of each competency.

Data Collection Procedures

The information will be from existing data, documents and records. The goal of the assessment process is to determine if the current course objectives and content of the program is aligned with the most recent studies released by ASTD. This will be achieved by examining past Training and Development Advisory Board Member minutes (2003 – present), emails, reports on conversations with subject matter experts, and a competency grid from faculty instructing core curriculum courses. The matrix was administered to eight instructors. The population was small; therefore, no sampling was needed.

Data Analysis

The matrices were sent to eight instructors, via email, in the Colleges of Technology, Engineering and Management, and Human Development asking to take a moment to review the attached worksheet. Faculty was asked to place an "x" next to the competency addressed in their respective classes. In addition, there was another column for comments.

Once IRB approval was received, the researcher pursued data collected by the Training and Development Program Chair and the graduate assistant. This material was available via electronic format making it readily available for review. By using the aforementioned research, the researcher will create a matrix to examine, evaluate and assess the collected data in detail the most objective way possible.

Limitations

1. Because this was an already created matrix, the researcher did not have control over the creation of putting it together.
2. The researcher did not speak with the individuals on any inherent issues.
3. The researcher did not directly work with the faculty in completion of the matrix.

CHAPTER IV: RESULTS

The purpose of this study is to evaluate required professional courses of the MSTD program with current workplace learning and performance competencies. The matrix assessment is used to determine whether or not the students are exposed to the appropriate competencies for the field of Human Resource Development. The assessment achieves this by determining the competencies taught in the required courses in the MSTD program.

The purpose of this chapter is to present the results of the survey instrument. The information received from the matrixes was examined and analyzed according to the questions in Chapter Three.

Item Analysis

Of the eight matrices that were sent out to faculty in the Colleges of Technology, Engineering and Management and Human Development, seven were returned, leading to an 87.5 % response rate.

Once all completed matrices were returned, a new matrix was formed. The matrix is made up of the x-axis, being the required course and the y-axis being the competencies used in the original matrix. One point was given when the competency was taught in the course. In cases where more than one instructor taught the same class, the researcher divided it into percentages (i.e. if one instructor included the competency and one did not, this means that half the time the competency was taught, therefore ½ point was given instead of a full point. Therefore, everything is weighted equally). Once each course was tabulated, the completed scores were totaled for each competency ranging from a high of 9.5 to a low of 4.16 (see Appendix I).

When scoring the matrix, 100% of the instructors that made comments directed them towards the field problem. Those instructors all agreed that the field problem might consist of some or all of the competencies depending on the actual problem. Thus, a score of one was given to every competency based on these qualitative comments.

Of the initial surveys distributed, only 25% of the instructors returned the survey using qualitative comments. Appendix J captures qualitative comments about the competencies covered in the courses.

After thorough examination and analysis of the above information and matrices I discovered there were gaps in the competencies used in the survey versus competencies discussed in the Advisory Board Meeting minutes and correspondence.

Competencies that were not used in the matrix and were discussed as key competencies in the Advisory Board meeting minutes and correspondence are listed below:

- Leadership-identifying and nurturing emerging leaders
- Profitability-specific return on investment tied to training and development

CHAPTER V: DISCUSSION

The purpose of this paper is to provide the faculty, staff, and students in the MSTD program at UW-Stout the pertinent information regarding the core required courses and the competencies needed to excel in the workplace. To remain current with changes and demands in the ever-evolving field of Training and Development, it is essential to know the right competencies to possess for growth in this evolving field. It is important that the MSTD program continually align with business, industry, and related fields in meeting these training and development needs. This study has evaluated the MSTD program's core courses with the most recent competency information provided by the ASTD. The question this study attempted to answer was: Do the required courses of the MSTD program contain the most current competencies needed for success in the Training and Development field?

Limitations

1. Because this was an already created matrix, the researcher did not have control over the creation of putting it together.
2. The researcher did not speak with the individuals on any inherent issues.
3. The researcher did not directly work with the faculty in completion of the matrix.

Conclusions

Upon review of the scores, some assumptions can be made regarding the competencies and the range of percentages shown. The competency that scored the lowest, Technological Literacy, was still taught in almost 42% of the required

professional courses in the MSTD program. It is reasonably safe to assume that although it is the lowest scoring competency, is most likely collectively covered in the program.

Another important factor is that the mean score for the 15 competencies is 75%, meaning that as an average, each competency is taught in 75% of the core professional courses.

Based on this information, I have concluded that UW-Stout's MSTD program provides the most current competencies needed for success in the Training and Development field.

Recommendations

The results indicate that the MSTD program is a solid program; however, there is room for improvement with the evaluation process. Because competency studies are useful in uncovering and giving clarity to the roles and outputs to be successful in the workforce, a study of this nature should be performed whenever new studies are done and the new data is published. It is important that the University, Program Director, Advisory Board Members, and Faculty know the expectations of Business and Industry with respect to the competencies needed to excel. This will enable graduates to be top candidates for available jobs in the workforce, thus making the UW-Stout's MSTD Program always current with the market.

Another way to keep the MSTD program current would be to only poll the current instructors teaching the respective core classes. This will give a true current state of the program when new data is published. This may or may not point out deficiencies as some instructors emphasize different information in the same course. By having this

information, it will help to standardize courses and create consistency with a current model.

In keeping current and making sure that competencies are covered in core classes it may be helpful to use a Likert Scale to measure as to what level a competency is covered in a respective course. This would give a "true" weighted measurement as to what level a specific competency is covered across several courses. It would be possible that a competency is covered too much, or not enough without a weighted scale.

A final note: When reviewing the Advisory board meeting minutes, there were a couple of competencies that the researcher felt were not covered in the matrix survey. It is critical that this matrix survey be as current as possible to be an accurate study. As stated above, the researcher believes it is critical that a study of this nature should be performed whenever new professional association studies are done and the new data is published. In order to be as accurate and current as possible any information from the ASTD, Advisory Board, and others, should be taken into consideration for possible inputs. This is how UW-Stout's MSTD Program will stay in alignment with the expectations of Business and Industry with respect to the competencies needed to excel in the current market.

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Appendix A

Competency Studies

Year	Author	Study	Focus
1978	Pinto & Walker	A Study of Professional Training & Development Roles and Competencies	Training
1983	McLagan & McCullough	Models for Excellence	Training
1989	McLagan	Models for HRD Practice	Practitioner's role in training, organizational development, and career development
1996	Rothwell	ASTD Models for Human Performance Improvement	What should be done to improve human performance in an organizational setting

(Rothwell, 1999, p.xiii).

Appendix B

Top Ranked Competencies/Future Competencies

Current: Top-Ranked Competencies		Future-Ranked Competencies	
Rank	Competency	Rank	Competency
1	Communication	1	Competency Identification
2	Competency Identification	2	Technological Literacy
3	Leadership	3	Leadership
4	Analytical Thinking	*4	Communication
5	Interpersonal Relationship Building	*5	Intervention
*6	Feedback	6	Analytical Thinking
*7	Intervention Selection	*7	Industry Awareness
*8	Industry Awareness	*8	Performance Gap Analysis
9	Adult Learning	9	Ability to See the "Big Picture"
10	Performance Gap Analysis	*10	Evaluation of Results Against Organizational Goals
		*11	Knowledge Management

(Rothwell, Sanders, Soper, 1999 p. 72).

* Indicates a tie. Either competency could be in the higher or lower ranking. The 11th ranking was added to the future side of this table due to a tie for 10th place (Rothwell, Sanders, Soper, 1999 p. 72).

Appendix C

31 Competencies essential for stellar performance in the field of Training and Development

Competency	Definition
1. Adult Learning Understanding	Knowing how adults acquire and use knowledge skills, attitudes. Understanding individual differences in learning.
2. A/V Skills	Selecting and using audio/visual hardware and software.
3. Career Development Knowledge	Understanding the personal and organizational issues and practices relevant to individual careers.
4. Competency Identification Skill	Identifying the knowledge and skill requirements of jobs, tasks, and roles.
5. Computer Competence	Understanding and being able to use computers.
6. Cost-Benefit Analysis Skill	Assessing alternatives in terms of their financial, psychological, and strategic advantages and disadvantages.
7. Counseling Skill	Helping individuals recognize and understand personal needs, values, problems, alternatives, and goals.
8. Data Reduction Skill	Scanning, synthesizing, and drawing conclusions from data.
9. Delegation Skill	Assigning task responsibility and authority to others.
10. Facilities Skill	Planning and coordinating in an efficient and cost-effective manner.
11. Feedback Skill	Communicating opinions, observations, and conclusions such that they are understood.
12. Futuring Skill	Projecting trends and visualizing possible and probable futures and their implications.
13. Group Process Skill	Influencing groups to both accomplish tasks and fulfill the needs of their members.
14. Industry Understanding	Knowing the key concepts and variable that define and industry or sector (e.g., critical issues, economic vulnerabilities, measurements, distribution channels, inputs, outputs, and information sources).
15. Intellectual Versatility	Recognizing, exploring and using a broad range of ideas and practices. Thinking logically and creatively without undue influence from personal biases.

16. Library Skills	Gathering information from printed and other recorded sources. Identifying and using information specialists and reference services and aids.
17. Model Building Skills	Developing theoretical and practical frameworks which describe complex ideas in understandable, usable ways.
18. Negotiation Skills	Securing win-win agreements while successfully representing a special interest in a decision situation.
19. Objectives Preparations Skill	Preparing clear statements, which describe desired outputs.
20. Organizational Behavior Understanding	Seeing organizations as dynamic, political, economic, and social systems which have multiple goals; using this larger perspective as a framework for understanding and influencing events and change.
21. Organizational Understanding	Knowing the strategy, structure, power networks, financial position, and systems of a SPECIFIC organization.
22. Performance Observation Skills	Tracking and describing behaviors and their affects.
23. Personnel/HR Field Understanding	Understanding issues and practices in other HR areas (Organization Development, Organization Job Design, Human Recourse Planning, Selection and Staffing, Personnel Research and Information Systems, Compensation and Benefits, Employee Assistance, ad Union/Labor Relations).
24. Presentation Skills	Verbally presenting information such that the intended purpose is achieved.
25. Questioning Skills	Gathering information from and stimulating insight in individuals and groups through the use of interviews, questionnaires and other probing methods.
26. Records Management Skills	Storing data in easily retrievable form.
27. Relationship Versatility	Adjusting behavior in order to establish relationships across a broad range of people and groups.
28. Research Skills	Selecting, developing and using methodologies, statistical and data collection techniques for a formal inquiry.
29. Training and Development Field Understanding	Knowing the technological, social, economic, professional, and regulatory issues in the field; understanding the role T & D plays in helping individuals learn for current and future jobs.
30. Training and Development Techniques Understanding	Knowing the techniques and methods used in training; understanding their appropriate uses.

31. Writing Skills	Preparing written material which follows generally accepted rules of style and form, is appropriate for the audience, creative, and accomplishes its intended purposes.

(McLagan, 1983, p.36).

Appendix D

Current Competencies of Trainers

Technical Competencies	Business Competencies	Interpersonal Competencies	Intellectual Competencies
Adult-Learning Understanding	Business Understanding	Coaching Skill	Data Reduction Skill
Understanding of Career Development Theories and Techniques	Cost-Benefit Analysis Skill	Feedback Skill	Information Search Skill
Competency-Identification Skill	Delegation Skill	Group Process Skill	Intellectual Versatility
Computer Competence	Industry Understanding	Negotiation Skill	Model Building Skill
Electronic Systems Skill	Organization Behavior Understanding	Presentation Skill	Observing Skill
Facilities Skill	Understanding of Organization Development	Questioning Skill	Self-Knowledge
Objectives-Preparation Skill	Organization Understanding	Relationship-Building Skill	Visioning Skill
Performance Observation Skill	Project-Management Skill	Writing Skill	
Subject Matter Understanding	Records-Management Skill		
Understanding of Training and Development			
Research Skill			

(McLagan, 1989).

Appendix E

Competencies needed for WLP

Analytical Competencies	Business Competencies	Interpersonal Competencies	Leadership Competencies	Technical Competencies	Technological Competencies
Analytical thinking	Ability to see the big picture	Communication	Buy-in/advocacy	Adult learning	Computer-mediated communication
Analyzing performance data	Business knowledge	Communication networks	Diversity awareness	Facilitation	Distance education
Career development theory and application	Cost/benefit analysis	Consulting	Ethics modeling	Feedback	Electronic performance support systems
Competency identification	Evaluation of results against organizational goals	Coping Skills	Goal implementation	Intervention monitoring	Technological literacy
Intervention selection	Identification of critical business issues	Interpersonal relationship building	Group dynamics	Questioning	

Knowledge management	Industry awareness		Leadership	Survey design and development	
Model building	Knowledge capital		Visioning		
Organization development theory and application	Negotiating/contracting				
Performance gap analysis	Outsourcing management				
Performance theory	Project management				
Process Consultation	Quality implications				
Reward system theory and application					
Social awareness					
Staff selection theory and application					
Standards identification					
Systems thinking					
Training theory and application					
Work environment					

analysis					
Workplace performance, learning strategies, and intervention evaluation					

(Rothwell et al., 1999, p. 52-56).

Appendix F

Competencies for OD Practitioners

Foundation Knowledge

Organization Behavior	Individual Behavior (Psychology)	Group Dynamics	Management & Organization Theory	Research Methods/Statistics	Comparative Cultural Perspectives	Functional Knowledge of Business & Management Principles and Practices
Organization Culture	Learning Theory	Roles	Planning, Organizing, Leading, and Controlling	Measures of Central Tendency	Dimensions of National Culture	
Work Design	Motivation Theory	Communication Processes	Problem Solving, Decision Making	Measures of Dispersion	Dimensions of Industrial Culture (Public, Private,...)	
Interpersonal Relations (giving and receiving feedback)	Perception Theory	Decision Making Processes	Systems Theory	Basic Sampling Theory	Systems Implications	
Power and Politics		Stages of Group Development	Contingency Theory	Basic Experimental Designs (Case Study, Post-Test only control group, etc.)		
Leadership		Leadership	Organization	Sample Inferential		

			Structure	Statistics		
Goal setting			Characteristics of Environment and Technology			
Conflict			Models or Organization and Systems of Effectiveness			
Ethics						

Foundation Skills

Interpersonal Communication	Collaboration/Working Together	Problem Solving	Using New Technology	Conceptualizing	Project Management	Present/Education/Coach
Listen, Feedback, Articulate						

Core Knowledge

Organization Design: the decision process associated with formulating and aligning the elements of an organizational system	Organization Research	System Dynamics	History of OD&C	Theories and Models for Change
Concept of fit and alignment	Field Research Methods	How systems evolve and change over time	Understand social, political, economic and	Basic Action Research Model

			personal forces	
Diagnostic and design model for subsystems that comprise an organization at any level of analysis (ex: structure work, human resources, info. Systems & reward systems)	Interviewing	How systems respond to exogenous and endogenous disruption	Human Relations Movement	Participatory Action Research
Key thought leaders in organization design	Content analysis	Planning Interventions (ex: evolution & revolution, punctuated equilibrium theory, chaos theory, etc.)	NTL/T Groups/Sensitivity Training	The Planning Model
	Questionnaire		Survey Research	Change Typologies (fast, slow, incremental, quantum, revolutionary, etc.)
	Interview Protocol design		Quality of Worklife	Lewin's Model
	Designing Change Evaluation Processes		Tavistock Institute	Transition Models
	Longitudinal Data Collection and analysis		Key Thought Leaders	
	Detect and Understand alpha, beta, and gamma change		Humanistic Values	
	Quantitative & Qualitative Methods of Research		Statement of Ethics	

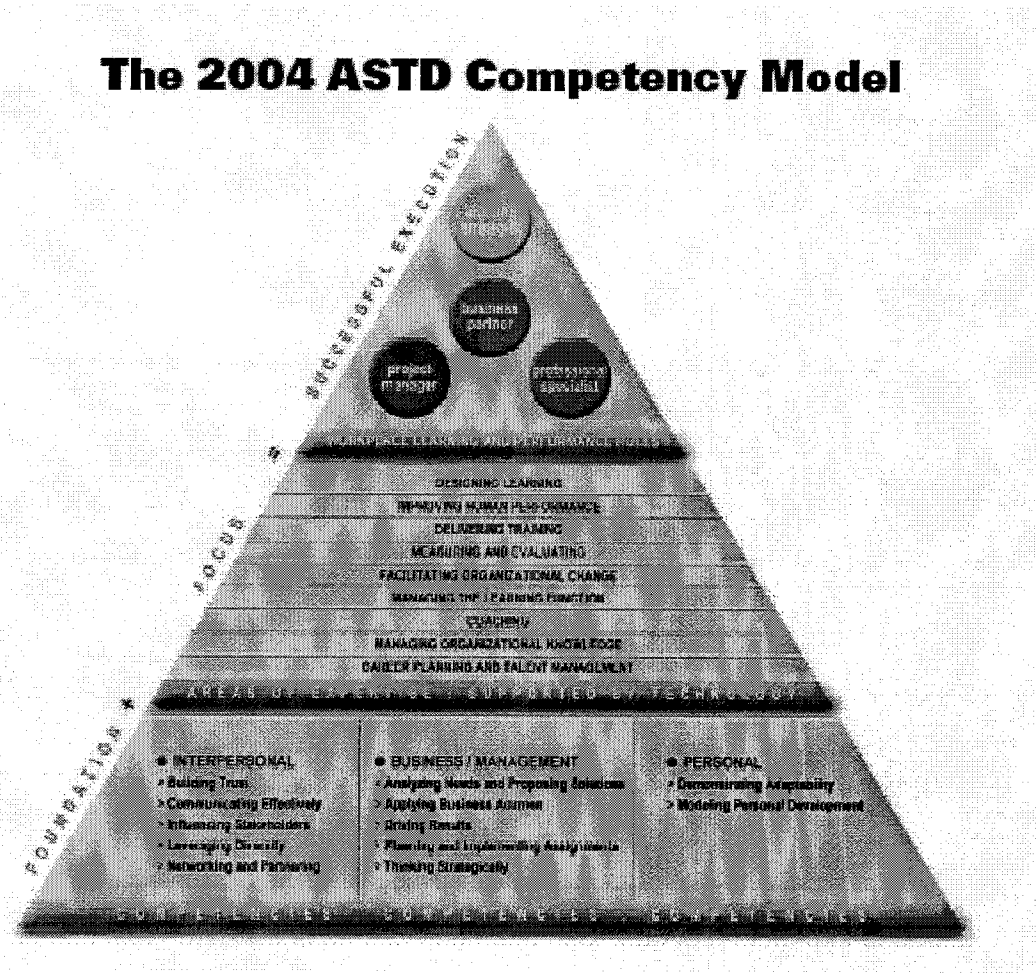
Core Skills

Managing the Consulting Process	Analysis/Diagnosis	Designing/Choosing Appropriate/Relevant Interventions	Facilitation and Process Consultation	Developing Client Capability	Evaluating Organization Change
Enter Organization	Conduct an Inquiry into System's Effectiveness	Select interventions that will move an organization from its current state to the desired future state	Ability to assist an individual or group towards a goal	Conduct a change process	Design and implement a process to evaluate the impacts and effects of an intervention
Contract	Determine root causes of a system's current level of effectiveness	Modify Intervention	Ability to conduct an inquiry into individual and group processes such that the client system maintains ownership of the issue, increases capacity for reflection, and develops a sense of control and ability	Teach client to plan and implement a successful change process	Control of alternative explanations
Diagnose	Ability to understand and inquire into all systems: individual, organization, multi-organizations, and one's self	Design Interventions		Utilize technologies of planned change in a values-based and ethical manner	Interpret performance outcomes
Design Appropriate					

Interventions					
Implement Interventions					
Manage Unprogrammed Events					
Evaluate a Change Process					

(Varney et al., 1999, p. 4-34.)

Appendix G



(http://www.astd.org/NR/rdonlyres/764847DD-F116-4941-9FC0-0020B545E7C7/2936/76040426.pdf)

Appendix H

ASTD- Competencies Needed for Working with Performance (Rothwell, 2000). Competencies	TRHRD-746 Seminar (2 instructors)	TRHRD-730 Training Design and Evaluation (1 instructor)	TRHRD-740 Management & Coordination in Training & Development (3 instructors)	MEDIA-710 Learning Technologies (1 instructor)	INMGT-750 Organizational Development (2 instructors)	CTE-534 Performance Analysis (2 instructors)	PSYC-765 Psychology of the Adult Learner (1 instructor)	PSYC-730 Advanced Psychology of Learning (2 instructors)	INGMT-700 Systems Analysis (1 instructor)	TRHRD-735 Field Problem (6 instructors)
Leadership-leading, influencing, and coaching others to help them achieve desired results										
Technological Literacy-understanding and appropriately applying existing, new or emerging technology i.e webskill instructional design, developing web/tech. instruction										
Systems Thinking-recognizing the interrelationships among events by determining the driving forces that connect seemingly isolated incidents within the organization; taking a holistic view of performance problems in order to find root causes										
Visioning-seeing the possibilities of "what can be" and inspiring a shared sense of purpose within an organization										
Identification of Critical Business Issues- determining key business issues and forces for change, applying that knowledge to performance improvement strategies, connecting training to business strategies, and addressing employee retention										
Knowledge Management-developing and implementing systems for creating, managing, and distributing knowledge										
Interpersonal Relationship Building-effectively interacting with others in order to produce meaningful outcomes										
Analytical Thinking-clarifying complex issues by breaking them down into meaningful components and synthesizing related items										
Buy-in/Advocacy-building ownership and support for workplace initiatives										
Ability to see the "big picture"-identifying trends and patterns that are outside the normal paradigm of the organization										
Competency Identification-identifying the skills, knowledge, and attitudes required to perform work										
Communication-applying effective verbal, nonverbal, and written communication methods to achieve desired results										
Intervention Selection-selecting performance improvement strategies that address root causes of performance gaps rather than treat symptoms or side effects										
Organizational Development-identifying and applying a planned process of change in an organizations culture through data collection, diagnosis, action planning, intervention and evaluation.										
Diversity-identifying and being conscious of the variation of social and cultural identities among people in an employment setting										

Appendix I

ASTD- Competencies Needed for Working with Performance (Rothwell, 2000). Competencies	TRHRD-746 Seminar (2 instructors)	TRHRD-730 Training Design and Evaluation (1 instructor)	TRHRD-740 Management & Coordination in Training & Development (3 instructors)	MEDIA-710 Learning Technologies (1 instructor)	INMGT-750 Organizational Development (2 instructors)	CTE-534 Performance Analysis (2 instructors)	PSYC-765 Psychology of the Adult Learner (1 instructor)	PSYC-730 Advanced Psychology of Learning (2 instructors)	INGMT-700 Systems Analysis (1 instructor)	TRHRD-735 Field Problem (6 instructors)	**Total Points**
Leadership-leading, influencing, and coaching others to help them achieve desired results	0.5	1	0.66	1	0.5	0.5		0.5		1	**5.66**
Technological Literacy-understanding and appropriately applying existing, new or emerging technology i.e webskill instructional design, developing web/tech. instruction	0.5		0.66	1	0.5	0.5				1	**4.16**
Systems Thinking-recognizing the interrelationships among events by determining the driving forces that connect seemingly isolated incidents within the organization, taking a holistic view of performance problems in order to find root causes		1	1	1	1	1	1	0.5	1	1	**8.5**
Visioning-seeing the possibilities of "what can be" and inspiring a shared sense of purpose within an organization	0.5	1	1	1	1	0.5		0.5		1	**6.5**
Identification of Critical Business Issues- determining key business issues and forces for change, applying that knowledge to performance improvement strategies, connecting training to business strategies, and addressing employee retention	1	1	1	1	1	0.5			1	1	**7.5**
Knowledge Management-developing and implementing systems for creating, managing, and distributing knowledge	0.5	1	1	1	0.5	0.5	1	1		1	**7.5**
Interpersonal Relationship Building-effectively interacting with others in order to produce meaningful outcomes	1	1	1	1	1	0.5	1	1	1	1	**9.5**
Analytical Thinking-clarifying complex issues by breaking them down into meaningful components and synthesizing related items		1	1	1	1	1	1	1	1	1	**9**
Buy-In/Advocacy-building ownership and support for workplace initiatives		1	1	1	0.5	1		0.5		1	**6**
Ability to see the "big picture"-identifying trends and patterns that are outside the normal paradigm of the organization	1	1	1	1	1	0.5		0.5	1	1	**8**
Competency Identification-identifying the skills, knowledge, and attitudes required to perform work	0.5	1	1	1	0.5	1		0.5	1	1	**7.5**
Communication-applying effective verbal, nonverbal, and written communication methods to achieve desired results	0.5	1	1	1	1	1	1	1	1	1	**9.5**
Intervention Selection-selecting performance improvement strategies that address root causes of performance gaps rather than treat symptoms or side effects		1	1	1	1	0.5		0.5	1	1	**7**
Organizational Development-identifying and applying a planned process of change in an organizations culture through data collection, diagnosis, action planning, intervention and evaluation.		1	1	1	1	1		0.5	1	1	**7.5**
Diversity-identifying and being conscious of the variation of social and cultural identities among people in an employment setting		1	1	1	1	0.5	1	1	1	1	**8.5**

Appendix J

Qualitative comments

Course Title: Training Design and Evaluation	
Competency	Comments
Technological Literacy	Not yet, but moving in that way
Course Title: Advanced Psychology of Learning	
Competency	Comments
Leadership	Many of the concepts in this course use coaching as an intervention
Systems Thinking	The ability to see the big picture in terms of content areas are salient to success in this course
Visioning	Same as above
Knowledge Management	Understanding metacognition and schemata development are covered heavily in this area
Interpersonal Relationship Building	This is covered under social learning theory in this course
Buy-in/Advocacy	Students are required to address how they can apply course concepts in a real world work environment relating to their field. This is salient to their success

Intervention Selection	Standard in performance development and counseling instruction in the course
Organizational Development	Students are required to propose steps to implement many of the concepts covered in the course at their respective career preferences
Diversity	Salient to success in the course