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**THE STUDY OF WORKPLACE LEARNING AND PERFORMANCE
COMPETENCIES AMONG PAKISTANI PRACTITIONERS**

A Dissertation in
Workforce Education and Development

by
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Abstract

The purpose of this study was to investigate Pakistani Workplace Learning and Performance (WLP) practitioners' perceptions of the importance of WLP competencies at the present time and in the next five years. The goals were to: (1) identify and characterize a profile of Pakistani WLP practitioners; (2) analyze perceptions of the current and future importance of WLP competencies in Pakistan; (3) measure the relationships between the perceived importance of foundational and technical competencies currently in terms of education levels; and (4) compare the existing competencies of Pakistani practitioners with those recommended by the 2004 American Society of Training and Development (ASTD) model in terms of current expertise and future expertise in terms of importance.

The ASTD Competency Study: Mapping the Future (2004) was used as a conceptual framework. The original 2004 ASTD WLP questionnaire was translated, validated, pilot-tested, and distributed in several stages among 700 Pakistani WLP practitioners. A total of 286 questionnaires were returned; 270 were usable (for a response rate of 38%) and 16 were unusable. Data were collected online and also using convenience and snowball sampling techniques. Data were analyzed using descriptive statistics, one-way ANOVA, paired t-tests and Cohen's d effect size.

Findings revealed that Management Development/Leadership Development/Executive Development was the primary discipline (21.5 %) and Training (19.3%) was the secondary discipline in this research. With regard to the professional levels of the practitioners, 17.8% identified "manager" as their job title. About two-thirds of the respondents had received at least a master's degree (e.g., Master of Science, Master of Arts, or Master of Business Administration) (163, 60.6%). The majority reported academic degree programs to be the predominant source of

education and training for gaining WLP positions. A total of 219 (81.4%) Pakistani practitioners identified academic degree programs as the most effective sources of professional development programs (PDP).

On the Business and Management Survey, the mean difference in importance was highest for *searches for innovative solution(s), advancing the learning and performance of business agendas, overcoming obstacles and orchestrating efforts achieving results; managing time and developing learning and performance strategies* were believed to be important in the future.

On the Interpersonal Competency Survey, Pakistani WLP practitioners viewed *leading by example, delivering a clear message(s), developing and deploying effective communication strategies, gaining commitment to the solution(s), conveying respect for different perspective(s), and networking with others* as being more important in the future as compared to now.

On the Personal Survey, participants viewed *adapting to handle implementation challenges* as being an important future ability demonstrating adaptability. *Taking risks in learning* was identified as an important future competency in modeling personal development.

Participants viewed two items on knowledge Areas—*career development theories and approaches* and *coaching approaches*—as important in the future. They also reported *facilitating career transition* to be an important action Area in the future compared to the current time on the Career Planning and Talent Management (CPTM) Survey. They pointed out that *Individual learning styles, e.g., audio, visual*, is the most needed knowledge Area relating to Delivering Training. They also rated the *evaluating solution(s)* action Area as being of future importance relating to Delivering Training in the workplace. With regard to the Designing Learning Knowledge Areas, e.g., cognition and adult learning theory, *various instructional methods* and *various delivery options* were viewed as important, while *analysis and selection of technologies*

implied a gap in importance to this action Area in instructional design. Looking at Measuring and Evaluation, the fact that *interpretation and reporting of data* was selected most often highlighted the gap in importance for this competency, while *reporting conclusions and making recommendations based on findings* was selected as a future competency.

A one-way ANOVA test revealed statistically significant differences in perceptions of the current importance of the following items: *Recognizes the impact*, *Understands business operations*, *Recognizes business priorities*, *Advances the learning and performance business agenda*, and *Targets improvement opportunities*. This was found across three education levels on the Business and Management Survey. A significant relationship between education and the items *Operates with integrity* and *Establishes common goals* was revealed in answers to the Interpersonal Competencies Survey. A significant relationship was found among three education levels and *Seeks to understand changes*, *Adapts to handle implementation challenges*, and *OVERALL: How important is this competency for effective performance in your current job?* for *Modeling Personal Development* related to personal competency.

The Cohen's d effect size (Cohen, 1988, 1994) measured the degree of difference or association deemed large enough to be of practical significance. Cohen's d effect size value was large for the majority of the items between the current importance items mean and the future importance items mean.

The reasons for the selection of different sets of competencies for performing current and future jobs in Pakistan may be due to:

- Time span of the study (present vs. in five years)
- Random selection of international practitioners and selection of Pakistani practitioners using convenient and snowball sampling approaches

- Economic and cultural backgrounds of practitioners

Since this was the first WLP research study in Pakistan and involved only practitioners accessed through convenience and snowball sampling approaches, further studies of WLP practitioners are recommended using random sampling approaches at a larger scale. Through findings offered here, Pakistani WLP practitioners, HR departments, research organizations, businesses, and educational institutions in Pakistan will become aware of the possible implications of this research for self-assessment, organization development, recruitment, development, promotion, and retention. Trainers, instructional designers, curriculum developers, and academia can use these findings in designing, developing, teaching, and evaluating WLP competencies in Pakistan. According to the reported perceptions of practitioners, they endorse the importance of WLP competencies in closing the performance gap. The actions needed to close this gap include recognizing WLP programs at the university level. Future research is needed on the roles, competencies, and technical Areas of expertise of WLP practitioners in Pakistan because this Area of research has been relatively unexploited to this point.

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Chapter 1

Introduction

For the last two decades, the concept of Workplace Learning and Performance (WLP) has gained greater acceptance among researchers (Barnett, 1994). This field has been known by various designations, such as training (Galagan, 2003), training and development (McLagan, 1983), human resource development (McLagan, 1989), human performance improvement (HPI) (Rothwell, 1996), or performance consulting (Robinson & Robinson, 1996), and now has the general appellation of WLP (Bernthal, Colyterahn, Naughton, & Rothwell, 2004; Rothwell, 2002). This field arose because of an increased awareness that the foundational and technical workplace competencies not only contribute to enterprise and national competitiveness, but also increase focus on the connection between academic knowledge and practical experience (Smith, 2003).

The foundational workplace competencies, including interpersonal, business/management, and personal skills, are the core of any successful practitioner's skill-set. First, interpersonal skills require building trust, communicating effectively, influencing stakeholders, leveraging diversity, and networking/partnering (Bernthal et al., 2004). Some researchers have suggested that better communication skills lead to amazing improvements in productivity, profits, and customer service (Cascio, 2005). Second, WLP practitioners are in a sense business managers—they must be able to analyze needs, propose solutions, apply business skills, drive results, plan and implement assignments, and think strategically. Every employee needs those business skills to effectively and efficiently manage resources, coordinate employees, and ultimately achieve results. Third, personal development

incorporates the demonstration of adaptability and modeling of personal development. This investment in one's own development is an essential component of the learning process (Mincer, 1958). Someone with high personal development has an easier time taking on new roles and jobs. Such a motivated person communicates with management about changes that have implications for wages, work practices, and competency requirements in the workplace (Poole, 1999). Last, these foundational competencies contribute to acumen for technical competencies. WLP encompasses nine Areas of expertise, according to Bernthal et al.'s research (2004): career planning and talent management, delivering training, designing learning, coaching, facilitating organizational change, improving human performance, managing the learning function, and measuring and evaluation. Interestingly, a follow-up study on the competencies and Areas of expertise outlined in the 2004 American Society for Training and Development (ASTD) competency model reaffirms the relevance for success in shifting contexts at the workplace (Salopek, 2008).

The face of the workplace has changed in the past decade. In developed and less developed countries, technology is assuming routine and dangerous tasks. Pervasive communication and commerce are accelerating the development of the knowledge generation. These developments are changing how individuals interact with their work environments to achieve results over time. For example, careers that remained stable during one normal life span, now, typically change many times (McLagan, 2004). Also, accelerated knowledge acquisition has changed the face of the workplace, the nature of tasks, and the types of interactions by decreasing the amount of face-to-face interactions and increasing the amount of digital communication. For example, email and the internet have irrevocably changed the office environment (Nie, 2009; Robbins & Judge, 2007).

Torraco wrote in 2002 that tasks are less routine and more situational, requiring different kinds of judgments. Current tasks are often accomplished remotely, so people must infer or imagine what is happening (e.g., through digital display, remote controls, sensors and computer communication). People have to handle more random and unpredictable problems. Successful adaptation requires coordination and interdependence among individuals, departments, and organizations (Steensma & Corley, 2000). Interpersonal cooperation, competence, and trust in all Areas of work and life are essential for performing today's complex tasks (Kostova & Roth, 2003).

In the first decade of the twenty-first century, knowledge management emerged both as a basic skill and a field of practice for modern managers who wished to stay relevant in the competitive workplace environment (Sanchez, 2003). The WLP field realized that organizations, people, systems, and processes needed to ascribe value to all kinds of knowledge, which might exist in various forms and attributes (Seng, Zannes, & Pace, 2002). For example, WLP practitioners need to understand both the importance and use of informal networks, communities of practice, the impact of knowledge on successful alliances, social capital and trust, narrative and storytelling, and the use of human intermediaries in knowledge management processes (Lesser & Prusak, 2004). Awareness of these resources helps businesses and employees to effectively accomplish tasks while improving their learning capabilities in the workplace.

Dooley, Lindner, Dooley, and Alagaraja (2004) claimed that organizations face a number of challenges and opportunities in the field of training. Therefore, organizations have developed new technologies that have altered trainers' and learners' roles and improved training effectiveness (pp. 325–328). In fact, employees need to be cautious about their

existing competencies and consider the possibilities of maintaining or improving their professional competencies because of uncertain labor markets. On the other hand, employers are also helpless to find multi-skilled and flexible workers to keep pace with a changing workplace (Van der Klink & Boon, 2002).

In order to better understand the roles of learning and performance in the contemporary workplace, an understanding of the historical background of competencies and the core elements of human behavior (Russ-Eft, 1995) is important. Bradshaw (2000) described the history of competencies since 1874, when an analysis of statutory syllabi and nursing textbooks first defined competencies. Bradshaw argued that the purpose of identifying competencies in the workplace is to determine the role of the workers. For example, core competencies may help to define and standardize traditional and modern nursing roles in the workplace, according to patient need.

The American Society for Training and Development (ASTD) has played an active role in developing competency models for the workplace. These models, created with broad objectives over the last 20 years, have undergone testing and validation in different regions of the world (Chen, 2003; Cheng, 1988; Peerapornvitoon, 1999; Rothwell & Nasser, 2004; Yang, 1994; Yoo, 1999). The models aimed to define the standards of excellence for a profession. In their early phase, in the late 1970s and early 1980s, the focus of these models was on Training and Development (T & D). Later models changed their focus from T & D to Human Resource Development (HRD), and Human Performance Improvement (HPI) and Workplace Learning and Performance (WLF) competencies (Bernthal et al., 2004).

ASTD (2004) asserted that rapid changes, such as globalization, technology, and talent management in the workplace, have made learning professionals' roles more

challenging, regardless of regional boundaries. Therefore, these professionals need to understand an organization's goal and to align learning and development strategies with performance intervention. The ASTD competency study, *Mapping the Future* (2004) further urged professionals to "Know, grow and speak the business, ... Show them [businesses] the value, ... Make sure the high road starts here, ... Be tech savvy or be sorry, ... Weave a world wide Web, ... Be a talent purveyor; scout, agent, coach and champion" (Bernthal, et al., 2004, pp. xviii-xix).

The Problem

This study addressed the lack of adequate information about workplace competencies of professionals in Pakistan by exploring what competencies are needed by WLP professionals in that country in order to better understand the role of globalization's impact on one developing economy. Pakistan is a highly populated country of 155.8 million, and ranks 139th out of 179 countries of the world on the index of Human Resource Development by the United Nations (UNDP, 2008). The Human Development Index (HDI) looks beyond GDP to a broader definition of well-being. The HDI provides a composite measure of three dimensions of human development: living a long and healthy life (measured by life expectancy), being educated (measured by adult literacy and enrolment at the primary, secondary and tertiary levels), and having a decent standard of living (measured by purchasing power parity (PPP) income). Viewing human progress and the complex relationship between income and well-being calls for an urgent need to address the underdevelopment of the Pakistani workforce, especially when less than 33% of the labor force is participating in the economy. According to government sources, "The share of

managerial workers, associate professionals and craftsmen has increased, implying an increased trend for work opportunities...The decline in the share of professional workers is a matter of concern” (NEP, 2007, p. 11). The declining trend of professionals is a curious phenomenon.

Globalization has changed workplace requirements due to the revolution in technology, a dramatic shift in demographics, and vastly growing competitive markets around the world (Cummings & Worley, 2001). In order to be competitive internationally, developing economies such as Pakistan’s have introduced structural adjustment programs, which fund neglected sectors of the economy, like agriculture, so that the poor have a chance for upward mobility (Economic Advisor’s Wing, 2000–2001). To reduce the overall income gap between Pakistan’s rich and poor as well as between Pakistan’s developing economy and the highly developed economies of Western Europe and the United States, workers and organizations must embrace new concepts such as Workplace Learning and Performance (WLP).

Pakistan has an agricultural-based economy, but it is also dependent on other industrial sectors such as manufacturing, transport, and services. The share of occupational groups composed of legislators, senior officers, and managers among employed persons has increased from 8.6% in 1997 to 9.8% in 2001 (Labor Force Survey 1996–97 for 1997 & 1997–98 for 2001). The need for this study stems from the lack of adequate information about the competencies of workplace professionals in Pakistan. The information about the workforce and the competencies possessed helps managers make appropriate decisions and guide employees’ performance. The awareness about competencies among employees provides a roadmap of how to succeed in their jobs (Bernadette et al., 2004). Research

showed that an individual who possesses knowledge of a particular subject is not necessarily competent in applying such knowledge in practice (Wirth & Tryloff, 1995 as cited in Stretton, 1995). To bridge the gap between theory and practice, individuals and organizations must understand the degree to which the Pakistani practitioners understand and apply diverse skills in their workplaces.

Training programs run by Pakistani institutions like the National Institute of Labor Administration and Training (NILAT), National Institute of Public Administration (NIPA), Pakistan Academy of Rural Development (PARA), and National Center of Rural Development (NCRD) are based on traditional courses, which do not necessarily address the required organizational development (Cox & Beale, 1997), leadership (Combs, 2002; Intagliata, Ulrich & Smallwood, 2000; Morrison, Roberts & Midgley, 2004) or technical skills (Rainsbury, Hodges, Burchell & Lay, 2002) or both hard and soft competencies (Thasnapark, Launglaor & Sharma, 2002) of the employees. The *Pakistan Manpower Commission Report, 1998* and *National Employment Policy (NEP) Report, 2007* showed that proficiency in organization, leadership, and technology are the keys to attaining success through improved behaviors, attitudes, and performance. These are strong reasons to pay attention to workforce development in order to meet the emerging global trends. These global trends provide, “a discourse between education and the labor markets” (Garavan & McGuire, 2001, p. 148).

According to the Economic Adviser’s Wing (2000–2001) in Pakistan, “the public sector is the main employer, but is heavily encumbered with foreign debts. The daily operation of the public sector is a reflection of the centralized and bureaucratic channels” (pp. 73–76). The government of Pakistan is spending large sums to improve workplace

efficiency, but ironically this change is not occurring at an efficient pace. According to the Economic Adviser's Wing, the budget estimate in 2000–2001 showed a 4.1% increase over 1990–2000 for education and training in the Public Sector Development Programs (PSDPs). However, at least one government report (NEP, 2007) suggested that the current academic programs of technical and engineering institutions are not adequately preparing the graduates for the available jobs. Therefore, reorienting the curricula of academic programs to practical, skill-based competencies would help the graduates of these programs find placement in the labor market. This study not only addressed the discrepancy between the current and required competencies, but also helped to design a curriculum that will repair the broken training systems. Skill formation is highly linked to labor legislation and regulations in which both employers and employees gain through training. According to a recent study by the World Bank, “excessive labor regulation” in Pakistan has tended to choke job creation, and has undermined the development of industrial skills by raising the cost of durable employment relations (World Bank, 2006). Government regulations stipulate that full-time employees must be given training and workplace compensations, In other words, in hiring wage-payroll employees informally, employers avoid providing full-time jobs, which is far cheaper,

Ghayur, Frey, and Klennert (1992) identified a number of ways to improve manpower development in Pakistan. For example, they suggested developing a labor market information system in order to integrate the demand for, and supply of, labor force, thereby reducing manpower imbalances. Despite tremendous efforts by government agencies, no standardized method or process for improving Workplace Learning and Performance (WLP) competencies

exists. Courses with titles such as Training & Development (T & D), Organization Development (OD), HRD Evaluation, OD Diagnosis, Need Assessment, Appreciative Inquiry, Facilitation Skills, and HRD/HRM are not in the curricula of Pakistan's institutions of higher education. It could be a lack of awareness on the part of administration and faculty about the emerging areas of workplace learning and performance. Although a few courses are components of MBA programs in Pakistan, the acceptance and recognition of these types of courses, which prepare employees, graduates, and undergraduates to align with business needs, must expand. WLP is a new area of academic enquiry, a process of skills formation (Ashton & Sung, 2006) that must start from academic knowledge and lead to workplace performance. Therefore, in curricula for various levels of training programs, adapted to current workplace requirements, students should match job opportunities in the globalized economy. The skills sets of the pass-outs might also attract new jobs to Pakistan. Furthermore, generally, no institutionalized standards are in place to ensure the quality of training for those who seek to work as WLP/HRM practitioners. The need for the standardization of training (designing, delivery and implementation) programs as a method of quality improvement was demonstrated by Salopek (2006). Standardization or certification in WLP disciplines would help to ensure that personnel receive adequate training so that they could contribute to improved productivity and workplace efficiency.

The Manpower Commission Report (1998) and the National Employment Policy (NEP) (2007) have addressed numerous challenges in the field of T & D in Pakistan. However, these are mostly geared toward academic skills rather than specific job training. For example, an emphasis is given to Mincer's 1958 theory of investment in human resources; although this was an influential early work it has been updated and does not now

meet modern workplace requirements. However, the curricula of Pakistani training programs fail to reflect many advances made during the last 50 years in the field of workplace learning.

A modern WLP professional training like coaching, overseeing day-to-day activities, and using an understandable language will be more beneficial (Rothwell & Wellins, 2005). Lack of integration and coordination remains important feature among the training initiatives of the various agencies. Interestingly, training programs on similar topics (e.g., human resource planning, or manpower development and educational planning), implemented by several agencies, duplicate efforts and wastage of resources. A training-led employment culture does not exist, and training is not embedded in public- or private-sector policies. According to the official sources (NEP, 2007), clearly practitioners are not fully qualified to function professionally. Therefore, by introducing and implementing awareness of the nine areas of expertise, such as Career Planning & Talent Management, Coaching, Designing Learning, Delivering Training, Improving Human Performance, and Measuring and Evaluation indicated in the ASTD *Mapping the Future* competency model, these can become integral tools in improving human performance in an organization.

Therefore, in over 287 pages the *Manpower Commission Report 1998* addressed training and development issues in one chapter titled, *Set-up of Institutional Machinery for Manpower Development*. The NEP (2007) report consisted of 110 pages, used the word “Training” 68 times, “Performance” 11 times, “Workplace” 5 times, and “Competencies” 3 times but not a single word related to “Learning” and “Workplace performance.” The NEP report 2007 analyzed in-depth the current status of the workforce, including both private and public sectors as well as formal and informal sectors. The report concluded that, “Meeting the challenge [of competing in global markets] now requires raising technical and vocational

competence as well as productivity of the workforce through better education, training and retraining” (p. 15). NEP 2007 is an important government document that assesses the manpower for manpower development of the country. Unfortunately, the report does not present fair assessment of the workforce in terms of *Mapping the Future Competency Model* across a variety of roles in society. However, an understanding of the ASTD competency model can mitigate workplace issues. On the one hand, individuals prepare their career development plans, formulate strategies, and use a variety of learning approaches, such as training, education, rotational experiences, mentoring and coaching. On the other hand, organizations enhance the effectiveness of their employees through talent management planning, work expectations, identification of both quantitative goals (what and how many) and behavioral competencies (Rothwell, & Wellins, 2005) to improve performance.

Several scholars have expressed agreement that globalization and technological advancements, the skill and competency requirements, and work processes in the Pakistani workplace have changed surprisingly. Similarly, access to high-quality goods at lower prices due to globalization has brought changes in the structure of production. The easier growth options are not more available, and penetration in the global market is critically linked to the skills and capabilities of the workforce. Conversely, quality and productivity are essential to compete internationally (*NEP Report*, 2007, see also Amjad, 2006; Ghayur, 2006, 2007).

The National Employment Policy (NEP) Report (2007) raised additional workforce issues. The report of the Policy Planning Wing of the Ministry of Labor Manpower, published in 2007, draws attention to several workplace issues, such as the mismatch of demand for, and supply of, labor force in terms of education, insufficient professional development programs, and low vocational, technical and professional competencies as

compared to international standards. The NEP report identified the issues faced by existing institutions, including being inadequate and highly unequipped, to produce the skilled manpower needed to produce quality products. Therefore, the graduates of these institutions are just not in line with industry demands. The report also suggested various policy recommendations to upgrade human resource development in various sectors of Pakistan. In the past, the focus was largely on the demand to augment rather than address the supply-side issues. As a result, the vast human resources of the nation are mostly untrained and not ready to take high value-added production assignments. A large proportion of the current labor force does not possess skills that are measurable in terms of higher education. The literacy level is as low as 52%. The educational distribution of literates shows that 35% are below the matriculation level, 10% are matriculates, and 4.1% have a higher secondary certificate in Pakistan. The degree holders account for only a small (3.8%) proportion of the labor force. The educational attainment of females is lower than males in all categories. Therefore, workplace skill development programs are essential to supplement the increasingly ineffective education system by providing basic and advanced training in the workplace. Furthermore, the discrepancy in the quality of training programs between the public and private sector agencies is widely disproportional. High-quality training is available only through expensive or unaffordable seminars or workshops offered to the country's elite through the private sector (www.octara.com).

The *NEP Report* (2007) identified several human resource issues. The IT industry, particularly the software industry, has enormous potential to grow and provide remunerative employment, but software development primarily depends upon qualified professionals. The estimated growth rate of 33% per year in the domestic software market would require over a

thousand software engineers every year. Currently, however, only about 150 software engineering graduates from reputable academic institutions, and another 100 to 150 engage on-the-job training through software houses and user organizations (*NEP Report*, 2007). An important point is that about 400 to 500 software engineers arise from other institutions that lack basic facilities and suitably qualified faculty. Indeed, these low-quality graduates fail to meet the market requirements, and the overall productivity of the sector is low. Moreover, the software industry has not invested sufficiently in the IT sector, and typically old technologies characterize the market, leading to low change rates. Unsurprisingly, these companies compete in lower value-added segments of the global services market. Equally important is that the salary structure of software professionals is low compared to equally qualified professionals in the competing world, and therefore, “brain drain” is Pakistan’s malady.

Pakistan’s economy is facing multiple challenges, such as the shortage of a highly skilled workforce as well as emigration of highly skilled and educated individuals, and an alarming unemployment rate among the educated youth (National Manpower Commission report, 1989). In general, leadership skill has been identified as an issue in the Pakistani workplace (Ameen, 2006; Mahmood, 2002; Rehman, Siddiqui, & Burdey, 2006). Pakistani WLP practitioners play a limited role in emphasizing organizational goals and objectives (Ahsan, 2010). The *NEP Report* (2007) indicated that “issues such as the haphazard nature of development, lack of coordination, multiplicity, systematization, standardization and, importantly, the quality and relevance of training” (pp. 25, 41)... “continue to remain main areas of concern in the system developed so far [sic]. Effective integration of the private sector into vocational training and technical education is yet to be seen. The apprenticeship

training ordinance of the 1960s, mandating large-scale organizations to provide training in identified skills, has not led to the desired results” (*The NEP Report*, 2007, pp. 88–89).

An analysis of the recent National Employment Policy shows that illiteracy, a low level of education, and poor standards of education as well as poor vocational, technical, and professional competences currently characterize the labor force. In general, just the focus on the development of training programs, partnerships between the public and private sectors, and gender streaming (gender equality) are considered a panacea for improving the lower incomes and reducing the high rates of poverty most prevalent among the general population (Bajwa, 2006; Khan, 2006).

The field of workplace learning and performance is at a rudimentary stage, nationally in Pakistan. Generally, training and development rather than workplace learning and performance is emphasized (NEP, 2007) at policy formulation and implementation levels. Not enough attention accrues to this field. Majid (2000) emphasized that planning an educational, training and skilling strategy, commensurate with the abilities of a more literate labor force, will prepare the economy to face future challenges. A need exists to identify the WLP competencies owned by the practitioners, and their future requirements. These competencies in turn will bring value to the organizations so that they can become more efficient and productive (Natchez, 2008).

Purpose of the Study

The current research study investigated the most fundamental skills and competencies required by Pakistani practitioners in the workplace and developed a framework for teaching these skills in platforms accessible to a vast majority, thereby improving human performance

and unifying individual capabilities with organizational core competencies (Rothwell & Lindholm, 1999). Moreover, the current research identified the existing knowledge, skills, and visions of individuals towards workplace learning and performance. The findings may lead to certain conclusions about the significance of WLP competencies in the case of Pakistan. For example, management can create a culture that includes individualized learning, setting goals/clear expectations, open communication inside the organization, and creating buy-in to learning through provision of and access to resources such as human, material and information. However, this research added to the body of knowledge by “enabling practitioners to make a measurable difference in helping their customers, clients, and colleagues in the years ahead” (Bernthal et al., 2004, p. 43).

The current research reviewed in chapter 2 focuses on the evolution of competencies among WLP theoretical frameworks in terms of Human Resource Development (HRD), Organization Development, Career Development, Training & Development (T & D), Human Resource Management (HRM) and Human Performance Improvement (HPI) developed in the U.S. The review of related literature prepared the groundwork for an investigation of the importance for WLP competencies among Pakistani practitioners and their perceptions of current and future levels of importance for the WLP competencies grouped within the following categories:

(a) Foundational Competencies

(1) Business/Management

(2) Interpersonal

(3) Personal

(d) Technical Competencies

- (1) Career Planning and Talent Management
- (2) Delivering Training
- (3) Designing Learning
- (4) Measuring and Evaluation

Research Questions

To fulfill the study's objective, the research addresses the following questions:

- (1) What is the profile of respondents with regard to:
 - (a) Age,
 - (b) Gender,
 - (c) Years of experience,
 - (d) Educational attainment,
 - (e) Type of organization,
 - (f) Type of industry, and
 - (g) Professional development of practitioners
- (2) What are the WLP competencies that Pakistani practitioners perceive to be important for their current and future (five years from now) needs?
- (3) What are the relationships between the perceived importance of foundational competencies currently when examined in terms of education levels?
- (4) How do the existing competencies of Pakistani practitioners compare to those recommended by the 2004 American Society of Training and

Development (ASTD) model in terms of current expertise and future expertise in terms of importance?

What do Pakistani practitioners believe are the most important competencies in the present and near future for their work performance? This study expected to lead to further studies of WLP competencies in Pakistan. Furthermore, this research added to current knowledge of WLP, particularly in the context of a developing economy, and “enable(s) practitioners to effect positive, progressive and enduring change in organizations” (Bernthal et al., 2004, p. 83). This research justified the continued investigation of the importance of WLP competencies for Pakistani practitioners.

Significance of the Study

No study to date has specifically focused on WLP practitioners’ competencies in Pakistan. Study findings will be of use to WLP practitioners, academia, and businesses in the areas of WLP, HRD, HRM, or related fields in Pakistan, by providing information on existing competencies and future important workforce requirements. The results will help these practitioners design, develop, implement, analyze, and evaluate the jobs and tasks related to particular competencies needed by the workforce. Knowing what roles are important for practitioners will be useful for continuously updating their knowledge and skills so that they can make valuable contributions to their organizations. The value for researchers is to gain an insight into the current and future directions of the competencies required for WLP practitioners. The benefits for academe are to formulate guidelines for developing curricula in order to prepare the potential members of the labor force prior to joining the labor market. The importance for instructors is to design classroom instructional activities to create awareness about the required WLP competencies to ensure success in

learners' future careers. Businesses may benefit from the study's findings, for utility in interviewing, selection, placement, orientation, and appraisal of employees. Management can have a Human Resource Development plan of action to develop their employees and organizations through Training and Development, Career Development, and Organization Development. The numbers of potential beneficiaries just cited are a few of a potentially much larger list. The study is also important because it is the first research on the WLP competencies of Pakistani practitioners and the first research using the Mapping the Future ASTD 2004 competency model, and may help to align learning and performance in the workplace.

Limitations

The results of this study have application to a limited segment of the population of Pakistani WLP practitioners. These individuals were selected from chambers of commerce & industry, training institutions, universities and financial institutions working as practitioners. These professionals are currently engaged in the learning and performance field. A sample of individuals was selected using criterion and snowball approaches due to time and financial constraints. Therefore, results applied only to those participants who responded to the questionnaire.

As WLP terminology is a relatively new concept, it might not be fully understood by the respondents. Therefore, telephone calls were made to orient the WLP concepts to respondents.

The Center of Excellence for Urdu Informatics (CEUI) translated the questionnaire into Pakistani Urdu, the language of the respondents. Significant efforts were made to validate the questionnaire's transformation into the Urdu version. The concern was whether

the translation matches the English version 100%. Therefore, the survey was validated by a distinguished professional, Sabur Ghayur, Ph.D., Chairman, Policy Planning Cell, Ministry of Labor Manpower, Government of Pakistan, who is equally proficient in Urdu and English languages. He has reviewed both the versions of the survey instrument and expressed his satisfaction (Letter attached in Appendix C).

This study was based on an ASTD survey instrument designed to gain in-depth and specific information from Pakistani practitioners. As the information was sought using regular mail, the data were based on self-reporting. The subjects' independent comprehension of the instrument may lead to subjectivity.

Definitions of Terms

Some of the following cited terms directly originate in the ASTD model (Bernthal et al., 2004); whereas other terms used in the field have been cited from other sources accordingly. A copyright permission was obtained from the ASTD on March 29, 2010 (Appendix A) to use the ASTD material.

Areas of Expertise (AOE)

AOEs reflect the natural evolution of the WLP profession. These are also defined as “the specific technical and professional skills and knowledge required for success in WLP specialty areas” (Bernthal et al., 2004, p. 23). In this model, the AOEs reflect how WLP professionals currently focus on their work, as well as the practices that are becoming increasingly important” (Bernthal et al., 2004, p. 64).

Foundational Competencies

Foundational competencies are “the relevant behaviors for all WLP professionals” (Bernthal et al., 2004, p. 19).

Competencies

“Competencies encompass the clusters of skills, knowledge, abilities, and behaviors required for job success across all WLP jobs” (Bernthal et al., p. xix). The ASTD 2004 *Mapping the Future* study identified 12 competencies as essential for the majority of individuals in the WLP profession” (Bernthal et al., p. 19). According to McLagan (1989), a competency is “an area of knowledge or skill that is critical for producing key outputs. Competencies are internal capabilities that people bring to their jobs, capabilities which may be expressed in a broad, even infinite, array of on-the-job behaviors” (p. 77).

Clusters

Competencies segment according to major groups. Competencies group into clusters for common understanding (Bernthal et al., p. 51).

Roles

“Roles are broad areas of responsibility within the WLP profession that require a certain combination of competencies and AOE's to perform effectively. Roles are not the same as job titles, they are much more fluid,, depending on the application or the project. For the WLP professional, playing roles is analogous to maintaining a collection of hats-when the situation requires, the professional slips from one role and “puts on another hat” (Bernthal et al., p. 49).

Job Titles

“People may perform several roles under one job title. For example, someone who is called a “trainer” may perform as an educator-trainer-facilitator, a performance consultant or a manager” (McLagan, 2004, p. 40).

Field

“The field consists of all practices that facilitate and accelerate learning and performance” (McLagan, 2004, p. 40).

Intervention Level

Learning and performance occur at a variety of nested levels (McLagan, 2004, p. 40):
(1) individual, (2) group, (3) organization, (4) industry-profession, and (5) society.

Conceptual Framework

The ASTD Model 2004 for Workplace Learning and Performance (WLP) developed by Bernthal et al. was the conceptual framework for this study. It provides the basic concepts for understanding the competencies that learning professionals need today and in the future. It provides a foundation for competency-based applications, deliverables, and outputs, including credentialing and follow-up research.

The model includes three layers of knowledge and skill areas: competencies, areas of professional expertise, and roles.

The model divides the foundational competencies into three broad clusters/groups:

- (1) Business and Management
- (2) Interpersonal
- (3) Personal

The following describes the previously listed items:

1. Business and Management

Competencies associated with skills, knowledge, abilities or behaviors that are considered necessary by WLP professionals:

- a. Analyzing needs and proposing solutions includes identifying and understanding business issues and client needs, problems and opportunities; comparing data from different sources to draw conclusions, and choosing a course of action consistent with available facts, constraints, and probable consequences.
- b. Applying business acumen includes understanding the organization's business models and financial goals and utilizing economic, financial and organizational data to build and document the business case for investing in workplace learning and performance solution.
- c. Driving results includes identifying opportunities for improvement and setting well-defined goals related to learning and performance solutions; measuring progress, and striving to achieve goals and produce exceptional results.
- d. Planning and implementing assignments includes developing action plans, obtaining resources, and completing assignments in a timely manner to achieving workplace learning and performance goals.
- e. Thinking strategically includes understanding internal and external factors that impact learning and performance in organizations; keeping abreast of trends and anticipating opportunities to add value to business; operating from a system perspective in developing learning and performance strategies, and building alignment with business strategies.

2. Interpersonal Competencies

- a. Building trust includes interacting with others in a way that provides confidence in one's intentions and those for the organization.

- b. Communicating effectively includes expressing thoughts, feelings, and ideas in a clear, concise, and compelling manner in both individual and group situations; actively listening to others, and adjusting style to capture the attention of audience.
- c. Influencing stakeholders includes selling the value of learning or the recommended solutions as a way of improving organizational performance, and gaining commitment to solutions that will improve individual, team, and organizational performance.
- d. Leveraging diversity includes appreciating and leveraging the capabilities, insights, and ideas of all individuals, and working effectively with individuals having diverse styles, abilities, motivations, and backgrounds (including cultural differences).
- e. Networking and partnering include developing and using a network of collaborative relationships with internal and external contacts to leverage workplace learning and performance strategies in a way that facilitate the accomplishment of business results.

3. Personal

- a. Demonstrating adaptability includes maintaining effectiveness when experiencing major changes in work tasks, the work environment, or conditions affecting the organization (for example, economic, political, cultural, or technological); remaining open to new people, thoughts and approaches, and adjusting affectively to work within new work structures, processes, requirements and cultures.
- b. Modeling personal development includes actively identifying new areas for one's personal learning; regularly creating and taking advantage of learning opportunities, and applying newly gained knowledge and skills on the job.

The ASTD framework identified four major roles within the Workplace Learning and Performance profession. Bernthal et al. (2004, p. 49) defined four WLP roles:

- (1) Learning Strategist
- (2) Business Partner
- (3) Project Manager
- (4) Professional Specialist

1. *Learning Strategist*: Determines how workplace learning and performance improvement can best be leveraged for long-term business objectives.

2. *Business Partner*: Applies business and industry knowledge to partner with the client in identifying workplace performance.

3. *Project Manager*: Plans resources and monitors effective delivery of learning and performance solutions.

4. *Professional Specialist*: Designs, develops, delivers, or evaluates learning and performance solutions.

Executive. Vice President/Chairman of the company, institution, or organization:

This role is defined as “the executive with the chief decision-making authority in an organization or business” (*Merriam-Webster’s Collegiate Dictionary*, 1993, p. 186).

According to Wallick (2001), “CEO refers to the highest ranking official in multihospital health care systems such as CEO, President, President and CEO or Executive Director, Director and CEO” (p. 15).

Director. Oversees an entire functional area: According to the on-line *Merriam-Webster Dictionary* (<http://www.m-w.com/dictionary/director>) term director refers to one who directs as: a) the head of an organized group or administrative unit (as a bureau or school); b) one of a group of persons entrusted with the overall direction of a corporate

enterprise; c) a person who supervises the production of a show (as for stage or screen) usually with responsibility for action.

Manager. Oversees a department within a functional area: “A manager plans, organizes, schedules, monitors, and leads the work of individuals and groups to attain desired results; facilitates the strategic plan; ensures that workplace learning and performance is aligned with organizational needs and plans; and ensures the accomplishment of the administrative requirements of the function” (Rothwell, et al., pp. xv–xvi)

Supervisor. Manages a group within a department: “An administrative officer in charge of a business, government, or school unit or operation” (<http://www.m-w.com/dictionary/supervisor>).

Team leader. Manages a work group: According to Wilkerson (2003), a team leader is responsible for maintaining optimal quality and productivity. Generally, this is a top-level technician who also is a natural leader. A person who gives orders and plans to a technician or operator in a manufacturing company.

University professor or college instructor: Works in academic setting with multiple roles.

Private consultant: Works independently or is self-employed.

Entry level: Manages self or occasionally a small group or team

Human Resource Development (HRD): HRD is the integrated use of training and development, organizational development, and career development (Rothwell, Sanders, & Soper, 1999 as cited in McLagan, 1989 in his research).

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, ethical justifiable interventions to close the performance gaps, implementing the interventions, and evaluating the financial and nonfinancial results” (Rothwell, 1996, p. 79).

Learning: “Learning refers to a changing process. It occurs when an individual acquires new information, skills, or attitudes. It is inherently an internal process that takes place in the brain. Its results can be seen, but the process cannot” (Rothwell, 2002, pp. 7–8).

Training: A short-term change effort intended to improve individual work performance by equipping people with the knowledge, skills, and attitudes they must possess to be successful in their work (Rothwell, 2002, p. 6). “Training is a short-term learning intervention intended to establish or improve a match between present job requirements and individual knowledge, skills, and attitudes” (Rothwell & Sredl, 1992, p. 4).

Training & Development: “Training focuses on identifying, assuring, and helping develop through planned learning, the key competencies that enable individuals to perform their current job[sic]” (McLagan, 1989, p. 9).

Practitioners: Practitioners are consultants (internal or external, in staff or line management roles) who are competent at guiding client systems through the entire appreciative inquiry process, including: (a) advising the client how/where to begin, (b) conducting training of internal facilitators/interviewers, (c) working with internal teams in topic selection and protocol development, and (d) co-designing with the client a variety of processes for consensual validation and for redesigning the systems and structures of the organization to support the propositions” (Argyris & Schön, 1996, pp. 43–46; Watkins & Mohr, 2001, p. 49).

Workplace: [workplace can be] “anywhere, anytime, for anyone” (Davenport, 2006, p. 41).

Workplace Learning: “Workplace Learning is a process of life learning. It is the change that people undergo as they prepare to perform their work, as they carry out their work, or as they reflect on their work experience. It includes the knowledge, skills, and attitudes people need to perform their work tasks; what must know, do or feel to interact with others to achieve results” (Rothwell, 2002, p. 8).

Workplace Learning and Performance (WLP): According to Rothwell, Sanders, and Soper (1999), Workplace Learning and Performance is defined:

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

The ASTD Handbook for Workplace Learning Professionals defined WLP as, “The professions of training, performance improvement, learning, development, and workplace education. It often is colloquially referred to as training or training and development” (Biech, 2008, p. 884).

Workplace Practitioner: “WLP practitioners necessarily serve their client organizations, the organization’s stakeholders and the learners within the organizations...

The WLP practitioner has the ability to play the role of catalyst in every step of the workplace learning process model” (Rothwell, 2002, pp.140–154).

The ASTD framework defines the following nine areas of expertise (Bernthal et al., 2004):

- (1) Career Planning and Talent Management
- (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

Assumptions

This research had three assumptions. First, the respondents understood the WLP concepts and all items in the questionnaire. Second, the respondents who returned the questionnaire personally completed or responded to every question/item in it. Third, Pakistan’s economy was undergoing severe economic uncertainties, social restlessness, natural calamities, and political transition during the conduct of this research. Economic, social and political changes did not affect responses.

Chapter Summary

This chapter provided an introduction to, purpose of, and significance of the study. The introduction section focused on the value of WLP due to factors such as increased

awareness and changing workplace. The purpose of the current study was to review the perceptions of WLP competencies among Pakistani practitioners using the theoretical framework developed by the ASTD in the U.S. and to prepare the groundwork for the investigation of the need for WLP competencies among Pakistani practitioners. The problem statement highlighted the need to carry out this research as it related to practitioners, curricula and training issues. Pakistani practitioners lack WLP information. Other factors related to manpower imbalances such as unqualified staff, insufficient institutional facilities, low salary structure, or compensation package, brain drain of skilled workers, and high unemployment; curricula are not enriched with courses needed to meet modern workplace requirements; and training issues include non-existent training-led employment culture; lack of a standardized process; lack of coordination among various agencies, and more emphasis on academic rather than job-specific skills.

The development and evolution of workplace learning competencies were discussed along with the significance and limitations of this research. Research findings will inform Pakistani executives about the importance of existing and future WLP competencies in the workplace, provide a roadmap to guide the managers in making decisions regarding manpower issues; suggest possible opportunities for employees' personal development; and increase the body of knowledge about WLP competencies among Pakistani practitioners. An executive summary provided to study participants will provide them with valuable information as they shift among roles. Examples include designing, developing, analyzing, implementing and evaluating the training programs created by trainers and instructional designers; formulating guidelines for developing curricula by the academes; interviewing, selection, placement, orientation, and appraisal of employees by businesses; career

development plans by individuals; talent management planning, setting up goals; and understanding employee behaviors by organizations. Limitations, key terms and assumptions were also defined. Several references in this chapter are discussed in more detail in the next chapter. The literature review in chapter 2 serves to demonstrate the development of Workplace Learning and Performance (WLP), evolution of seven Learning and Performance Models in the United States as well as the studies conducted outside of the United States.

Chapter 2

Review of Related Literature

This chapter contains a review of the development of Workplace Learning and Performance (WLP) as a field, and its competencies and the evolution of theoretical frameworks. This review presents the major WLP competency studies conducted in the United States, as well as in other parts of the world. Each of the studies presents a focus area, findings from data analysis, and directions for future research.

The Development of WLP

Recent studies indicate that Workplace Learning and Performance has evolved from a field that once focused on training. Davenport (2006) stated, “For workplace learning and performance professionals, the pace picks up and the stakes get raised” (p. 41). His research emphasized the changing trend, speed, or pace of workplace learning rather than training, and need to leverage competitive advantage. Davenport reported the consensus reached by experts in the field that WLP, whether designing or delivering training or managing complex learning functions, will continue to evolve in coming years from its current state. According to Levy (in Davenport, 2006), “The field will further mature and evolve, at a faster pace now, focusing on the learner as the center of the universe” (p. 41). Similarly, Sloman (2006) also reported, “A shift is taking place from training to learning. Learning is a self-directed, work-based process, leading to increased

adaptive capacity. Learning lies in the domain of the individual” (Sloman, in Davenport, 2006, p. 41).

In addition, workforce research studies reveal mixed trends in training (Silberman, 2004) and development; they do not indicate the cause-and-effect relationship of training to improve performance (McLagan, 2004). In contrast, training does play a role in the retention and satisfaction of employees. A Spherion Corporation workforce study (Ketter, 2006) on the retention of employees reported that workers considered growth and learning as the most important factors in retaining them after the basic factors of salary and benefits. The same workers rated training and development last on their list of eight retention drivers. For the minority of workers who were aware of training programs available to them, nearly half (46%) were not satisfied or were somewhat satisfied. The study found no connection between what employees want and what their employers are offering them. However, employees want programs that they believe will enhance their careers, not just basic training and development programs, which they perceive as having little value. Study data showed that nearly 97% of all U.S. companies offer at least two training and development programs annually. Almost 90% of today’s employers are offering more training and development programs as a retention tool, and according to the Bureau of Labor Statistics (2010), companies will dedicate greater resources to job-specific training programs in the future.

In addition, research among Information Systems and Technology (IS&T) employees revealed that perceived organizational innovativeness and job satisfaction have significant impacts on employee loyalty and desire to continue an association with the organization. Therefore, organizations need to support innovative technologies to ensure employee retention and satisfaction (Sackel & Mak, 2004).

In relation to Wyatt's worldwide multi-year study (2003a, b) and Ketter's (2006) research on human resource practices related to business performance, both found that training had a mild negative relationship to performance. Their findings confirmed that high-performing organizations have best practices for creating a culture of learning and performance results, rather than just counting on training. Likewise, McLagan (2004) cited the leading researchers in organizational behavior, the editors of *Enhancing Organizational Performance*, namely, Daniel Druckman, Jerome E. Singer, and Harold Van Cott, who examined the utility and effectiveness of a variety of techniques for enhancing human performance. Their report focused on the organizational context, which spotlights more psychological interventions. They critically reviewed the existing studies relevant to enhancing organizational performance and concluded from their review of the impact of training that "many programs leave people significantly more confused, less able to remember important information . . . [and] unable to use their work-related knowledge" (cited by McLagan, 2004, p. 36).

Organizational performance and training interventions as well as the interplay of informal learning and formal training and development activities contribute to workforce performance and career mobility across functions and levels. A leading scholar of "learning, leading and growing organizations", Colbourne (2007) focused on individual and team learning, training and development processes mediated within Universal Music, Warner Music and SonyBMG. The researcher used a qualitative research strategy to create organizational analyses of value to human resources and the training and development of practitioners. The collected data from organizations included semi-structured interviews across roles, levels and functions, a wide range of documents and site photographs.

Colbourne identified emerging requirements for particular skills, capabilities, competencies, and knowledge needed by music industry workers to remain competitive. In particular, the research proposed that major music labels adopt a more integrated and strategic approach to recruitment and training. Colbourne's research found that individuals rely on training and development initiatives to provide the relevant music industry knowledge needed to remain competitive in their roles and responsibilities, and to enable them to promote and exploit music assets. He discovered that, in some cases, training and development initiatives did not actually fulfill the explicit organizational requirements for addressing the range of competitive issues and challenges in an emergent digital music market and those inconsistencies remained across levels, roles, and functions.

Colbourne gave specific directions for improving the workplace. For example, training and development initiatives need to be augmented by organizational practices and policies through reorienting and reframing roles and responsibilities to meet new and emerging demands. This could include a renewed focus on identifying and recruiting the right talent, integrating traditional and digital functions into a single role, identifying and addressing obsolete roles and responsibilities, reskilling, upskilling and reorienting the current workforce, and creating provisions for managing individuals who are unable to adapt to the future's digital realities.

McLagan (2004) reviewed literature on researchers' and practitioners' perceptions of both learning and performance in the workplace; researchers who take "learning and performance" results and the practices that were shown to cause those results. McLagan presented a broad picture of the field of learning and performance, focusing on such results. Interestingly:

The learning results that researchers focused on included knowledge transfer, shortened problem-solving and cycle time, growth in knowledge volume and use, speed to competence, behavior change, and increased individual and team commitment. The performance results they most frequently investigated included increases in the market share, competitive advantage, and sales growth; new product success; performance in output, costs, and productivity; job satisfaction and retention; innovation and customer focus, and success with change (p. 37).

Research suggests that learning and performance increase with practices such as:

(a) networking, (b) informal learning, (c) formal learning, (d) cooperative learning, (e) culture of learning, (f) knowledge-management architecture, (g) e-learning, and (h) blended learning.

To illustrate the importance of networking in learning and performance practices, Thorne (2003) reported that “networking is not just a one-way process; it is a reciprocal process. Networking requires a network of people who vary in contact from those who are very close to those who they have less contact” (p. 160). In particular, any practices, whether formal or informal learning, cooperative learning, a culture of learning, a systems approach to formal learning, and networking all help to achieve learning and performance results.

The field of learning and performance has turned the workplace setting into many forms of both formal and informal learning (Enos, Kehrhahn, & Bell, 2003), i.e., open learning, distance learning, programmed learning, experiential learning, e/learning, virtual

learning, and blended learning (Thorne, 2003). Formal learning is learning based on direct instruction in which learners engage in lectures, discussions, simulations, role-plays, and other structured activities (Enos et al., 2003). These activities have specific learning objectives and enable students to master predetermined outcomes. Typically, this instruction is disconnected from the day-to-day work setting (Enos et al., 2003). However, McLagan (2004) cited the research of Badger, Chasten, Mangles, and Sadler-Smith (2001) and concluded that having a formal learning system alone did not help or predict the adoption of new technologies.

On the other hand, informal learning occurs through trial-and-error, mentoring, networking, and other self-directed learning (Wenden, 1982) modes. It is a form of learning composed of action and reflection (Watkins & Marsick, 1992) and is the result of individuals making sense of experiences they encounter during their daily work lives (Marsick & Volpe, 1999). Research has indicated that informal learning is more often typical in the workplace (Fox, 1997; Leslie, Aring, & Brand, 1998; Lohman, 2000).

In part because of the nature of today's organization and in part because of individual preferences, informal learning has become more important. As a consequence, the range of interventions undertaken by the trainer now extends far beyond the design and delivery of the training course. A huge increase has arisen in coaching and in ways of promoting group learning (Davenport, 2006, p. 41).

In a comparative study of formal and informal learning, Enos et al. (2003) found that formal learning in classrooms, reading, seminars, technology-based programs, and conferences accounted for 30% of all learning transfer, while 70% was due to informal

learning. Their research findings suggested that many job skills are learned on the job through more informal methods in corporate training settings (Enos et al., *ibid.*).

Exploratory research by Burns, Schaefer, and Hayden in 2005 revealed that new Trade and Industrial (T&I) teachers tend to learn the core teaching competencies more often through formal methods than through informal learning activities. These researchers observed that teachers reported learning more through formal than through informal methods, possibly because of the differences between corporate and school environments. A teacher's typical work day may differ considerably from the standard work day of an employee in a corporate setting. For example, most T & I teachers operate alone in their classrooms or laboratories and, for the majority of their days, interact largely with students. Their days are often spent isolated from other teachers or school employees. On the other hand, employees in a corporate environment tend to have more interaction with other employees during the course of a day, and may even perform their work in teams or groups.

The tenets of social learning theory and social practice theory suggest that teachers' limited interaction with other teachers may restrict their opportunities for informal learning in the workplace. Social learning theory suggests that informal learning is accomplished through social modeling (Bandura, 1986). The tenets of social practice theory (Lave & Wenger, 1991) propose that learning is a social process that takes place through participation in communal work activities that cannot occur in isolation. Conceivably, too few opportunities exist for social interaction among teachers in the workplace to promote informal learning for the majority of teaching competencies. This situation might be remedied by affording novice teachers opportunities to work collaboratively with veteran teachers, such as through team teaching or integrated curriculum partnering.

To the contrary, previous research also suggested that teachers gain most of their knowledge and skills on the job, learning informally and experientially, and much less through engaging formal courses or centrally organized educational development activities. Tertiary teachers belong to groupings, such as institutions, disciplines, departments, or teaching teams that can be considered communities of practice, and in those contexts their working knowledge and identities as teachers develop. A community-of-practice framework in three parts is the proposal for supporting and strengthening tertiary teachers' workplace learning and educational departments (Viskovic, 2006).

Obvious challenges associated with the workplace learning and performance field apply to individuals and organizations. First, the creation and management of knowledge are critical to the success of the organization (Spicer & Sadler-Smith, 2006). Spicer and Sadler-Smith further explained that learning helps firms expand their knowledge and skill bases (their core capabilities or core competencies) and improves employees' ability to utilize new information (Schilling, 2002). According to Spicer and Sadler-Smith, "Learning may be seen as a distinctive meta-competence at the individual and organizational levels (i.e., learning is an enabling process—individuals and organizations use it to learn other, lower-order competencies)" (p. 134). However, firms may leverage this organizational and human resource (meta) competence in order to become a learning organization (Kamochi, 1999).

Workplace learning and performance competencies of managers and employees of small manufacturing firms play an important role in an economy. Research suggested that development in the interest of small firm managers' and employees' needs should focus on creating open attitudes and problem-solving approaches, such as learning orientation and entrepreneurship approaches. This is possible by providing the right kind

of development activities and the right environment for learning. Support systems and brokerage are needed to develop communities and networks of exchanges that enable information and knowledge flows. However, training and human resource development programs designed for managers and employees of small firms do not lead to higher-order workplace learning (Spicer & Sadler-Smith, 2006, p. 151).

The e-learning or a virtual learning community (VLC) has emerged as a new trend in workforce development, mainly due to its flexibility. However, benefits and challenges are associated with this concept. Research has revealed challenges for participants wanting to exploit the flexibility of e-learning technologies. A case study on the design/methodology/approach took place in a strategic healthcare organization in the UK. The study used a multi-method approach to develop a rich picture of the VLC. Data collected from a variety of sources (program evaluation questionnaires, learning logs, discussion groups, and a Virtual Learning Environment [VLE] tracking system) were analyzed using quantitative and qualitative methods. The findings indicated that while membership in a VLC offers new opportunities for collaboration, learning and working at a time and place that suits individuals, it also offers many challenges. The study explored factors such as the impact on effective participation in the VLC: motivation, time management, public/private boundaries, work/life balance, and access to Information and Communication Technology (ICT). The results indicated that facilitators need to enable participants to explore time and work/life balance issues. The findings emphasized the importance of involving managers of e-learners in the negotiations involved in establishing a VLC. Finally, the study findings suggested that employers need to provide protected time for e-learners and that access to technology is an issue. The outcome of

this VLC research has value to managers who are considering using VLCs as a means of enhancing workforce development (Allen & Lewis, 2006).

e-learning has been embedded in the strategic plan and future directions of modern organizations (Bonk, Kim, & Zeng, 2005, 2006). According to a corporate survey, 60% of respondents indicated that they had a strategic plan for e-learning; however, only slightly more than half of those indicated that their plans were working effectively and even fewer (37%) calculated a return on investment from e-learning courses, programs, and other initiatives.

However, the advent of e-learning has created new challenges and opportunities for professional training. The innovative technologies, learning formats, and training innovations are impacting workplace learning. In response, a 49-item survey was conducted of 239 individuals in corporate training to investigate the current status and future directions of e-learning in workplace learning settings. Survey results showed that e-learning and blended forms of e-learning are on the rise in corporate training environments. Most respondents had a highly positive outlook on the future of e-learning, planned to increase their spending on e-learning, and had strategic plans for e-learning. Furthermore, a growing demand was evidenced for more authentic learning opportunities, hands-on learning, and simulated experiences through e-learning. Participants opted out of e-learning due to content development, not necessarily the delivery and evaluation of such content (Bonk, Kim, & Zeng, 2005).

Today, workforce development is considered essential to the survival of organizations. Therefore, continuously developing employees' skills and capabilities through traditional means such as classroom-led training programs has proven to be the most

appropriate means of delivery. For example, considering the case of the National Hostage Training Center, an exemplary organization based in Washington, DC, companies that integrate diversity into training programs are more likely to reap the rewards. This is the policy at the BMO Financial Group, a Canadian company that can boast many successful diversity initiatives from 1990 onwards. Star performers are obviously characterized as such because of their accomplishments. But the “how” rather than the “what” is all-important (Anonymous, 2006a).

Blended learning has also emerged as an increasing trend in improving workplace performance. This involves an integration of technological advances offered by on-line learning with the interaction of individual learning needs and learners’ styles. Blended learning is “a mix of multimedia technology, CD-ROM video streaming, virtual classrooms, voicemail, email and conference calls, on-line text animation and internet video streaming. All of these combine with traditional instructor-led or traditional classroom and one-to-one coaching” (Thorne, 2003, p. 17). Blended learning has become an accepted form of learning in higher education, corporate America, and government training (Bonk & Graham, 2006). Interestingly, blended learning has become a norm in large enterprises as a method of delivering training to large, diverse employee populations. Whatever the mix, the goal is to empower the individual to achieve understanding of a given topic, become self-sufficient, improve job performance, and ultimately drive results that support business objectives. Blended learning expands the traditional role of training beyond its usual scope of formal training by providing a robust set of tools that allow employees to obtain the information and instruction they independently and uniquely need, all within the daily flow of work (Baldwin-Evans, 2006).

Blended learning has bridged the gap among instructors, learners, and classrooms across regional boundaries. Interestingly, many institutions and governments have created blended learning initiatives to address the learning needs of workers, organizations, and society. Blended learning reduces travel time, and learners can enhance their workplace competencies through access to the advanced materials and resources of the developed world. Most multinational companies have offices around the world, such as CISCO Networking Academy, IBM (Bonk & Graham, 2006). Generally, the right mix of advanced technologies, including podcast, mobile learning, social networking and wikis, help employers to communicate with their employees and address the business needs of geographically dispersed locations (Salopek, 2008).

Blended learning is now the most prevalent delivery method in workplace learning settings. The majority of workers in the corporate world are using blended learning in some format. Importantly, a survey conducted by the e-Learning Guild (2003) showed that 86% of participants were currently participating in blended learning in the workplace. However, according to the higher education survey, a majority of respondent organizations (58%) were only using blended learning in 20% or fewer of their courses. The corporate survey respondents also projected a considerable increase in their use of blended learning approaches in coming years.

Bonk and Graham (2006) indicated that blended learning has emerged as a permanent trend rather than as a passing fad in workplace learning settings. Bonk and Graham's research extended learning options for adult learners around the globe. Workers can sharpen their skills, either while in the same job for promotions and career transitions, or just being up-to-date with today's fast-paced environment.

Workplace Performance

Human performance is defined by behavior, an integral part of human performance, and performance (P) is defined as a transaction that involves both behavior(s) (B) and its consequences (C). In performance, behavior is the means and performance is the ends. Similarly, workplace learning can be meaningful if a value is placed on context and consequence, such as valuable accomplishments. In this way, a valuable performance, engineered at the workplace, not only leads to certain behaviors that lead to accomplishments, but also to worthy performance. In worthy performance, the value of accomplishments exceeds the value of the cost of the behavior. To summarize, human competency is the function of worthy performance (W), which is a function of the ratio of valuable accomplishments (A) to costly behaviors (B) (Gilbert, 2007).

The key term, performance improvement (Rothwell, 1996), has emerged as a significant trend in the workplace. According to the American Society of Training & Development (ASTD) (1994), “The emphasis in business on high performance work will shift training content away from isolated skill-building and information transfer to performance improvement and support” (p. 531). The role of Human Resource Development (HRD) practitioners extends beyond just providing solutions, and training and development. The significance of performance improvements appears to be at the forefront of improving workplace learning and performance. Rothwell’s research (1996b) specified the role of the performance consultant as a standalone (Robinson & Robinson, 1996) and as one of the roles in nine areas that the HRD practitioner needs to perform (McLagan, 1997).

The roles and identities of the professionals are changing due to increasingly diverse groups of staff. The changing roles have deep implications for the leadership and

management development in higher education in the context of the UK. A study related these changes to developing the knowledge environment in which higher education institutions are operating and compares perceptions of “administration” and “management” in the literature with the understandings of professional staff currently working in universities. The study showed the cross-boundary roles and identities that are emerging not only between functional areas but between professional and academic roles (Whitchurch, 2006). The responsibilities of workplace learning professionals have also compounded organizational change processes. Leadership and management can bring healthy change to organizational behaviors and a productive work environment conducive for learning and performance (Wong-Mingji, 2006).

In research on expertise learning, workplace learning and retention have been studied extensively in the laboratory. In these experiments, conclusions have been drawn about the knowledge and strategies of experts through observing their performance of tasks in natural or artificial settings. However, a major contribution of laboratory studies is showing how performance improves with practice, which is an important part of expert performance (Proctor & Vu, 2006).

The literature on competencies that make the workplace more family-friendly is most popular. Abraham (2004) noted that the study of certain emotional competencies rather than emotional intelligence (the ability to monitor one’s own and others’ thinking and actions) is essential. He reported that self-control and emotional resilience delay the onset of a decline in performance from excessive job demands. On the other hand, social skills, conscientiousness, reliability, and integrity promote trust, which in turn may build cohesiveness among the members of work groups. Motivation may fuel job involvement in environments that promise psychological safety and psychological meaningfulness. To sum

up, emotional honesty, self-confidence, and emotional resilience can promote superior performance, if positive feedback is delivered in an informative manner, and can mitigate the adverse effects of negative feedback. Dowling (2006) and Van Der Heijde and Van Der Heijden (2006) reported that engineers have demonstrated competency-based operationalization and measurement of employability (Ogbeide, 2006) using five competencies: occupational expertise, personal flexibility, corporate sense, balance, and the ability to anticipate and optimize different scenarios. They measured performance with “success” factors such as organization-specific objectives, objective hierarchical success, current gross income, and number of periods of unemployment. Specific career success is measured against job satisfaction, personal success, and life satisfaction. They proposed a competence-based approach to employability derived from an expansion of the resource-based view of the firm. In this contribution to the research, they described a reliable and valid instrument for measuring employability based on a five-dimensional conceptualization in which occupational expertise is complemented with generic competencies. Interestingly, employees and their immediate supervisors were involved in developing and testing the measure. This instrument has practical implications for job and career assessments, recruitment, staffing, career mobility, and development practices.

If competencies are not clear, several problems may arise. Bojtor (2003) examined nursing staff workload based on the workload model of Karasek (Karasek & Theorell, 1990) and on the status integration theory of Gibbs and Martin (1968). The researcher used an open questionnaire consisting of 55 items and 76 variables. It was given to nurses working in different fields of health care, studying in higher education or to persons with degrees in nursing ($n = 465$). The objective was to identify the inconsistencies in nursing status that

might come from limited decision-making freedom and significant workplace requirements. In the process of statistical analysis of the data, considerable deviation was observed regarding some scales of the questionnaire. Bojtor believed the reasons for the inconsistencies in nursing status might originate either from traditional cultural elements or from increased workload based on unclear competencies forced on nurses.

The study of workplace performance competencies and demographic variables such as individual background, including gender earnings, educational status, foreign language proficiency, and job characteristics, reiterates the importance of WLP as an area of research. A recent study of the gender earnings gap among European higher education graduates focused on competencies, controlling for individual background and job characteristics. The results showed that the levels of many females' earnings are explained by their job characteristics. With respect to the competencies required at current jobs, the research showed that foreign language proficiency and computer skills play a large role in explaining part of females' earnings advantages. Additionally, estimation results for each of the countries included in the analysis showed that gender earnings gaps are disparate in size as well as in composition (Garcia-Aracil, 2007).

In today's workplace, interpersonal communication skills have become as imperative as technical abilities in achieving on-time results. Today more than ever before, having hard skills as well as soft skills—both face-to-face and across electronic and cyber modes—works well with people's needs. Research shows that communication is an integral part of success in the communication age (Goodman, 2001). Additionally, organizational communications are becoming more strategically important than ever (Balmer & Gray, 2000; Garnett & Kouzmin, 2000, 2003). The literature on workplace learning reveals that organizations must

enable employees to communicate (share information) openly in order for operations to run smoothly (Munilla & Dosier, 1991). Goodman cited survey findings that showed that average annual spending on communications by large corporations was \$21.6 million in 2000. Much of this was spent on sharing expertise, building trust, and building a corporate culture. Up to 82% of IT projects overrun their time estimates and many projects fail completely (Thomas, 2007). This clearly indicates the need for attention to the competencies of IT professionals. Hoffman (2007) identified a broad range of technical skills that are in demand, according to *ComputerWorld's* annual salary survey. Simply stated, the role of IT is shifting at a fast pace and has changed the job requirements of IT professionals. According Bailey and Stefaniak, "Technical skills alone are not sufficient for success in the IT profession --- soft skills like communication, problem solving, and teamwork are increasingly important" (1999, p. 94; 2001, p. 5). In their continual struggle to align IT with the business, IT executives say they are increasingly looking for staff who have, in addition to technical chops, solid business acumen and so-called soft skills, such as strong communication and listening abilities.

ComputerWorld's most recent hiring and skills survey confirmed IT's search criteria. Survey respondents said that writing and public speaking were two of the most important soft skills for new employees.

Currently, a debate continues regarding the ways in which emotional organizations' practices play key roles in the workplace. Caballero and Blanco (2007) suggested that as organizations develop, their workers' behaviors are related to efficient job performance using a management by competencies approach. Their research showed that workers' flexibility management and their emotional competencies affect their lives, which, like the organizations, should be versatile and adaptable.

Supervision and feedback play important roles in making the workplace more conducive to learning. In a recent study, Daelmans et al. (2006) investigated an in-training assessment (ITA) program in action and explored its effects on supervision and feedback. They used a qualitative research design of individual, semi-structured interviews with 8 students and 17 assessors (9 staff members and 8 residents) who were in the internal medicine undergraduate clerkship at Vrije Universiteit Medical Centre, Amsterdam, Netherlands. They found that the ITA program that was put into action differed from the intended program. Assessors provided little follow-up on supervision and feedback during assessments. Although the students wanted more supervision and feedback, they rarely asked for it. The students and assessors failed to integrate the entire range of competencies included in the ITA program into their respective learning, supervision, and feedback. When giving feedback, the assessors rarely provided borderline or fail judgments. The researchers made several recommendations for making the program valuable for learning, such as congruency of an in-action program with the intended one, monitoring of the implementation, and provision of full information and assurance that this information is given repeatedly. Introducing an ITA program that includes the assessment of several competencies does not automatically lead to more attention to these competencies in terms of supervision and feedback. Measures that facilitate change in the learning environment seem to be a prerequisite for enabling the assessment program to steer the learning.

In addition, the role of learning in the workplace has shifted towards several areas of expertise, such as career planning and talent management, managing organizational knowledge, designing learning, delivering training, measurement and evaluation, and

coaching. WLP professionals need to possess one or all of these competencies to be successful and stay relevant in their organizations (Bernthal et al., 2004).

Today's workplace demands increased recognition of diversity in order to retain talent in the workplace. In other words, valuing differences among people—age, gender, functional specialty, profession, sexual orientation, geographic origin, life style, tenure with the organization, or position (Mondy, Noe, & Premeaux, 2002)—raises inclusion in general, and improves productivity in particular (Bernthal et al., 2004). Research has shown that a participant-centered approach is helpful. This approach incorporates: (a) identification of participants' career goals, motivations, resources and assessment of educational and professional experience; (b) planning (converting participants' goals into a realistic plan of action); (c) provision for information, resources (including an overview of the licensing process for the participant's health profession); and (d) counseling about potential vocational opportunities and alternative careers in the health sector to assist participants in meeting interim goals (Fernández-Peña & Day, 2006).

The literature indicated that talent-management practices, a technical area of expertise for WLP professionals, create the most enduring competitive advantages in the workplace. The most powerful talent-management practices are firm-specific and respond to an organization's unique business and human capital needs. Processes associated with talent management include recruiting, selection, onboarding, mentoring, performance management, career development, leadership development, succession planning, career planning, and recognition and rewards (Heinene, 2004).

International and comparative research, one of the growing areas of scholarly inquiry into human resource development, has indicated culture as a matter of central importance

(Ardichvili, & Kuchinke, 2002). In addition, recent research has noted that changing demographics in the workforce are influenced by growing multicultural practices. Hernandez Morales explained that a multiculturally competent person is more knowledgeable about the cultural differences and challenges of marginalized groups (Hernandez Morales, 2003, cited in Morales, retrieved 2008). St. Clair examined the life experiences that contributed to the development of multicultural competencies among student affairs professionals. In this research 7 co-researchers were selected from a pool of 17 adults who were currently working and had recently worked in student affairs, and who had been nominated by their peers for demonstrating multicultural competencies. Each of the co-researchers' responses were recorded, transcribed, and reviewed by their peer co-researchers. Field information was analyzed using the phenomenological approach—a qualitative research method. The themes from the interviews were clustered into three themes—personal, professional and structural/institutional. The findings in the realm of personal development supported the belief that the development of multicultural competence begins with a personal awareness of one's own multicultural background and an internal motivation toward self-employment. Within the professional realm, in addition to continual training, operating under a shared vision and developing effective communication channels among departments are necessary. Finally, in the structural/institutional realm, leadership must act under a set of guiding principles that value diversity that lead to develop multicultural competence (Clair, 2007).

Waldeck (2007) found that worker assessments significantly influence plant decisions regarding workforce development activities. The concept of improving human performance such as workers assessment, has given rise to new trends with technological advancements. For example, the role of advanced manufacturing technologies (AMTs) has become an

essential feature of successful performance. Waldeck's research argued that workers may be important "intermediaries" between the socio-technical elements through their roles as assessors of developmental activities within the AMT workplace. The role of contextual factors (i.e., environmental uncertainty, empowerment and competitive developmental expenditures) influences the impact of worker assessments on workforce development decisions. The role of worker assessments as an "intermediary" factor within the social-technical system indicates that contextual variables do not influence the relationship between worker assessments and plant developmental decisions. Contrary to expectations, the impact of worker assessment on developmental decisions does not increase with the complexity of the AMTs utilized.

Subsequently, the complexity of technology has introduced ways improve workplace performance. For example, current manufacturing systems allow optimum utilization of human resources in order to achieve long-term competitiveness and meet future requirements that arise from continuous changes in products and technologies. Production enterprises use a technology calendar concept enhanced by time frames for personnel development. The technology calendar determines qualitative personnel requirements; whereas, the number of needed persons is quantitative, and determines which worker is suitable for further education and how respective abilities should be achieved (Zülch & Rottinger, 2007).

Research also has shown the role of e-learning initiatives in strategic alignment for a variety of enterprises such as the Air Force virtual campus e-learning program. The use of the e-learning system has enabled strategic alignment between the information assurance community and the workforce through the knowledge-sharing provided by the e-learning platform. The system has leveraged automation and technology to produce a

scaleable solution for the Air Force. The Air Force IT learning management system complies with the requirements of Federal Government Information Security Management Act, measures and tracks information. However, relentless Air Force organizational attention on information and communication technologies fosters organizational and individual competencies. Adopting organization-wide communication standards, methods, and protocols, and adding information and communication skills to a training curriculum has helped streamline organizational processes for the Air Force community (Chastain, 2006). In addition, organizations need to introduce online journaling at all levels so that employees may provide active evidence of learning in the workplace. Journaling can reveal improvements in learning, job performance, empowerment, and skill transfer via formal training sessions (Cyboran, 2005).

Again, the use of technology in preparing the individuals' portfolio has become very popular in career planning. Although the concept of a portfolio is an old one, it has now taken a new turn with the development of technology. For example, a distance learning program offered by the University of Southern Queensland provides expertise to experienced engineering technologists in using their workplace learning to assemble portfolios that demonstrate achievements in many of the competencies defined for a graduate of the program. Each student prepares a Pathway to Graduation Plan in order to become registered as a chartered professional (Dowling, 2006).

Conversely, coaching and mentoring have emerged as important competencies for building stronger organizations. Coaching and mentoring programs may result in increased work performance (Bartlett, 2007) and enhancement of job skills in both corporate and non-profit worlds. Coaching techniques help staff become better at their jobs and provide higher-

quality service (Mason, 2007). The key to coaching/mentoring is “to give employees instruction on how they can better use the skills and expertise they already have, but more effectively” (Bentley 1996, p. 112). Coaching assists in “improving or developing performance” (Lewis 1996, p. 109). The focus is on results, the exploration of specific problems, and opportunities to develop better skills (Megginson & David, 1995, p. 30). “Coaching differs greatly from training, which involves teaching new skills” (Bentley, p. 112).

The development and retention of good employees are considered by many organizations to be necessary in achieving competitive advantage. Therefore, coaching has emerged as a powerful WLP competency designed to help professionals achieve positive behaviors for themselves and for others to reach business goals. For example, coaches help employees structure their time and prioritize their activities, provide specific skill improvement, and offer a safe place for deep personal reflection to add value to the business (Homan & Miller, 2008). Recently, online coaching has become another feature in the workplace. A three-year-old program called Deloitte Career Connections (DCC) features a Web site with a range of self-assessment tools combined with one-on-one coaching to identify workplace competencies. The program uses Web tests and tools in areas such as career planning and goal setting, managing relationships, transferring or relocating, working flexibly and performance issues, and transitioning careers. Deloitte Career Connections estimates that the firm has saved about \$83.4 million in employee costs calculated with a turnover cost of twice the average annual salary of \$76,000 (Anonymous, 2006b). Coaching is a far-reaching practice that can be used for human resource development (Bartlett, 2006). A 2005 Training and Development survey conducted by the Chartered Institute for Personnel

and Development (2005) in the U.K. reported that 88% of the organizations were using coaching as a technique for employee development in their organizations. To further show this growth, the International Coach Federation has recently doubled in size and currently has 9,500 members in 34 countries (International Coach Federation, 2006; Johnson, 2004).

Business coaching is another means of achieving outputs in the workplace. Blackman (2006) explored the factors that participants believe make coaching effective and should be included in the coaching process. Some 114 industry professionals who had been through or were currently going through the coaching process responded to a questionnaire on effective coaching. Blackman's findings focused on the main components involved in the coaching process: the coach, the coachee, the organization, and the coaching process. The results suggested that the coach is the most important component and that coaches need to be trustworthy, have good communication skills (Orey & Prisk, 2004) and have credibility in the field in which they work. Undoubtedly, coaching improves employee development and performance; managers often differ substantially in their inclination to coach their subordinates. Recent research on the basis of three case studies examined managers' implicit personal theories (IPTs). IPTs influence the extent of to which managers coach employees. First, a longitudinal field study found that managers' IPTs predicted employee evaluations of subsequent coaching on employees. This finding was replicated in a second field study. Third, an experimental study found that using self-persuasion principles to induce incremental IPTs increased entity theorist managers' willingness to coach a poor performing employee, in terms of quantity and quality of performance improvement (Heslin, Vandewalle, & Latham, 2006).

Today, coaching is also a useful intervention for interviewing, recruitment, and staffing in the workplace. For example, a structured employment interview coaching program was developed by Maurer and Solamon (2006). The specific project goals were to: (a) provide assistance to promotion candidates in preparing for a structured panel interview and to survey employee reactions to the program; (b) determine whether or not the intervention had an effect on interview performance and what preparation and response strategies in a structured interview seemed to be associated with performance, and (c) provide these benefits without negatively influencing validity and reliability of interview procedures, and, if possible, enhance these psychometric characteristics.

Side-by side with coaching, mentoring is an important competency that has emerged in the workplace. According to Megginson and David (1995), “Mentoring is a process of aiding another with transitions” (p. 14). Mentoring involves “one person, the mentor, helping another person or mentee to reach goals, through coaching, counseling, guidance, sponsoring, and the parlaying of knowledge” (Stueart & Barbara, 1993, p. 144). Mentoring is usually “a three-way beneficial process” that helps the mentor, the mentee, and the organization (Stueart & Barbara, p. 144). The primary function of a mentoring relationship is to further the career of the mentee, but the person being mentored is not the only one who benefits from the relationship. In fact, mentoring skill increases the possibilities of employees’ organizational commitment to reduce the cost associated with turnover (Okurame 2008). Therefore, Hamilton and Hamilton (2002) suggested that mentors need to use refined teaching behaviors such as reflective questioning and problem-solving to teach the competencies required in contemporary workplace settings.

Evolution of Learning and Performance Models

A number of basic and advanced studies over the last three decades in WLP relate to the roles, competencies, and outputs of practitioners (Bengston, 1994; Bernthal et al., 2004; Ginkel, Mulder & Nijhof, 1997; Hale, Miller, Polak & Westgaard, 1989; Hutchison, Nathanson, Rolinson, Shepherd, Stein & Westgaard, 1988; Lee, 1994; Luthy, 1994; McLagan, 1983, 1989; Nadler, 1970, 1979; Nadler & Nadler, 1989; Piskurich & Sanders, 1998; Rothwell, Sanders & Soper, 1999; Rothwell, 2000, 2002; Stolovitch, Keeps & Rodrigue, 1995; Yang, 1994). These researchers have made valuable contributions to building the foundations of WLP competencies and roles. Nevertheless, the outputs of these studies vary in terms of research design, sample selection, scope, and research objectives. Findings from these studies have played a role in defining HRD, as well as the roles and competencies of the HRD practitioner.

Among those studies, six remarkable WLP competency studies were conducted by American Society for Training & Development (ASTD), which have influenced training, training & development, human resource development, and human performance improvements. They were: (a) Pinto and Walker's (1978) study of professional training and development roles and competencies, (b) McLagan's (1983) models for excellence, (c) McLagan's (1989) models for HRD practice, (d) Rothwell's (1996) ASTD models for human performance improvements, (e) Piskurich & Sanders (1998) ASTD Models for Learning Technologies, (f) Rothwell et al.'s (1999) models for workplace learning and performance, and (g) Bernthal et al.'s (2004) ASTD models mapping the future. These seven studies are reviewed here, focusing on their: (a) research objectives, (b) research methodology, (c)

sample selection procedures, (d) limitations and assumptions, (e) response rates, (f) results and conclusions, and (g) areas for future investigation.

A Study of Professional Training and Development: Roles and Competencies (Pinto and Walker, 1978)

Pinto and Walker (1978) are the pioneers in the field of Workplace Learning and Performance. Their first research study, “A Study of Professional Training and Development: Roles and Competencies,” conducted in 1978 and sponsored by ASTD, used a broad-based empirical methodology compared to earlier T & D research done with Nadler’s model (Lippert & Nadler, 1967; Nadler, 1969, 1970) and the Ontario Society for Training and Development’s (OSTD) (1976) competency study. Pinto and Walker’s research objective was to investigate the necessary skills, knowledge, and related attributes for professionals in the field of training and development for the effective performance of training and development activities. Pinto and Walker’s research actually focused on the identification of “What training and development professionals really do” (p. 4) by looking into the roles and competencies of Training and Development (T & D) professionals. The specific objective was to provide the following outputs: “(1) a listing of activities performed by the professional training and development practitioners, (2) grouping of these activities into factors, (3) a list of characteristics of basic training and development activities in the form of a role model, and (4) the roles, model and component activities needed for competency requirements” (p. 2).

After reviewing the instruments used in previous studies of roles and competencies, a preliminary questionnaire consisting of 403 items was developed by Pinto and Walker. The preliminary questionnaire was reviewed by the Professional Development Committee and panels of ASTD chapter members through six panel sessions, who checked the questionnaire’s validity. All of these efforts resulted in a questionnaire consisting of 14

categories, 91 with multiple-choice items and several open-ended questions on training and development (Pinto & Walker, 1978).

Pinto and Walker's (1978) final questionnaire consisted of 92 multiple-choice items. It was mailed to more than 14,000 ASTD members in the United States, Canada and Mexico, with another 500 going to members outside of North America. A total of 2,790 usable questionnaires were returned to achieve a nearly 20% response rate. The actual response rate was 20.35%. The total number of final usable surveys was 2,790.

Using factor analysis, 91 activities were grouped into the following 14 categories:

- (1) Needs analysis and diagnosis
- (2) Determine appropriate training approach
- (3) Program design and development
- (4) Develop training material
- (5) Manage internal resources
- (6) Manage external resources
- (7) Conduct classroom training
- (8) Job/performance-related training
- (9) Individual development planning and counseling
- (10) Group and organization development
- (11) Training research
- (12) Manage working relationships with managers
- (13) Manage the training and development function, and
- (14) Professional self-development (pp. 4–6)

Pinto and Walker's study was limited to activities and competencies of training professionals. The study did not address future activities and competency requirements. However, Pinto and Walker emphasized future investigations of the perceived importance of T & D competency studies.

To summarize, Pinto and Walker's study provided a role model that is still universally accepted in the Training & Development field (Pinto & Walker, 1978; Yoo, 1999). However, their study had some limitations because of the respondents' selection. The study covered the T & D characteristics of the practitioner-members of ASTD, but did not cover non-practitioners such as academics, researchers, and consultants. Additionally, the phrasing of the question, "What do training and development professional really do?" emphasizes only current activities, but does not reflect on future activities or requirements (Chen, 2003). Yoo (1999) argued that the study contributed to identifying activities, roles, and role models, but did not qualify as a competency study. Peerrapornvitoon (1999) stated that Yang (1994) also enumerated three kinds of limitations in Pinto and Walker's research. First, the study's findings were applicable to practitioners of Training & Development who were members of ASTD. Second, the study was not a competency study—rather, it was closer to a task or activity analysis of T & D practitioners. Finally, the research did not explain the reasons for sample selection and low response rate.

**Models for Excellence: Conclusions and Recommendations
of the ASTD Training and Development Study
(McLagan, 1983)**

A second HRD study was conducted by McLagan in 1983. She developed *Models for Excellence* for T & D professionals. Her study featured language about Training & Development that inspired all T & D stakeholders to assure quality in training and

development work (p. v). This research aimed “to produce detailed and updated definitions of excellence in the Training & Development field in a form that would be useful to and used as a standard of professional performance and development” (McLagan, p. 2) by individuals and organizations. The specific objectives were:

- (1) Position training and development as one of the fields in the larger domain of human resource work;
- (2) Determine the key roles for the training & development field;
- (3) Identify the major environmental forces expected to affect the field in the near future;
- (4) Identify the critical outputs which the Training and Development field is expected to produce;
- (5) Identify the critical competencies;
- (6) Develop behavioral anchors for the competencies; and
- (7) Cluster the roles to reflect common competency requirements (p. 7).

McLagan’s study answered questions such as: (a) What are the activities of the T & D field by defining its current position? (b) What are its future requirements? (c) How is the T & D field related to or different from other human resource specialty areas? (d) What knowledge and skills are required to perform in the field of T & D?

ASTD’s National Professional Development Committee made six assumptions before conducting McLagan’s (1983) Models for Excellence research study:

- (a) The demands on the training and development field are changing and intensifying.
- (b) Training and development professionals are moving into higher positions in their

organizations. (c) There are many structures and job designs for practicing in the training & development field. (d) 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. (e) Practices in the field are and should be rich, varied, and creative, and (f) The training and development field is a separate and distinct discipline within the larger HR field (p. 5).

In addition, this study consisted of several groups, such as the ASTD National Professional Development Committees, consisting of 18 selected participants between 1981 and 1983, the Study Review Board, made up of 18 selected participants, and the Pre-Study Review panel, formed by a group of 36 senior professionals from a variety of sectors: business, government, academia, not-for-profit organizations, and consulting and instructional system companies. More than 300 role experts were nominated by the professional development committee, the Pre-Study Review Panel, the ASTD Board of Directors, and/or the Review Board. In general, a preliminary list, adopted from previous studies, was provided to the study team. The list was reviewed and revised in an iterative questionnaire process by a Pre-Study Review Team. The study team (project team and contributors) involved 12 participants. The Study Team and the ASTD Professional Development Committee made judgments, reviewed, and analyzed the results. Finally, the edited list was presented.

A list of 32 assumptions about key forces and conditions that influence training and related work provided a basic framework for the scope of this ASTD research. The definition

of T & D was based on the responses from a panel of 36 people. The output was in the form of a Human Resource Wheel and definition of T & D. The questionnaire included 15 roles drawn from the previous studies and 5 roles drawn from a study sent to 70 experts from a cross-section of experts from public, private, and non-profit sectors. However, 36 questionnaires were returned and a list of 15 T & D roles was finalized. Another questionnaire citing 102 environmental forces was sent to the Study Review Board, the ASTD Professional Development Committee, and three experts in order to identify the major environmental forces expected to influence the field in the future. Fifteen survey responses and 22 partial questionnaires were returned. Thirty-four forces were identified. Ultimately, after analyzing the data, the 1983 report identified the format for training and development managers and practitioners.

Bernthal et al. (2004) cited McLagan's (1983) contribution as a landmark by rendering a format for all future competency studies. The results are summarized as follows: (a) A human resource "wheel," (b) a definition of T & D, (c) a list of 34 future forces expected to affect the T & D field, (d) 15 T & D roles, (e) 102 critical outputs for the T & D field, (f) 31 T & D competencies, (g) four role clusters, and (h) a matrix of 15 roles with 31 competencies (McLagan & McCullough, 1983).

Chen (2003) criticized the design of the McLagan study launched in 1981 as having too many groups of participants, yet the study did not provide a detailed sample selection for expertise in 11 roles. McLagan (1983) gave future directions for research: (a) how to determine the specific effects of future forces and how individuals manage them, and (b) ethical issues—how to avoid and control them. Arguably, carrying out additional research

will improve human learning and organizations will sustain in a high competitive environment.

Models for Practice (McLagan, 1989)

After five years, the ASTD Board of Directors decided to update the T & D field. McLagan (1989) expanded her work beyond the field of T & D to Human Resource Development (HRD). She investigated the term Human Resource Development, which she defined as, “The integration of Training and Development, Organization Development and Career Development” (p. 7).

A task force led by McLagan and a local ASTD chapter developed a draft model of HRD by including subject matter experts’ opinions from the Organization Development, Career Development, and Training and Development areas. The first draft of the questionnaire was mailed to 1,057 HRD role experts, and 705 questionnaires were returned (67%). After revision and modification, a second draft of the questionnaire was sent to 1,010 role experts, and 473 questionnaires were returned (47%). After analyzing the results from the second questionnaire, the final HRD model was formulated. However, the sample selection methodology was not clear. According to Bernthal et al. (2004), McLagan positioned HRD within the context of the large Human Resource Wheel. Her models of HRD practice had key findings:

- (1) 35 competencies
- (2) 74 outputs of HRD work
- (3) 13 ethical issues in the field of HRD
- (4) 13 future forces affecting HRD
- (5) 11 roles of HRD professionals

The 11 roles mentioned are:

- Researcher
- Marketer
- Organizational change agent
- Needs analyst
- Program designer
- HRD material developer
- Instructor and facilitator
- Individual career development adviser
- Administrator
- Evaluator
- HRD manager

Rothwell and Sredl (1999) stated that McLagan's (1989) study expanded the scope of the HRD field beyond T & D. Numerous studies have been done using the 1989: Models for HRD Practice approach and/or instruments (e.g., Lee, 1994; Rothwell, 1996; Yang, 1994). However, McLagan suggested the following areas for future investigation.

- (1) How is it possible to determine the specific effects of future forces and how should individuals manage them?
- (2) How well are the quality requirements met in each role profile?
- (3) How is it possible to avoid and control ethical issues?

With the passage of time, the researchers and practitioners in the fields of T & D and HRD strongly felt that a gap in knowledge existed in solving workplace performance issues. In 1996, Rothwell presented the ASTD models for human performance improvement (HPI).

These models have been recognized by HRD practitioners, managers, and employees. His study laid the foundation for future work in HPI. The objectives were to explore the roles, competencies, and outputs of HPI experts (performance consultants) that bring meaningful changes to organizations.

Rothwell's study had three phases. In Phase 1, a list of competencies was compiled after reviewing the literature on HPI. In Phase 2, the competencies relevant to HPI were selected by subject matter experts at ASTD headquarters using a reverse Delphi approach. In phase 3, the final list of HPI competencies was verified by a panel of experts, again using the reverse Delphi approach. Rothwell suggested that the validity and reliability of results can be less accurate due to the specific Delphi approach used in this study. A sample was not selected nor was a response rate reported for this study.

Based on the data analysis, Rothwell's study results yielded five major outputs (Bernthal et al., 2004):

- (1) Defined HPI as the systematic process of discovering and analyzing important human performance gaps, planning for future improvements in human performance, designing and developing cost effective, ethically justifiable interventions to close the performance gaps, implementing the interventions, and evaluating the financial and non-financial results.
- (2) Identified trends in the five key areas of performance, business, learning, organizational structure, and technology.
- (3) Described 14 terminal outputs of HPI work, and 81 enabling outputs.
- (4) Identified 15 core and 38 supporting competencies of HPI.

(5) Summarized four roles of HPI professionals: analyst, intervention specialist, change manager, and evaluator.

(6) Identified 14 key ethical issues affecting HPI work.

The models from this study offer options to practitioners doing HPI work. These practitioners may be line managers, employees, or other contributors who have a role in improving organizational competitiveness.

ASTD Models for Learning Technologies (Piskurich & Sanders, 1998)

The ASTD 1998 report on *ASTD Models for Learning Technologies* examined the roles, competencies, and work outputs needed by HRD professionals (as defined by McLagan, 1989) to implement learning technologies within their organizations. It provided a classification system that relates to instructional methods (lecture, role plays, and simulations) to presentation methods (computer-based training, electronic performance support systems, multi-media, and videos) and distribution methods (audiotape, CD-ROM, Internet, and video-tape) (Piskurich & Sanders, 1998). This work provided guidance on the importance of learning technologies but did not offer insights into the larger picture of training issues that need to be addressed.

The purpose of the 1998 ASTD study was to determine the criteria for HRD professionals' selection and management of learning technologies and those professionals' likely roles in the implementation and support of these technologies (Piskurich & Sanders, 1998).

ASTD modeled its 1998 study on past competency studies, specifically the 1989 ASTD Models for HRD Practice (McLagan) and the 1996 ASTD Models for Human

Performance Improvement (Rothwell). Using the competency-based approach, the scope of the study was to:

- focus on the practitioner's role in applying learning technologies;
- remain up-to-date with current technology;
- allow the respondents to frame their responses in familiar terms;
- consider the roles and competencies that existed in the profession before the introduction of technologies; and
- determine which roles are still relevant in the process of selecting, managing and using learning technologies.

After establishing the scope of the study, the research methodology included these steps:

- form an internal advisory committee;
- create a theoretical framework;
- conduct an extensive literature review;
- select an expert panel;
- create survey instruments;
- collect and analyze data;
- refine competency and output lists; and
- write and revise report. (Piskurich & Sanders, 1998, p. 1)

ASTD representatives served on an internal advisory committee that was composed of staff members from numerous departments such as Publications, Market Development, New Business Development, Strategic Planning Department, and Research. The Internal Advisory Committee performed several key tasks: (1) selecting members for

the external expert panel, (2) creating a project framework, (3) refining the list of competencies and outputs that were generated from the literature review, and (4) critiquing the final manuscript (p. 1).

Researchers continuously updated the theoretical framework used for learning technologies by reviewing the literature. They submitted the framework to all expert panel members for review, and revised as per suggestions.

The literature review covered 250 articles from 38 magazines, journals, and books published between 1994 and 1998. Reviewers inferred descriptions of the skills and knowledge that would enable the HRD professionals to perform competently using learning technologies. Researchers then searched for patterns within these descriptions and grouped like skills and knowledge under more generic competency descriptions. All of the competency descriptions from the previous two ASTD studies were carefully examined. Those who applied to the use and management of learning technologies were included in the study. Finally, the study formulated 31 competencies and 45 outputs related to learning technologies (p. 1).

In addition, the expert panel for this project represented numerous specialties within the field of learning technologies. All panel members specialized in areas such as multimedia development, electronic performance support system (EPSS), Broadcast TV, CBT, Virtual Reality, and groupware (p. 2).

The expert panel never met in person. Instead, all communication was conducted via the Internet, e-mail, electronic survey software, fax, and phone. Researchers first contacted members of the panel expert by phone to determine their interest in study participation. If an answer was affirmative, the panel experts were sent the survey to

answer questions related to the framework, classification and definition, instructional methods, usefulness of the 1998 study, and issues regarding competencies for learning technologies. When the competencies were refined, the researchers sent the expert panel members an electronic questionnaire through an email (p. 2).

Researchers created a questionnaire after the refinement of competencies. They sent the questionnaire to assess the accuracy of the competencies' descriptions, a rating of the importance of the competencies to the field, and a statement identifying to which of the eight roles a competency applied.

Although the 1998 study followed the previous ones in addressing roles, competencies, and outputs, it used new techniques for gathering data, classifying technologies and presenting the findings. The study explored learning technologies by asking focus groups of practitioners to define specific technologies as well as learning technologies as a whole at the 1997 ASTD International Conference and Exposition in Washington, D.C.

Based on needs demonstrated in the large number of responses from the focus groups, ASTD centered the research on electronic technologies that deliver content to the learner and not what might be called "support" technologies such as authoring tools, course registration software, or design assistance tools. While these support technologies play an integral role in delivering training, they do not enhance the development of skills and knowledge.

The need for the 1998 ASTD study stemmed from various sources such as the 1997 National HRD Executive Survey on Learning Technologies, conducted by ASTD's research department. Human resource development managers indicated that remaining

current with new technologies is one of the top challenges they face today. Research identified emerging technologies trends in the HRD profession and sophisticated systems in the workplace (McLagan, 1989) to be challenges for professionals in the field. Therefore, the 1998 ASTD Models study filled the information gap about the use of learning technologies that influence organizational performance (p. 1).

Workplace Learning and Performance (Rothwell et al., 1999)

The evolution of T & D entered a fifth phase that produced Workplace Learning and Performance (WLP), in work conducted by Rothwell, Sanders and Soper (1999). This study expanded the research focus of HRD to WLP. Yoo (1999) explained that the new term, WLP, combines Workplace Learning Performance (WLP) and human performance improvement (HPI). However, Rothwell et al. (1999) defined “Workplace Learning Performance (WLP) as 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. Workplace Learning Performance also creates positive, progressive change within organizations by balancing human, ethical, technological, and operational considerations” (pp. xii, 121).

The ASTD Models for the WLP study were guided by two research questions:

- (1) What competencies do practitioners, senior practitioners, and line managers perceive as being required for success in the field of workplace learning and performance?
- (2) What competencies do practitioners, senior practitioners, and line managers perceive as being required for success in the field of workplace learning and performance in five years?

In her dissertation, Chen (2003) cited the design of the WLP study. A comprehensive list was generated after a review of literature in the disciplines of HRD, human resource management (HRM), instructional design, career development, career counseling, organization development, and human performance improvement (HPI). Consequently, in 1997, the ASTD internal advisory review panel authorized a new competency study refined by Rothwell et al. (1999) for a better understanding of the subject of WLP. Three target groups composed of WLP practitioners, senior practitioners, and line managers were selected for this study. A three-fold methodology was used that compared the perceptions of a cross-cultural mix of practitioners, senior practitioners, and line managers to identify 52 competencies. These competencies were divided into six groups:

- (1) Analytical competencies
- (2) Technical competencies
- (3) Leadership competencies
- (4) Business competencies
- (5) Interpersonal competencies
- (6) Technological competencies

The data collection took two forms: a Web-based electronic survey on the ASTD's Web site for the practitioner groups and a paper-based questionnaire for line managers and experts. Both groups had a one-month to complete the survey. For the Web-based survey, 1,254 respondents logged in and 1,031 (82.2%) completed the survey.

The results of the data analysis for this WLP study reported that "leadership" was the top-ranked competency for all groups, both for current and future needs. The practitioner groups selected communication and competency identification as the most important

competencies for current and future needs, respectively. The expert groups perceived the most important current and future competencies to be analytical thinking and leadership, respectively. The perceptions of the line managers favored the most important current and future competency group as being competency identification and leadership, respectively.

However, Rothwell's study has limitations. First, the findings can be generalized only for those who responded to the questionnaire. Results cannot be generalized for all WLP practitioners. Second, only the respondents having access to the Internet and the Web-based survey participated in the survey. So, the study does not represent the practitioners who did not have access to the Web-based survey. Third, the response rate for some disciplines was extremely low—for example, the response rate in career development (3.3%) and management development (8.5%). Finally, the demographic statistics indicated that 81.5% of the respondents were Caucasian, and only 3.8% were Asian.

The study results may require cautious inference due to their representation of a specific racial group. However, the study provided a format for WLP practitioners:

- (1) A definition of WLP
- (2) 52 competencies
- (3) 7 roles
- (4) 6 groups

ASTD Competency Model: Mapping the Future (Bernthal et al., 2004)

The sixth evolution of the ASTD Models became the *ASTD Competency Model: Mapping the Future*, which has revolutionized the field of workplace learning and performance. Bernthal et al. intended to develop a valid and defensible list of roles, competencies, and areas of expertise (AOE) in this study. The list was to be comprehensive

enough to address emerging trends and current responsibilities. This model was based on a multi-perspective and multi-method approach to avoid bias from any one information source. The methodology used to develop the ASTD Competency Model adheres to guidelines set forth by the National Organization for Competency Assurance (NOCA).

In phase 2, the analysts gathered information from job incumbents, executives, and thought leaders for current and future job competency/role requirements. Most of the information was gathered through interviews conducted during the ASTD 2003 International Conference and Exposition. Analysts used a series of predetermined questions to interview nearly 50 WLP professionals. Additional phone interviews were conducted with people who were unable to attend the conference. Questions used during the interviews were created and refined by members of the project team. A literature review of current international publications, studies, and Web sites was used to analyze competencies, roles, and AOE's. Two review lists were created—a list of trends and a compilation of preliminary competencies. Information also was gathered from all available resources to define the revised competencies and roles.

In phase 3, the survey was administered on a Web site using third-party software, but it reflected the contents of the ASTD Competency Model. The sample size consisted of 2,128 responses, representing 5.9% of the targeted population.

In phase 4, the survey results were analyzed by the Development Dimensions International (DDI) and Rothwell & Associates, Inc., and the final version of the ASTD Competency Model was created. This model included the following additions:

- 12 competencies/grouped under three clusters
- 4 roles

- 9 areas of expertise (AOEs)

In the wake of various organizational psychologists' movements in developed countries in the 21st century, an increasing awareness of what workplace learning means has developed along with the ways in which individuals, organizations, and societies inculcate competencies to shape workplace performance. What such discussions often leave out—or at least gloss over—is a corresponding critical examination of what competencies are and what the implications of these competencies may be. A brief comparison of the ASTD Models offers useful frameworks for thinking about the diverse kinds of competencies, particularly in terms of their limitations. A summary of the major WLP, HRD, and T & D research studies appears in Table 2.1.

Table 2.1
Summary of Major T &D/HRD/WLP Competencies Studies

Year	1978	1983	1989	1996	1998	1999	2004
Researcher	Pinto & Walker	McLagan	McLagan	Rothwell	Piskurich & Sanders	Rothwell, Sander & Soper	Bernthal et al.
Report Title	A Study of Professional Training & Development: Roles and Competencies	Models for Excellence	Models for HRD Practice	ASTD Models for Human Performance Improvement: Roles & Competencies	ASTD Models for Learning Technologies	ASTD Models for Workplace Learning & Performance	ASTD Competency Model: Mapping the Future
Focus Area	Training and Development(T & D)	Training and Development (T & D)	Human Resource Development (HRD)	Human Performance Improvement (HPI)	Improving Human Performance Using Learning Technologies	Workplace Learning and Performance (WLP)	Workplace Learning & Performance (WLP)
Results	91 Activities 14 Categories	102 Outputs 15 Roles 9 HR specialty areas	35 Competencies 4 Roles 15 Ethical issues 27 Future roles	38 Competencies 4 Roles 15 Ethical issues 27 Future forces	31 Competencies 8 Roles 44 Outputs 22 ethics A Classification System for Learning	52 Competencies 6 Groups 7 Roles	12 Competencies 3 Groups 4 Roles

WLP Studies outside the United States

The concepts of HRD, T & D, or WLP are not as prevalent in other regions of the world as they are in the United States. These concepts as disciplines are neither recognized officially nor taught as disciplines in institutions of higher education. Therefore, recognizing efforts to replicate the theoretical frameworks in the contexts of these other regions is important.

Korea

In 1994, Yang conducted research on the perceived competencies needed by Korean managers, based on McLagan's 1989 *Models of HRD Practice Study*. McLagan's instrument was translated into Korean and validated by language experts. Questionnaires were administered to 350 HRD managers from a list of 611. A total of 248 surveys were returned (70.9%) from 350 mailed surveys, excluding 45 undeliverable ones. Factor analysis, descriptive statistics, paired *t* tests, MANOVA, ANCOVA, and independent *t* tests were applied to analyze the data.

From the factor analysis results, 42 competencies were grouped into eight categories, namely, leadership, business, organizational change, technical, theory building, cognitive processing, globalization, and mentoring. Six of the 42 competencies were perceived to be highly important by Korean HRD managers. These were: T & D theories and techniques understanding, OD theories and techniques understanding, adult learning understanding, objective preparation skill, personnel/HR field understanding, and information-searching skills. The 11 least important competencies according to Korean HRD managers, included: performance, observation skills, writing skills, computer skills, record management skills, finance/accounting understanding, industry understanding, electronic system skills, facilitation skills, quality management theories and techniques, and programming/authoring language skills (in descending order). The least important competencies perceived by Korean HRD managers (writing skills, computer use skills, and industry

understanding) were selected by the U.S. HRD managers as important competencies, as reported in McLagan's 1989 study.

The largest differences between the required and current expertise levels for Korean HRD managers were in organizational development theories and techniques, career development theories and techniques, visioning skills, foreign language skills, model building skills, and international training and development theories and techniques.

No significant differences were found across managerial positions. Only the mentoring competency category was identified as significantly different among the managerial positions. General Managers perceived their expertise levels for mentoring competencies to be higher than did the managers.

Yang (1994) identified several limitations to this study. First, the compiled mailing list did not cover all HRD managers in South Korea. Therefore, the results only applied to the surveyed population. Second, the survey instrument was translated into Korean. Despite the validation of the translation, the Korean version could not be considered equivalent to the original ASTD version. Third, the competency list in the ASTD Models may not have covered all HRD competencies that an HRD manager in South Korea considers important. Fourth, the researcher was physically in the United States but the study was conducted in South Korea.

Yang recommended several future directions for research in the WLP competencies field. A qualitative methodology, such as the interpretive approach or the observation approach, should be conducted to obtain more tangible results, which the ASTD survey could not obtain. In addition, a study on the relationship between competency and excellence in job performance should investigate the set of criteria for the effective performance of HRD managers. A replication of studies in other

Asian countries could provide a comparison of the differences in the Koreans' perceptions of HRD competencies.

Thailand

Peerapornvitoon (1999) replicated the ASTD WLP Model (Rothwell et al., 1999) in Thailand. The objective was to identify current and future competencies and roles of WLP practitioners in Thailand. He sought to show "how competencies, competency groups, and the roles of WLP were perceived as important now and over the next five years by WLP practitioners there" (p. 5). In October 1998, Peerapornvitoon also investigated the presence of significant differences within the disciplines, or at different levels within an organization by conducting a mail survey among Thai HRD practitioners. He used a modified version of the original ASTD Model. These modifications included adding, rewording, and dropping variables and/or questions. The questionnaire was translated by Thai language experts as well as subject matter experts. The survey participants were Thai human resource professionals engaged in the areas of HRM/HRD or T & D. After careful screening and selecting the qualifications of members, 586 were randomly drawn from the 1,315 qualified members of the Personnel Management Association of Thailand. Finally, 255 surveys were completed and returned, for a response rate of 43.5%.

The findings showed a high level of agreement among Thai practitioners regarding: (a) the future importance of the competencies, competency groups and roles of WLP; (b) a significantly higher importance in the future than at present for all competencies, competency groups, and roles and a similar higher future importance when measured across practitioners with different WLP disciplines, as well as for different levels within organizations; (c) the increased importance in the future of Computer Mediated Communication competency and technological competency groups, as well as a plateau for intervention implementers as the most important role at present and in the

future; (d) few competencies revealing a significant difference between practitioners' disciplines and levels, and (e) no significant difference in perceived importance between disciplines and roles of practitioners' and competency groups.

Peerapornvitoon identified four limitations in his study. First, the survey population was limited to one association. Therefore, the results were only applicable to that particular group. Second, the competency list provided by the ASTD Model may not have covered all WLP competencies needed and/or perceived to be important to Thai practitioners. Third, the original instrument was in English. The translated version may be the equivalent of the original one. Fourth, the term, "How important it will be in the next five years?" might have caused ambiguity among the respondents. The researcher might have assumed: (1) the respondents understood the WLP concepts and all items in the questionnaire, (2) the participants responded to each question personally, and (3) the 1997 economic recession in Thailand did not affect the respondents' perceptions of the importance of competencies and the roles of WLP.

Finally, Peerapornvitoon made recommendations for future investigation: (a) further studies focused on other HRM/HRD professionals in Thailand, (b) inclusion of more individuals in training disciplines and at the different levels, (c) the addition of more variables, and (d) cross-cultural studies.

South Korea

Yoo (1999) replicated the survey instrument from Rothwell et al.'s 1999 ASTD Model of WLP in South Korea. The goal of Yoo's study was to identify Korean HRD practitioners' perceptions of the necessary competencies now and over the next five years. The specific purpose of her study was to identify: (a) the perception of the Korean HRD practitioners of the current expertise, current importance, and the future importance of WLP competencies; (b) the differences

in perceptions of competencies by the Korean HRD practitioners according to their years of professional experience, and (c) the competencies most needed at the present and in the near future for Korean HRD practitioners (p. 4).

Yoo used the survey instrument from the 1999 ASTD WLP Model. She translated, revised, and validated the questionnaire and then mailed it to the respondents. The mailing list was obtained from several Korean HRD agencies. Stratified random sampling and cluster sampling methods were used for the sample selection. Finally, 400 Korean HRD practitioners were drawn from the compiled mailing list, and 218 questionnaires were returned and analyzed (54.5%).

Yoo identified two limitations of her study: (a) the results are only applicable to the Korean HRD practitioners who participated in the survey, and (b) the modified and translated questionnaire was limited for obtaining in-depth information. She did not mention any assumptions in her case study.

The results indicated that the Korean HRD practitioners perceived the interpersonal competency group and the leadership competency group as the most important at present. The role of intervention implementer was the highest rated among those currently perceived as important at the expertise level. The interpersonal competency group was the highest rated for current importance. The visioning competency and the technological competency groups were rated highest for future importance. The technology-related competencies were identified as the most needed developing competency, regardless of years of experience in the HRD field. The role of evaluator was identified as the most needed for both the present and the near future.

Yoo concluded from these results that most Korean HRD practitioners did not possess high levels of expertise in their current roles. They played a limited role in training and development and did not perceive a paradigm shift in the HRD field. Competencies such as knowledge management,

distance education, and cost-benefit analysis needed to be updated. She indicated that a successful Korean HRD practitioner should possess high levels of communication and leadership skills in order to influence others effectively and efficiently.

She recommended an investigation of the relationship between the perceived importance of competency and performance. Different levels of performers (exemplary or average performer) may have different opinions on needed competencies. She also reiterated the need to replicate this type of study in other countries, using both qualitative and quantitative methods to obtain productive data on a larger scale.

In her research, Chen (2003) cited two additional studies conducted in Taiwan by Cheng (1988, 1991) and Lee (1994). Cheng used McLagan's *ASTD Models for Excellence* (1983) as a base, while Lee used McLagan's *ASTD Models for HRD Practice* (1989) as a conceptual framework.

Taiwan

Cheng (1988) conducted the first study to identify the roles and competencies of HRD professionals in Taiwan. He conducted his second study in 1991 to explore the competencies of HRD professionals in the top 500 Taiwanese manufacturing firms. Cheng found that the eight most important elements of HRD work in Taiwan were: (a) management training, (b) technical training, (c) needs assessment, (d) management support and participation, (e) administrative support, (f) cost-benefit analysis, (g) facilities management skills, and (h) qualifications of the instructor.

The purpose of Cheng's study was to identify the competency, work outputs, and roles required of HRD practitioners, and to develop a competency model to be used by HRD professionals in Taiwan. His conceptual framework was based on McLagan's 1989 study, *Models for HRD*

Practice. Three approaches—focus groups, the customized generic model method, and the flexible job competency model method—were used in conducting the study.

First, the questionnaires were administered to 13 of the 16 experts within the Human Resource Development Association (HRDA) in Taiwan. Second, the experts were divided into two focus groups panels to brainstorm, define, judge, and revise the appropriate competencies, work outputs, and roles for HRD practitioners in Taiwan. Both qualitative and quantitative analysis techniques were used in the focus group meetings.

The findings from Cheng's study indicate that the competencies, work outputs, and roles required for HRD practitioners in Taiwan are similar to those required of HRD practitioners in the United States. Thirty-five competencies clustered into 3 groups, 12 roles, 75 outputs, and 11 HR major areas. However, the major limitations in this study were that the sampling procedures were restricted to one specific group, the size of the sample was too small, and the competency list provided could greatly influence the possible outcomes from the panels of experts.

United Arab Emirates (UAE)

Rothwell and Nasser (2004) described research conducted in the United Arab Emirates (UAE) on the competencies and roles needed by practitioners now and in the future (over a five-year period). The survey instrument developed by Rothwell, Sanders and Soper (1999) was used in the UAE study.

Rothwell and Nasser (2004) used the multi-stage sampling criterion to select the participants. In the first stage, 20 organizations were selected based on two criteria. First, the organizations had to have participated in or won the Dubai Quality Award. Second, the organizations, 7 private organizations and 13 government and semi-government organizations from the Emirate of Dubai, were selected due to time and financial constraints. In the second stage of the sampling, 50

participants were selected from the 20 organizations that were selected in the first stage. The inclusion criterion was the participants' ability to speak English fluently. Rothwell and Nasser used the same survey instrument in the originally developed language, English. Of 50 participants, 52% of the WLP/HRM practitioners responded to the questionnaire.

The results indicated that the UAE practitioners placed more importance on managerial than technical competencies. For example, among the top 10 ranked competencies were: (1) leadership, (2) interpersonal, and (3) business-related competencies; technical and technology-related competencies were ranked at the bottom. Moreover, they ranked the leadership, interpersonal, and business competency groups as the highest in present and future importance. These responses suggested that most WLP/HRM practitioners from the UAE place strong emphasis on management-related issues and on the roles of the analyst, evaluator, and manager.

The results of Rothwell and Nasser's study indicated that UAE practitioners place little importance on training and development functions. The study confirms that non-UAE nationals have different perceptions than UAE nationals. The UAE-residents (UAE-Nationals) rated all 52 competencies as important to slightly important for job success, now. The non-UAEs rated the same competencies as very important to important, now. The UAE nationals ranked the interpersonal competency group first for current importance, corresponding with the non-UAE nationals who rated the same as second. Diversity awareness was ranked as the least important competency for the present and in the future regardless of citizenship.

Chapter Summary

Research on workplace learning and performance competencies provides a basis for understanding the practitioner's role in the workplace. The evolution of theories helps us to understand the efforts made by numerous researchers in moving this field forward. Research results

on workplace learning and performance competencies can benefit the current and future workforce in a number of ways regardless of regional boundaries. Several studies conducted in Asian and Middle Eastern regions have identified different views of competencies across roles. One notion is confirmed by a number of studies—this discipline is not as well recognized in other regions of the world as in the United States. The results of these competency studies suggest a need for further studies in these regions with more probing questions according to cultural requirements. The integration of these theories as presented in this chapter provides a connecting link to the design and methods of the current study, which are presented in chapter 3.

Chapter 3

Methodology

This chapter re-introduces the purpose of the study and the research questions. The chapter also defines the target population and sampling procedures, followed by details of the instrumentation and data collection process. The final considerations are the study's variables and statistical data analysis procedure.

Purpose of the Study

The current research study investigated the most fundamental skills and competencies required by Pakistani practitioners in the workplace and developed a framework for teaching these skills in platforms accessible to a vast majority, thereby improving human performance and unifying individual capabilities with organizational core competencies (Rothwell & Lindholm, 1999). Moreover, the current research identified the existing knowledge, skills and visions of individuals towards workplace learning and performance. The findings may allow us to draw certain conclusions in order to better understand the significance of WLP competencies in the case of Pakistan. For example, management can create a culture focused on individualized learning, setting goals and clear expectations, opening communication within the organization, and creating buy-in to learning through provision of and access to resources (human, material and information). This study added to the body of knowledge by “enabling practitioners to make a measurable difference in helping their customers, clients, and colleagues in the years ahead” (Bernthal et al., 2004, p. 43).

The current research reviewed in chapter 2 highlights the evolution of competencies among WLP theoretical frameworks in terms of Human Resource Development (HRD), Organization Development, Career Development, Training & Development (T & D), Human

Resource Management (HRM) and Human Performance Improvement (HPI) developed in the U.S. The review of related literature prepared the groundwork for an investigation of the importance for WLP competencies among Pakistani practitioners' perceptions of the current and future levels of importance of WLP competencies grouped within the following categories:

- (a) Foundational competencies
 - (1) Business/management
 - (2) Interpersonal
 - (3) Personal
- (b) Technical competencies
 - (1) Career planning and talent management
 - (2) Delivering training
 - (3) Designing learning
 - (4) Measuring and evaluation

Research Questions

To fulfill the study's objective, the research addressed the following questions:

- (1) What is the profile of respondents with regard to:
 - (a) Age
 - (b) Gender
 - (c) Years of experience
 - (d) Educational attainment
 - (e) Type of organization
 - (f) Type of industry

- (g) Professional development of practitioners
- (2) What are the WLP competencies that Pakistani practitioners perceive to be important for their current and future (five years from now) needs?
 - (3) What are the relationships between the perceived importance of foundational competencies currently when examined in terms of the educational levels?
 - (4) How do the existing competencies of Pakistani practitioners compare to those recommended by the 2004 American Society of Training and Development (ASTD) model in terms of current expertise and future expertise in terms of importance?

What do Pakistani practitioners believe are important competencies in the present and near future for their work performance? This study led to further studies of WLP competencies in Pakistan. Findings add to current knowledge on WLP, particularly in the context of a developing economy, and “enable(s) practitioners to effect positive, progressive and enduring change in organizations” (Bernthal et al., 2004 p. 5). This research justified the continued investigation of the importance of WLP competencies for Pakistani practitioners.

Research Design

The research design for this non-experimental quantitative study was descriptive-correlational in nature. Correlational research investigates the relationships between two or more variables (Busk, 2005; Graziano & Raulin, 2000; Kerlinger & Lee, 2000). However, correlational research may or may not establish causal relationships (Cohen, Cohen, West & Aiken, 2003). The investigation sought to discover the relationship between current importance and future importance with regard to the competencies required of Pakistani practitioners by

employing the 2004 ASTD competency survey instrument to assess the self-perceived levels of competencies (Drummond, 2005; Ogbeide, 2006).

Target Population and Sampling Procedures

The target population for this study consisted of Pakistani Workplace Learning Performance (WLP) practitioners who were over 18 years old and had post-secondary degrees but were not currently students. They worked in one or more of the following disciplines—Training & Development, Organization Development, Career Development, Human Resource Management, or Human Resource Development—and related areas such as workers compensation, and occupational health and safety.

The lists of names were obtained from the Official Directory of the Government of Pakistan, and included names from the National Center for Rural Development (NCRD), Academy of Educational Planning and Management (AEPAM), Federal Public Service Commission (FPSC), National Police Academy, Federal and Provincial Technical and Vocational Institutes, Federal and Provincial Labor, Manpower and Overseas Pakistanis, Federal and Provincial Financial Development Institutions (FDIs), the Chamber of Commerce and Industry, and Teachers Training Institutes. Additional resources, such as contacts with multinational companies (on-line), Pakistan Computer Bureau, Pakistan International Airlines (PIA), etc., led to a comprehensive list of 700 potential participants. With regard to selecting a sample, early on it was found that the simple random sampling technique was infeasible due to a lack of financial support and time constraints on the collection of information (Van Ort, 1981). Therefore, the study applied the criterion sampling technique (Patton, 1987, 2002) to identify qualified, potential participants. These participant-practitioners first were contacted via Skype phone to assess their willingness to participate in the study; if they agreed to participate they were then provided a questionnaire. Furthermore, in addition

to criterion sampling, snowball or chain sampling was employed. In this sampling technique, willing participants were asked to provide additional contacts who also might become potential participants (Patton, 2002). The initial telephone contacts with 100 participants included a request for names and telephone numbers of other practitioners who met the following criteria: Pakistani Workplace Learning Performance (WLP) practitioners, who were over 18 years old and had post-secondary degrees but were not currently students, and worked in one or more of the workplace learning and performance disciplines. These networked, potential participants were contacted by phone and surveys were mailed to them by a research colleague in Pakistan. The researcher attempted to collect information from a total of 700 and ended with information from 270 Pakistani WLP practitioners.

Split Questionnaire Design (SQD)

Split-questionnaire designs divide a long questionnaire into one core component and a number of sub-components (Vriens, Wedel & Sandor, 2001). Therefore, the 2004 ASTD questionnaire (Appendix E) was divided into components according to split questionnaire design (SQD). Varying subsets of the components were used due to the length of the existing survey. The corresponding data elements were extracted to form split data sets. In following this approach, little was lost by administering only parts of the questionnaire to each sampled individual. The SDQ is being used more frequently for long questionnaires due to its potential efficiency (Adiguzel & Wedel, 2005; Raghunathan & Grizzle, 1995). Adiguzel and Wedel (2005) and Raghunathan and Grizzle (1995) reported a simulation study that used multiple imputation methods for the split data sets, assuming normality of the distributions. Comparisons of these imputations confirmed that the loss in efficiency from split questionnaire design decreased as the correlation among the variables that were within different parts increased (Raghunathan & Grizzle, 1995). However, SQD has a

powerful feature for dealing with its conflicting goals: cost-efficiency, obtaining the right information, and speed.

The current research used a split questionnaire design that selected either entire blocks of components (between-block design) or sets of components in each block (within-block design) as promoted by Adiguzel and Wedel (2005). They suggested that an SQD improves the quality of the data as compared to a full questionnaire in a field study-developed methodology. They also stated that an SQD reduces the respondents' burden, which improves the quality of the data.

The current study's survey instrument was divided into four different sections; at least 100 participants were required in total—that is, at least 25 per section. Ideally, according to Glass, Peckham and Sanders (1972), a survey instrument with 10 Independent Variables (IVs) should have more than 3 levels with 25 subjects per level. Arguably, sample size has varied from 125 to 158 subjects in Correlational and SQD design studies. Studies of Correlational design have used the Myers Briggs Type Indicator (MBTI) and the Thomas-Kilmann conflict MODE Instrument to investigate the relationships among personality types, demographic characteristics and contextual factors for conflict resolution behavior reported in a sample of students ($n = 125$) (Landa-Gonzalez, 2005).

Interestingly, researchers used the SQD in various contexts to address their research needs. A research study investigated the relationship between parental education and self-assessed parental attitudes about parenting using the SQD. As a part of the research process 129 subjects were drawn from two settings: the LDS Social Services Area Office, Gaithersburg, Maryland, and the Montgomery County Maryland Department of Adult Education (Pehrson, 1980). Research also examined the influence of communicated messages from society through the media, family, and other interpersonal relationships on women's body-image self-assessment. A total of 158 women

aged 18 to 71 years were administered a set of six self-reporting questionnaires (MBSRQ, POTS, SATAQ, PACS, RSE & BIDR) using a split of age analysis. Nearly two-thirds of the participants reported not having experienced weight-based teasing during their youthful years (Kerr, 2008).

However, the current study used the Optimal Split Unconstrained between Block SQD developed by Adigüzel and Wedel (2005) for administration of the questionnaires. The details are offered in Table

3.1. Columns represent the information as below:

First = Number of subjects

Second = Business and management competency

Third = Interpersonal competency

Fourth = Personal

Fifth = Core technical competency

- a) Career planning and talent management
- b) Delivering training
- c) Designing learning
- d) Monitoring and evaluation

Ninth = Background information

All participants received the section on Background Information. The Business Management section was sent to those practitioners who were identified as working in the field of WLP: that is, in business schools, industry, and chambers of commerce and industry. Interpersonal and personal surveys were sent to those practitioners engaged in planning, and development activities in general at their workplaces. Career planning and talent management surveys were sent to those responsible for recruitment, selection, and career planning. Delivering training and designing learning surveys were sent to those engaged in delivering training and designing learning activities.

Instrumentation

The survey instrument used in this study has its basis in the questionnaire for the ASTD 2004 Competency Model for Workplace Learning and Performance developed by Bernthal et al. (2004). That questionnaire was originally designed for international WLP professionals in the United States. A 5-point Likert-type response scale was used to evaluate the self-reported level of importance of the practitioners' 12 WLP competencies as defined under the headings: three broad foundational competency groups and four areas of expertise under technical competency.

The questionnaire was divided into two parts. In the first part, the three indicators of perceptions on 12 foundational and four focus areas of expertise in WLP competencies were split into two columns: (a) current level and (b) future level of importance. These were divided in order of importance. In Column 1 (see survey in Appendix E), the respondents were asked to indicate their current level for each competency on a Likert-type scale from 1 (not important) to 5 (essential). In Column 2, the respondents were asked to rate the future importance to their jobs of each competency on a scale from 1 (not important) to 5 (essential).

Table 3.1
Split Questionnaire Design: The Empirical Block Design

Number	Block Core Business/ management	Block Core Interpersonal	Block Core Personal	Block Technical CPTM/DT DGLNG/ME	Background
1					
2					
.					
.					
<i>n</i>					

Translation of the Original Instrument

Since English is not the primary language of the majority of people in Pakistan, specific permission was sought from the ASTD (Appendix A) on January 8, 2007, to allow translation of the original survey instrument (Appendix E). The instrument was directly translated by the Center of Excellence for Urdu Informatics (CEUI), National Language Authority, Patras Bukhari Road, H-8/4, Islamabad, Pakistan, into Urdu, the language most commonly read and spoken in Pakistan. The CEUI is the Urdu IT wing of the National Language Authority, which conducts research and

development activities on all matters relating to Urdu standardization for computers and localization. The address of the official website of CEUI is www.nlauit.gov.pk. The translated questionnaire was verified by Dr. Sabur Ghayur, Chairman/Executive, Policy Planning Cell, Ministry of Labor, Manpower and Overseas Pakistanis, Islamabad, Pakistan. A letter of validation was also procured (Appendix B). Subsequently, an analyst examined this verification, focusing on the correctness, completeness, and appropriateness of the survey items. Every effort was made to verify the face and content validity of this instrument. The translated survey instrument may be found in Appendix E, while the initial recruitment and follow-up letters appear in Appendix C & D. Finally, codebook and data analysis matrixes are in Appendix F.

An Urdu version of a transmittal letter (Appendix C) was developed for the participants according to the guidelines of the Office for Research Protections at The Pennsylvania State University. This letter included a brief introduction, contact information, and topic, purpose, and implications of this study. This letter of participation explained that responding to the survey was considered implied consent; the letter also assured participants that their identities and responses were confidential.

Approval Procedure

The two forms of approval required for this study were obtained. One was copyright permission from the ASTD and the authors (Appendix A) for use and translation of the instrument, and the other was approval from the Office for Research Protections at The Pennsylvania State University for the use of human participants.

The application, titled, *A Pilot Study of Workplace Learning and Performance Competencies among Pakistani Practitioners*, was submitted to the Office for Research Protections under the supervision of Dr. William J. Rothwell, Faculty Advisor in the Workforce Education and

Development Program at The Pennsylvania State University, on January 25, 2007. The application was approved by the Office for Research Protections-IRB No. 24834.

Questionnaire Distribution

Telephone calls to request participation in this study, as well as to check on participants' contact information, were made to each prospective respondent before sending the questionnaire. During these calls, the purpose of the study, requests for cooperation, and identification of the researcher were shared with the prospective respondents. A questionnaire was sent only to those who agreed to participate in this study.

Dillman's (2007) and Borg and Gall's (1996) survey research methodologies guided the data collection process. The original questionnaire and mailing list were sent, via email, to a colleague in Pakistan, who administered the survey. The colleague then sent on the questionnaires by first-class Pakistan Postal Services with a stamped self-addressed return envelope. A modification request to allow changes in the data collection methodology was submitted to the Office of Research Protection at The Pennsylvania State University—specifically, to allow the mailing of questionnaires. Approval was received. The questionnaires were sent to the participants with requests to return them, via the included self-addressed envelope, within two weeks after receiving the survey packet.

Pre-survey Notice Letter

A pre-survey notice letter (Appendix C) notified participants of impending receipt of a request to help in an important study by answering a survey questionnaire. The purpose of this letter was to build interest in participating in the research (Dillman, 2007). This letter was sent by first-class mail and timed to arrive only a few days to a week ahead of the actual questionnaire. Research has consistently shown that pre-notification improves response rates to mail surveys (Dillman, 1991; Dillman, Clark & Sinclair, 1995; Fox, Crask & Kim, 1988; Kanuk & Berenson, 1975). According to

research, a pre-notice letter added 4–6% to response rates for census questionnaires. The research claimed that this difference could not be compensated for by a stamped return envelope, postcard reminder, or one replacement questionnaire in a four mailing sequence (Dillman et al., 1995).

Follow-up Procedure

The first follow-up for the paper-based survey was made via telephone or email to 100 individuals who had not responded in the specified two-week return period. A second follow-up call was made to 60 individuals and/or an email was sent three weeks after the first follow-up. The final follow-up was conducted via telephone and email five weeks after the second follow-up. A postcard thank-you/reminder (Appendix D) was sent after the third week. Dillman (2007) stated the advantages of sending a postcard by citing the research done by Ohm (1998) in a study that used both pre-notice and reminder postcards. In adopting this process, the response rate increased by 7%, the same as when the reminder was used alone. Interestingly, on the other hand, other research studies provided additional evidence that “contrasting stimuli are better for response than one repeated stimuli” (Dillman, 2007, p. 181).

Variables and Statistical Procedures

This section explains the dependent and independent variables for this study. The dependent variables were the 12 competencies and four areas of expertise of the WLP practitioners within their organizations. The two main dependent variables were:

1. Current importance of each of the 12 WLP competencies under three competency groups
2. Current importance of each of the four areas of expertise under technical competency groups

The 12 WLP competencies fell into three categories: (a) Business/Management, (b), Interpersonal, and (c) Personal.

The current research used one independent variable education levels of WLP practitioners within the organizations (Rothwell et al., 1999). The levels of Education were classified into three levels.

- Practitioners whose level of education was bachelor's degree and below bachelor's degree
- Practitioners whose level of education was master's degree
- Practitioners whose level of education was beyond a master's degree

Data were collected from the surveys according to the respondents' demographic information (age, gender, years of experience in general) (Foster, Barkus & Yavorsky, 2006; Patel, 2006), especially in learning and performance fields, educational attainment (educational levels), organizational development (type of organization, public, private, multinational, type of industry, and primary area of job responsibility) and professional development (Internet communication, learning sources, number of publications, professional presentations, and training received or not).

A Pilot Study

Initially, a pilot study involving a web survey was conducted in April 2007. The Urdu version of the survey was uploaded on the Survey Monkey website. The survey was sent to 500 practitioners. About 100 respondents logged in and two completed the survey in the first month. The English version of the survey was uploaded at the request of several of the potential participants. Only three respondents completed the survey. Despite multiple follow-ups, such as telephone calls and follow-up e-mail, the response rate did not improve. Therefore, a modification request was submitted to the ORP to use a paper-based survey. The paper-based survey was conducted starting in October 2007. Initially, 200 questionnaires (full-length) were distributed to Pakistani practitioners at meetings of Rotary Clubs (Cosmopolitan, Metropolitan, etc.) and the Chamber of Commerce and Industry. Most of the practitioners were members of these forums, resulting in easy access. The

questionnaires were sealed. A colleague, well versed in this research, explained the purpose, importance, and potential benefits to the targeted audience. The result included contact information: telephone numbers and email addresses. Meanwhile, continuous follow-up on the pilot survey resulted in 40 of 200 completed questionnaires. A total of 35 were usable, while 5 were unusable due to insufficient information. These questionnaires, mailed from Pakistan, took 3–4 weeks to reach the United States. The preliminary data were analyzed using the SPSS software.

Results from the pilot study assisted in refining the research plan (Van Ort, 1981, cited in Brink & Woods, 1998, p. 378): use of similar subjects, same data collection tool but with a refined variety of steps in the data collection process (Prescott & Scoken, 1989, in Brink & Woods, 1998, p. 379), and acquisition of experience working with subjects, settings, and methodology. Moreover, the information on variables of current and future importance across various competencies was helpful for determining the appropriate sample size for the study. The survey instrument was very long so that the subjects responded to only one competency and the demographic information. Pilot testing was used to: (a) determine which of the survey instruments was most appropriate for the subjects, (b) determine the amount of time needed to complete the survey(s), and (c) establish whether the instructions were clear (Wilson, 1985, in Brink & Woods, 1998, p. 381). The pilot study provided justification for understanding the perceptions of competencies in Pakistani workplaces.

Data Analysis

Data for Research Questions 2, 3 and 4 were analyzed in the following forms, by conducting:

- (a) Paired t-test analyses on current perceptions of the level of importance for each of the three categories of Foundational WLP competencies and four categories of WLP technical competencies.
- (b) Paired t-test analyses on future perceptions of the level of importance for each of the three categories of WLP (Business/Management, Interpersonal and personal).
- (c) One-way ANOVA to see the effects of education levels on perceptions of the current importance of WLP competencies.
- (e) Overall averages to compare the international practitioners' and Pakistani practitioners' perceptions of the importance of WLP competencies.

The data analysis assessed whether the same independent (predictor) variables were significant at the current level of performance. This approach was used to investigate the distribution of young workers among firms of various sizes utilizing the National Longitudinal Survey of Labor Market Experience, New Youth Cohort (NLS-Y) database for 1980 and 1986 (Gray & Wang, 1989).

All of these statistical analyses depended on the Likert-summed importance scales for the WLP categories having acceptable levels of reliability as measured via Cronbach alpha and then having fairly normal distributions in order to run statistical analyses.

Reliability

Cronbach's Alpha (Table 3.2) was used to assess the internal consistency of items on Foundational Competency Surveys, including Business and Management Competency, and Interpersonal and Personal; the Technical Competency Surveys include Career Planning and Talent Management (CP TM), Delivering Training, Designing Learning, and Measuring and Evaluation.

The Cronbach's Alpha values ranged from 0.97 for the current and 0.93 for the future on 38 major items related to the Business and Management Survey. The values ranged from 0.97 for current and 0.94 for future on 40 items on the Interpersonal Survey. The Cronbach's Alpha values ranged from 0.79 for current and 0.84 for future on 13 major items on the Personal Survey. The Cronbach's Alpha values ranged from 0.91 for current and 0.90 for future importance of the CP TM competency survey on 13 major items. An equivalent Cronbach value of 0.93 was indicated for both current and future importance of the Delivering Training Competency survey consisting of 13 major items, including the aggregate of competencies under the knowledge and action areas. The Cronbach Alpha values ranged from 0.94 for the current and 0.99 for the future importance of the Designing Learning Competency Survey on 12 major items, including aggregate competencies under knowledge and action areas. The Cronbach Alpha values ranged from 0.92 for the current and 0.90 for the future importance of the Measuring and Evaluation Competency Survey on seven major items, including aggregate competencies under the knowledge and action areas.

Table 3.2
Reliability Statistics

Survey items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Business and Management			
Current	0.970	0.971	38
Future	0.937	0.936	38
Interpersonal			
Current	0.966	0.966	40
Future	0.952	0.952	40
Personal			
Current	0.789	0.759	13
Future	0.836	0.811	13
Career Planning and Talent Management			
Current	0.917	0.955	13
Future	0.909	0.914	13
Delivering Training			
Current	0.928	0.931	13
Future	0.928	0.931	13
Designing Learning			
Current	0.944	0.949	12
Future	0.991	0.948	12
Measuring and Evaluation			
Current	0.952	0.953	7
Future	0.896	0.899	7

Chapter Summary

The target participants for this survey of competencies were Pakistani practitioners in the fields of HRD, HRM, T& D, and WLP. The list of names arose from directories of official government and private agencies. A list of Pakistani practitioners was compiled, and individuals were selected using criterion and snowballing sampling approaches to determine who would receive a paper survey.

The survey instrument was adapted from the original 2004 ASTD Competency Model for *Mapping the Future* Workplace Learning and Performance (Bernthal et al., 2004). The questionnaire was translated from English to Urdu and validated by Pakistani practitioners before its final administration. Figure 3.1 showed the overall process used in the WLP Competency Study in Pakistan. Data for the main study were collected in Pakistan (Table 3.3) and analyzed according to selected dependent and independent variables. Descriptive Statistics (frequencies, percentages, and standard deviations) and paired T-tests and effect size (Chen, 1994, 1988; Kotrlik, 2003) were applied to the data in order to answer the research questions.

Table 3.3.
Summary Statistics

Pilot						
On Line	Total	Response	Logged-in	Unusable	Survey Instrument	Follow-up
Apr-07	500	2	100		Urdu	Distributed
First week	498		149		English+Urdu	Phone/email
Second week	498	1	130		English+Urdu	Phone/email
Third week	497	2	148		English+Urdu	Phone/email
Fourth	495	5			English+Urdu	Thank you card
Pilot						
Paper-based	Total	Response	Usable	Unusable	Survey Instrument	Follow-up
Oct-07	200	23	20	3	English+Urdu	Distributed
First week	180	15	13	2	English+Urdu	Phone/email/mail
Second week	165	2	2		English+Urdu	Phone/email/mail
Third week	163	40	35	5	English+Urdu	Thank you card
Split Questionnaire Design (SQD)						
Paper-based	Total	Response	Usable	Unusable	Survey Instrument	Follow-up
Aug-08	300	18	16	2	English+Urdu	Distributed
First week	282	15	15		English+Urdu	Phone/email/mail
Second week	267	39	37	2	English+Urdu	Phone/email/mail
Third week	228	45	42	3	English+Urdu	Thank you
Fourth week	183	8	8		English+Urdu	Post card
Fifth	175	8	7	1	English+Urdu	Thank you card
Total	167	133	125	8		
Split Questionnaire Design (SQD)						
Feb-09	200	24	23	1	English+Urdu	Distributed

First week	176	28	26	2	English+Urdu	First
Second week	148	20	20		English+Urdu	Second
Third week	128	18	18		English+Urdu	Third
Fourth week	110	11	11		English+Urdu	Fourth
Fifth week	99	5	5		English+Urdu	Thank you card Study Card
Sixth week	94	2	2		English+Urdu	Completion
Total	92	108	105	3		

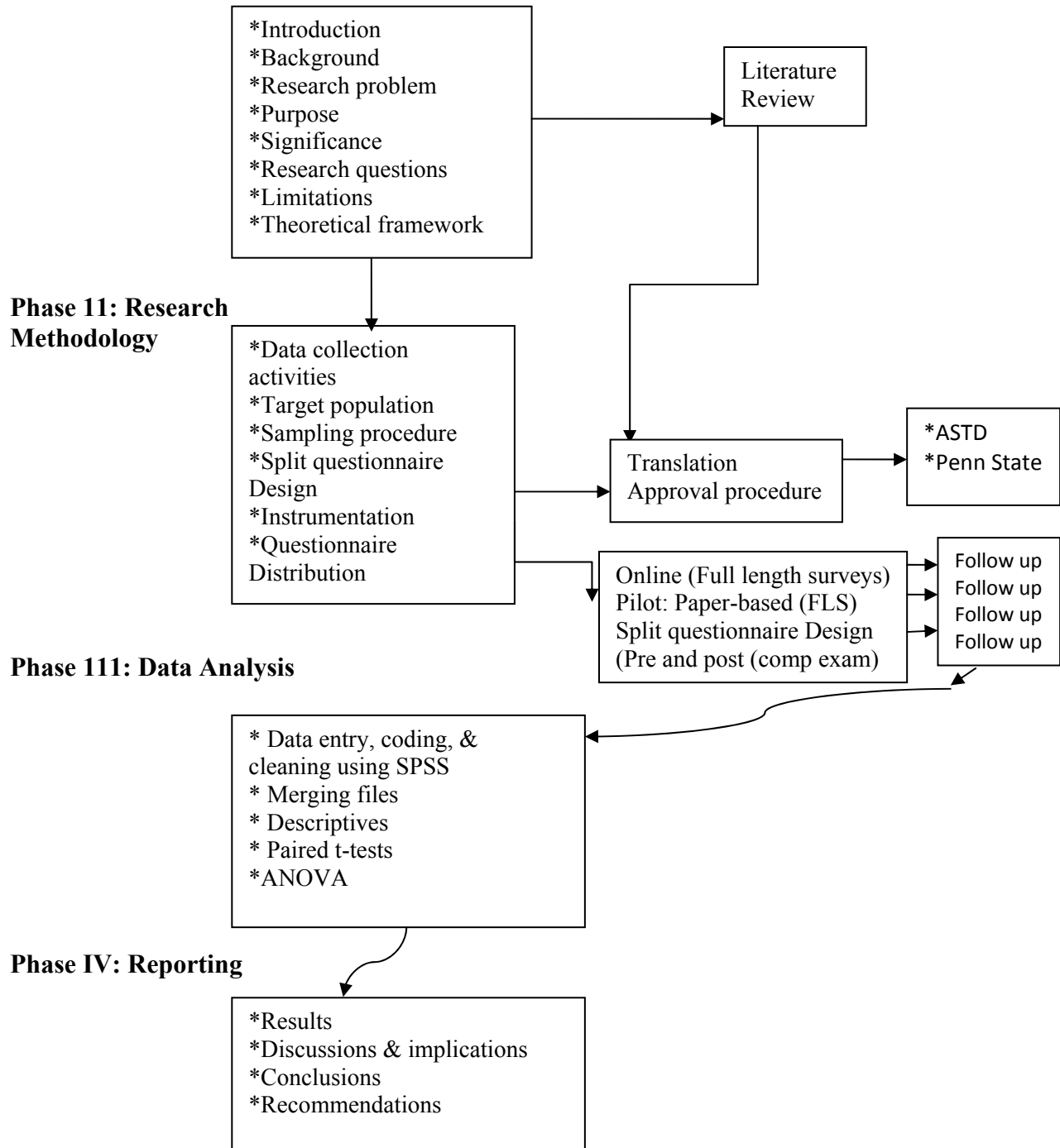
Phase 1: Needs Assessment

Figure 3.1. Process Used in the WLP Competency Study in Pakistan

Chapter 4

Results

This chapter presents research results from the analysis of data from 270 surveys completed by 270 Pakistani practitioners working in the HRD/HRM or related areas. The chapter consists of four sections organized according to the four research questions guiding this study. Data from the survey are summarized and data analyses results are summarized in each section for the respective research question.

Profile of Pakistani WLP Practitioners

Results for Research Question 1

Research Question 1 was as follows: What is the profile of respondents with regard to?

- (a) Age
- (b) Gender
- (c) Years of experience
- (d) Educational attainment
- (e) Type of organization
- (f) Type of industry
- (g) Professional development of practitioners

The following demographic information was gleaned from responses to Questions 1 through 21 in the second part of the survey (see Appendix F). A total of 270 out of 700 Pakistani practitioners in workplace learning and performance areas responded to the WLP competency survey. The respondent's characteristics may be divided into four different categories:

demographic, organizational, educational, and professional development. Table 4.1 provides the numbers and percentages for demographic characteristics; Table 4.2 provides the numbers and percentages for organizational development; and Tables 4.3 and 4.4 offer numbers and percentages on the professional development data for the 270 respondents.

Respondents' Demographic Profile

The respondents' demographic data (Table 4.1) included the following characteristics: age, gender, level of educational attainment, years of professional experience in general, and WLP field specifically. With regard to individual demographics, about 75% of the respondents were male (195, 72.2%), 25% were female (74, 27.4%), and a small fraction (0.4%) did not disclose their gender identity. The average age was 34.0 years (SD=10.537) years. The average age ranged from a high of 65 years to a low of 22 years. At the time of the survey, 82 respondents (30.4%) had more than 15 years of aggregate professional experience; 36 (13.3%), 11–15; 50 (18.5%), 6–10 years; 56 (20.7%), 3–5; 35 (13.0%), 1–2 years; and 11 (4.1%), less than one year. As far as learning and performance experience are concerned, 72 (26.7%) reported 3–5 years; 56 (20.7%), 15 years or more; 42 (15.6%), 1–2 years; and 41 (15.2%), 6–10 years. Thirty-one (11.5%) had less than one year, and 28 (10.4) had 11–15 years of learning and performance experience.

The types of education and training that the respondents received varied widely. For example, 268 (99.3%) selected academic degree programs as the predominant source for gaining WLP positions. Furthermore, 241 (89.3%) described independent self-directed learning as a means to achieve WLP positions. In addition, 199 (73.7%) preferred peer or supervisory mentorship; 189 (70.0%) selected in-house formal professional development programs, and 180

(66.7%) mentioned external formal professional development programs as a source for preparing for WLP positions.

In addition, about two-thirds of the respondents reported having a master's degree (e.g., Master of Science, Master of Arts, and Master of Business Administration) (163, 60.6%); 58 (21.6%) had earned a bachelor's degree; 37 (13.8%) held an advanced graduate-level degree (e.g., Doctor of Philosophy, Doctor of Medicine); and 11 (4.1%) had achieved less than a bachelor's degree.

The organizational characteristics of respondents (Table 4.2) were as follows: respondents' WLP disciplines, level of practitioners, types of industries, investment status, number of full-time employees, and types of organizations. In terms of WLP discipline, 58 (21.5%) of the respondents reported Management Development/Leadership Development/Executive Development; 52 (19.3%) stated Training; and 44 (16.3%) indicated Career Development as their WLP discipline. In comparison, the numbers and percentages of respondents claiming Human Resource Management, Organization Development, and another specific human resource areas (e.g., staffing, selection, employee relations) as their WLP discipline were 41 (15.2%), 34 (12.6%) and 23 (8.5%), respectively. On the other hand, a small number of respondents, 18 (6.7%), reported "Other" as their primary discipline.

According to the respondents' job titles, the professional levels of practitioners ranged from entry level to executive levels (Table 4.2). For instance, 48 (17.8%) identified themselves as managers; 47 (17.4%) were supervisors; 46 (17.0%) were entry-level professionals; and 39 (14.4%) were Executive/Vice President/Chairman of the companies/institutions or organizations. Thirty (11.1%) of the respondents identified themselves as university professors or college

instructors; 27 (10.0%) were team leaders managing work groups; and 21 (7.8%) participants were directors overseeing entire functional areas. A small number, 12 (4.4%), were private consultants who worked independently or were self-employed.

The survey respondents represented 15 types of industries. The main areas were manufacturing (50, 18.7%), finance and insurance (41, 15.3%), and other (38, 14.2%). The represented organizations ranged in size from small businesses with fewer than 100 employees (155, 57.8%), to medium-sized entities with 100 to 499 employees (60, 22.4%), to large concerns with 500 or more employees (53, 19.8%).

The respondents were also analyzed from the investment status of the organizations: (a) local companies with business in Pakistan (129, 47.8%); (b) international companies with business investments in fewer than ten countries, including Pakistan (69, 25.5%); and (c) global companies with business investments in ten or more countries, including Pakistan (71, 26.2%). One respondent (0.4%) did not mention the investment status of the organization.

In terms of use of English in communications, 249 (92.6%) respondents reported English as a formal business language, and 20 (7.4%) used a language other than English. Three-quarters of the respondents (202, 75.1%) used the Internet more than 10 times per week; 18 (6.7%) respondents used the Internet 5–9 times per week; 13 (4.8%) respondents used the Internet 1–4 times per week; 8 (3.0%) used the Internet less than 1 time per week or did not use it at all during the previous three months at their workplaces. However, 20 (7.4%) respondents never used the Internet at their workplaces.

The respondents were representative of various types of organizations: (a) for-profit organizations, 105 (39.2%); (b) academic institutions, 54 (20.1%); (c) governmental agencies, 48

(17.9%); (d) non-profit organizations, 26 (9.7%); (e) consulting firms, 11 (4.1%); (f) independent consultants or sole proprietors, 22 (8.2%); and (g) other, 2 (.7%).

Professional Development

Professional Development indicates that respondents obtained information from: (a) sources of professional development effectiveness rating; (b) current status as trainers, trainer in overseas, and trainee in overseas; (c) business trips abroad; (d) professional publications; and (e) conference presentations.

At the time of the survey, 105 (39.0%) respondents did not hold positions as trainers and did not serve as trainers in the previous five years (Table 4.3). However, 68 (25.3%) were full-time trainers, with this employment serving as a major source of their income; 55 (20.4%) were part-time trainers and used training as a secondary source of income; 25 (9.3%) were entry-level trainers; and 16 (5.9 %) mentioned “other” as the major source of their income. At the time of the survey, 209 (77.7%) never served as trainers overseas. In contrast, 19 (7.1%) served as one-time trainers overseas; 16 (5.9%) served as trainers overseas four times; and 12 (4.5%) served as trainers overseas more than five times. In terms of having the experience of being a trainee while overseas, nearly three-quarters of the respondents (188, 70.1%) reported never having been trainees in overseas training programs. On the other hand, 28 (10.4%) had been trainees, one time, in overseas training programs; 21 (7.8%) had been trainees two times; 15 (5.6%) had been trainees three times; 6 (2.2%) had been trainees four times; and 9 (3.4%) had been trainees more than five times in overseas training programs during the previous five years.

With regard to the number of business trips to another country during the previous five years, more than two-thirds (193, 72.6%) had never taken a business trip. On the other hand, the

respondents who took business trips had wide-ranging experiences: 18 (6.8%) took foreign trips one time, 20 (7.5%) took business trips two times, 8 (3.0%) took business trips three times; 5 (1.9%) took business trips four times; and 22 (8.3%) took business trips more than five times.

With regard to professional publications (including published white papers, articles, or books), 194 (72.1%) reported no contributions (Table 4.3). Conversely, 42 (15.6%) had produced published work in the range of 1–5 times; nine (3.3%) produced published work in the range of 6–10 or 11–20 times; 7 (2.6%) practitioners had published work in the range of 21–30 times, and 8 (3.0%) professionals had published work in the range of 21–30 times. So far as professional presentations are concerned, 143 (53.6%) had not made any presentations at professional conferences. In contrast, 72 (27.0%) had made presentations in the range of 1–5 times; 25 (9.4%) had made presentations in the range of 6–10 times; six (2.2%) had made presentations in the range of 11–20 times; seven (2.6%) had made presentations in the range of 21–30 times; and 14 (5.2%) had made presentations in the range of 31 or more times at professional conferences.

Table 4.4 reports the effectiveness of sources of professional development programs (PDP): 219 (81.4%) Pakistani practitioners identified academic degree program as most effective, while 157 (61.6%) WLP practitioners claimed independent self-directed learning to be most effective for assisting in performing their WLP roles. A total of 57 (23.5%) considered peer or supervisory mentorship most effective in executing their WLP roles.

Table 4.1

Frequency and Percentage of Pakistani Practitioners' Profile in the Workplace Learning and Performance Field

Sr.	Demographic Characteristics	f	%	Sr.		f	%
1	<i>Gender</i>			2	<i>Age</i>		
	1. Male	195	72.2		Median age	34	
	2. Female	74	27.4		Maximum	22	
	3. Undisclosed	1	0.4		Minimum	65	
	Total	270	100.0				
3	<i>Years of Experience</i>			4	<i>Years of Experience in WLP</i>		
	1. Less than one year	11	4.1		1. Less than one year	31	11.5
	2. 1-2 years	35	13.0		2. 1-2 years	42	15.6
	3. 3-5 years	56	20.7		3. 3-5 years	72	26.7
	4. 6-10 years	50	18.5		4. 6-10 years	41	15.2
	5. 11-15 years	36	13.3		5. 11-15 years	28	10.4
	6. 15 years and more	82	30.4		6. 15 years and more	56	20.7
	Total	270	100.0		Total	270	100.0
5	<i>Education</i>			6	<i>Type of Education & Training Received for WLP Position</i>		
	1. > Bachelor degree	11	4.1		1. Independent self-directed learning	241	89.3
	2. Bachelor degree	58	21.6		2. External formal professional development program	180	66.7
	3. Masters degree	163	60.6		3. In-house formal professional development program	189	70.0
	4. Advanced Graduate	37	13.8		4. Peer or supervisory mentorship	199	73.7
	Total	269	100.0		5. Academic program	268	99.3
					Total		

Table 4.2
Organizational Development

Sr.	Organizational	f	%	Sr.		f	%
1	<i>WLP Discipline</i>			2	<i>Practitioner Level</i>		
	1. Training	52	19.3		1. Executive/Vice President/Chairman	39	14.4
	2. Organization Development	34	12.6		2. Director	21	7.8
	3. Career Development	44	16.3		3. Manager-	48	17.8
	4. Mgmt Dev./Leader Dev./Exec. Dev.	58	21.5		4. Supervisor	47	17.4
	5. Human Resource Management	41	15.2		5. Team leader	27	10.0
	6. Another specific human resource area (e.g. staffing, selection, employee relations)	23	8.5		6. University professor or college instructor	30	11.1
	7. Other	18	6.7		7. Private consultant	12	4.4
	Total	270	100.0		8. Entry level	46	17.0
					Total	270	100.0
3	<i>Type of Industry</i>			4	<i>Number of Full-time Employees</i>		
	1. Agri., Forestry, Fish., Hunt.	10	3.7		1. Less than 100	155	57.8
	2. Bus. Schools/Comp. Mgmt. Train.	27	10.1		2. 100-199	26	9.7
	3. Broadcasting and Communication	17	6.3		3. 200-299	8	3.0
	4. Finance and Insurance	41	15.3		4. 300-399	11	4.1
	5. Health Care and Social Sciences	25	9.3		5. 400-499	15	5.6
	6. Information or other Services	11	4.1		6. 500 or more	53	19.8
	7. Management Consulting services (Including HR consulting)	6	2.2		Total	268	100.0
	8. Manufacturing	50	18.7				
	9. Publication Admonition (Including Government)	5	1.9				
	10. Real Estate Rental and Leasing	8	3.0				
	11. Retail Trade	5	1.9				
	12. Transportation and Ware housing	7	2.6				
	13. Wholesale Trade	2	.7				
	14. Software Publishing	16	6.0				
	15. Other	38	14.2				
	Total	268	100.0				
5	<i>Investment Status</i>			6	<i>Type of Organization</i>		
	1. Local company	129	47.8		1. Academic institution	54	20.1
	2. International company	69	25.6		2. Government agency	48	17.9
	3. Global company	71	26.2		3. For-profit organization	105	39.2
	4. No response	1	.4		4. Non-profit organization	26	9.7
	Total	270	100.0		5. Consulting firm	11	4.1
					6. Independent consultant or	22	8.2

			sole proprietor				
			7. Other	2	.7		
			Total	270	100.0		
7	English as Formal Communication		Use of Internet at workplace				
	1. Yes	249	92.6	8	1. More than 10 times per week	202	75.1
	2. No	20	7.4		2. 5-9 times per week	18	6.7
	Total	269	100.0		3. 1-4 times per week	13	4.8
					4. Less than 1 time per week	8	3.0
					5. Not used internet in the last three months	8	3.0
					6. Never used it	20	7.4
					Total	269	100.0

Table 4.3
Professional Development

Sr.	Professional Development	f	%			f	%
1	<i>Sources of Professional Development Effectiveness Rating (see Table 4.4)</i>						
2	<i>Status as a Trainer</i>			3	<i>Trainer Overseas</i>		
	1. Full-time trainer	68	25.3		1. 1 time	19	7.1
	2. Part-time trainer	55	20.4		2. 2 times	7	2.6
	3. Entry-level trainer	25	9.3		3. 3 times	5	1.9
	4. Not a trainer	105	39.0		4. 4 times	16	5.9
	5. Other	16	5.9		5. < 5 times	12	4.5
	Total	269	100.0		6. Never served as a trainer	209	77.7
					7. Other	1	.4
					Total	269	100.0
4	<i>Trainee in an Overseas</i>			5	<i>Business trips to another country</i>		
	1. 1 time	28	10.4		1. 1 time	18	6.8
	2. 2 times	21	7.8		2. 2 times	20	7.5
	3. 3 times	15	5.6		3. 3 times	8	3.0
	4. 4 times	6	2.2		4. 4 times	5	1.9
	5. More than 5 times	9	3.4		5. More than 5 times	22	8.3
	6. Never	188	70.1		6. Never	193	72.6
	7. Other	1	.4		Total	266	100.0
	Total	268	100.0				
6	<i>Professional Publications</i>			7	<i>Presentations</i>		
	1. None	194	72.1		1. None	143	53.6
	2. 1 to 5	42	15.6		2. 1 to 5	72	27.0
	3. 6 to 10	9	3.3		3. 6 to 10	25	9.4
	4. 11 to 20	9	3.3		4. 11 to 20	6	2.2
	5. 21 to 30	7	2.6		5. 21 to 30	7	2.6
	6. 31 or over	8	3.0		6. 31 or over	14	5.2
	Total	269	100.0		Total	267	100.0

Table 4.4
Sources of Professional Development Program (PDP) Directly Related to Workplace Learning and Performance as to Their Effectiveness

Effectiveness level	Independent Self-directed Learning		External Formal PDP		In-house Formal PDP		Peer or Supervisor Mentorship		Academic Degree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Most effective	157	61.6	96	43.2	96	40.5	57	23.5	219	81.4
More effective	46	18	70	31.5	72	30.4	57	23.5	25	9.3
Moderately effective	31	12.2	37	16.7	42	17.7	52	21.4	16	5.9
Less effective	11	4.3	10	4.5	13	5.5	37	15.2	6	2.2
Least effective	10	3.9	9	4.1	14	5.9	40	16.5	3	1.1
Total	255	100.0	222	100.0	237	100.0	243	100.0	269	100.0

Current and Future WLP Competencies

Results for Research Question 2

Research Question 2 was as follows: What are the WLP competencies that Pakistani practitioners perceive to be important for their current and future (five years from now) needs? Participants responded to questions regarding the significance of various competencies considered important for their jobs currently and for the subsequent five years. The respondents used a Likert-type response scale: 1 (Not important) to 5 (Essential).

Mean item scores and differences on current and future importance item means (mean difference) were used to assess the relationship between current and future importance of competencies—the larger the mean difference, the greater the importance for the competency in the future.

As a result, the most important competency for the future was determined by the largest mean difference between current and future importance. A paired t-test was employed in examining data for research question # 2. A paired t-test was conducted to compare the mean (standard deviations) scores for rating of current and future importance for each competency. Analysis of data is presented in Tables 4.5–4.24. Data in the tables reveal primary findings for this section. The mean differences were positive for all competency items; the future importance was significantly higher than current importance.

Business and Management Competency Survey Results

The Business and Management Competency Survey results are reported here in five sections:

- (a) Analyzing Needs and Proposing Solution(s)
- (b) Applying Business Acumen

- (c) Driving Results
- (d) Planning and Implementing Assignments
- (e) Thinking Strategically

Analyzing Needs and Proposing Solution(s)

Table 4.5 lists mean scores, standard deviations, mean difference, paired t-test values, p-values, and effect size for the six items related to analyzing needs and proposing solution(s). The mean values for current importance for *analyzing needs and proposing solutions* competencies ranged from a low of 2.96 (0.84), *gathering information about client needs*, to a high of 3.46 (0.92), *generating multiple alternatives*. The rating of importance for the future ranged from a low of 3.88 (0.97) for *proposing solution(s)*, to a high of 4.50 (0.69) for *generating multiple alternative(s)*.

In particular, the mean differences were highest for *searches for innovative solution(s)* 1.07 (0.65) and *generates multiple alternative(s)* at 1.04 (0.88). The mean differences were positive for all competency items; the future importance was significantly higher than current importance for all items. Cohen's d effect size (Cohen, 1988, 1994) was large for all items except for *proposes solutions*.

The purpose of effect size (Cohen, 1988, 1994) is to measure the degree of difference or association deemed large enough to be of 'practical significance.' In this study, the effect size numeric value indicates the standard deviation's unit difference between the current importance item mean and the future importance item mean.

Table 4.5

Summary of Dependent t-test Results: Comparing Current and Future Importance for Analyzing Needs and Proposing Solution(s) (n = 36)

Analyzing needs and proposing solution(s)	Current Importance <i>Mean</i> (<i>SD</i>)	Future Importance <i>Mean</i> (<i>SD</i>)	Mean difference in importance	<i>t</i> -value	<i>p</i> -value	Corrected Cohen's <i>d</i> with Qualitative interpretation
Gathering information about client needs	2.96 (.84)	3.93 (.94)	.97 (.69)	7.364	<.001	1.41 (Large)
Diagnosing learning & performance issues	3.25 (1.08)	4.19 (.90)	.94 (.76)	6.984	<.001	1.23 (Large)
Generates multiple alternatives	3.46 (.92)	4.50 (.69)	1.04 (.88)	6.220	<.001	1.18 (Large)
Searches for innovative solutions	3.17 (1.07)	4.24 (.79)	1.07 (.65)	8.844	<.001	1.64 (Large)
Chooses appropriate solutions	3.26 (1.13)	4.11 (.75)	.85 (.95)	4.665	<.001	.89 (Large)
Recognizes impact	3.13 (1.14)	4.09 (1.04)	.96 (.98)	4.700	<.001	.97 (Large)
Proposes solutions	3.12 (1.17)	3.88 (.97)	.76 (1.09)	3.483	<.001	.69 (Medium)
Overall	3.23 (.67)	4.22 (.72)	.99 (.63)	9.480	<0.001	1.57 (Large)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential.

Applying Business Acumen

Table 4.6 lists mean scores, standard deviations, mean difference, paired t-test value, p-value, and effect size for the seven items related to *applying business acumen*. The mean value for rating current importance of applying business acumen competencies ranged from a low of 2.74 (1.26), *creating a value proposition*, to a high of 3.29 (1.40), *understanding the business*.

The rating of importance for the future ranged from a low of 3.63 (1.01) for *creating a value proposition(s)*, to a high of 4.17 (0.82) for *advancing the learning and performance of business agenda(s)*. The mean differences in importance were highest for *advancing learning and performance of business agendas*, at 1.21(0.66). Overall, mean differences were positive for all items; future importance was significantly higher than current importance. Cohen's d effect size (Cohen, 1988, 1994) numeric values were large for all competency items.

Driving Results

Table 4.7 lists mean scores, standard deviations, mean difference in importance, paired t-test, p-value and effect size for the five items on driving results. The mean values for rating the current importance of competencies for driving results ranged from a low of 3.17 (.96), *overcoming obstacles* to a high of 3.48 (1.12), *establishing goals and objectives*. The mean (standard deviations) of rating for future importance ranged from a low of 4.36 (.96) for *targeting improvement opportunities* to a high of 4.53 (.70), *providing courageous leadership*. The mean differences in importance were highest for *overcoming obstacles*, at 1.25(1.26) and *orchestrating efforts achieving results*, at 1.17(.99). Overall, mean differences were positive for all items; the future importance was significantly higher than the current importance. Cohen's d effect size (Cohen, 1988, 1994) was found to be large for all driving results competency items.

Table 4.6

Summary of Dependent t-test Results: Comparing Current and Future Importance for Applying Business Acumen (n=36)

Applying the business acumen	Current Importance <i>Mean</i> (<i>SD</i>)	Future Importance <i>Mean</i> (<i>SD</i>)	Mean difference in importance	<i>t-value</i>	<i>p-value</i>	<i>Corrected Cohen's d with Qualitative interpretation</i>
Understands the business	3.29 (1.40)	4.00 (.89)	.71 (.74)	5.346	<0,001	.95 (Large)
Understands business operations	3.14 (1.22)	3.85 (1.03)	.71 (.69)	5.614	<0,001	1.02 (Large)
Applies financial data	2.82 (1.47)	3.79 (1.29)	.96 (.84)	6.088	<0,001	1.14 (Large)
Uses business terminology to gain credibility	3.21 (1.29)	3.89 (1.23)	.68 (.55)	6.553	<0,001	1.23 (Large)
Recognizes business priorities	3.20 (1.08)	3.96 (.98)	0.76 (.66)	5.729	<0,001	1.15 (Large)
Creates a value proposition	2.74 (1.26)	3.63 (1.01)	.89 (.70)	6.617	<0,001	1.27 (large)
Advances the learning and performance business agenda	2.96 (1.04)	4.17 (.82)	1.21 (.66)	8.996	<0,001	1.86 (Large)
Overall	3.75 (.50)	4.25 (.50)	.50 (.58)	1.73	<0,001	.86 (Large)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential.

Table 4.7

Summary of Dependent t-test Results: Comparing Current and Future Importance for Driving Results (n = 36)

Driving results	Current Importance <i>Mean (SD)</i>	Future Importance <i>Mean (SD)</i>	Mean difference in importance	<i>t-value</i>	<i>p-value</i>	<i>Corrected Cohen's d with Qualitative interpretation</i>
Targets improvement opportunities	3.46 (.962)	4.36 (.962)	.89 (.63)	7.513	<0,001	1.41 (Large)
Establishes goals and objectives	3.48 (1.12)	4.45 (.72)	.97 (.66)	8.195	<0,001	1.46 (Large)
Orchestrates effort to achieve results	3.20 (.93)	4.37 (.77)	1.17 (.99)	7.038	<0,001	1.18 (Large)
Overcomes obstacle	3.17 (.96)	4.42 (.58)	1.25 (1.26)	4.861	<0,001	.99 (Large)
Provides courageous leadership	3.42 (1.05)	4.53 (.70)	1.11 (.92)	7.255	<0,001	1.20 (Large)
Overall	3.22 (.67)	4.56 (.53)	1.33 (.50)	8.000	<0,001	2.66 (Large)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential

Planning and Implementation Assignments

Table 4.8 lists mean scores, standard deviations, mean difference, paired t-test, p-value and effect size for the eight items related to planning and implementation assignments. The mean values for rating current importance for planning and implementation assignments competencies ranged from a low of 2.96 (1.14), *establishing parameters and forecasts outcomes*, and 2.96 (1.04), *tracking progress and ensuring completion*, respectively, to a high of 3.23 (1.28) for *determining tasks and resources*.

The mean (standard deviations) rating for future importance ranged from a low of 3.81 (1.23), *planning for contingencies*. The mean differences in importance were highest 4.33 (.87) for *managing time*, at 1.29 (.99). Overall, mean differences were positive for all items; the future importance was significantly higher than the current importance. Cohen's d effect size (Cohen, 1988, 1994) was found to be large for all *planning and implementation assignments* competency items.

Thinking Strategically

Table 4.9 lists mean scores, standard deviations, mean difference in importance, paired t-test, p-value and effect size for the six items on thinking strategically. The mean values for rating current importance for the thinking strategically competencies ranged from a low of 2.81 (1.24), *building strategic alignment*, to a high of 3.27 (.98), *understanding external factors impacting learning and performance*. The rating of importance for the future ranged from a low of 4.04 (.89), *building strategic alignment* to a high of 4.35 (.81), *understanding the organizational context for learning and performance*.

In particular, the mean differences in importance were highest for *develops learning and performance strategies* 1.17 (.92) and *operates from a system perspective* 1.16 (1.02). The mean differences were positive for the six items. Cohen's d effect size (Cohen, 1988, 1994) was large for the six competency items related to *Thinking Strategically*

Table 4.8

Summary of Dependent t-test Results: Comparing Current and Future Importance for Planning and Implementation Assignments (n =36)

Planning and implementation assignments	Current Importance	Future Importance	Mean difference in Importance	<i>t-value</i>	<i>p-value</i>	<i>Corrected Cohen's d with Qualitative interpretation</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>				
Establishes parameters & forecasts outcomes	2.96 (1.14)	4.04 (.89)	1.08 (.91)	5.936	<0,001	1.18 (Large)
Uses planning tools to create project plans	3.07 (1.33)	4.15 (1.10)	1.07 (.73)	7.646	<0,001	1.46 (Large)
Manages budget	3.21 (1.29)	4.14 (1.13)	.93 (.75)	6.661	<0,001	1.24 (Large)
Determines tasks and resources	3.23 (1.28)	4.10 (1.03)	.87 (.78)	6.117	<0,001	1.12 (Large)
Plans for contingencies	3.04 (1.31)	3.81 (1.23)	.77 (.76)	5.13	<0,001	1.01 (Large)
Mobilizes resources	3.04 (1.20)	4.12 (1.09)	1.08 (1.12)	4.843	<0,001	.96 (Large)
Manages time	3.04 (1.20)	4.33 (.87)	1.29 (.99)	6.334	<0,001	1.30 (Large)
Tracks progress and ensures completion	2.96 (1.04)	4.04 (.91)	1.08 (.88)	6.027	<0,001	1.23 (Large)
Overall	2.75 (.50)	4.25 (.96)	1.50 (1.29)	2.324	0.103	1.16 (Large)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential.

Table 4.9

Summary of Dependent t-test Results: Comparing Current and Future Importance for Thinking Strategically (n = 36)

	Current Importance	Future Importance	Mean difference in importance	t-value	p-value	Corrected Cohen's d with Qualitative interpretation
Thinking strategically	Mean (SD)	Mean (SD)				
Understands external factors impacting learning and performance	3.27 (.98)	4.30 (.61)	1.03 (.80)	6.596	<0,001	1.28 (Large)
Understands the organizational context for learning and performance	3.20 (1.01)	4.35 (.81)	1.15 (.81)	6.328	<0,001	1.41 (Large)
Recognizes and acts on emerging opportunities	3.12 (1.05)	4.04 (.89)	.92 (.91)	5.059	<0,001	1.01 (Large)
Builds strategic alignment	2.81 (1.24)	3.96 (.98)	1.15 (1.06)	5.61	<0,001	1.08 (Large)
Develops learning and performance strategies	3.0 (1.22)	4.17 (.96)	1.17 (.92)	6.234	<0,001	1.27 (Large)
Operates from a systems perspective	2.95 (1.13)	4.11 (.88)	1.16 (1.02)	4.975	<0,001	1.14 (Large)
Overall	3.43 (.79)	4.43 (.54)	1.0 (1.0)	2.646	<0,001	1.0 (Large)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential

Interpersonal

The interpersonal competency survey was categorized into five sections:

- (a) Building Trust
- (b) Communicating Effectively
- (c) Influencing Stakeholders
- (d) Leveraging Diversity
- (e) Networking and Partnering

Building Trust

Table 4.10 lists mean scores, standard deviations, mean differences, paired t-test, p-value and effect size for the six items on building trust. The mean values for rating current importance for building trust ranged from a low of 3.46 (.99), *disclosing position*, to a high of 4.03 (.84), *ensuring compliance with legal, ethical and regulatory environments*, as well as 4.03 (.74), *maintaining confidentiality*. The rating of importance for the future ranged from a low of 3.95 (.79) *disclosing position*, to a high of 4.58 (.60), *treating people fairly*.

The mean difference in importance was highest for *leads by example* at 64 (.93). The mean differences were positive for the six items. Cohen's d effect size (Cohen, 1988, 1994) was large for *ensuring compliance with legal, ethical and regulatory requirements*, and *treating people fairly*. In contrast, Cohen's d effect size was medium for *operating with integrity*, *disclosing position*, *maintaining confidentiality*, and *leading by examples*.

Table 4.10

Summary of Dependent t-test Results: Comparing Current and Future Importance for Building Trust (n=39)

Building trust	Current Importance <i>Mean</i> (<i>SD</i>)	Future Importance <i>Mean</i> (<i>SD</i>)	Mean difference in importance	<i>t-value</i>	<i>p-value</i>	<i>Corrected Cohen's d with Qualitative interpretation</i>
Operates with integrity	4.19 (.83)	4.50 (.78)	.31 (.69)	2.797	<0,001	0.45 (Medium)
Discloses position	3.46 (.99)	3.95 (.79)	.49 (.79)	3.849	<0,001	0.62 (Medium)
Maintains confidentiality	4.03 (.74)	4.41 (.82)	.39 (.91)	2.649	<0,001	0.43 (Medium)
Leads by example	3.80 (.83)	4.44 (.82)	.64 (.93)	4.297	<0,001	0.69 (Medium)
Treats people fairly	3.97 (.85)	4.58 (.60)	.61 (.62)	5.892	<0,001	0.98 (Large)
Ensures compliance with legal, ethical, and regulatory requirements	4.03 (.84)	4.56 (.64)	.53 (.53)	6.339	<0,001	1.00 (Large)
Overall	4.03 (.78)	4.59 (.64)	.56 (.60)	5.891	<0,001	0.93 (Large)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important;
4= Highly Important; and 5 = Essential

Communicating Effectively

Table 4.11 lists mean scores, standard deviations, mean difference in importance, paired t-test value, p-value, and effect size for the eight items regarding *communicating effectively*. The mean values for rating the current importance of the *communicating effectively* competencies ranged from a low of 3.31 (0.97) for *mastering multiple communication methods*, to a high of *delivering clear messages* 4.03 (0.79). The rating of importance for the future ranged from a low of 4.03 (0.93), *adjusting message contents and delivery*, to a high of 4.65 (0.55), *delivering a clear message*.

The mean difference in importance was highest for *developing and deploying effective communication strategies* 0.90 (0.61). Overall, the mean differences were positive for all items; the future importance was significantly higher than current importance. Cohen's d effect size (Cohen, 1988, 1994) was large for all items except a medium effect for two items, *presents with impact* and *adjusts message content delivery*.

Table 4.11

Summary of Dependent t-test Results: Comparing Current and Future Importance for Communicating Effectively (n=39)

	Current Importance	Future Importance	Mean difference in importance	t-value	p-value	Corrected Cohen's d with Qualitative interpretation
Communicating effectively	Mean (SD)	Mean (SD)				
Develops and deploys effective communication strategies	3.40 (.93)	4.30 (.79)	.90 (.61)	8.115	<0,001	1.47 (Large)
Delivers clear messages	4.03 (.79)	4.65 (.55)	.61 (.72)	4.771	<0,001	0.84 (Large)
Presents with impact	4.00 (.86)	4.58 (.56)	.58 (.81)	4.005	<0,001	0.71 (Medium)
Adjusts message content and Delivery	3.53 (1.01)	4.03 (.93)	.50 (.68)	4.014	<0,001	0.73 (Medium)
Demonstrates active listening	3.78 (.91)	4.50 (.62)	.72 (.85)	4.776	<0,001	0.85 (Large)
Invites dialogue	3.56 (.95)	4.16 (.68)	.59 (.56)	5.999	<0,001	1.05 (Large)
Creates clear written communication	3.68 (.91)	4.39 (.62)	.71 (.78)	5.047	<0,001	0.91 (Large)
Masters multiple communication Methods	3.31 (.97)	4.09 (.82)	.78 (.87)	5.079	<0,001	0.89 (Large)
Overall	3.46 (.91)	4.28 (.76)	.82 (.91)	5.606	<0,001	0.90 (Large)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential

Influencing Stakeholders

Table 4.12 lists mean scores, standard deviations, mean difference, paired t-test value, p-value, and effect size for the five items of *Influencing Stakeholders*. The mean values for rating current importance of competencies for *influencing stakeholders* ranged from a low of 3.10 (1.26) for *establishing a market strategy*, to a high of 3.52 (1.03), *communicating a strong value proposition*. The mean (standard deviations) for rating future importance ranged from a low of 3.82 (0.91) for *analyzing stakeholder's perspectives*, to a high of 4.10 (0.87), *gaining commitment to the solution*.

The mean difference was high for *gaining commitment to the solution(s)*, at .74 (.73). Overall, mean differences were positive for all items; the future importance was significantly higher than the current importance. Cohen's d effect size (Cohen, 1988, 1994) was large for all competency items.

Table 4.12

Summary of Dependent t-test Results: Comparing Current and Future Importance for Influencing stakeholders (n=39)

Influencing stakeholders	Current Importance <i>Mean</i> (<i>SD</i>)	Future Importance <i>Mean</i> (<i>SD</i>)	Mean difference in importance	<i>t-value</i>	<i>p-value</i>	<i>Corrected Cohen's d with Qualitative interpretation</i>
Analyzes stakeholder perspectives	3.39 (1.13)	3.82 (.91)	.43 (.92)	2.465	<0,001	0.46 (Medium)
Establishes a marketing strategy	3.10 (1.26)	3.83 (1.07)	.72 (.649)	6.009	<0,001	1.01 (Large)
Communicates a strong value proposition	3.52 (1.03)	4.00 (1.03)	.48 (.57)	4.728	<0,001	0.84 (Large)
Builds energy and support	3.27 (.94)	4.00 (.87)	.73 (.74)	5.435	<0,001	0.98 (Large)
Gains commitment to the solution	3.35 (.91)	4.10 (.87)	.74 (.73)	5.668	<0,001	1.01 (Large)
Overall	3.44 (.85)	4.15 (.75)	.72 (.83)	5.43	<0,001	0.86 (Large)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential.

Leveraging Diversity

Table 4.13 lists mean scores, standard deviations, mean difference, paired t-test, p-value and effect size for the six items related to *leveraging diversity*. The mean values for rating current importance of competencies for leveraging diversity competencies ranged from a low of 2.94 (1.09), *leveraging diverse contribution(s)* to a high of 3.66 (0.97), *adapting behaviors to accommodate other(s)*. The rating of importance for the future ranged from a low of 3.58 (1.31) for *championing diversity* to a high of 4.21 (0.73) for *adapting behaviors to accommodate others*. The mean difference was highest for *conveying respect for different perspective(s)* at 0.68 (0.76). The mean differences were positive for all competency items; the future importance was significantly higher than the current importance. Cohen's d effect size (Cohen, 1988, 1994) was large for *conveying respect to different perspective(s)*, *expanding own awareness*, and *accommodating global difference(s)* and a medium effect size for the items *adapts behavior to accommodate other(s)*, *champions' diversity*, and *leverages diverse contribution(s)*.

Networking and Partnering

Table 4.14 lists mean scores, standard deviations, mean difference, paired t-test, p-value and effect size for the five items of *networking and partnering*. The mean values for rating current importance of competencies for *networking and partnering* ranged from a low of 3.33 (0.89), *networking with others*, to a high of 3.62 (1.08), *developing partnering relationships*. The mean (standard deviations) for rating future importance ranged from a low of 4.10 (.79) for *networking with others* to a high of 4.27 (0.73) for *benchmarking and sharing best practices*. The mean difference was highest for *networking with others* at 0.76 (0.70).

In particular, the mean differences were positive for the five items; future importance was significantly higher than the current importance. Cohen's *d* effect size (Cohen, 1988, 1994) was large for the items, *networks with others* and *generates collaborative possibilities*, as well as a medium effect size for three items: *benchmarking and sharing best practices*, *establishing common goals*, and *developing partnering relationships*.

Table 4.13

Summary of Dependent t-test Results: Comparing Current and Future Importance for Leveraging Diversity (n=39)

	Current Importance	Future Importance	Mean difference in importance			Corrected Cohen's d with Qualitative interpretation
Leveraging diversity	Mean (SD)	Mean (SD)		t-value	p-value	
Conveys respect for different perspectives	3.49 (.95)	4.17 (.75)	.68 (.76)	5.351	<0,001	0.89 (Large)
Expands own awareness	3.50 (1.08)	4.13 (.98)	.63 (.66)	5.358	<0,001	0.95 (Large)
Adapts behavior to accommodate others	3.66 (.97)	4.21 (.73)	.55 (.69)	4.332	<0,001	0.79 (Medium)
Champions diversity	3.06 (1.26)	3.58 (1.31)	.52 (.81)	3.542	<0,001	0.64 (Medium)
Leverages diverse contributions	2.94 (1.09)	3.61 (1.17)	.67 (1.08)	3.546	<0,001	0.62 (Medium)
Accommodates global differences	3.34 (1.05)	4.00 (.85)	.66 (.81)	4.335	<0,001	0.81 (Large)
Overall	3.33 (.98)	3.96 (.79)	.61 (.78)	4.915	<0,001	0.78 (Large)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential.

Table 4.14

Summary of Dependent t-test Results: Comparing Current and Future Importance for Networking and Partnering (n=39)

Networking and partnering	Current Importance	Future Importance	Mean difference in importance	<i>t-value</i>	<i>p-value</i>	<i>Corrected Cohen's d with Qualitative interpretation</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>				
Networks with others	3.33 (.89)	4.10 (.79)	.76 (.70)	4.747	<0,001	1.08 (Large)
Benchmarks and shares best practices	3.57 (.79)	4.27 (.73)	.70 (.91)	4.704	<0,001	0.76 (Medium)
Establishes common goals	3.59 (1.13)	4.13 (.98)	.53 (.88)	3.418	<0,001	0.61 (Medium)
Develops partnering relationships	3.62 (1.08)	4.10 (.82)	.48 (.83)	3.136	<0,001	0.57 (Medium)
Generates new collaborative possibilities	3.40 (.87)	4.10 (.87)	.69 (.77)	5.008	<0,001	0.89 (Large)
Overall	3.36 (.87)	4.18 (.82)	.82 (.82)	6.226	<0,001	1.00 (Large)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential.

Personal

The personal competency survey was categorized into two sections:

- (a) Demonstrating Adaptability
- (b) Modeling Personal Development

Demonstrating Adaptability

Table 4.15 lists mean scores, standard deviations, mean difference, paired t-test, p-value and effect size for the five items related to *demonstrating adaptability*. The mean values for rating current importance for demonstrating adaptability ranged from a low of 2.93 (.62), *adapts to handle implementation challenge(s)* to a high of 3.68 (.50), *approaches change positively*. The mean (standard deviations) rating for future importance ranged from a low of 3.83 (.43) for *adjusting behaviors*, to a high of 4.50 (.53) for *seeking to understand changes*.

The mean difference in importance was highest for *adapting to handle implementation challenges*, at 1.19 (.75). Overall, mean differences were positive for all of the five items; the future importance was statistically significantly higher than the current importance. Cohen's d effect size (Cohen, 1988, 1994) was large for all competency items except for the item *adjusts behavior*.

Table 4.16 lists mean scores, standard deviations, mean difference, paired t-test, p-value and effect size for the six items related to modeling personal development. The mean values for rating current importance for modeling personal development competencies ranged from a low of 2.58 (.90) for taking risks in learning to a high of 3.54 (.66) for applying new knowledge or skills. The mean (standard deviations) rating for future importance ranged from a low of 3.33 (.98) for taking risks in learning to a high of 4.33 (.97) for maintaining professional knowledge. The mean difference in importance was high for taking risks in learning, .75 (.76). Overall, mean difference was positive for most of the items; the future importance was statistically significant higher than the current importance. Cohen's d effect size (Cohen, 1988; 1994) was large for modeling self-mastery

in learning and taking risks in learning. In contrast, a medium effect size was for seeking learning activities and maximizing learning opportunities as well as a small effect size for applying new knowledge or skills.

Table 4.15

Summary of Dependent t-test Results: Comparing Current and Future Importance for Demonstrating Adaptability (n =41)

	Current Importance	Future Importance	Mean difference in importance	t-value	p-value	Corrected Cohen's d with Qualitative interpretation
Demonstrating adaptability	Mean (SD)	Mean (SD)				
Seeks to understand changes	3.52 (.71)	4.40 (.53)	.88 (.48)	11.604	<0,001	1.81 (Large)
Approaches change positively	3.68 (.50)	4.27 (.41)	.59 (.34)	11.031	<0,001	1.73 (Large)
Remains open to different ideas and approaches	3.35 (.41)	4.01 (.41)	.66 (.36)	11.673	<0,001	1.82 (Large)
Adjusts behavior	3.37 (.48)	3.83 (.43)	.46 (.27)	10.936	<0,001	1.69 (Large)
Adapts to handle implementation challenges	2.93 (.62)	4.12 (.66)	1.19 (.75)	10.217	<0,001	1.59 (Large)
Overall	3.23 (.84)	4.28 (.61)	1.05 (.81)	8.240	<0,001	1.29 (Large)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential

Table 4.16

Summary of Dependant t-test Results: Comparing Current and Future Importance for Modeling Personal Development (n =41)

	Current Importance	Future Importance	Mean difference in importance	t-value	p-value	Corrected Cohen's d with Qualitative interpretation
Modeling personal development	Mean (SD)	Mean (SD)				
Models of self-mastery in learning	2.67 (1.12)	3.33 (1.00)	.67 (.50)	0.400	<0,001	1.34 (Large)
Seeks learning activities	3.27 (1.10)	3.64 (1.12)	.36 (.67)	1.789	0.104	0.53 (Medium)
Takes risks in learning	2.58 (.90)	3.33 (.98)	.75 (.76)	3.447	<0,001	0.99 (Large)
Maximizes learning opportunities	3.11 (.81)	3.58 (.96)	.47 (.77)	2.673	<0,001	0.61 (Medium)
Applies new knowledge or skills	3.54 (.66)	3.92 (.64)	.39 (.96)	1.443	0.175	0.40 (Small)
Maintains professional knowledge	3.33 (1.03)	4.33 (.97)	0*			
Overall	3.75 (.71)	4.33 (.97)	.57 (.98)	3.695	<0,001	0.58 (Medium)

*Note: * t-test cannot be computed because the standard error of the difference was zero.*

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential.

Technical Competencies

Professional areas of expertise are the specific technical and professional skills required for success in WLP specialty areas. Each specialty area is classified into two sections: the Key Knowledge area and the Key Action area. Broadly speaking, the technical competency survey results are categorized into four sections:

- (a) Career Planning and Talent Management (CP TM)
- (b) Delivering Training Key Knowledge
- (c) Designing Learning
- (d) Measuring and Evaluation

Career Planning and Talent Management (CP TM): Key Knowledge Area

Table 4.17 lists mean scores, standard deviations, mean differences, paired t-tests, p-values and effect sizes for the 13 key knowledge areas (such as workforce planning approaches, succession and replacement planning approaches, job analysis tools and procedures, career development theories and approaches and many more) related to Career Planning and Talent Management (CP TM). The mean values for rating the current importance of competencies related to knowledge areas ranged from a low of 2.80 (.91) for *career development theories and approaches* to a high of 3.18 (.94) for *job analysis tools and procedures*. The mean (standard deviations) of rating future importance ranged from a low of 3.95 (.94) for *approaches to maximize workplace diversity* to a high of 4.16 (.81) for *job analysis tools and procedures*.

An equivalent mean difference was found to be highest for two items in the knowledge areas: 1.19 (1.17) for *career development theories and approaches* and 1.19 (1.15) for *coaching approaches*. The mean value for rating current importance was 3.04 (.56) and future importance was 4.08 (.57) across all knowledge areas. Overall, mean difference in importance was positive

for all items; the future importance was statistically significantly higher than the current importance. Cohen's *d* effect size (Cohen, 1988, 1994) was large for all knowledge areas except a medium effect size for the items *job analysis tools* and *procedures*.

Table 4.17

Summary of Dependent t-test Results: Comparing Current and Future Importance for Knowledge Areas of Career Planning and Talent Management (n = 74)

Career Planning and Talent Management (CP TM) Knowledge Area	Current Importance	Future Importance	Mean difference in importance	t-value	p-value	Corrected Cohen's d with Qualitative interpretation
	Mean (SD)	Mean (SD)				
Key knowledge area	3.04 (.56)	4.08 (.57)	1.04 (.80)	10.98	<0.001	1.30 (Large)
Workforce planning approaches	3.11 (.90)	4.11 (.89)	1.00 (.95)	9.047	<0.001	1.05 (Large)
Succession and replacement planning approaches	3.00 (.83)	4.14 (.86)	1.14 (.86)	11.362	<0.001	1.33 (Large)
Job analysis tools and procedures	3.18 (.94)	4.16 (.81)	.99 (1.41)	7.439	<0.001	0.70 (Medium)
Career development theories and approaches	2.80 (.91)	3.99 (1.07)	1.19 (1.17)	8.769	<0.001	1.01 (Large)
Individual and organizational assessment tools	2.97 (.88)	3.97 (.83)	1.00 (1.02)	8.431	<0.001	0.98 (Large)
Ethical standards and legal issues	3.05 (.84)	4.15 (.87)	1.09 (1.24)	7.59	<0.001	0.82 (Large)

Career counseling approaches	2.97 (.83)	4.12 (.89)	1.15 (1.04)	9.486	<0.001	1.11 (Large)
Coaching approaches	2.85 (.92)	4.04 (.89)	1.19 (1.15)	8.85	<0.001	1.03 (Large)
Performance consulting approaches	2.96 (.97)	4.01 (.79)	1.06 (1.09)	8.245	<0.001	0.97 (Large)
Managerial and leadership development best practices	2.95 (.96)	2.04 (.87)	1.10 (.99)	9.459	<0.001	1.1 (Large)
Performance management systems and techniques	3.05 (1.01)	4.04 (.99)	.99 (1.13)	7.519	<0.001	0.87 (Large)
Approaches to maximize workplace diversity	2.89 (.93)	3.95 (.94)	1.05 (1.02)	8.899	<0.001	1.03 (Large)
Resources for career exploration and lifelong learning	3.14 (1.01)	4.14 (.99)	1.00 (1.06)	8.117	<0.001	0.94 (Large)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential.

Table 4.18 lists mean scores, standard deviations, mean differences, paired t-test values, and effect sizes for the 12 items related to key action areas for Career Planning & Talent Management (CP TM). The mean values for rating the current importance of competencies for key actions ranged from a low of 2.68 (.71), *implementing individual and organizational assessments* and 2.68(.72), *conducting career counseling sessions*, to a high of 2.96 (.69), *creating success profiles* of employees. The mean (standard deviations) of the rating for future importance ranged from a low of 3.79 (.76) for *implementing individual and organizational assessments*, to a high of 3.97 (1.00), for *creating success profiles*.

The mean difference in importance was highest for *facilitating career transition*, at 1.42(1.30). Overall, mean differences were positive for all items; the future importance was statistically significant and higher than the current importance. Cohen's d effect size (Cohen, 1988, 1994) showed a large effect size on all action areas. In particular, Cohen's d effect size was medium for *identifying capability requirements* and *promoting a high performance workplace*.

Table 4.18

Summary of Dependent t-test Results: Comparing Current and Future Importance for Action Areas of Career Planning and Talent Management (n=74)

	Current Importance	Future Importance	Mean difference in importance	<i>t-value</i>	<i>p-value</i>	<i>Corrected Cohen's d with qualitative interpretation</i>
Career Planning & Talent Management: Key action area	<i>Mean (SD)</i>	<i>Mean (SD)</i>				
Creates success profiles	2.96 (.69)	3.97 (1.00)	1.01 (1.19)	10.082	<0,001	.84 (Large)
Identifies capability requirements	2.92 (.92)	3.91 (1.01)	.99 (1.29)	6.538	<0,001	.76 (Medium)
Coordinates succession planning	2.89 (.83)	3.94 (.85)	1.05 (1.23)	7.27	<0,001	.85 (Large)
Implements individual and organizational assessments	2.68 (.72)	3.79 (.76)	1.11 (1.02)	11.423	<0,001	1.08 (Large)
Facilitates the career development planning process	2.78 (.658)	3.85 (.71)	1.07 (.97)	10.783	<0,001	1.10 (Large)
Organizes delivery of developmental resources	2.85 (.71)	3.89 (.851)	1.04 (.99)	11.113	<0,001	1.05 (Large)
Initiates strategic development programs	2.76 (.92)	3.92 (.872)	1.16 (1.23)	11.022	<0,001	.94 (Large)
Equips managers to develop their people	2.90 (.75)	3.94 (.760)	1.04 (1.07)	9.495	<0,001	.97 (Large)
Promotes high performance workplaces	2.78 (.88)	3.82 (.82)	1.04 (1.34)	10.009	<0,001	.77 (Medium)

Administers performance management systems	2.80 (.65)	3.87 (.75)	.97 (1.09)	12.076	<0,001	.89 (Large)
Conducts career counseling sessions	2.68 (.71)	3.87 (.73)	1.20 (1.03)	11.446	<0,001	1.16 (Large)
Facilitates career transitions	2.78 (.88)	3.92 (.85)	1.42 (1.30)	9.095	<0,001	1.09 (Large)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important;
4= Highly Important; and 5 = Essential.

Delivering Training: Key Knowledge Areas

Table 4.19 lists mean scores, standard deviations, mean differences, paired t-test values, p-values, and effect sizes for the 14 items related to key knowledge areas in Delivering Training. The mean value for rating the current importance of delivering training knowledge areas ranged from a low mean value of 2.55 (1.48), *individual learning styles, e.g., audio, visual*, to a high of 3.35 (.92), *familiarity with content being taught*. The rating of the importance for the future ranged from a low mean value of 3.08 (1.59), *cultural differences in learning styles*, to a high of 3.98 (.103), *existing learning technologies and support systems*.

The mean difference in importance was highest for *individual learning styles, e.g., audio, visual*, at 1.30 (1.62). Overall, mean differences were positive for all of the items except *cultural differences in learning styles*; the future importance was significantly higher than the current importance. Cohen's d effect size (Cohen, 1988, 1994) was large on *individual learning styles, e.g., audio, visual*; small on *effect on cultural differences in learning styles, own personal learning preferences*, and *familiarity with content being taught*; and medium for the nine knowledge areas.

Table 4.19

Summary of Dependent t-test Results: Comparing Current and Future Importance for Delivering Training Key Knowledge Area (n= 40)

Delivering Training: Key Knowledge Area	Current Importance <i>Mean (SD)</i>	Future Importance <i>Mean (SD)</i>	Mean difference in importance	<i>t-value</i>	<i>p-value</i>	<i>Corrected Cohen's d with Qualitative interpretation</i>
Key knowledge area	3.25 (.68)	4.07 (.99)	0.82 (1.04)	4.921	<0,001	0.78 (Medium)
Adult learning theories and techniques	3.03 (1.00)	3.80 (1.07)	.77 (1.23)	3.99	<0,001	0.63 (Large)
Instructional design theory & methods	2.70 (1.09)	3.75 (1.21)	1.05 (1.43)	4.641	<0,001	0.73 (Medium)
Various instructional methods (lectures, discussions, exercises)	2.80 (.99)	3.73 (1.41)	.93 (1.62)	3.602	<0,001	0.57 (Medium)
Various delivery options/media. E.g., online learning, classroom training and print media	3.10 (.90)	3.83 (1.30)	.73 (1.62)	2.843	<0,001	0.45 (Medium)
Existing learning technologies and support systems	3.15 (.95)	3.98 (1.03)	.83 (1.30)	4.020	<0,001	0.64 (Medium)
Emerging technologies and support systems	3.13 (.97)	3.88 (1.14)	.75 (1.50)	3.170	<0,001	0.50 (Medium)
Presentation techniques and tools	3.23 (1.10)	3.95 (1.06)	.73 (1.45)	3.160	<0,001	0.46 (Medium)
Organizational work environment and systems	3.18 (1.00)	3.87 (1.22)	.69 (1.49)	2.900	<0,001	0.50 (Medium)
Individual learning styles e.g. audio, visual	2.55 (1.48)	3.85 (1.17)	1.30 (1.62)	5.070	<0,001	0.80 (Large)

Cultural differences in learning styles	2.90 (.81)	3.08 (1.59)	.18 (1.72)	0.640	0.524	0.10 (Small)
Own personal learning preferences	3.05 (1.01)	3.60 (1.11)	.55 (1.26)	2.760	0.090	0.44 (Small)
Tools for determining learning preferences	3.13 (.97)	3.80 (1.07)	.67 (1.35)	3.170	<0,001	0.50 (Medium)
Familiarity with content being taught	3.35 (.92)	3.93 (1.14)	.58 (1.22)	2.990	<0,001	0.48 (Small)
Legal and ethical issues relevant for delivering training	3.03 (1.23)	3.88 (1.20)	.85 (1.55)	3.480	<0,001	0.55 (Medium)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential

Delivering Training: Key Action Areas

Table 4.20 lists mean scores, standard deviations, mean differences, paired t-test values, and effect sizes for the 11 items related to action areas for *Delivering Training*. The mean values for rating the current importance of competencies for key actions ranged from a low of 2.88 (0.88), for *aligning learning solutions with course objectives and learner needs*, and 2.88 (.99) for *ensuring learning outcomes*, to a high of 3.43 (.78) for *establishing credibility as instructor*. The mean value for future importance ranged from a low of 3.38 (1.10) for *ensures learning outcomes*, to a high of 3.43 (.78) for *establishing credibility*. The mean value for the future importance ranged from a low of 3.38 (1.10), *ensuring learning outcomes*, to a high of 3.95 (.65), *conveying objectives*. The mean difference between the current and future importance of the action area was highest at .93 (.92) for *evaluating solution(s)*.

Overall, mean difference was positive for all of the items; the future importance was significantly higher than the current importance with the exception of *facilitates learning* and *managing the learning environment*. Cohen's d effect size (Cohen, 1988, 1994) was large on three items: *aligning learning solutions with course objectives and learner needs*, *conveying objectives*, and *evaluating solutions*; there was a small effect size for *managing the learning environment*; and a medium effect size for the rest of the seven action areas in the delivering training survey.

Table 4.20

Summary of Dependent t-test Results: Comparing Current and Future Importance of Delivering Training Key Actions (n=40)

Delivering Training: Key action areas	Current Importance <i>Mean (SD)</i>	Future Importance <i>Mean (SD)</i>	Mean difference in importance	<i>t-value</i>	<i>p-value</i>	<i>Cohen's d with Qualitative interpretation</i>
Prepares for training delivery	2.95 (0.85)	3.73 (0.89)	0.78 (1.27)	3.871	<0,001	.61 (Medium)
Aligns learning solutions with course objectives and learner needs	2.88 (0.89)	3.77 (0.82)	0.89 (0.85)	4.189	<0,001	1.05 (Large)
Conveys objectives	3.27 (0.99)	3.95 (0.65)	0.68 (0.84)	2.885	<0,001	.81 (Large)
Delivers various learning methodologies	3.13 (1.06)	3.90 (0.67)	0.77 (1.21)	3.943	<0,001	.68 (Medium)
Facilitates learning	3.00 (1.25)	3.73 (0.74)	0.73 (1.15)	3.546	0.080	.64 (Medium)
Encourages participation and builds learner motivation	3.14 (0.59)	3.76 (0.86)	0.62 (0.91)	4.300	<0,001	.69 (Medium)
Establishes credibility as instructor	3.43 (0.78)	3.90 (1.11)	0.47 (0.92)	3.262	<0,001	.52 (Medium)
Manages the learning environment	3.29 (0.88)	3.46 (0.84)	.17 (1.01)	1.074	0.290	.17 (Small)
Delivers constructive feedback	3.22 (1.00)	3.64 (1.04)	.42 (.82)	3.239	<0,001	.51 (Medium)

Creates a positive learning climate	3.38 (0.72)	3.83 (0.90)	.45 (1.03)	2.252	<0,001	.44 (Medium)
Ensures learning outcomes	2.88 (0.99)	3.38 (1.10)	0.50 (1.18)	4.030	<0,001	.43 (Medium)
Evaluates solutions	2.96 (0.89)	3.89 (0.94)	0.93 (0.92)	6.382	<0,001	1.01 (Large)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential

Designing Learning: Key Knowledge Areas

Table 4.21 lists mean scores, standard deviations, mean differences, paired t-test values, p-values, and effect sizes for the 15 items related to designing learning knowledge areas. The mean values for rating the current importance for designing learning knowledge areas competencies ranged from a low mean value of 2.92 (.95), *cognition and adult learning theory*, to a high of 3.72 (1.02), *content knowledge or techniques to elicit content from subject matter experts*.

The rating of importance for the future ranged from a low mean value of 3.92 (.91) for *cognition and adult learning theory*, to a high of 4.52 (.65) for *various delivery options/media, e.g., online learning, classroom training, and print media*. The mean difference in importance was highest for *cognition and adult learning theory*, 1.00 (.87), *various instructional methods*, 1.0 (.71), and *various delivery options*, 1.0 (.76).

Overall, mean differences were positive for all of the items; the future importance was significantly higher than the current importance on all items except *content knowledge or techniques to elicit content from subject matter experts, learning technologies and support systems*, and *design of information displays, access, and resources*. Cohen's d effect size (Cohen, 1988, 1994) was large for nine knowledge areas, medium for five knowledge areas, and small for one knowledge area on the designing learning survey.

Table 4.21

Summary of Dependent t-test Results: Comparing Current and Future Importance for Designing Learning Knowledge Area (n= 25)

	Current Importance	Future Importance	Mean difference in importance	<i>t-value</i>	<i>p-value</i>	Cohen's d with qualitative interpretation
Designing Learning: Key Knowledge Areas	<i>Mean (SD)</i>	<i>Mean (SD)</i>				
Key knowledge area	3.45 (.68)	4.26 (.61)	.81 (.44)	9.150	<0,001	9.15 (Large)
Cognition and adult learning theory:	2.92 (.95)	3.92 (.91)	1.00 (.87)	5.775	<0,001	1.14 (Large)
Instructional design theory and process	3.32 (.95)	4.12 (.73)	.80 (.76)	5.237	<0,001	1.05 (Large)
Various instructional methods, e.g., lecture, discussion, practical exercise, feedback,	3.32 (.85)	4.32 (.74)	1.00 (.71)	7.071	<0,001	1.41 (Large)
Various delivery options/media, e.g., online learning, classroom training, print media	3.52 (.87)	4.52 (.65)	1.00 (.76)	6.547	<0,001	1.31 (Large)
Job/task analysis and competency modeling	3.64 (.81)	4.28 (.89)	.64 (.86)	3.72	<0,001	1.32 (Large)
Content knowledge or techniques to elicit content from subject matter experts	3.72 (1.02)	4.12 (1.01)	.40 (.91)	2.191	<0,001	.43 (Small)
Assessment methods and formats, e.g., multiple choice, hands-on, open-ended	3.48 (1.04)	4.48 (.71)	1.00 (1.04)	4.804	<0,001	.71 (Medium)

Learning technologies and support systems	3.52 (.77)	4.08 (.90)	.56 (1.04)	2.682	0.013	.54 (Medium)
New and emerging learning technologies and support systems	3.40 (1.00)	4.24 (.83)	.84 (.80)	5.25	<0,001	1.05 (Large)
Business strategy, drivers, or needs associated with possible learning interventions	3.40 (1.08)	4.32 (.62)	.92 (1.04)	4.433	<0,001	.88 (Large)
Research methods, including information scanning, data gathering, and analysis	3.40 (.81)	4.24 (.92)	.84 (.94)	4.452	<0,001	.89 (Large)
Individual, group, and organizational differences that influence learning	3.56 (.87)	4.32 (.74)	.76 (.88)	4.321	<0,001	.86 (Large)
Legal and ethical issues related to designing learning	3.48 (.82)	4.24 (.97)	.76 (1.05)	3.612	<0,001	.72 (Medium)
Differences between e-learning and traditional courses and their implications	3.40 (.86)	4.36 (.95)	.96 (1.21)	3.977	<0,001	.79 (Medium)
Design of information displays, access, and resources	3.68 (.69)	4.32 (.80)	.64 (.86)	3.72	0.011	.74 (Medium)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential.

Designing Learning: Action Area

Table 4.22 lists mean scores, standard deviations, mean differences, paired t-test values, p-values, and effect sizes for the 11 items related to designing learning action areas. The mean values for rating the current importance for designing learning action areas competencies ranged from a low mean value of 2.83 (1.17), *conducting a need assessment*, to a high of 3.80 (.83), *developing instructional media*. The mean (standard deviations) rating for future importance ranged from a low mean value of 3.33 (1.51) for *conducting a need assessment*, to a high of 4.80 (.44), *developing instructional material*.

The mean difference was highest for *analysis and selection of technologies*. Overall, the mean difference was positive for all of the items; the future importance was significantly higher than the current importance. Cohen's d effect size (Cohen, 1988, 1994) was large for eight actions areas and medium for three action areas.

Table 4.22

Summary of Dependent t-test Results: Comparing Current and Future Importance of Designing Learning: Key Action Areas (n= 25)

Designing Learning: Key action areas	Current Importance <i>Mean</i> (<i>SD</i>)	Future Importance <i>Mean</i> (<i>SD</i>)	Mean difference in importance	<i>t-value</i>	<i>p-value</i>	Cohen's d with qualitative interpretation
Applies adult learning theory	3.28 (1.06)	3.92 (1.04)	.64 (.70)	4.571	<0,001	.91 (Large)
Collaborates with others	3.63 (.74)	4.25 (.71)	.63 (.74)	2.376	<0,001	0.85 (Large)
Conducts a need assessment	2.83 (1.17)	3.33 (1.51)	.50 (.84)	1.464	0.203	.59 (Medium)
Designs a curriculum or program	3.56 (1.13)	4.11 (.93)	.56 (.73)	2.294	0.052	.77 (Medium)
Modifies instructional material	3.10 (.99)	4.10 (.88)	1.00 (.67)	4.743	<0,001	1.49 (Large)
Analyses and selects technologies	3.40 (.69)	4.5 (.70)	1.10 (.32)	11.000	<0,001	3.43 (Large)
Integrates technology options	3.50 (.90)	4.50 (.90)	1.00 (.85)	4.062	<0,001	1.17 (Large)
Develops instructional material	3.80 (.83)	4.80 (.44)	1.00 (.71)	3.162	<0,001	1.41 (Large)
Evaluates learning design	3.67 (1.00)	4.44 (.72)	.78 (.44)	5.292	<0,001	1.77 (Large)
Manages others	3.08 (1.11)	3.88 (.92)	.80 (.96)	4.178	<0,001	.83 (Large)
Manages and implements projects	3.30 (.94)	3.90 (1.10)	.60 (.84)	2.25	0.052	.71 (Medium)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential.

Measuring and Evaluation: Key knowledge areas

Table 4.23 lists mean scores, standard deviations, mean differences, paired t-test values, p-values, and effect sizes for the five specific knowledge areas for measuring and evaluation.

The mean values for rating the current importance of knowledge areas relating to measuring and evaluation ranged from a low of 3.14 (0.88), *research design*, to a high of 3.48 (0.99), *theories and types of evaluation, such as the 4 levels of evaluation*. The rating of importance for the future ranged from a low of 3.72 (0.88) for *research design*, to a high of 4.03 (0.82) for *interpreting and reporting data*.

The mean difference in importance was highest 0.76 (1.24) for *interpretation and reporting of data*. Overall, mean differences were positive for all items; future importance was significantly higher than the current importance. Cohen's d effect size (Cohen, 1988, 1994) was large only for the summative key knowledge area as well as a medium effect size for all five knowledge areas.

Table 4.23

Summary of Dependent t-test Results: Comparing Current and Future Importance for Measuring and Evaluation Knowledge Areas (n=25)

	Current Importance	Future Importance	Mean difference in importance	<i>t-value</i>	<i>p-value</i>	Cohen's d with qualitative interpretation
Measuring and Evaluation: Key knowledge areas	<i>Mean</i> (<i>SD</i>)	<i>Mean</i> (<i>SD</i>)				
Key knowledge area	3.28 (.71)	3.88 6.00	0.60 (.69)	4.71	<0,001	.87 (Large)
Statistical theory and methods	3.17 (1.2)	3.86 (.74)	.69 (1.11)	3.38	<0,001	.63 (Medium)
Research design	3.14 (.88)	3.72 (.88)	.59 (.83)	3.83	<0,001	.71 (Medium)
Analysis methods, such as cost/benefit analysis, return on investment	3.31 (.93)	3.83 (.89)	.52 (1.02)	2.726	<0,001	.51 (Medium)
Interpretation and reporting data	3.28 (1.07)	4.03 (.82)	.76 (1.24)	3.285	<0,001	.61 (Medium)
Theories and types of evaluation, such as the 4 levels of evaluation	3.48 (.99)	3.93 (.96)	.45 (1.15)	2.095	<0,001	.39 (Medium)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential.

Measuring and Evaluation Action Area

Table 4.24 lists mean scores, standard deviations, mean differences, paired t-test values, P-values, and effect sizes for the six action areas for measuring and evaluation. The mean values for rating the current importance of action areas for measuring and evaluation ranged from a low of 3.00 (.93), *identifying customer expectations*, to a high of 3.29 (1.11), *selecting appropriate strategies, research design, and measures*. The rating of importance for the future ranged from a low of 3.72 (0.88) for *research design*, to a high of 4.03 (0.82) for *interpreting and reporting data*.

The mean differences in importance were highest 1.00 (0.85) for *reporting conclusions and making recommendations based on findings*. Overall, mean differences were positive for all of the items; future importance was significantly higher than the current importance. Cohen's d effect size was (Cohen, 1988, 1994) was large for all action areas except a medium effect size for *selecting appropriate strategies, research design, and measures* and a small effect size for *identifying customer expectations*.

Table 4.24

Summary of Dependent t-test Results: Comparing Current and Future Importance for Measuring and Evaluation Action Areas (n= 25)

	Current Importance	Future Importance	Mean difference in importance	<i>t-value</i>	<i>p-value</i>	Cohen's d with qualitative interpretation
Measuring and Evaluation: Key action areas	<i>Mean</i> (<i>SD</i>)	<i>Mean</i> (<i>SD</i>)				
Identifies customer expectations	3.00 (.93)	3.75 (1.28)	.75 (1.82)	1.655	0.142	.41 (Small)
Selects appropriate strategies, research design, and measures	3.29 (1.11)	3.71 (.76)	.43 (.54)	2.121	0.078	.79 (Medium)
Communicates and gains support for the measurement and evaluation plan	3.08 (.86)	3.77 (.73)	.69 (.48)	5.196	<0,001	1.43 (Large)
Manages data collection	3.00 (1.07)	3.63 (.92)	.62 (.52)	3.416	<0,001	1.19 (Large)
Analyzes and interprets data	3.07 (.96)	3.93 (.96)	.87 (.92)	3.666	<0,001	.95 (Large)
Reports conclusions and makes recommendations based on findings	3.17 (1.03)	4.17 (.84)	1.00 (.85)	4.062	<0,001	1.18 (Large)

Note: 1. Response scale was 1=Not Important; 2= Slightly Important; 3=Moderately Important; 4= Highly Important; and 5 = Essential.

Relationship of Education with Pakistani WLP Practitioners' Competencies

Results for Research Question 3

This section focuses on research question 3: What are the relationships between the perceived current importance of foundational and technical competencies when examined in terms of educational levels?

Business and Management Competencies

The Business and Management Competency Survey results are reported here in five sections:

- (a) Analyzing Needs and Proposing Solution(s)
- (b) Applying Business Acumen
- (c) Driving Results
- (d) Planning and Implementing Assignments
- (e) Thinking Strategically

A one-way ANOVA was used to test self-reported ratings of competencies on current importance among three education levels (Table 4.25). A statistically significant difference was found on current importance related to *Analyzing Need and Business Solution(s)*, especially on item *recognizes the impact*, which differs significantly across the three education levels, $F(2, 33) = 4.512, p = .019$. Mean differences are likely due to change and the manipulation of education level. Tukey post-hoc multiple comparisons indicate a mean difference of 1.583 for the bachelor degree and advanced graduate degree levels. Both education levels have a statistically significant ($p = .014$) effect on the *Recognizes impact* category related to *Applying Needs and Proposes Solutions*.

Table 4.25

ANOVA Test Results for Perceptions of Analyzing Needs and Proposing Solutions on Current Importance by Level of Education (n=36)

Applying needs and proposes solutions		Sum of Squares	df	Mean Square	F	Sig.
Gathering information about client needs	Between Groups	3.631	2	1.816	2.717	.081
	Within Groups	22.049	33	.668		
	Total	25.681	35			
Diagnosing learning and performance issues	Between Groups	.359	2	.179	.151	.860
	Within Groups	39.197	33	1.188		
	Total	39.556	35			
Generates multiple alternatives	Between Groups	1.283	2	.642	.800	.458
	Within Groups	26.455	33	.802		
	Total	27.738	35			
Searches for innovative solutions	Between Groups	2.600	2	1.300	1.238	.303
	Within Groups	34.643	33	1.050		
	Total	37.243	35			
Chooses appropriate solution(s)	Between Groups	3.855	2	1.928	1.678	.202
	Within Groups	37.910	33	1.149		
	Total	41.765	35			
Recognizes impact	Between Groups	8.595	2	4.298	4.512	.019
	Within Groups	31.429	33	.952		
	Total	40.025	35			
Proposes solution(s)	Between Groups	1.067	2	.533	.456	.638
	Within Groups	38.572	33	1.169		
	Total	39.639	35			
Overall: How important is this competency for effective performance in your current job?	Between Groups	1.627	2	.813	1.914	.163
	Within Groups	14.022	33	.425		
	Total	15.649	35			

Applying Business Acumen

ANOVA results indicate significant differences on the items *Understands the business*, *Understands business operations*, *Recognizes business priorities*, and *Advances the learning and performance business agenda* (Table 4.26). Tukey post hoc test criterion indicates that master's and advanced degree levels have a significant effect on the item, *Understands the business*. The

bachelor's and advanced degree levels have significant effects on *Understands business operations* and *Recognizes business priorities*. However, the bachelor's and advanced degree levels, master's and bachelor's degree levels, and advanced degree and master's levels significantly differ in terms of *Advances the learning and performance business agenda*. With regard to *OVERALL: How important is this competency for effective performance in your current job?* ANOVA showed that the effect of education level was significant, $F(2, 33) = 5.750, p < .05$. Post hoc analyses using the Tukey post hoc criterion for significance indicated that the effect of education level was greatest on the overall rating for applying business acumen.

Table 4.26

ANOVA Test Results on Current Importance of Applying Business Acumen by Levels of Education ($n=36$)

Applying business acumen		Sum of Squares	df	Mean Square	F	Sig.
Understands the business	Between Groups	13.012	2	6.506	7.160	.003
	Within Groups	29.985	33	.909		
	Total	42.997	35			
Understands business operations	Between Groups	10.885	2	5.442	4.533	.018
	Within Groups	39.621	33	1.201		
	Total	50.506	35			
Applies financial data	Between Groups	6.480	2	3.240	1.821	.178
	Within Groups	58.706	33	1.779		
	Total	65.186	35			
Uses business terminology to gain credibility	Between Groups	8.863	2	4.431	3.090	.059
	Within Groups	47.325	33	1.434		
	Total	56.187	35			
Recognizes business priorities	Between Groups	8.101	2	4.050	3.855	.031
	Within Groups	34.669	33	1.051		
	Total	42.769	35			
Creates a value proposition	Between Groups	7.097	2	3.549	2.800	.075
	Within Groups	41.825	33	1.267		
	Total	48.922	35			
Advances the learning and performance business agenda	Between Groups	10.717	2	5.358	8.343	.001
	Within Groups	21.193	33	.642		
	Total	31.910	35			
OVERALL: How important is this competency for effective performance in your current job?	Between Groups	7.451	2	3.726	5.750	.007
	Within Groups	21.382	33	.648		
	Total	28.833	35			

Driving Results

ANOVA results (Table 4.27) indicate significant differences on *Targets improvement opportunities*, and *OVERALL: How important is this competency for effective performance in your current job?* Tukey post hoc comparisons indicate that bachelor's degree and advanced graduate level, master's degree and advanced graduate degree levels, and advanced graduate and both bachelor's and master's degree levels differ significantly on *targets improvement opportunities*. Bachelor's degree level and advanced graduate level differ significantly on *OVERALL: How important is this competency for effective performance in your current job?*

Table 4.27

ANOVA Test Results on Current Importance of Driving Results by Levels of Education (n=36)

Driving results		Sum of Squares	df	Mean Square	F	Sig.
Targets improvement opportunities	Between Groups	7.059	2	3.530	4.981	.013
	Within Groups	23.385	33	.709		
	Total	30.444	35			
Establishes goals and objectives	Between Groups	4.574	2	2.287	2.149	.133
	Within Groups	35.114	33	1.064		
	Total	39.688	35			
Orchestrates effort to achieve results	Between Groups	3.158	2	1.579	1.968	.156
	Within Groups	26.481	33	.802		
	Total	29.639	35			
Overcomes obstacle	Between Groups	1.993	2	.997	1.192	.316
	Within Groups	27.583	33	.836		
	Total	29.576	35			
Provides courageous leadership	Between Groups	2.462	2	1.231	1.120	.339
	Within Groups	36.288	33	1.100		
	Total	38.750	35			
OVERALL: How important is this competency for effective performance in your current job?	Between Groups	3.316	2	1.658	3.307	.049
	Within Groups	16.542	33	.501		
	Total	19.858	35			

Planning and Implementation Assignment

ANOVA results (Table 4.28) indicate that education levels have a significant effect on the items *Manages Budget*, and *OVERALL: How important is this competency for effective performance in your current job?* The Tukey post hoc criterion for significance indicates that bachelor's and advanced graduate degree levels and vice versa has significant impacts on managing budget. Master's and advanced degree levels are significantly different in terms of, *OVERALL: How important is this competency for effective performance in your current job?*

Table 4.28

ANOVA Test Results on Current Importance of Planning and Implementation Assignment by Levels of Education (n=36)

Planning and implementation assignments		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Establishes parameters and forecasts outcomes	Between Groups	4.105	2	2.053	2.047	.145
	Within Groups	33.082	33	1.002		
	Total	37.188	35			
Uses planning tools to create project plans	Between Groups	7.899	2	3.949	2.989	.064
	Within Groups	43.607	33	1.321		
	Total	51.506	35			
Manages budget	Between Groups	9.688	2	4.844	3.602	.038
	Within Groups	44.374	33	1.345		
	Total	54.062	35			
Determines tasks and resources	Between Groups	2.414	2	1.207	.786	.464
	Within Groups	50.663	33	1.535		
	Total	53.076	35			
Plans for contingencies	Between Groups	7.508	2	3.754	3.144	.056
	Within Groups	39.402	33	1.194		
	Total	46.910	35			
Mobilizes resources	Between Groups	2.762	2	1.381	.991	.382
	Within Groups	45.981	33	1.393		
	Total	48.743	35			
Manages time	Between Groups	1.563	2	.781	.608	.550
	Within Groups	42.397	33	1.285		
	Total	43.960	35			
Tracks progress and ensures completion	Between Groups	5.874	2	2.937	3.258	.052
	Within Groups	28.847	32	.901		
	Total	34.721	34			
Overall: How important is this competency for effective performance in your current job?	Between Groups	5.375	2	2.687	3.531	.042
	Within Groups	23.591	31	.761		
	Total	28.966	33			

Thinking Strategically

A one-way ANOVA was used to test self-reported competencies on the current importance of items related to *Thinking Strategically* among three education levels (Table 4.29).

None of the items was found to be significantly different across three levels of education.

Table 4.29

ANOVA Test Results on Current Importance of Thinking Strategically by Levels of Education (n=36)

Thinking strategically		Sum of Squares	df	Mean Square	F	Sig.
Understands external factors impacting learning and performance	Between Groups	4.519	2	2.259	2.711	.082
	Within Groups	26.667	32	.833		
	Total	31.186	34			
Understands organizational context for learning and performance	Between Groups	2.699	2	1.350	1.504	.237
	Within Groups	29.606	33	.897		
	Total	32.306	35			
Recognizes and acts on emerging opportunities	Between Groups	2.718	2	1.359	1.488	.241
	Within Groups	29.231	32	.913		
	Total	31.949	34			
Builds strategic alignment	Between Groups	3.742	2	1.871	1.500	.238
	Within Groups	39.929	32	1.248		
	Total	43.671	34			
Develops learning and performance strategies	Between Groups	3.591	2	1.795	1.621	.213
	Within Groups	36.548	33	1.108		
	Total	40.139	35			
Operates from a system perspective	Between Groups	3.888	2	1.944	1.907	.164
	Within Groups	33.632	33	1.019		
	Total	37.520	35			
Overall: How important is this competency for effective performance in your current job?	Between Groups	3.504	2	1.752	2.793	.076
	Within Groups	20.076	32	.627		
	Total	23.580	34			

Interpersonal

The relationship between three education levels and interpersonal competency survey results are categorized into five sections:

- (a) Building Trust
- (b) Communicating Effectively
- (c) Influencing Stakeholders
- (d) Leveraging Diversity
- (e) Networking and Partnering

Building Trust

ANOVA results indicate a significant relationship of education with the item, *operates with integrity* (Table 4.30); Tukey HSD post hoc comparisons indicate that the mean difference between the two means for bachelor's degree and advanced graduate level, in terms of *operates with integrity*, was statistically significant. None of the other comparisons were significant.

Table 4.30

ANOVA Test Results on Current Importance of Building Trust by Levels of Education (n=39)

Building trust		Sum of Squares	df	Mean Square	F	Sig.
Operates with integrity	Between Groups	4.757	2	2.379	4.044	.026
	Within Groups	21.175	36	.588		
	Total	25.933	38			
Discloses position	Between Groups	4.481	2	2.240	2.428	.102
	Within Groups	33.212	36	.923		
	Total	37.692	38			
Maintain confidentiality	Between Groups	.248	2	.124	.216	.807
	Within Groups	20.726	36	.576		
	Total	20.974	38			
Leads by example	Between Groups	2.489	2	1.244	1.875	.168
	Within Groups	23.893	36	.664		
	Total	26.382	38			
Treats people fairly	Between Groups	.204	2	.102	.143	.867
	Within Groups	25.761	36	.716		
	Total	25.965	38			
Ensures compliance with legal, ethical, and regulatory requirements	Between Groups	.618	2	.309	.430	.654
	Within Groups	25.857	36	.718		
	Total	26.474	38			
OVERALL: How important is this competency for effective performance in your current job?	Between Groups	.741	2	.371	.600	.554
	Within Groups	22.233	36	.618		
	Total	22.974	38			

Communicating Effectively

A one-way ANOVA was used to test the relationship on all items related to *communicating effectively* and three education levels (Table 4.31). No significant relationship was found for communicating effectively across education levels.

Table 4.31

ANOVA Test Results on Current Importance of Communicating Effectively by Levels of Education (n=39)

Communicating effectively		Sum of Squares	df	Mean Square	F	Sig.
Develops and deploys effective communication strategies	Between Groups	1.142	2	.571	.594	.558
	Within Groups	34.627	36	.962		
	Total	35.769	38			
Delivers clear messages	Between Groups	1.365	2	.682	1.267	.294
	Within Groups	19.387	36	.539		
	Total	20.752	38			
Presents with impact	Between Groups	1.581	2	.790	1.178	.320
	Within Groups	24.163	36	.671		
	Total	25.744	38			
Adjusts message content and delivery	Between Groups	.320	2	.160	.191	.827
	Within Groups	30.090	36	.836		
	Total	30.410	38			
Demonstrates active listening	Between Groups	1.180	2	.590	.859	.432
	Within Groups	24.717	36	.687		
	Total	25.897	38			
Invites dialogue	Between Groups	.460	2	.230	.255	.776
	Within Groups	31.514	35	.900		
	Total	31.974	37			
Creates clear written communication	Between Groups	.148	2	.074	.099	.906
	Within Groups	26.804	36	.745		
	Total	26.952	38			
Masters multiple communication methods	Between Groups	.833	2	.416	.467	.631
	Within Groups	32.103	36	.892		
	Total	32.936	38			
OVERALL: How important is this competency for effective performance in your current job?	Between Groups	.940	2	.470	.550	.582
	Within Groups	30.752	36	.854		
	Total	31.692	38			

Influencing Stakeholders

A one-way ANOVA was used to test relationships among all items related to *Influencing stakeholder* and three education levels (Table 4.32). No significant relationship was found for influencing stakeholders across education levels.

Table 4.32

ANOVA Test Results on Current Importance of Influencing Stakeholders by Levels of Education (n=39)

Influencing stakeholders		Sum of Squares	df	Mean Square	F	Sig.
Analyzing stakeholders' perspectives	Between Groups	1.408	2	.704	.643	.531
	Within Groups	39.395	36	1.094		
	Total	40.803	38			
Establishes a marketing strategy	Between Groups	.938	2	.469	.351	.706
	Within Groups	48.059	36	1.335		
	Total	48.997	38			
Communicating a strong value proposition	Between Groups	1.735	2	.868	.767	.472
	Within Groups	40.739	36	1.132		
	Total	42.474	38			
Builds energy and support	Between Groups	.743	2	.371	.419	.661
	Within Groups	31.878	36	.886		
	Total	32.621	38			
Gains commitment to the solution	Between Groups	.447	2	.223	.259	.773
	Within Groups	31.006	36	.861		
	Total	31.453	38			
OVERALL: How important is this competency for effective performance in your current job?	Between Groups	.038	2	.019	.025	.976
	Within Groups	27.552	36	.765		
	Total	27.590	38			

Leveraging Diversity

A one-way ANOVA was used to test relationships on all items related to *Leveraging Diversity* and three education levels (Table 4.33). No significant relationship was found for *Leveraging Diversity* across three education levels.

Table 4.33

ANOVA Test Results on Current Importance of Leveraging Diversity by Levels of Education (n=39)

Leveraging diversity		Sum of Squares	Df	Mean Square	F	Sig.
Leveraging diversity	Between Groups	.299	2	.150	.165	.848
	Within Groups	32.560	36	.904		
	Total	32.859	38			
Conveys respect to different perspectives	Between Groups	.572	2	.286	.323	.726
	Within Groups	31.826	36	.884		
	Total	32.397	38			
Expands own awareness	Between Groups	.378	2	.189	.161	.852
	Within Groups	42.103	36	1.170		
	Total	42.481	38			
Adapts behavior to accommodate others	Between Groups	.628	2	.314	.322	.727
	Within Groups	35.103	36	.975		
	Total	35.731	38			
Champions diversity	Between Groups	1.705	2	.853	.587	.561
	Within Groups	52.317	36	1.453		
	Total	54.022	38			
Leverage diverse contributions	Between Groups	.841	2	.420	.369	.694
	Within Groups	41.057	36	1.140		
	Total	41.897	38			
Accommodate global differences	Between Groups	.702	2	.351	.323	.726
	Within Groups	39.116	36	1.087		
	Total	39.818	38			
OVERALL: How important is this competency for effective performance in your current job?	Between Groups	.255	2	.128	.126	.882
	Within Groups	36.412	36	1.011		
	Total	36.667	38			

Networking and Partnering

ANOVA results indicate a significant relationship of education with the item, *establishes common goals* (Table 4.34). Tukey HSD post hoc comparisons indicate that the mean differences between the two means for master's degree and advanced graduate levels, in terms of *establishes common goals*, were statistically significant. None of the other comparisons were significant.

Table 4.34

ANOVA Test Results on Current Importance of Networking and Partnering by Levels of Education (n=39)

Networking and partnering		Sum of Squares	df	Mean Square	F	Sig.
Network with others	Between Groups	2.064	2	1.032	1.299	.285
	Within Groups	28.603	36	.795		
	Total	30.667	38			
Benchmarks and shares best practices	Between Groups	1.570	2	.785	.945	.398
	Within Groups	29.904	36	.831		
	Total	31.474	38			
Establishes common goals	Between Groups	9.434	2	4.717	4.488	.018
	Within Groups	37.835	36	1.051		
	Total	47.269	38			
Develops partnering relationships	Between Groups	2.004	2	1.002	.911	.411
	Within Groups	39.586	36	1.100		
	Total	41.590	38			
Generates new collaborative possibilities	Between Groups	.235	2	.117	.149	.862
	Within Groups	28.342	36	.787		
	Total	28.577	38			
OVERALL: How important is this competency for effective performance in your current job?	Between Groups	.263	2	.131	.165	.849
	Within Groups	28.712	36	.798		
	Total	28.974	38			

Personal

The relationship of education and the personal competency survey was categorized into two sections:

- (a) Demonstrating Adaptability
- (b) Modeling Personal Development

Demonstrating Adaptability

One-way ANOVA results do not indicate a significant relationship between education level and all the items on the *Demonstrating Adaptability* survey (Table 4.35). Tukey HSD post hoc comparisons across levels of education, bachelor's degree, master's degree, and advanced graduate level, in terms of *Demonstrating Adaptability*, do not show any significance.

Table 4.35
ANOVA Test Results on Current Importance of Demonstrating Adaptability by Levels of Education(n=41)

Demonstrating adaptability		Sum of Squares	df	Mean Square	F	Sig.
Models self-mastery in learning	Between Groups	1.170	2	.585	.642	.532
	Within Groups	34.629	38	.911		
	Total	35.799	40			
Seeks learning activities	Between Groups	1.273	2	.637	.796	.458
	Within Groups	30.396	38	.800		
	Total	31.669	40			
Takes risks in learning	Between Groups	1.696	2	.848	1.122	.336
	Within Groups	28.737	38	.756		
	Total	30.434	40			
Maximizes learning opportunities	Between Groups	1.362	2	.681	1.020	.370
	Within Groups	25.358	38	.667		
	Total	26.720	40			
Applies new knowledge or skill	Between Groups	1.420	2	.710	.840	.439
	Within Groups	32.093	38	.845		
	Total	33.512	40			
Maintains professional knowledge	Between Groups	2.270	2	1.135	2.196	.125
	Within Groups	19.647	38	.517		
	Total	21.917	40			
Overall: How important is this competency for effective performance in your current job?	Between Groups	1.988	2	.994	2.149	.131
	Within Groups	17.573	38	.462		
	Total	19.561	40			

Modeling Personal Development

ANOVA results indicate significant differences on the items *seeks to understand changes, adapts to handle implementation challenges, and OVERALL: How important is this competency for effective performance in your current job?* (Table 4.36). Tukey post hoc test criterion indicates that bachelor's and master's degree levels have significant effects on the item, *seeks to understand changes*, while bachelor's vs. advanced degree levels, master's degree vs. bachelor's and advanced graduate levels, and advanced graduate level vs. master's level have significant effects for the item related to *adapts to handle implementation challenges*. However, bachelor's vs. master's degree level, and master's vs. bachelor's degree levels have significant effects related to *OVERALL: How important is this competency for effective performance in your current job?*

Table 4.36

ANOVA Test Results on Current Importance of Demonstrating Adaptability by Levels of Education(n=41)

Modeling personal development		Sum of Squares	df	Mean Square	F	Sig.
Seeks to understand changes	Between Groups	3.618	2	1.809	4.202	.022
	Within Groups	16.358	38	.430		
	Total	19.976	40			
Approaches change positively	Between Groups	.699	2	.349	1.429	.252
	Within Groups	9.290	38	.244		
	Total	9.989	40			
Remains open to different ideas and approaches—	Between Groups	.004	2	.002	.013	.988
	Within Groups	6.618	38	.174		
	Total	6.622	40			
Adjusts behavior	Between Groups	.133	2	.067	.281	.756
	Within Groups	9.004	38	.237		
	Total	9.137	40			
Adapts to handle implementation challenges	Between Groups	4.650	2	2.325	8.312	.001
	Within Groups	10.630	38	.280		
	Total	15.280	40			
OVERALL—How important is this competency for effective performance in your current job?	Between Groups	4.094	2	2.047	3.250	.050
	Within Groups	23.938	38	.630		
	Total	28.032	40			

Technical Competencies

Professional areas of expertise are the specific technical and professional skills required for success in WLP specialty areas. The technical competency survey was categorized into four sections:

- (a) Career Planning and Talent Management (CP TM)
- (b) Delivering Training Key Knowledge
- (c) Designing Learning
- (d) Measuring and Evaluation

Career Planning and Talent Management: Key knowledge areas

A one-way ANOVA was used to test the relationship between education levels on all knowledge areas. The relationship on all items was statistically insignificant with the exception of *ethical standards and legal issues*. None of the multiple comparisons across three education levels were significant for knowledge areas relating to Career Planning and Talent Management (CP TM).

Table 4.37

ANOVA Test Results on Current Importance of CPTM: Knowledge Areas by Levels of Education (n=74)

CP TM: Knowledge area		Sum of Squares	df	Mean Square	F	Sig.
Workforce planning approaches	Between Groups	1.157	2	.578	.708	.496
	Within Groups	57.172	70	.817		
	Total	58.329	72			
Succession and replacement planning approaches	Between Groups	.769	2	.385	.551	.579
	Within Groups	48.217	69	.699		
	Total	48.986	71			
Job analysis tools and procedures	Between Groups	1.794	2	.897	.998	.374
	Within Groups	62.891	70	.898		
	Total	64.685	72			
Career development theories and approaches	Between Groups	.587	2	.294	.355	.702
	Within Groups	57.906	70	.827		
	Total	58.493	72			
Individual and organizational assessment tools	Between Groups	.058	2	.029	.037	.964
	Within Groups	54.819	70	.783		
	Total	54.877	72			
Ethical standards and legal issues	Between Groups	4.759	2	2.380	3.543	.034
	Within Groups	47.022	70	.672		
	Total	51.781	72			
Career counseling approaches	Between Groups	3.033	2	1.517	2.283	.110
	Within Groups	45.842	69	.664		
	Total	48.875	71			
Coaching approaches	Between Groups	.108	2	.054	.062	.940
	Within Groups	59.892	69	.868		
	Total	60.000	71			
Performance consulting approaches	Between Groups	.050	2	.025	.026	.975
	Within Groups	65.725	68	.967		
	Total	65.775	70			

Managerial and leadership development best practices	Between Groups	.098	2	.049	.051	.950
	Within Groups	66.560	70	.951		
	Total	66.658	72			
Performance management systems and techniques	Between Groups	.820	2	.410	.398	.673
	Within Groups	72.057	70	1.029		
	Total	72.877	72			
Approaches to maximize workplace diversity	Between Groups	.368	2	.184	.205	.815
	Within Groups	62.755	70	.896		
	Total	63.123	72			
Resources for career exploration and lifelong learning	Between Groups	.619	2	.309	.296	.745
	Within Groups	73.272	70	1.047		
	Total	73.890	72			

Career Planning and Talent Management: Key action areas

A one-way ANOVA was used to test the relationship among education levels in all action areas. The relationship for all items was statistically insignificant, with the exception of *implements individual and organizational assessments*. None of the multiple comparisons across three education levels for the action areas of Career Planning and Talent Management (CP TM) were significant except two mean comparisons relating to bachelor's degree level vs. advanced graduate for the item, *implements individual and organizational assessment*.

Table 4.38

ANOVA Test Results on Current Importance of CP TM: Action Areas by Levels of Education (n=74)

CP TM: Action area		Sum of Squares	df	Mean Square	F	Sig.
Creates success profiles	Between Groups	2.752	3	.917	1.588	.200
	Within Groups	39.858	69	.578		
	Total	42.610	72			
Identifies capability requirements	Between Groups	5.936	3	1.979	2.510	.066
	Within Groups	54.392	69	.788		
	Total	60.329	72			
Coordinates succession planning	Between Groups	1.360	3	.453	.645	.589
	Within Groups	48.530	69	.703		
	Total	49.890	72			
Implements individual and organizational assessments	Between Groups	4.144	3	1.381	2.978	.037
	Within Groups	32.008	69	.464		
	Total	36.152	72			
Facilitates the career development planning process	Between Groups	2.477	3	.826	1.959	.128
	Within Groups	29.090	69	.422		
	Total	31.568	72			
Organizes delivery of developmental resources	Between Groups	1.399	3	.466	.920	.436
	Within Groups	34.495	68	.507		
	Total	35.895	71			
Initiates strategic development programs	Between Groups	1.449	3	.483	.569	.637
	Within Groups	58.606	69	.849		
	Total	60.055	72			
Equips managers to develop their people	Between Groups	.688	3	.229	.405	.750
	Within Groups	39.065	69	.566		
	Total	39.753	72			
Promotes high-performance workplaces	Between Groups	1.987	3	.662	.895	.448
	Within Groups	51.075	69	.740		
	Total	53.062	72			
Administers performance management systems	Between Groups	.244	3	.081	.196	.899
	Within Groups	28.727	69	.416		
	Total	28.971	72			
Conducts career counseling sessions	Between Groups	1.590	3	.530	1.112	.351
	Within Groups	32.410	68	.477		
	Total	34.000	71			
Facilitates Career Transitions	Between Groups	1.903	3	.634	.821	.487
	Within Groups	52.542	68	.773		

ANOVA Test Results on Current Importance of CP TM: Action Areas by Levels of Education (n=74)

CP TM: Action area		Sum of Squares	df	Mean Square	F	Sig.
Creates success profiles	Between Groups	2.752	3	.917	1.588	.200
	Within Groups	39.858	69	.578		
	Total	42.610	72			
Identifies capability requirements	Between Groups	5.936	3	1.979	2.510	.066
	Within Groups	54.392	69	.788		
	Total	60.329	72			
Coordinates succession planning	Between Groups	1.360	3	.453	.645	.589
	Within Groups	48.530	69	.703		
	Total	49.890	72			
Implements individual and organizational assessments	Between Groups	4.144	3	1.381	2.978	.037
	Within Groups	32.008	69	.464		
	Total	36.152	72			
Facilitates the career development planning process	Between Groups	2.477	3	.826	1.959	.128
	Within Groups	29.090	69	.422		
	Total	31.568	72			
Organizes delivery of developmental resources	Between Groups	1.399	3	.466	.920	.436
	Within Groups	34.495	68	.507		
	Total	35.895	71			
Initiates strategic development programs	Between Groups	1.449	3	.483	.569	.637
	Within Groups	58.606	69	.849		
	Total	60.055	72			
Equips managers to develop their people	Between Groups	.688	3	.229	.405	.750
	Within Groups	39.065	69	.566		
	Total	39.753	72			
Promotes high-performance workplaces	Between Groups	1.987	3	.662	.895	.448
	Within Groups	51.075	69	.740		
	Total	53.062	72			
Administers performance management systems	Between Groups	.244	3	.081	.196	.899
	Within Groups	28.727	69	.416		
	Total	28.971	72			
Conducts career counseling sessions	Between Groups	1.590	3	.530	1.112	.351
	Within Groups	32.410	68	.477		
	Total	34.000	71			
Facilitates Career Transitions	Between Groups	1.903	3	.634	.821	.487
	Within Groups	52.542	68	.773		
	Total	54.444	71			

Delivering Training: Knowledge Areas

A one-way ANOVA was used to test the relationship among education levels on all Delivering Training Knowledge areas (Table 4.39). The relationships on all items across education levels were statistically insignificant. None of the multiple comparisons across three education levels were significant for knowledge areas relating to Delivering Training.

Table 4.39

ANOVA Test Results on Current Importance of Delivering Training: Knowledge Areas by Levels of Education (n=40)

Delivering Training: Knowledge area		Sum of Squares	df	Mean Square	F	Sig.
Adult learning theories	Between Groups	2.736	3	.912	.742	.534
	Within Groups	43.007	35	1.229		
	Total	45.744	38			
Instructional design theories and methods	Between Groups	3.957	3	1.319	1.101	.362
	Within Groups	41.941	35	1.198		
	Total	45.897	38			
Various instructional methods e.g., lecture, discussions, and practical exercises	Between Groups	4.063	3	1.354	1.382	.264
	Within Groups	34.296	35	.980		
	Total	38.359	38			
Various delivery options/media	Between Groups	.123	3	.041	.046	.987
	Within Groups	31.467	35	.899		
	Total	31.590	38			
Existing learning technologies and support systems	Between Groups	1.692	3	.564	.604	.617
	Within Groups	32.667	35	.933		
	Total	34.359	38			
Emerging learning technologies and support systems	Between Groups	1.970	3	.657	.694	.562
	Within Groups	33.107	35	.946		
	Total	35.077	38			
Presentation techniques	Between Groups	5.931	3	1.977	1.924	.144
	Within Groups	35.967	35	1.028		
	Total	41.897	38			
Organizational work environments and systems	Between Groups	2.736	3	.912	.912	.445
	Within Groups	35.007	35	1.000		
	Total	37.744	38			
Individual learning styles	Between Groups	8.517	3	2.839	1.326	.281
	Within Groups	74.919	35	2.141		
	Total	83.436	38			
Cultural differences	Between Groups	2.423	3	.808	1.220	.317
	Within Groups	23.167	35	.662		
	Total	25.590	38			
Own personal learning preferences	Between Groups	1.808	3	.603	.567	.640
	Within Groups	37.167	35	1.062		
	Total	38.974	38			
Tools for determining learning preferences	Between Groups	1.192	3	.397	.396	.757
	Within Groups	35.167	35	1.005		

	Total	36.359	38			
Familiarity with content being taught	Between Groups	.889	3	.296	.323	.808
	Within Groups	32.085	35	.917		
	Total	32.974	38			
Legal and ethical issues	Between Groups	10.562	3	3.521	2.787	.055
	Within Groups	44.207	35	1.263		
	Total	54.769	38			

A one-way ANOVA was used to test the relationship among education levels on all Delivering Training Action areas (Table 4.40). The relationship on all items was statistically insignificant. None of the multiple comparisons across three education levels were significant for action areas relating to Delivering Training.

Table 4.40

ANOVA Test Results on Current Importance of Delivering Training: Action Areas by Levels of Education (n=40)

Delivering Training: Action area		Sum of Squares	df	Mean Square	F	Sig.
Prepares for training delivery	Between Groups	.484	3	.161	.207	.891
	Within Groups	27.248	35	.779		
	Total	27.732	38			
Aligns learning solutions with course objectives	Between Groups	3.289	3	1.096	1.414	.255
	Within Groups	27.144	35	.776		
	Total	30.433	38			
Conveys objectives	Between Groups	1.728	3	.576	.833	.485
	Within Groups	24.207	35	.692		
	Total	25.936	38			
Delivers various learning methodologies	Between Groups	1.671	3	.557	.461	.712
	Within Groups	22.938	19	1.207		
	Total	24.609	22			
Facilitates learning	Between Groups	.667	2	.333	.600	.579
	Within Groups	3.333	6	.556		
	Total	4.000	8			
Encourages participation and builds learner motivation	Between Groups	.700	1	.700	2.692	.162
	Within Groups	1.300	5	.260		
	Total	2.000	6			
Establishes credibility as instructor	Between Groups	.678	2	.339	.326	.727
	Within Groups	15.600	15	1.040		
	Total	16.278	17			
Manages the learning environment	Between Groups	.343	3	.114	.123	.945
	Within Groups	14.857	16	.929		
	Total	15.200	19			

Delivers constructive feedback	Between Groups	1.333	2	.667	.188	.838
	Within Groups	10.667	3	3.556		
	Total	12.000	5			
Creates a positive learning climate	Between Groups	.257	2	.129	.307	.741
	Within Groups	4.600	11	.418		
	Total	4.857	13			
Ensures learning outcomes	Between Groups	.083	1	.083	.267	.633
	Within Groups	1.250	4	.313		
	Total	1.333	5			
Evaluates solutions	Between Groups	1.552	2	.776	1.089	.363
	Within Groups	9.977	14	.713		
	Total	11.529	16			

Designing Learning: Knowledge Area

One-way ANOVA was used to test the differences among items relating to the Designing Learning Knowledge areas and education levels (Table 4.41). The education levels had insignificant effects on all items in the Designing Learning Action areas. Post hoc analyses were not performed because one group had fewer than two cases.

Table 4.41

ANOVA Test Results on Current Importance of Designing Learning: Knowledge Areas by Levels of Education (n=25)

Designing Learning: Knowledge area		Sum of Squares	df	Mean Square	F	Sig.
Key knowledge areas	Between Groups	.143	3	.048	.092	.964
	Within Groups	10.855	21	.517		
	Total	10.998	24			
Cognition and adult learning theory:	Between Groups	3.688	3	1.229	1.422	.264
	Within Groups	18.152	21	.864		
	Total	21.840	24			
Instructional design theory and process	Between Groups	2.583	3	.861	.959	.430
	Within Groups	18.857	21	.898		
	Total	21.440	24			
Various instructional methods, e.g., lecture, discussion, practical exercise, feedback, etc.	Between Groups	.726	3	.242	.304	.822
	Within Groups	16.714	21	.796		
	Total	17.440	24			
Various delivery options/media, e.g., online learning, classroom training, print media	Between Groups	1.945	3	.648	.836	.489
	Within Groups	16.295	21	.776		
	Total	18.240	24			
Job/task analysis and competency Modeling	Between Groups	.581	3	.194	.268	.848
	Within Groups	15.179	21	.723		
	Total	15.760	24			
Content knowledge or techniques to elicit content from subject matter experts	Between Groups	.611	3	.204	.175	.912
	Within Groups	24.429	21	1.163		
	Total	25.040	24			
Assessment methods and formats, e.g., multiple choice, hands-on, open-ended response, etc.	Between Groups	2.490	3	.830	.734	.543
	Within Groups	23.750	21	1.131		
	Total	26.240	24			
Learning technologies and support systems, such as collaborative learning software, learning management systems, and authoring tools	Between Groups	.874	3	.291	.458	.715
	Within Groups	13.366	21	.636		
	Total	14.240	24			
New and emerging learning technologies and support systems	Between Groups	.634	3	.211	.190	.902
	Within Groups	23.366	21	1.113		
	Total	24.000	24			
Business strategy, drivers, or needs associated with possible learning interventions	Between Groups	2.134	3	.711	.577	.636
	Within Groups	25.866	21	1.232		
	Total	28.000	24			
Research methods, including information scanning, data gathering, and analysis	Between Groups	.848	3	.283	.392	.760
	Within Groups	15.152	21	.722		
	Total	16.000	24			
Individual, group, and organizational differences that	Between Groups	.731	3	.244	.294	.829
	Within Groups	17.429	21	.830		

influence learning, such as cultural norms/values, cognitive abilities, learning preferences, previous experience, and motivation	Total	18.160	24			
Legal and ethical issues related to designing learning, including accessibility and intellectual property	Between Groups	2.383	3	.794	1.204	.333
	Within Groups	13.857	21	.660		
	Total	16.240	24			
Differences between e-learning and traditional courses and their implications	Between Groups	.848	3	.283	.346	.792
	Within Groups	17.152	21	.817		
	Total	18.000	24			
Design of information displays, access, and resources	Between Groups	1.503	3	.501	1.058	.388
	Within Groups	9.938	21	.473		
	Total	11.440	24			

Designing Learning: Action Areas

One-way ANOVA was used to test differences among items relating to Designing Learning Key Action areas, across education levels (Table 4.42). The education levels had insignificant effects relating to all items in the Designing Learning Action areas. Post hoc analyses were not performed because one group had fewer than two cases.

Table 4.42

ANOVA Test Results on Current Importance of Designing Learning: Action Areas by Levels of Education (n=25)

Designing Learning: Action Area		Sum of Squares	df	Mean Square	F	Sig.
Applies adult learning theory	Between Groups	.888	3	.296	.238	.869
	Within Groups	26.152	21	1.245		
	Total	27.040	24			
Collaborates with others	Between Groups	2.566	3	.855	1.353	.284
	Within Groups	13.274	21	.632		
	Total	15.840	24			
Conducts a needs assessment	Between Groups	.276	3	.092	.186	.905
	Within Groups	10.359	21	.493		
	Total	10.635	24			
Designs a curriculum or program	Between Groups	1.408	3	.469	.632	.602
	Within Groups	15.592	21	.742		
	Total	17.000	24			
Design instructional material	Between Groups	.861	3	.287	.364	.780
	Within Groups	16.574	21	.789		
	Total	17.435	24			
Analyzes and selects technologies	Between Groups	.587	3	.196	.427	.736
	Within Groups	9.635	21	.459		
	Total	10.222	24			
Integrates technology options	Between Groups	1.250	3	.417	.778	.519
	Within Groups	11.250	21	.536		
	Total	12.500	24			
Develops instructional materials	Between Groups	1.221	3	.407	.624	.607
	Within Groups	13.697	21	.652		
	Total	14.918	24			
Evaluates learning design	Between Groups	1.150	3	.383	.372	.774
	Within Groups	21.623	21	1.030		
	Total	22.773	24			
Manages others	Between Groups	1.974	3	.658	.496	.689
	Within Groups	27.866	21	1.327		
	Total	29.840	24			
Manages and implements projects	Between Groups	.733	3	.244	.318	.812
	Within Groups	16.107	21	.767		
	Total	16.840	24			

Measuring and Evaluation: Knowledge Areas

One-way ANOVA was used to test differences on items related to Key Knowledge Areas of Measuring and Evaluation and education levels (Table 4.43). The education levels had a significant effect on items *Analysis methods, such as cost/benefit* and *Theories and types of evaluation, such as the 4 levels of evaluation* while on all other items, education had an insignificant effect. The post hoc test was not performed due to the insufficient number of cases.

Table 4.43

ANOVA Test Results on Current Importance of Measuring and Evaluation: Knowledge Areas by Levels of Education (n=25)

Measuring and Evaluation: Knowledge area		Sum of Squares	df	Mean Square	F	Sig.
Statistical theory and methods	Between Groups	6.152	3	2.051	2.332	.098
	Within Groups	21.986	25	.879		
	Total	28.138	28			
Research design	Between Groups	5.448	3	1.816	2.838	.058
	Within Groups	16.000	25	.640		
	Total	21.448	28			
Analysis methods, such as cost/benefit	Between Groups	9.262	3	3.087	5.165	.006
	Within Groups	14.944	25	.598		
	Total	24.207	28			
Interpretation and reporting of data	Between Groups	6.293	3	2.098	2.057	.132
	Within Groups	25.500	25	1.020		
	Total	31.793	28			
Theories and types of evaluation, such as the 4 levels of evaluation	Between Groups	14.297	3	4.766	9.204	.000
	Within Groups	12.944	25	.518		
	Total	27.241	28			

Measuring and Evaluation: Action Area

One-way ANOVA was used to test differences on items related to Key Action Areas of Measuring and Evaluation due to education levels (Table 4.44). The education levels had a significant effect on items *Identifies customer expectations*, *Selects appropriate strategies*,

research design, and measures, and Reports conclusions and make recommendations. A post hoc test was not performed due to the insufficient number of cases.

Table 4.44

ANOVA Test Results on Current Importance of Measuring and Evaluation: Action Areas by Levels of Education (n=25)

Action Area		Sum of Squares	df	Mean Square	F	Sig.
Identifies customer expectations	Between Groups	6.945	3	2.315	5.001	.009
	Within Groups	10.184	22	.463		
	Total	17.128	25			
Selects appropriate strategies, research design, and measures	Between Groups	9.883	3	3.294	6.064	.003
	Within Groups	13.582	25	.543		
	Total	23.466	28			
Communicates and gains support for the measurement and evaluation plan	Between Groups	3.909	3	1.303	2.699	.067
	Within Groups	12.068	25	.483		
	Total	15.977	28			
Manages data collection	Between Groups	4.253	3	1.418	2.303	.101
	Within Groups	15.387	25	.615		
	Total	19.640	28			
Analyzes and interprets data	Between Groups	3.724	3	1.241	2.090	.127
	Within Groups	14.850	25	.594		
	Total	18.575	28			
Reports conclusions and make recommendations	Between Groups	6.115	3	2.038	3.017	.049
	Within Groups	16.889	25	.676		
	Total	23.004	28			

Comparisons of International and Pakistani WLP Practitioners' Competencies

Results for Research Question 4

Research question #4 was: How do the existing competencies of Pakistani practitioners compare to those recommended by the 2004 American Society of Training and Development (ASTD) model in terms of current expertise and future expertise in terms of importance?

Cross-Country Comparison

Business/Management Competencies

Table 4.45 lists overall average scores on self-reported Current Importance and Future Importance of five business and management competencies as perceived by international practitioners versus Pakistani Practitioners. In 2004, the international practitioners gave the highest rating to *Applying Needs and Proposing Solutions* as compared to Pakistani practitioners' perceptions of its current and future importance. Pakistani practitioners assigned a relatively lower rating of currently important and a higher rating of future importance compared to those from international practitioners on *Applying Business Acumen*, *Driving Results*, *Planning and Implementation Assignments*, and *Thinking Strategically* for Business and Management competencies.

Table 4.45

Key Actions: How Important is Currently Each Key Action for Effective Performance in This Professional Area of Expertise?

Overall business/management	Intl. Current Average*	PK Current Average	PK Future Average
Applying needs & proposing solutions	4.27	3.23	4.22
Applying business acumen	3.99	3.75	4.11
Driving results	3.94	3.22	4.61
Planning and implementation assignments	3.94	2.75	4.36
Thinking strategically	3.97	3.43	4.50

*Adapted with permission from ASTD

Interpersonal

Table 4.46 lists overall average scores on self-reported Current Importance and Future Importance of five interpersonal competencies as perceived by the international practitioners (2004) versus Pakistani practitioners. The international practitioners gave the highest rating to *Building Trust* (4.71) and *Communicating Effectively* (4.57) as compared to Pakistani practitioners. Building Trust received a 4.03 rating for currently important and 4.59 for future importance. The overall average score for *Communicating Effectively* was 3.46 for currently important and 4.28 for future

importance to Pakistani practitioners. They reported the highest overall average scores for the future importance of *Influencing Stakeholders*, *Leveraging Diversity*, and *Networking and Partnering* as compared to their current importance and the international practitioners' perceptions in 2004.

Table 4.46

Key Actions: How Important is Currently Each Key Action for Effective Performance in This Professional Area of Expertise?

	Intl. Current Average*	PK Current Average	PK Future Average
Overall interpersonal			
Building trust	4.71	4.03	4.59
Communicating effectively	4.57	3.46	4.28
Influencing stakeholders	3.93	3.44	4.15
Leveraging diversity	3.85	3.33	3.95
Networking and partnering	4.01	3.36	4.18

*Adapted with permission from ASTD

Personal

Table 4.47 lists overall average scores on two self-reported personal competencies perceived as currently important by the international practitioners (2004) as opposed to currently important and of the future importance to Pakistani practitioners. The international practitioners rated highest *Demonstrating Adaptability* as compared to Pakistani practitioners for both the current and future importance in the workplace. Pakistani practitioners rated highest *Modeling Personal Development* on future importance, compared to the international practitioners and their own perceptions of current importance.

Table 4.47

Key Actions: How Important is Currently Each Key Action for Effective Performance in This Professional Area of Expertise?

	Intl. Current Average*	PK Current Average	PK Future Average
Overall Personal			
Demonstrating adaptability	4.36	3.23	4.20
Modeling personal development	4.21	3.75	4.32

*Adapted with permission from ASTD

Career Planning and Talent Management: Knowledge Areas

Table 4.48 lists overall average scores on self-reported Career Planning and Talent Management Knowledge Areas perceived as currently important by the international practitioners (2004) versus currently important and of future importance for Pakistani practitioners. The international practitioners rated higher *Succession and replacement planning approaches, Individual and organizational assessment tools, including assessment center methodologies, Coaching approaches, Performance consulting approaches, Managerial and leadership development best practices, and Resources for career exploration and lifelong learning*. Pakistani practitioners considered *Workforce planning approaches, Job analysis tools and procedures, Career development theories and approaches, Career counseling approaches, and Approaches to maximize workplace diversity* to have the highest future importance as compared to the international practitioners. Pakistani practitioners rated these lower on current importance as compared to the international practitioners re current importance and Pakistani practitioners' future importance in the 13 knowledge Areas.

Table 4.48

Key Knowledge Areas: How Important is Currently Each Key Knowledge Area for Effective Performance in This Professional Area of Expertise?

Career Planning and Talent Management: Knowledge Area	Intl. Current Average*	PK Current Average	PK Future Average
Workforce planning approaches	3.94	3.11	4.11
Succession and replacement planning approaches	4.27	3.00	4.14
Job analysis tools and procedures	3.93	3.18	4.16
Career development theories and approaches	3.93	2.80	3.99
Individual and organizational assessment tools, including assessment center methodologies	4.13	2.97	3.97
Ethical standards and legal issues in career counseling and organizational restructuring	4.15	3.05	4.15
Career counseling approaches	3.86	2.97	4.12
Coaching approaches	4.18	2.85	4.04
Performance consulting approaches	4.17	2.96	4.01
Managerial and leadership development best practices	4.40	2.95	4.04
Performance management systems and techniques	4.09	3.05	4.04
Approaches to maximize workplace diversity	3.66	2.89	3.95
Resources for career exploration and lifelong learning	4.96	3.14	4.14

*Adapted with permission from ASTD

Table 4.49 lists overall average scores on self-reported Career Planning and Talent Management Action Areas perceived as currently important by the international practitioners versus being of current importance and future importance to Pakistani practitioners. The international practitioners considered 12 key action Areas rated relatively higher as compared to the self-reported perceptions of future importance by Pakistani practitioners. Pakistani practitioners considered the two key actions of Career Planning and Talent Management as having future importance, compared to opinions expressed by the international practitioners.

Table 4.49

Key Actions: How Important Currently is Each Key Action for Effective Performance in This Professional Area of Expertise?

Career Planning and Talent Management: Action Area	Intl. Current Average*	PK Current Average	PK Future Average
Creates success profiles	4.04	2.96	3.97
Identifies capability requirements	4.25	2.92	3.91
Coordinates succession planning	4.09	2.89	3.94
Implements individual and organizational assessments	4.26	2.68	3.79
Facilitates the career development planning process	4.24	2.78	3.85
Organizes delivery of developmental Resources	4.17	2.85	3.89
Initiates strategic development Programs	4.07	2.76	3.92
Equips managers to develop their People	4.33	2.90	3.94
Promotes high-performance Workplaces	4.28	2.78	3.82
Administers performance management Systems	3.88	2.80	3.87
Conducts career counseling Sessions	3.77	2.68	3.87
Facilitates career transitions	3.74	2.78	3.92

*Adapted with permission from ASTD

Delivering Training: Knowledge Areas

Table 4.50 lists overall average scores on self-reported Delivering Training Knowledge Areas perceived to be currently important by the international practitioners versus being of current importance and future importance by Pakistani practitioners. The international practitioners rated seven Delivering Training Knowledge Areas as being currently important compared to ratings from Pakistani practitioners in both current and future importance categories. Pakistani practitioners rated highest *Delivering emerging learning technologies and support systems, Organizational work environment and systems, including learning delivery channels, Tools for determining learning preferences, such as preference for lecture, experience-based learning, and Legal and ethical issues relevant for delivering training.*

Table 4.50

Key Knowledge Areas: How Important Currently is Each Key Knowledge Area for Effective Performance in This Professional Area of Expertise?

Delivering Training Knowledge Area	Intl. Current Average*	PK Current Average	PK Future Average
Adult learning theories and techniques	4.44	3.03	3.90
Instructional design theory and methods. Various instructional methods, e.g., lecture, discussion, practical exercises	4.08	2.70	4.03
Various delivery options/media, e.g., online learning, classroom training, print media	4.23	3.10	3.92
Existing learning technologies and support systems, such as collaborative learning software, learning management systems, and authoring tools	3.48	3.15	4.08
Emerging learning technologies and support systems	3.47	3.13	3.97
Presentation techniques and tools	4.49	3.23	4.05
Organizational work environment and systems, including learning delivery channels	3.74	3.18	3.97
Individual learning styles, e.g., audio, Visual	4.29	2.55	2.95
Cultural differences in learning styles, communication, classroom behavior, etc.	4.14	2.90	3.62
Own personal learning preferences, such as preference for lecture, experience based learning, etc., and how that impacts delivery capabilities	3.86	3.05	3.69
Tools for determining learning preferences, such as preference for lecture, experience-based learning	3.78	3.13	3.90
Familiarity with content being taught and how the solution addresses the need (i.e., context)	4.49	3.35	4.03
Legal and ethical issues relevant for delivering training	3.94	3.03	3.97

*Adapted with permission from ASTD

Table 4.51 lists overall average scores on self-reported Delivering Training Action Areas perceived as being currently important by the international practitioners as opposed to being of current importance and future importance by Pakistani practitioners. The international

practitioners claimed that 12 action Areas for delivering training were very important in performing their current jobs. The overall averages from the international practitioners exceeded those from Pakistani practitioners on both current and future importance in performing their jobs at the workplace.

Table 4.51

Key Actions: How Important is Each Currently Key Action for Effective Performance in This Professional Area of Expertise?

Delivering Training: Action Area	Intl. Current Average*	PK Current Average	PK Future Average
Prepares for training delivery	4.66	2.95	3.78
Aligns learning solutions with course objectives and learner needs	4.58	2.88	3.85
Conveys objectives	4.52	3.27	4.10
Delivers various learning methodologies	4.40	3.13	4.10
Facilitates learning	4.69	3.00	4.22
Encourages participation & builds learner motivation	4.71	3.14	4.33
Establishes credibility as instructor	4.69	3.43	4.33
Manages the learning environment	4.34	3.29	3.67
Delivers constructive feedback	4.33	3.22	3.79
Creates a positive learning climate	4.67	3.38	4.00
Ensures learning outcomes	4.41	2.88	3.73
Evaluates solutions	4.22	2.96	4.05

*Adapted with permission from ASTD

Designing Learning: Knowledge Areas

Table 4.52 lists overall average scores on self-reported Designing Learning Knowledge Areas perceived as being of current importance by the international practitioners versus being of current importance and future importance by Pakistani practitioners. The international practitioners rated the following as being higher for designing learning: *Cognition and adult learning theory, Instructional design theory and process, various instructional methods, e.g., lecture, discussion, practical exercise, feedback, and Content knowledge or techniques to elicit content from subject matter expert.* In contrast, the Pakistani practitioners considered 11

knowledge Areas to rank highest in terms of future importance as compared to U.S. and Pakistani practitioners in terms of current importance.

Table 4.52

Key Knowledge Areas: How Important is Each Key Knowledge Area Currently for Effective Performance in This Professional Area of Expertise?

Designing Learning: Knowledge Area	Intl. Current Average*	PK Current Average	PK Future Average
Cognition and Adult learning theory:	4.41	2.92	3.92
Instructional design theory and process	4.42	3.32	4.12
Various instructional methods, e.g., lecture, discussion, practical exercise, feedback, etc.	4.49	3.32	4.32
Various delivery options/media, e.g., online learning, classroom training, print media	4.35	3.52	4.52
Job/task analysis and competency modeling	4.00	3.64	4.28
Content knowledge or techniques to elicit content from subject matter experts	4.28	3.72	4.12
Assessment methods and formats, e.g., multiple choice, hands-on, open-ended response, etc.	4.01	3.48	4.48
Learning technologies and support systems, such as collaborative learning software, learning management systems, and authoring tools	3.64	3.52	4.08
New and emerging learning technologies and support systems	3.64	3.40	4.24
Business strategy, drivers, or needs associated with possible learning interventions	3.89	3.40	4.32
Research methods, including information scanning, data gathering, and analysis	3.66	2.40	4.24
Individual, group, and organizational differences that influence learning, such as cultural norms/values, cognitive abilities, learning preferences, previous experience, and motivation	3.99	3.56	4.32
Legal and ethical issues related to designing learning, including accessibility and intellectual property	3.73	3.48	4.24
Differences between e-learning and traditional courses and their implications	3.83	3.40	4.36
Design of information displays, access, and resources	-	3.68	4.32

*Adapted with permission from ASTD

Table 4.53 lists overall average scores on self-reported Designing Learning Action Areas perceived as being currently important by the international practitioners as opposed to being of current importance and future importance by Pakistani practitioners. The international practitioners rated *Applies adult learning theory*, *Collaborates with others*, *Conducts a needs assessment*, *Designs a curriculum or program*, *Develops instructional material*, and *Manages*

and implements projects as highest in the Designing Learning Action Areas. In contrast, the Pakistani practitioner considered the key actions to be *Analyzes and selects technologies, Integrates technology options, Develops instructional materials, Evaluates learning design, and Manages other* for effective performance.

Table 4.53

Key Actions: How Important is Each Key Action Currently for Effective Performance in This Professional Area of Expertise?

Designing Learning: Action Area	Intl. Current Average*	PK Current Average	PK Future Average
Applies adult learning theory	4.41	3.28	3.92
Collaborates with others	4.37	3.63	4.25
Conducts a needs assessment	4.33	2.83	3.33
Designs a curriculum or program	4.46	3.56	4.11
Designs instructional material	4.54	3.10	4.10
Analyzes and selects technologies	4.01	3.40	4.50
Integrates technology options	3.86	3.50	4.50
Develops instructional materials	4.51	3.80	4.80
Evaluates learning design	4.29	3.67	4.44
Manages others	3.58	3.08	3.88
Manages and implements projects	3.97	3.30	3.90

*Adapted with permission from ASTD

Measuring and Evaluation: Knowledge Areas

Table 4.54 lists overall average scores on self-reported Measuring and Evaluation Knowledge Areas perceived as being currently important by the international practitioners as opposed to being of current importance and future importance by Pakistani practitioners. The international practitioners considered five items on the Measuring and Evaluation Knowledge Areas to be currently important. The mean values were higher for the international practitioners

compared to Pakistani practitioners' self-reported perceptions of the current and future importance of Measuring and Evaluation Knowledge Areas.

Table 4.54

Key Knowledge Areas: How Important Currently is Each Key Knowledge Area for Effective Performance in This Professional Area of Expertise?

Measuring and Evaluation: Knowledge Area	Intl. Current Average*	PK Current Average	PK Future Average
Statistical theory and methods	3.88	3.17	3.86
Research design	3.97	3.14	3.72
Analysis methods, such as cost/benefit analysis, return on investment, etc	4.28	3.31	3.83
Interpretation and reporting of data	4.56	3.28	4.03
Theories and types of evaluation, such as the 4 levels of evaluation	4.30	3.48	3.93

*Adapted with permission from ASTD

Table 4.55 lists overall average scores on self-reported Measuring and Evaluation Action Areas perceived as being currently important by the international practitioners as opposed to being of current importance and future importance by Pakistani practitioners. The international practitioners considered six items in the Measuring and Evaluation Action Areas to be currently important. The mean values are higher for the international practitioners as compared to the Pakistani practitioners' self-reported perceptions of the current and future importance of Measuring and Evaluation Action Areas.

Table 4.55

Key Actions: How Important Currently is Each Key Action for Effective Performance in This Professional Area of Expertise?

Measuring and Evaluation: Action Area	Intl. Current Average*	PK Current Average	PK Future Average
Identifies customer expectations	4.46	3.00	3.75
Selects appropriate strategies, research design, and measures	4.37	3.29	3.71
Communicates and gains support for the measurement and evaluation plan	4.33	3.08	3.77
Manages data collection	4.24	3.00	3.63

Analyzes and interprets data	4.58	3.07	3.93
Reports conclusions and makes recommendations based on findings	4.72	3.17	4.17

*Adapted with permission from ASTD

Chapter Summary

Results from the data analysis were presented and discussed in this chapter. First, descriptive statistics were used to study respondents' demographic information. Second, the perceptions of 270 Pakistani practitioners on the current and future importance of the WLP competencies were reported. Pakistani practitioners consistently perceived seven of these WLP competencies to be most important for their current and future job success: (1) Business and management, (2) Interpersonal, (3) Personal, (4) Career planning and talent management, (5) Delivering training, (6) Designing learning, and (7) Measuring and evaluation. A paired t-test was performed to investigate the mean difference between current and future importance in order to identify the gap in competencies for the future. The survey results identified the most needed competencies for now and for the future, such as *existing learning technologies and support systems, various delivery options/media, e.g., online learning, classroom training, and print media, establishing credibility, developing instructional material, and interpreting and reporting data.*

Third, one-way ANOVA test and post hoc Tukey multiple comparisons were used to investigate the effects of education levels on the current importance of WLP competencies. One-way ANOVA test results revealed statistically significant differences on the current importance of *Business and management*, especially on the items *recognizes the impact, Understands the business, Understands business operations, Recognizes business priorities, and Advances the learning and performance business agenda* related to *Applying Business Acumen* section, *Manages Budget*, and *Targets improvement opportunities* differ significantly across the three education levels. ANOVA results indicated a significant relationship with education on the items *Operates with integrity* and

Establishes common goals on the Interpersonal survey. A significant relationship was found between three education levels and the items *Seeks to understand changes*, *Adapts to handle implementation challenges*, and *OVERALL: How important is this competency for effective performance in your current job?* for *Modeling Personal Development* related to Personal competency. ANOVA results indicated statistically significant relationships for *Ethical standards and legal issues* and *Implements individual and organizational assessments* with education levels related to the Career Planning and Talent Management (CP TM) knowledge and action areas. However, education levels have significant effects on *Analysis methods, such as cost/benefit* and *Theories and types of evaluation, such as the 4 levels of evaluation* related to the *Measuring and Evaluation* Knowledge Areas and a significant effect on *Identifies customer expectations*, *Selects appropriate strategies, research design, and measures*, and *Reports conclusions and make recommendations* related to the *Measuring and Evaluation* Action Areas.

Comparing the differences in the importance of WLP competencies between the international population representing a range of nations and Pakistani practitioners indicated variations in overall averages. On the overall business and management competencies survey, international practitioners selected only one competency. The overall averages for the future importance of four competencies were higher related to Pakistani practitioners as compared to the current importance for the International participants and Pakistani practitioners.

The international practitioners considered *Building trust* and *Communicating effectively* to be currently important for their workplace. In contrast, Pakistani practitioners selected *Influencing stakeholders*, *Leveraging diversity*, and *Networking and partnering* as being important for the future workplace. On the Personal survey, the international practitioners rated highest *Demonstrating adaptability* as compared to Pakistani practitioners' rating of its current and future importance in the workplace. Pakistani practitioners rated highest *Modeling personal development* for

future importance compared to the international practitioners selected seven as currently important and Pakistani practitioners selected five as being of future importance, and one competency was selected coincidentally in knowledge areas related to Career Planning and Talent Management. However, the international practitioners selected ten actions and Pakistani practitioners selected two actions related to the CP TM survey.

On the Delivering Training survey, the international practitioners considered eight to be currently important and Pakistani practitioners identified five as being important for future key knowledge areas. However, the average scores for 12 key action areas were highest for the international practitioners compared to Pakistani practitioners' current and future importance in delivering training.

On the Designing Learning survey, the international practitioners selected four knowledge areas currently important at their workplace. Pakistani practitioners considered eight knowledge areas to be important for the future. As far as the action area is concerned, the international practitioners selected six key action areas as being important related to designing learning and Pakistani practitioners considered six key actions to be important in their future jobs.

On the Measuring and Evaluation survey, the average score for the five knowledge and six action areas was highest for the international practitioners as compared to the Pakistani practitioners.

Finally, the WLP practitioners selected different sets of competencies considered important in performing their current and future jobs in Pakistan and the current jobs of the international practitioners. One possible explanation is that the differences in the self-reported competencies are due to time span. A second possible explanation is that the international Practitioners were randomly selected, while the Pakistani practitioners were accessed using convenient and snowball sampling approaches. The ASTD study *Mapping the Future* had the international population and respondents represented a range of nations, not just the U.S. Finally, the differences in average

overall scores might be due to economic and cultural backgrounds. Future studies need to be conducted to investigate the factors responsible for this trend.

Chapter 5

Summary, Conclusions and Recommendations

This chapter summarizes study findings, draws conclusions from them, and provides recommendations for further research in the learning and performance field.

Summary

The current research study investigated the most fundamental skills and competencies required by Pakistani practitioners in the workplace and developed a framework for teaching these skills in platforms accessible to a vast majority, thereby improving human performance and unifying individual capabilities with organizational core competencies (Rothwell & Lindholm, 1999). Moreover, the current research identified the existing knowledge, skills, and visions of individuals towards workplace learning and performance. The findings may result in the drawing of certain conclusions to understand the significance of WLP competencies in the case of Pakistan. For example, management can create a culture of individualized learning, setting goals/clear expectations, open communication inside the organization, and creating buy-in to learning through provision of and access to resources (human, material and information). However, this research added to the body of knowledge by “enabling practitioners to make a measurable difference in helping their customers, clients, and colleagues in the years ahead” (Bernthal et al., 2004, p. 43).

The current research reviewed in chapter 2 focuses on the evolution of competencies among WLP theoretical frameworks in terms of Human Resource Development (HRD), Organization Development, Career Development, Training & Development (T & D), Human Resource Management (HRM) and Human Performance Improvement (HPI) developed in the U.S. The review of related literature prepared the groundwork for an investigation of Pakistani

practitioners' perceptions of current and future levels of importance of WLP competencies.

These competencies were grouped within the following categories:

(a) Foundational competencies

(1) Business/management

(2) Interpersonal

(3) Personal

(b) Technical competencies

(4) Career planning and talent management

(5) Delivering training

(6) Designing learning

(7) Measuring and evaluation

The current research used the 2004 ASTD Competency Model Mapping the Future Survey developed by the American Society for Training and Development (ASTD) to measure the WLP competencies of international practitioners. The survey used a 5-point Likert-type response scale (1=Not important to 5=Essential) to evaluate the self-reported competencies of Pakistani practitioners. Based on the primary purpose, four research questions were identified.

The study sought to answer the following research questions:

1. What is the profile of respondents with regard to:

(a) Age

(b) Gender

(c) Years of experience

(d) Educational attainment

(e) Type of organization

- (f) Type of industry
 - (g) Professional development
2. What are the WLP competencies that Pakistani practitioners perceive to be important for their current and future (five years from now) needs?
 3. What are the relationships between the perceived importance of foundational and technical competencies currently when examined in terms of educational levels?
 4. How do the existing competencies of Pakistani practitioners compare to those recommended by the 2004 American Society of Training and Development (ASTD) model in terms of current importance and future importance?

The data used in answering these questions were collected via survey, using the 2004 ASTD Competency Model Mapping the Future (Bernthal et al., 2004). The questionnaire, which contains three foundational and four technical competencies as well as background information, was directly translated into the Urdu language by the Center of Excellence for Urdu Informatics (CEUI), National Language Authority, Patras Bukhari Road, H-8/4, Islamabad. The translated questionnaire was verified by Dr. Sabur Ghayur, Chairman/Executive, Policy Planning Cell, Ministry of Labor, Manpower and Overseas Pakistanis, Islamabad, Pakistan. A total of 270 participants from a total of 700 WLP Pakistani practitioners completed the surveys

Management Development/Leadership Development/Executive Development emerged as the primary discipline (21.5 %) and Training (19.3%) as the secondary discipline in this research. With regard to the professional levels of the practitioners, 48 (17.8%) identified “manager” as their job title. About two-thirds of the respondents had received at least a master’s degree (e.g., Masters of Science, Masters of Arts, and Masters of Business Administration) (163, 60.6%). A vast majority of respondents—268 (99.3%)—selected academic degree programs as the

predominant source of education and training for gaining WLP positions. A total of 219 (81.4%) Pakistani practitioners identified academic degree programs as the most effective sources of professional development programs (PDP).

The average age ranged from a high of 65 years to a low of 22 years. At the time of the survey, 82 respondents (30.4%) had more than 15 years of aggregate professional experience. As far as learning and performance experience were concerned, 72 (26.7%) reported 3–5 years. The survey respondents' main area was manufacturing (50, 18.7%). The major represented organizations were small businesses with fewer than 100 employees (155, 57.8%). The investment status of the organizations was that of local companies with business in Pakistan (129, 47.8%). A total of 249 (92.6%) respondents reported English as a formal business language. Three-quarters of the respondents (202, 75.1%) used the Internet more than 10 times per week. They mainly represented for-profit organizations—105 (39.2%).

At the time of the survey, 68 (25.3%) were full-time trainers whose employment was their major source of income. In terms of Trainee Overseas, nearly three-quarters (188, 70.1%) reported that they had never been trainees in overseas training programs. With regard to number of business trips to another country during the previous five years, more than two-thirds, or 193 (72.6%), had never taken any business trips. With regard to professional publications (including published white papers, articles, or books), 194 (72.1%) respondents reported no contributions. So far as professional presentations were concerned, 143 (53.6%) respondents had not made any presentations at professional conferences.

Descriptive statistics were used to analyze data for research questions 2, 3, and 4. Paired t-tests were used to investigate the current and future importance of competencies to answer

research question 2. The ANOVA t-tests were calculated for research question 3. Based on the data analysis, findings were summarized according to the order of research questions.

Research Question 2

Business and Management

All competencies were rated as being more important in the future than at present. The Business and Management Survey had five sections. The first, Analyzing Business Needs and Proposing Solution(s) consisted of six items. Among these six items, *generating multiple alternatives* was viewed unanimously as the most important competency both now and in the future. The mean difference was highest for *searches for innovative solution(s)*, which shows the greater mean difference in importance in the future based on the present.

The second section consisted of seven items about applying Business Acumen. Participants viewed *understanding the business* as the most important competency for now, and *advancing the learning and performance of business agendas* as most important for the future. However, a greater gap for *advancing the learning and performance of business agendas* reflects a gap in importance for the Pakistani WLP practitioner.

The third section consisted of five items on the Driving Results survey. Respondents observed *establishing goals and objectives* and *providing courageous leadership* as the most important competencies for now and the future. A greater gap in importance exists in the future for two competencies: *overcoming obstacles* and *orchestrating efforts achieving results*. The fourth section consisted of eight items on the Planning and Implementation Assignments competencies survey. Participants considered *determining tasks and resources* were important for now. On the other hand, *Managing time* was considered most important in the future. Participants reported the gap in managing time needs as a future concern of WLP professionals.

The fifth section consisted of six items related to the Thinking Strategically survey. On the Thinking Strategy survey, understanding *external factors impacting learning and performance* was important for now and *understanding the organizational context for learning and performance* was important in the future. In contrast, the gap for survey item *develops learning and performance strategies* showed a greater gap in importance in the future.

Interpersonal

Participants viewed *ensuring compliance with legal, ethical and regulatory environments* as well as *maintaining confidentiality* as important now. *Treating people fairly* was viewed as important in the future. However, a greater gap in importance existed for *leading by example*, which predicts a greater need to overcome the difference in the future as compared to now. On the interpersonal survey, participants considered *delivering a clear message(s)* an important competency both currently and in the future. However, the highest gap in importance existed for *developing and deploying effective communication strategies* in the Pakistani workplace. Under influencing stakeholder's competency, participants viewed *communicating a strong value proposition* as an important item currently and *gaining commitment to the solution* as an important competency in the future. However, the highest gap existed for *gaining commitment to the solution(s)*, showing a greater difference in importance in the future as compared to the current time. Participants viewed *adapting behaviors to accommodate other(s)* as important both currently and in future leveraging on the diversity survey. The mean difference in importance was highest for *conveying respect for different perspective(s)*, which addresses its importance in the future. Participants viewed *developing partnering relationships* as being currently important and *benchmarking and sharing best practices* was important for the future on the Networking

and Partnering survey. A greater gap existed for the item *networking with others* and thus showed a greater gap in importance in the future based on current importance.

Personal

On the Personal Survey, participants viewed *approaches change positively* as an important competency currently and *seeking to understand changes* as an important competency in the future related to demonstrating adaptability. The mean difference in importance was highest for *adapting to handle implementation challenges*. They viewed *applying new knowledge or skills* as an important competency currently and *maintaining professional knowledge* as an important competency in the future related to modeling personal development. The gap in importance was highest for taking risks in learning.

Career Planning and Talent Management (CP TM)

Participants viewed job analysis tools and procedures as being consistently important currently and in the future in the knowledge area of CP TM. Two items—*career development theories and approaches* and *coaching approaches*—were equal in having the highest gap between current and future values.

They also reported that *creating success profiles* of employees is an important competency both currently and in the future. The largest gap existed for *facilitating career transition* in the future compared to the current time.

Delivering Training

Pakistani practitioners pointed out that *familiarity with content being taught* was the most important competency for now, while *existing learning technologies and support systems* was identified as the top most in terms of importance for the future. The mean difference in importance was highest for *Individual learning styles, e.g., audio, visual*, suggesting that a gap in importance of competency for the future at the workplace.

Relating to the Delivering Training Action Areas, participants rated establishing credibility as an instructor as the highest rated competency and most currently important, while conveying objectives was viewed as the highest rated competency of future importance. However, the mean difference between the current and future importance of action areas was highest for *evaluating solution(s)*.

Designing Learning

Relating to Designing Learning Knowledge Areas, *content knowledge or techniques to elicit content from subject matter experts* was the highest rated category in terms of current importance. The rating of importance for the future was highest for *various delivery options/media, e.g., online learning, classroom training, and print media*. The mean differences in importance were highest for knowledge areas, e.g., *cognition and adult learning theory*, *various instructional methods*, and *various delivery options*.

With regard to Designing Learning Action Areas, *developing instructional media* was a highest rated category in terms of current importance, while *developing instructional material* was the highest rated category in terms of future importance. The mean difference was highest for *analysis and selection of technologies*, implying a gap in importance to address this area when designing learning.

Measuring and Evaluation

With regard to the knowledge areas of measuring and evaluation, *theories and types of evaluation, such as the 4 levels of evaluation* was considered highest in terms of current importance. The highest rated category in terms of future importance was found to be *interpreting and reporting data*. The mean difference was highest—0.76 (1.24) for *interpretation and reporting of data*—implying a gap in importance in measuring and evaluation.

Looking at the action areas of measuring and evaluation, *selecting appropriate strategies*, *research design*, and *measures* were rated highest in terms of current importance, while *interpreting and reporting data* was the highest rated category in terms of future importance. A large gap existed for *reporting conclusions and making recommendations based on findings*, implying that it should be addressed as a competency in the future based on the perception of its current importance.

Results for research question 3 measured the relationships between the perceived importance of foundational competencies currently and in the future when examined in terms of educational levels. A one-way ANOVA test found statistically significant differences on perceptions of current importance related to *Analyzing Needs and Business Solution(s)*, especially on the item *recognizes the impact*, which differs significantly across the three education levels. ANOVA results indicated a significant effect of education levels on the items *Understands the business*, *Understands business operations*, *Recognizes business priorities*, and *Advances the learning and performance business agenda* related to *Applying Business Acumen* section. ANOVA results indicated significant effects of education levels on the items *Targets improvement opportunities*, and *OVERALL: How important is this competency for effective performance in your current job?*, on the items related to the Driving Results section. ANOVA results indicated that education levels have a significant effect on the items *Manages Budget*, and *OVERALL: How important is this competency for effective performance in your current job?* related to *Planning and Implementation Assignment* section. However, none of the items was found to be significantly different in relation to the *Thinking Strategically* section of the Business and Management Survey.

Interpersonal

The Interpersonal Competencies Survey consists of five sections. ANOVA results indicated a significant relationship of education with the item *Operates with integrity* related to the *Building Trust* section. The ANOVA test did not indicate a significant relationship between all of the items related to the *communicating effectively, influencing stakeholders, and leveraging diversity* sections across the three education levels. ANOVA results indicated a significant relationship of education with the item *Establishes common goals* related to *Networking and Partnering* competency.

Personal

One-way ANOVA results did not indicate a significant relationship among three education levels and all items for *Demonstrating Adaptability* related to *Personal Competency*. A significant relationship was found among three education levels and items *Seeks to understand changes, Adapts to handle implementation challenges, and OVERALL: How important is this competency for effective performance in your current job?* for *Modeling Personal Development* related to *Personal Competency*.

Career Planning and Talent Management (CP TM)

ANOVA results indicated statistically insignificant relationships for all items except *ethical standards and legal issues* with education levels related to Career Planning and Talent Management (CP TM) knowledge areas. ANOVA results indicated, for all items, statistically insignificant relationships, with the exception of the *Implements individual and organizational assessments* with education levels for Career Planning and Talent Management (CP TM) Action areas.

Delivering Training

ANOVA test results indicated an insignificant relationship between education and all items for Delivering Training Knowledge as well as action areas.

Designing Learning

ANOVA test results indicated insignificant effects of education levels related to all items on Designing Learning Knowledge as well as action areas.

Measuring and Evaluation

ANOVA test results indicated that education levels have insignificant effects on all items except *Analysis methods, such as cost/benefit* and *Theories and types of evaluation, such as the 4 levels of evaluation* related to *Measuring and Evaluation* Knowledge Areas. ANOVA results indicated that education levels have significant effects on items *Identifies customer expectations*, *Selects appropriate strategies, research design, and measures*, and *Reports conclusions and make recommendations* related to *Measuring and Evaluation* Action Areas.

Discussions & Implications

Findings from this research study concerning the future importance of certain WLP competencies have implications for strategizing, decision making, and policy making by Pakistani WLP practitioners, government and non-government HR departments, and higher education institutions. Initially, HR departments in general, and the Federal Public Service Commission and provincial Public Service Commission departments specifically, may use this information in the recruitment, selection, hiring, and promotions of the right persons for the right job. Then they may draw on the compensation and benefits, performance appraisal, and career development and talent management of employees. In addition, HR departments in general and the National Talent Pool in particular need to conduct needs analyses of stakeholders, identify talent pools, and review talent and internal career reappraisal programs. In addition, developing programs in areas that include

leadership, mentoring, and team alignment will promote individual growth and organizational renewal (Bernthal et al., 2004). By enabling Pakistani WLP practitioners to acquire these competencies and others, they may gauge their levels of foundational and technical competencies in relation to globally advanced practitioners.

Pakistani businesses may utilize this research to understand an organization's business model and financial goals; using economic, financial, and organizational data to build the business case for investing in workplace learning and performance solutions by exploring best practices in designing and implementing solutions for a large-scale audience. As far as the importance of WLP competencies are concerned, the findings indicate that the majority of Pakistani practitioners perform their tasks without being equipped with the vital competencies such as *generating multiple alternative(s)* in order to solve problems and creating a positive tone for a substantive solution (Eisenhardt, Kahwajy, & Bourgois, 1997). According to study findings, Pakistani practitioners embrace the need for *searches for innovative solution(s)* and feel that this competency has future importance. Therefore, Pakistani institutions need to join with successful, high-performance organizations in developing innovative systems for the benefit of the technical, managerial, people, and cultural aspects of the innovative environment (Lane, Boehm, Bolas, Madni, & Turner, 2010).

Three-quarters of the respondents used the Internet more than 10 times per week. In contrast, the response to the on-line surveys first used in this study was highly disappointing (three out of 500 possible responses). The reasons for low response rate could be the length of the survey, power shortage (International outage), and low aptitude for responding the online surveys. Clearly, the Internet is not the communications medium most often used in official correspondence. Pakistani WLP practitioners need to introduce online innovations that will

improve their efficiency and productivity and bring in new sources of technology by following internationally acknowledged best practices.

Based on the responses from 270 practitioners, and specifically Pakistani WLP practitioners' perceptions of sources and effectiveness of professional development, *academic degree programs* was a major source of learning, receiving the highest rating in terms of effectiveness. They also largely considered *independent self-directed learning* as one of the primary sources of learning. At the same time, two-fifths of the respondents had to rely on *In-house* and *External Formal Professional Development* programs; one-fifth considered *Peer and Supervisory Mentorship* to be the least effective learning activity. Pakistani manpower development institutions need to think seriously about updating academic programs and overhauling professional development programs on a major scale. *Peer and Supervisory Mentorship* was an infrequent choice as the source of workplace learning. Both *Peer coaching* and *Supervisory mentoring* need to be practice in the workplace—to do so, employees need to gain additional skills on how to work with teams, carry out observation and conferences, solve problems, and be an effective agent for change.

Participants considered academic degrees to be most useful in obtaining their WLP role. However, academic degree programs lack offerings in key WLP knowledge areas such as organization development, adult education, training and development or human resource development/management. The Curriculum Wing, federal and provincial directorates, and the National Education Commission need to develop action plans to revise and plan course offerings to include broader coverage on competencies and AOE's at both undergraduate and graduate levels.

Educational institutions can use findings from this research in evaluating existing curricula, introducing advanced academic programs, and utilizing traditional courses supplemented by work experience, practicum, sandwich courses and practice-based courses to enhance workplace learning. Universities can negotiate with organizations to collaborate on the offering of workplace-based subjects and degree programs to meet their own learning needs and promote employees' learning in the performance of their everyday work (Garrick & Kirkpatrick, 1998).

Research findings also will be useful to federal and provincial training development institutes as they deliver training in a manner that both engages the learner and produces the desired outcomes, and in managing and responding to learners' needs—this includes ensuring that learning solutions are available or delivered in a timely and effective manner by producing sample outputs in the form of reports (e.g., learning usage, impact of learning solutions, return on investment), delivery schedules, presentation of materials, facilitation of learning events, facilitation of group discussions, feedback to learners, and action plans for knowledge transfer (Bernthal et al., 2004, pp. 69–70).

In addition, the Pakistani government could create licensing requirements for those practicing WLP functions. The research findings offered here could be a benchmark for establishing certification standards in Pakistan. WLP practitioners may gain required competencies in two ways: either by taking classes through an accredited college/ university, or by taking two or three days of exams from an accredited institution such as the ASTD.

Pakistani WLP practitioners need to develop measurement plans (including a data collection plan, project plan, communication and implementation plan); reports that summarize the impact of the solution in question (including statistical analysis, charts, tables, interpretation

of data); recommendations for changes based on the data; measurement tools (such as surveys, focus groups protocol); and scorecards (Bernthal et al., 2004, p. 82).

Finally, foreign investors can use this research to gain a better understanding of the perceptions of Pakistani WLP practitioners about their current and future needs in achieving successful business results.

Comparing This Study's Findings to Those from Other Research Studies

When comparing the results of this study to those conducted in other countries, such as the original U.S. study (Rothwell et al., 1999), the South Korean study (Yoo, 1999), the Thailand study (Peerapornvitoon, 1999), and the Taiwan study (Chen, 2003), findings are more comparable to those from studies conducted in Asia.

Findings indicate that the survey was applicable for Pakistani practitioners. The participants who offered perceptions about current and future importance were equivalent with respect to generalizations of three foundational and four technical competencies. With regard to the current importance of WLP competencies, the WLP practitioners from three Asian countries—Thailand, South Korea, and Taiwan—considered interpersonal, communication, and cost-benefit analysis competencies to be currently important in performing their jobs. Practitioners from Taiwan, South Korea, and Pakistan considered learning and performance strategies and systems to be important in the workplace.

A comparison of the differences in practitioners' perceptions of the importance of WLP competencies shows variations in overall averages. Pakistani and international WLP practitioners selected different sets of competencies considered important in performing their current and future jobs. One possible explanation for the differences in the self-reported competencies is the time span. Another is that the international practitioners were randomly selected from a wide

range of nations, while the Pakistani practitioners were accessed using convenient and snowball sampling approaches. Finally, differences in average overall scores may be due to differences in economic and cultural backgrounds. Future studies are needed to investigate the factors responsible for this trend.

Are the Pakistani Practitioners Ready for the Prototype Shift?

At the culmination of this research, the Pakistani practitioners who participated in this research pointed out the current and future importance of WLP competencies in their workplace. Their considerations of the current importance of WLP competencies ranged from ‘Slightly important’ to ‘Moderately important.’ Further, they also reported on the future importance of WLP competencies from ‘Moderately important’ to ‘Most important’ in the workplace. However, none of the group rated WLP competencies as ‘Essential.’ On the other hand, survey results indicated an urgent need to recognize the field of WLP at the government levels by partnering with the private sector, including non-government organizations. In addition, WLP practitioners must possess foundational competencies in general and technical competencies in particular. The findings from this study serve as a status report on where Pakistani WLP practitioners stand in relation to global peers/competitors and also provide a baseline for new directions for their professional development. Professional development activities and programs may be supplemented via the designing of instructional materials, development of courses and programs using adult learning principles, and use of newly emerging technologies. Recognition of the importance of and untapped potential in the WLP field will change the face of the workplace in Pakistan. Investments in WLP programs will increase productivity and improve efficiency.

Conclusions

The following conclusions may be drawn based on the findings from the survey results for this study..

The ASTD 2004 competency questionnaire appears to be a reliable and valid instrument, with reliability construed to be very high (Hinkle, Wiersma & Jurs, 2003). Cronbach's alpha (Table 3.2) was computed to assess the internal consistency of items on the Foundational Competency Surveys, including Business and Management Competency, and Interpersonal and Personal; the Technical Competency Surveys included Career Planning and Talent Management (CP TM), Delivering Training, Designing Learning, and Measuring and Evaluation. Response values were consistent throughout all of the competency surveys when applied in the context of Pakistan.

According to survey results, from the perspective of the Pakistani WLP practitioners, there was high agreement on the present and future importance of competencies overall (Research Question 2). The findings lend support to the body of knowledge that recognizes the wide range of learning and performance practitioners' responsibilities—clearly, they wear several different hats. Generally speaking, demonstrating these competencies indicates consensus among Pakistani practitioners on the significantly greater importance of most of the WLP competencies in the future than at present.

The present study has gone some way towards enhancing our understanding of the findings from the original 2004 study, with findings from the current study supporting those from that study with regard to the following:

- The belief in the increased importance of WLP competencies to future job success
- An increase in understanding of organizational business goals

- Enhanced measurement of on-the-job-applications, business impacts, and Return On Investment (ROI)
- Promotion of a culture of trust, maintenance of ethical standards, and adding value to work
- An increased understanding of emerging learning technologies and their applications
- Appreciation of globalization and diversity in the workplace
- Assistance to organizations in selecting, developing, and retaining the right talent

In general, Workplace Learning and Performance (WLP) is a gray area of research in Pakistan. The results support in part the assumption that Pakistani WLP practitioners work without considering WLP competencies to be essential in most cases. Even highly experienced practitioners do not regard the competencies as being highly important. These two findings draw attention to the need to develop and improve academic or private education and improve the training system in Pakistan so as to provide Pakistani WLP practitioners with opportunities to continuously update and develop their skills and thus perform their jobs more successfully. Also, the importance of sources of professional development, such as self-directed learning and peer mentoring, should not be neglected

Pakistani WLP practitioners identified *generating multiple alternatives* as the most important competency for now and in the future. The mean difference was highest for *searches for innovative solution(s)*, as a greater difference in importance in the future than at present. Pakistani WLP practitioners need to be aware of a variety of innovative solutions; through professional development opportunities, they may attain positive learning outcomes. In the researcher's opinion, Pakistani organizations need to introduce innovative solution(s) such as

online journaling to improve on-the-job learning and performance, transfer of knowledge and transfer of skills through extensive professional development programs.

Pakistani WLP practitioners indicated the importance of competencies such as *understanding the business* and *advancing the learning and performance of business agendas* to achieving business results. This indicates that Pakistani WLP practitioners should gain and in some cases improve their skills in speaking a business language by changing the traditional measurement levels.

Respondents observed that *establishing goals and objectives* was an important competency that drives results. Serious attention needs to be paid to aligning individual employee skills development with organization goals and the goals of the individual work unit by providing a mechanism by which to identify current skills levels, needs, and opportunities for skills development and training; employee support in planning their individual career goals and skills development in their current job as well as future jobs; and a mechanism for constructive feedback, recognition, and support (University of New South Wales, 2003).

Pakistani WLP practitioners indicated that *providing courageous leadership* was the most important competency driving results. In fact, Pakistani WLP practitioners' role will face shifts and changes at every level due to technology and the need for new skills and competencies. It is time to pay attention to learning such skills, including leadership skills to drive business results in a new world of work (Anonymous, 2008). Pakistani organizations need to make workplace practitioners savvier through leadership professional development programs. Keeping in view the shortage of leadership skills, the importance of cultivating new leadership skills is imperative to healthier organizations.

Respondents indicated a gap in importance for two competencies: *overcoming obstacles* and *orchestrating efforts achieving results*. Both are increasingly in demand among WLP practitioners. Organizations need to add social skills to professional development programs, incorporating procedures and principles of human learning and information processing to achieve results.

Pakistani WLP practitioners indicated *determining tasks and resources* to be the most important competency, supporting the findings of the Pakistan Manpower Commission Report (1998) and National Employment Policy (NEP) report (2007). On the other hand, *Managing time* was considered to be most important in the future with regard to planning and implementation of assignments. Pakistani practitioners play a limited role in establishing tasks, allocating resources, and engaging in time management in the workplace. Opportunities should be arranged to assist them in determining tasks and resources. Time management in the workplace is not considered to be an important factor in the workplace, especially the public sector, due to job security and cultural norms. Pakistani WLP practitioners need to better manage their time skills by focusing on results to increase profits, improve productivity, and enhance customer service (Casico, 2000).

On the Thinking Strategy Survey, understanding *external factors impacting learning and performance* was important at the present time and *understanding the organizational context for learning and performance* was regarded as being important in the future. In contrast, the gap on survey item *develops learning and performance strategies* showed a greater difference in importance for this competency in the future. Pakistani WLP practitioners confirmed that lack of attention to learning and performance in general has affected organization goals, missions, and values. Insufficient strategic thinking has fostered chaos and instability in the country. Task

forces should work on identifying ways to focus time, talent, and resources in running successful organizations.

Program and skill measurement and evaluation, training program delivery, and instructional design for organizational purposes are the most challenging aspects of the learning function in Pakistani organizations. Pakistani organizations must learn to apply numerous strategies in measuring and handling issues relating to instructional design and related techniques, and to the barriers to effective implementation. In addition, they must continue to discover ways to document the delivery of training and development provided to employees and their effects on performance.

The global recession and attendant tough economic and political situations have had a strong impact on the public and private sectors in Pakistan. Pakistani workplace learning and performance practitioners need to tailor learning practices to cope with these crises in the coming years. Pakistani organizations can improve by using tools, data, and information offered by best practices organizations and thereby overcome challenges such as the transition from local to international and the global marketing process. Pakistani WLP practitioners can ease the transition to globalization by inserting the learning function early in the process.

On the Personal Survey, participants viewed *seeking to understand changes* as an important competency in the future with regard to demonstrating adaptability. Need was greatest for *adapting to handle implementation challenges*. While effective human resources development programs have been formulated, implementation is proving challenging as documented in official sources (*The Manpower Commission Report*, 1998; personal communication, June 19, 2010).

Pakistani WLP practitioners viewed *applying new knowledge or skills* as an important competency currently and *maintaining professional knowledge* as an important competency in the future as these relate to modeling personal development. Current research reported that taking risks in learning is a growing competency found in the innovative cultures in organizations. Learning from failure needs to be taken seriously, as demonstrated in the experiences of Fortune 500 companies in which people make investments to drive innovations (Bingham & Galagan, 2007). Pakistani WLP practitioners should explore learning and performance competencies through outdoor development exercises in order to build self-confidence and drive personal learning (MacLean, Paton, & Vries, 1996).

Findings from the current research also indicated a low rating for indicators of learning and development, e.g., training abroad, or business trips abroad. With regard to professional publications (including published white papers, articles, or books), 194 (72.1%) respondents reported no contributions. So far as professional presentations were concerned, 143 (53.6%) respondents had not made any presentations at professional conferences, showing a lack of commitment to learning and research in the Pakistani workplace. Again, instructional designers need to design curricula that address local needs and inculcate a culture of learning, training, and development. Pakistani professional organizations should sponsor research conferences, workshops, seminars and professional development programs for Pakistani workplace practitioners that provide new understanding of the learning and performance field.

So far as technical competencies are concerned, knowledge areas have been identified for the Career Planning and Talent Management, Delivering Training, Designing Learning, and Measuring and Evaluation competencies. This study provides baseline data for the federal and provincial public service commission offices, and other organizations that seek to provide a

better environment, career advancement opportunities, and effective management practices for the retention of Pakistani WLP practitioners.

The value of Pakistani skilled talent is critically important to achieving a competitive advantage. Pakistani organizations need a skilled workforce to meet the country's and its business organizations' mission, vision and goals. Therefore, it is becoming increasingly important for Pakistani companies to identify new avenues for retaining a highly skilled workforce, such as executive development programs that include executive coaching and leadership development programs. In addition, Pakistani companies need to investigate new ways to entice professionals into the field of workplace learning since having the right people can yield greater financial returns on investment. In addition, a succession planning process based on core and technical competences, not job titles, is a more effective strategy for the future. Recognition of competency modeling and other evaluation techniques will lead to the identification and development of individuals with the right skills and talents to direct Pakistani organizations as they compete to successfully handle future shifts.

Workplace learning and performance is a new field. Pakistani WLP practitioners need time to learn to understand it in detail, especially since it is becoming increasingly important in the workplace. Current research indicates that Pakistani WLP practitioners rated all competencies as being most important in the future than at present. Pakistani WLP practitioners offered insights into the prospect of learning and how to improve its effectiveness; most agree that it is and will become an even more powerful and cost-effective performance tool in performing their jobs. There will be many benefits for both individuals and organizations from engaging able yet isolated employees, as well as in addressing workplace issues in an action-oriented way to improve both productivity and performance.

Recommendations

Recommendations offered here are based on findings, and are organized according to audience: researchers, human resources, educators, managers, trainers, and business professionals/industrialists.

Recommendations for Researchers

This was the first WLP research study in Pakistan and involved only the practitioners accessed through convenience and snowball sampling approaches. Further studies of WLP practitioners are recommended using random sampling approaches at a larger scale.

An online survey is not the popular method for collecting field information in Pakistani. In fact, paper-based surveys and scheduling personal visits with respondents proved to be an effective way of collecting data. The ASTD survey was translated into the Urdu language by a reputable public agency. Surprisingly, not a single respondent felt comfortable in responding to the survey. It is a matter of concern that Urdu—Pakistan's national language—has lost sufficient usage to render it largely unable for use in communicating national issues. English is better received in communication rather than Urdu—a topic for future research.

Practitioners in the training discipline do not represent a large majority of the study's sample. Future studies should involve more individuals in order to generate more cross-disciplinary findings. In addition, further studies should include executives and line managers from a variety of organizations, because the success of any program or policy depends upon strong support from senior executives. Therefore, the perspectives of line managers and executives are important to understanding the WLP profession.

Apart from practitioners' disciplines and levels, other variables that influence change in learning and performance need to be studied extensively. Extensive study of variables such as

years of experience in WLP, levels of technological innovations, and modes of communication in the workplace can provide a better understanding of WLP competencies.

The 2004 ASTD competency model provided background for building competencies in the Pakistani workplace. Additional research needs to be carried out to integrate layers with performance output data. These layers will provide a better linkage to business results. The user/performer needs a clear understanding of how to master and then translate critical behaviors/actions into results. Keeping in view the importance of workplace competencies, Pakistani WLP practitioners should take serious steps to implement WLP competencies at large.

Recommendations for Human Resources

The list of foundational and technical competencies can be applied to a wide variety of functions and processes such as recruitment, development, appraisal, and retention of employees in the workplace. Findings from this study may be useful to Pakistani practitioners as a guideline for self-development and organizational development. Practitioners endorse the importance of WLP competencies for closing the performance gap

Pakistani practitioners should perform needs assessments for future workforce competency studies (Catts & Chamings, 2006), using a holistic approach and not focus on a particular business or industry. Further, they may begin the process of building a competency inventory at the time of recruiting. In addition, employees who are currently doing the job are best equipped to indicate what it requires. They can provide information about their job description that can be translated into the list of competencies. Current information about competencies can enable better succession planning.

The development of core competencies helps in planning, organizing, delegating, controlling and evaluating staff and ultimately improves business results. Organizations can accelerate sales to

increase revenue. ASTD created a World-Class Sales Competency Model that Pakistani business leaders may use to gain business and increase sales, training and development.

All of the Human Resources (HR) departments in the Pakistani public and private sectors need to develop their own list of core competencies and associated scales within each competency identifying consequential competencies. The HR departments can either do this important basic job or get buy-in for the competencies by scheduling enough time for an assessment and gaining a clearer understanding of the decision-making process as it affects the growth of their organizations. In addition, Pakistani organizations need to offer educational tuition reimbursement programs for full time employees to take job-related courses to increase their knowledge, skills and abilities to perform tasks related to current roles and to build capacities for future careers.

Recommendations for Educators

The actions that need to be taken to close performance gaps require recognition of WLP programs at the university level. The findings from this study have broader implications for instructional designers, curriculum developers, and academia as each entity designs, develops, and teaches WLP competencies needed in the modern workplace.

Pakistani educators must introduce simulations into their curricula to improve both the organizational effectiveness and application of formal learning programs. Pakistani instructional designers need to gain a better understanding of learners' educational background and their world of work. Building a competency based on a simulation operation just as may be found at the Ford Motor Company will have a lasting impact on the organization.

Pakistani WLP practitioners need to use innovative approaches that include computer-assisted testing and diagnostic systems to improve learning and performance in the workplace

(Panjaburee, Hwang, Triampo, & Shih, 2010), as well as games (Renshaw, Chow, Davids, & Hammond, 2010). Educators can use blended learning approaches, integrating face-to-face and web-based methods to generate an effective learning environment, save time, and create satisfactory achievement levels (Yilmaz & Orhan, 2010). Video conferencing technology provides supervisors with an efficacious way to deliver feedback to teachers as they learn research-based strategies (Machalicek et al., 2010).

Recommendations for Managers

Talent management has become a top priority for Pakistani organizations and will continue to increase in importance over the next five years. In today's unpredictable business market, the role of managers has become more important in the career planning and talent management of employees.

Generally, career pathing is still more popular in the public sector than the private sector in Pakistan. Pakistani managers need to identify the requirements of competencies at each level at the time of recruitment. Both incumbents and managers must be aware of career planning decisions such as promotions or moving to a higher level based not on position/designation but on skill-set/performance.

Recommendations for Trainers

Official sources indicated several workplace issues such as unqualified practitioners, low salary structure, insufficient training facilities, and professional development opportunities (NEP, 2007). Training departments and institutions such as the National Center for Rural Development (NCRD), Academy of Educational Planning & Management, Pakistan Manpower Institute, and Pakistan Computer Bureau and many other training organizations need to undertake initiatives to reduce redundancy and increase the coordination and dissemination of professional development

opportunities, organize train-the-trainers programs, and improve the salary structure and compensation package for WLP practitioners.

Trainers need to be competent in developing training materials, and appreciative of theories of adult learning and learning styles to meet course objectives. Instructional designers should design instructions using the ADDIE model (analysis, design, development, implementation, evaluation). Most importantly, Pakistani WLP practitioners should stay current and possess competencies in presentation, facilitation, and interpersonal communication skills. Making effective presentations is a core business competency that allows trainers to transform individuals at all levels of the organization, yet many managers, team leaders, and other key organizational decision makers lack these skills (NEP, 2007). For the trainer who continually works to improve his or her skills, this issue will enable him or her to develop and demonstrate WLP competencies on the job, assess competencies that may need to be developed further, and chart a path for future growth (Mitchell, 2006).

Pakistani WLP practitioners should make a greater effort to network with international agencies like the ASTD Benchmarking Forum. This is a consortium for senior practitioners at which they may connect, collaborate, and share relevant evidence-based and experience-proven ideas. Networking/sharing enables the organization, rather than individuals, to build organizational capability through training, learning, and performance-focused tools and techniques in a lab environment.

Recommendations for Business Professionals/Industrialists

The Ministry of Industry, chambers of commerce, and the private sector need to collaborate in ways that build strong business and management competencies in the business community. Such competencies will allow them to analyze situations, make decisions, and

implement solutions. WLP practitioner need to signal their business needs and reach out to communities as they work to meet emerging business trends in terms of competencies required for current employees, new hires, and those willing and available for promotion. In addition, networking is too often ignored—those who engage in networking are better able to face challenges such as individual interactions and tasks, making them less routine and more situational, and focused on knowledge generation/management and increased awareness in the workplace. Pakistani WLP practitioners must build networking competencies among employees in order to empower individuals and organizations, especially by engaging isolated employees who can solve problems in a productive way independently as well as via a collaborative environment.

Pakistani practitioners usually use the first and second levels of measurement, which do not build a bridge between learning and performance. Therefore, they should go beyond the teacher-based linear approach which involves four levels of measurement, or they need to use advanced knowledge of Bloom's Taxonomy as it applies to job analysis or competency profiling towards the bridge-building analogy which includes WLP practitioners, executive sponsors, and stakeholders across the organization (Smith, 2008).

Findings from the current research conform with the 2004 ASTD findings in showing that the workplace is not going to be the same in the coming five years due to a strong wave of technological revolutions. Thus, Pakistani WLP practitioners must participate in professional development activities such as Agile Government, Cloud Computing, Open Data and Web Services, Social Networks and Collaboration, and new technologies such as Web 4.0. They need to brush up on their knowledge of practical tools through in-depth technical training. They also need to build contacts critical to implementing new standards of transparency, collaboration, and

cost control. Benefits could take the form of cost savings, time savings (time away from work/time to competency), productivity gains (such as speed/quality), sales impact (direct increase or indirect such as customer satisfaction), or staff benefits (reduction in absenteeism and turnover).

The ASTD competency model does not show leadership competencies as core (Prahalad & Hamel, 1990) in its pyramid but includes expertise in the managing the learning function area. Leadership as a core competency cannot be duplicated by competitors and brings strategic advantages that enhance productivity. The Pakistani Human Resources, Training and Organization Development Agencies need to invest in the formulation of strategies that assist companies in attracting, selecting, developing, and retaining exemplary leaders. Pakistani WLP practitioners must analyze leadership competencies in formulating strategies based on business models suited to the environment (Barner, 2000).

To sum up, competencies are sets of skills, attitudes, and behaviors that allow employees to excel in their positions. Pakistani WLP practitioners must identify employee competencies that are linked to strategic organizational objectives; and use those competencies and related tasks to create job descriptions that find the employees best-suited for their organization. Field visits, discussion forums and best-practices information disseminated by relevant organizations will promote the WLP field in Pakistan.

Finally, Pakistani WLP practitioners' participation in the WLP Certification Program organized by the ASTD can build a strong foundation for Workplace Learning and Performance in Pakistan. The WLP Certification Program is a good option in preparing Pakistani WLP practitioners to face new trends stemming from technology, globalization, and increased expectations for success in the competitive global workforce (Salopek, 2008).

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Appendices

Appendix A

Written Permission

From Authors and ASTD to Use

“The ASTD Model for Workplace Learning and Performance”

Naseem Saeed Sherwani

PhD. Candidate in Workforce 49G, Education and Development, Pennsylvania State University
107 White Course Cunningham Hall (O), University Park, PA-16802. (814) 862-1365, email: nss143@psu.edu

[Date]

The President
American Society of Training and Development (ASTD)
Publication Department
Box 1443, Alexandria, VA 22313-2043

Dear Sir/Madam,

I am conducting research titled, “A study of needs assessment of Workplace Learning and Performance Competencies (WLP) Among Pakistani Practitioners” at The Pennsylvania State University under the supervision of Dr. William J. Rothwell, Professor, Learning & Performance Department, College of Education.

I would like to request permission to use and reprint the material identified below.

Questionnaire of The ASTD competency Study: Mapping the Future: New Workplace Learning and Performance Competencies.

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[Real Signature]:

Naseem Saeed Sherwani
Graduate student



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January 8, 2007

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Publication Date: 2004

Exact Material: Questionnaire

Fee: **None**

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Study: "A Study of the Needs Assessment of Workplace Learning and Performance Competencies Among Pakistani Practitioners"

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If these terms are acceptable, please sign and date this letter below and return it to Kelly Norris (fax # 703-683-9591). ***This permission becomes effective only upon our receipt of this signed agreement.***

Cordially yours,

Cat Sharpe Russo
 Director, ASTD Press

BY: _____

TITLE: _____

DATE: _____

Naseem Saeed Sherwani
 Ph.D. (ABD) Candidate

Workforce Education & Development
 Pennsylvania State University
 University Park, PA-16802.

March 20, 2010

The ASTD Publisher
 ASTD Publication Department
 Box 1443, Alexandria, VA 22313-2043

Dear ASTD Publisher:

I am a Ph.D. candidate in Workforce Education and Development (WF ED) at the Pennsylvania State University, University Park, PA. I am in the process of completing my dissertation titled, "A Study of Workplace Learning and Performance Competencies among Pakistani Practitioners" under the supervision of Professor of Education William J. Rothwell, Ph.D. With this letter I am requesting your permission to include the following items, for which I believe you hold the copyright, in my research project.

1. 30 terms related to Workplace Learning and Performance competencies published in the 2004 ASTD competency study Mapping the Future: New Workplace Learning and Performance Competencies (Bernthal, et.al, 2004).
2. A summary of survey responses for three foundational competencies, such as Business and Management, Interpersonal, and Personal; and for four technical competencies, such as Career Planning and Talent Management, Delivering Training, Designing Learning, and Measuring and Evaluation.

I must include statistical tables in order to make a cross-country comparison of the self-reported perceptions of WLP competencies by Pakistani and U.S. practitioners. The material will be distributed or published for academic purposes.

In addition, I should mention that the inclusion of this material could have potential advantages for the ASTD, such as the dissemination of information about the WLP certification programs, and potential customers for the advanced ASTD educational programs.



Once I receive permission from you, a copyright notice will be published in my dissertation.

Please send the appropriate wording so that I may be sure that I state the nature of the permission accurately. Thank you in advance. I look forward to hearing from you at your earliest convenience.

Sincerely

Naseem Saeed Sherwani

Received permission from ASTD to use the material on March 29, 2010.

From [Justin Brusino <JBrusino@astd.org>](mailto:JBrusino@astd.org) 
To [NASEEM S SHERWANI <nss143@psu.edu>](mailto:nss143@psu.edu) 
Subject RE: ASTD Copyright letter
Date Mon, Mar 29, 2010 12:23 PM
Safe View On [\[Turn Off\]](#) [What is "Safe View"?](#)

Hi Naseem,

You have our permission to use those items in your dissertation.

Thanks for your inquiry.

-Justin

Appendix B

A Letter of Validation



Sabur Ghayur
Chairman
Tel: 9252535
Fax: 9252063

MD (PPC)2(1)/2006
Government of Pakistan
Labour and Manpower Division
Policy Planning Cell

4th April, 2007

To Whom It May Concern

I, Sabur Ghayur, Chairman, Policy Planning Cell do hereby verify that the Urdu translation of the ASTD survey is correct. However, the items related to "Race" are not a major issue in Pakistan, so it needs to be deleted. The rest of the items of the survey instrument are equally applicable in Pakistan context.

Sabur Ghayur

Appendix C

Pilot Testing

C1: Recruitment Letter (English)

First Follow-up Letter

Second Follow-up Letter

C2: Recruitment Letter (Urdu)

First Follow-up

Second Follow-up

Recruitment letter

Initial E-mail

Subject: A pilot study of Workplace Learning & Performance Competencies among the Pakistani Practitioners

Date

The message has been sent to you to ask for your participation in an online survey regarding Workplace Learning and Performance Competencies in Pakistan. The main purpose of this research is to collect field information regarding perceived importance of competencies needed by the Workplace Learning and Performance (WLP) practitioners in Pakistan at the present time and the next five years. This study is being conducted for research. Your participation is important in creating this understanding and to inform the results of the research to suggest ways the workplace competencies could be improved with regard to foster and supporting competencies. The data will be used to examine how and if the characteristics of the WLP competencies can be applied to others to improve them.

The survey is available at URL:

http://www.surveymonkey.com/Users/63375669/Surveys/103523463924/A44E673E-64C1-4CF0-A3EA-B03486E63075.asp?U=103523463924&DO_NOT_COPY_THIS_LINK

You will be asked some basic background information and Likert-scale questions. You may need 45 minutes to answer all the questions. Please complete this survey by [Date]

As a thank you to your participation, you will receive an executive summary for participating in this survey.

If you have any questions about the research project, please contact Naseem Saeed Sherwani at email: nss143@gmail.com or Ph. (814)862-1365.

Thank you,
Naseem Saeed Sherwani
Graduate student, Penn State University,
University Park, PA

Follow-Up E-mail

Subject: Reminder- A pilot study of Workplace Learning & Performance Competencies among the Pakistani Practitioners

Date

Two weeks ago, we sent an email requesting participation in an online survey regarding Workplace Learning and Performance Competencies in Pakistan. Your participation is important as it will help to define an understanding what competencies are most important to you at the current time and what competencies will be most important for the future.

The survey is available at [URL]. Please complete the survey by [Date]

The original e-mail follows.

Thank you,

Naseem Saeed Sherwani

Original email message would follow:

Follow-Up E-mail (Date)

Subject: Reminder- A pilot study of Workplace Learning & Performance Competencies among the Pakistani Practitioners

Date:

Three weeks ago, we sent an email requesting participation in an online survey regarding Workplace Learning and Performance Competencies in Pakistan. Your participation is important as it will help to define an understanding what competencies are most important to you at the current time and what competencies will be most important for the future.

The survey is available at [URL]. Please complete the survey by [Date].

The original e-mail follows.

Thank you,

Naseem Saeed Sherwani

Original email message would follow:

خط : 1

تاریخ

پاکستانی پریکٹیشنروں میں کام کرنے کی جگہ پر سیکھنے اور کارکردگی کی اہلیتوں کی پائلٹ سٹڈی

پیغام

میں آپ کو اپنے تحقیقی منصوبے "پاکستانی پریکٹیشنروں میں کام کرنے کی جگہ پر سیکھنے اور کارکردگی کی اہلیتوں کی پائلٹ سٹڈی" میں شرکت کی دعوت دے چکی ہوں۔ اس تحقیق کا بنیادی مقصد موجودہ وقت اور اگلے پانچ برسوں میں پاکستان کے پریکٹیشنروں میں کام کی جگہ پر سیکھنے اور کارکردگی (WLP) کے لیے درکار اہلیتوں کی اہمیت کے بارے میں معلومات جمع کرنا ہے۔ آپ سے کچھ بنیادی پس منظر کے بارے میں معلومات اور 12 لیکرٹ پیمانے کے سوالات پوچھے جائیں گے۔ آپ کو یہ سوالنامہ مکمل کرنے کے لیے 45 منٹ درکار ہوں گے۔

آپ کی شرکت کے تشکر کے طور پر انتظامی خلاصے کی ایک نقل آپ کی خدمت میں بھیجی جائے گی۔ ازراہ کرم یہ سوالنامہ اس یو آر ایل پر ہے۔

http://www.surveymonkey.com/Users/63375669/Surveys/103523463924/A44E673E-64C1-4CF0-A3EA-B03486E63075.asp?U=103523463924&DO_NOT_COPY_THIS_LINK

آپ **بفتمہ دو** کے اندر اس سروے کو مکمل کر کے بھیجیں۔

آپ کو اس تحقیق کے بارے میں سوالات کرنے کا حق حاصل ہے۔ مجھے ان کا جواب دینے میں مسرت ہوگی۔ آپ مجھ سے 814-862-1365 پر یا nss143@gmail.com پر رابطہ کر سکتے ہیں۔

مخلص

نسیم سعید شیروانی
پی ایچ ڈی۔ امید وار
پنسلوانیا سٹیٹ یونیورسٹی
یونیورسٹی پارک، PA 16802

تاریخ

پہلا ای میل یاد دلانا

پاکستانی پریکٹیشنروں میں کام کرنے کی جگہ پر سیکھنے اور کارکردگی کی اہلیتوں کی پائلٹ سٹڈی

:

آپ کو دو ہفتہ پہلے اپنے تحقیقی منصوبے "پاکستانی پریکٹیشنروں میں کام کرنے کی جگہ پر سیکھنے اور کارکردگی کی اہلیتوں کی پائلٹ سٹڈی" میں شرکت کی دعوت دی ہے۔ آپ کی شرکت پاکستانی پیشہ وروں کی اہلیتوں کا تازہ ترین جائزہ لینے میں خاص طور پر مدد کرے گی۔

- ازراہ کرم یہ سوالنامہ اس یو آر ایل پر ہے۔

http://www.surveymonkey.com/Users/63375669/Surveys/103523463924/A44E673E-64C1-4CF0-A3EA-B03486E63075.asp?U=103523463924&DO_NOT_COPY_THIS_LINK

دراصل اس سروے کے سوالات کا جواب دینے میں آپ کو بعض تقویٰ فائد حاصل ہوں گے مثلاً آپ کو WLP کے پیشہ وروں کے لیے درکار 12 اہلیتوں کے حوالے سے جائزہ لینے اور اپنی اہلیتوں کا ادراک کرنے میں مدد ملے گی۔ آپ کو 4 weeks کے اندر اس سروے کو مکمل کر کے بھیجنے کی یہ سوالنامہ [Date] تک ہے۔

آپ کو اس تحقیق کے بارے میں سوالات کرنے کا حق حاصل ہے۔ مجھے ان کا جواب دینے میں مسرت ہوگی۔ آپ مجھ سے 814-862-1365 پر یا nss143@gmail.com پر رابطہ کر سکتے ہیں۔

مخلص

نسیم سعید شیروانی

پی ایچ ڈی۔ امید وار

پنسلوانیا سٹیٹ یونیورسٹی

یونیورسٹی پارک، PA 16802

تاریخ

ای میل یاد دلانا

پاکستانی پریکٹیشنروں میں کام کرنے کی جگہ پر سیکھنے اور کارکردگی کی اہلیتوں کی پائلٹ سٹڈی

آپ کو ہفتہ تین پہے

اپنے تحقیقی منصوبے "پاکستانی پریکٹیشنروں میں کام کرنے کی جگہ پر سیکھنے اور کارکردگی کی اہلیتوں کی پائلٹ سٹڈی" میں شرکت کی دعوت دی ہے۔ آپ کی شرکت پاکستانی پیشہ وروں کی اہلیتوں کا تازہ ترین جائزہ لینے میں خاص طور پر مدد کرے گی۔

- ازراہ کرم یہ سوالنامہ اس یو آر ایل پر ہے۔

http://www.surveymonkey.com/Users/63375669/Surveys/103523463924/A44E673E-64C1-4CF0-A3EA-B03486E63075.asp?U=103523463924&DO_NOT_COPY_THIS_LINK

کے WLP دراصل اس سروے کے سوالات کا جواب دینے میں آپ کو بعض تقویٰ فوائد حاصل ہوں گے مثلاً آپ کو پیشہ وروں کے لیے درکار 12- اہلیتوں کے حوالے سے جائزہ لینے اور اپنی اہلیتوں کا ادراک کرنے میں مدد ملے گی۔ نیک یہ سوالنامہ ہے۔ اس سروے کو مکمل کر کے بھیجنے کے لیے آپ کو 4 weeks ہو آپ

آپ کو اس تحقیق کے بارے میں سوالات کرنے کا حق حاصل ہے۔ مجھے ان کا جواب دینے میں مسرت ہوگی۔ آپ مجھ سے 814-862-1365 پر یا nss143@gmail.com پر رابطہ کر سکتے ہیں۔

مخلص

نسیم سعید شیروانی

پی ایچ ڈی۔ امید وار

پنسلوانیا سٹیٹ یونیورسٹی

یونیورسٹی پارک، PA 16802

APPENDIX D

SURVEY PACKAGE

D1: Pre-Notice Letter (Two weeks prior to survey)

Cover Letter (English)

Follow-ups

Thank-you Post Card/Reminder (Two Weeks)

Letter & Replacement Questionnaire (Four Weeks)

Fifth and Final Contact (Eight Weeks)

D2: Pre-Notice Letter (Two Weeks Prior to Survey)

Cover Letter (Urdu)

Follow-ups

Thank-you Post Card/Reminder (Two Weeks)

Letter & Replacement Questionnaire (Four Weeks)

Fifth and Final Contact (Eight Weeks)

PreNotice Letter/First contact



Workforce Education & Development
 Pennsylvania State University
 300 Keller Building
 University Park, PA 16802
 USA (4-5 return)

232, St 18, F10/2,
 Islamabad-44000
 Pakistani

Date [Two weeks prior to the questionnaire]

Name

Title

Address (Whole) ((single space)

Dear [Salutation]: (single space)

A few days from now you will receive in mail a request to fill out a questionnaire for an important research project being conducted by Pennsylvania State University.

The purpose of this research what people in the workplace need to know and do to be successful in their jobs.

I am writing in advance because we have found that many people like to know ahead of time that they will be contacted. The study is important one that will help that will help employees and employers in Pakistan understand what competencies are required and whether the standards are being met.

Thank you for your time and consideration. It is only with your generous help of practitioners like you that our research can be successful.

Sincerely,

(Naseem Saeed Sherwani)
 Workforce Education & Development
 Pennsylvania State University
 301, Keller Building,
 University Park, PA 16802. USA
 (814)862-1365
 e-mail: nss143@gmail.com



Workforce Education & Development
 Pennsylvania State University
 300 Keller Building
 University Park, PA 16802
 USA

Second contact

232, St 18, F10/2,
 Islamabad-44000
 Pakistani

Date: [Starting]

[Name]

[Title]

[Address]

Dear [Dr/Mr./Mrs./Miss.....]:

Greetings! I am a Ph.D. candidate majoring in Training & Development at the Pennsylvania State University in the United States of America. I would like to invite you to participate in my research. I have enclosed a survey titled "A pilot study of Workplace Learning & Performance Competencies among Pakistani Practitioners." I would greatly appreciate if you could complete the survey and return it to me at either of the above addresses.

The main purpose of this research is to collect field information regarding how Workplace Learning and Performance (WLP) practitioners in Pakistan perceive the importance of competencies. You will be asked some basic background information and questions on a Likert-scale. You may need 45 minutes to complete this questionnaire.

Answering the questionnaire will offer you several benefits. First, you can review the 12 competencies required for WLP professionals and examine what competencies you possess. Also, you will contribute by updating our understanding of Pakistani professionals' competencies. The result of the study will identify what competencies are most important to you at the current time and what competencies will be most important in the future. Businesses can apply the results to job design, employee selection, training and development, and performance evaluations. Universities can use the study results as a guideline to develop curriculum and prepare students to become WLP professionals in the workplace.

The findings of the research will be presented at the forthcoming International Conference of the American Society of Training & Development (ASTD). The executive summary will be supplied to you for your participation. Your participation is voluntary. You can withdraw your participation at any time and decline to answer specific questions. Also, your participation in this research is confidential. Only I will have access to the information on this questionnaire. In the event of publication of this research, no identifying personal or corporate information will be disclosed. Please do not place any identifying marks on the questionnaire to protect your anonymity.

At the end of the survey, please include your name and email address, only if you would like to receive the executive summary of this research. After completion of the survey, your identity will be separated from your responses. You must be 18 years of age or older to consent to participate in this research study. Completion and submission of this survey will be considered implied consent.

I will be happy to answer any questions about my research. I can be reached at 814-862-1365 or nss143@gmail.com. I greatly appreciate your time in completing this survey.

Sincerely,

[Real Signature]

Researcher's contact information:

Naseem Saeed Sherwani
Workforce Education & Development
Pennsylvania State University
301, Keller Building,
University Park, PA 16802. USA
(814)862-1365
e-mail: nss143@gmail.com

Advisors' contact information

Dr. William J. Rothwell
Professor
Workforce Education & Development
305 Keller Building
Pennsylvania State University,
University Park, PA 16802, USA
(814)863-2581
e-mail: wjr9@psu.edu



Postcard thank you/reminder

(Third contact)

Date [After two weeks]

Last week a questionnaire seeking your opinions about workplace learning & performance competencies among Pakistani practitioners was mailed to you. Your name was drawn randomly from the list of all practitioners working in Pakistan.

If you have already completed and returned the questionnaire to us, please accept our sincere thanks, if not please do so today. We are especially grateful for your help because it is only by asking people like you to share your experience that we can understand what competencies are required to know and do to be successful in your jobs.

If you did not receive a questionnaire, or if it was misplaced, please call us the telephone numbers (814)862-365 (U.S.A.), or 2291366 (Islamabad, Pakistan), and we will get another one in the mail to you today.

Sincerely

[Real Signature]

Naseem Saeed Sherwani
Workforce Education & Development
Pennsylvania State University
301, Keller Building,
University Park, PA 16802. USA
(814)862-1365
e-mail: nss143@gmail.com



Date [Four weeks]

Name
Inside address
City,

4THContact
Workforce Education & Development
Pennsylvania State University
301, Keller Building
University Park. PA16802 USA

About three weeks ago, I sent a questionnaire to you that asked about your perceptions of Workplace Learning & Performance (WLP) competencies. To the best of our knowledge, it's not yet been returned.

The comments of people who have already responded include a wide variety of reasons of indicating the importance of WLP competencies at their workplace. We think that the results are going to be very useful to bring into foreground this hidden area for Pakistan practitioners.

We are writing again because of the importance that your questionnaire has for helping to get accurate results. Although we sent questionnaire to practitioners working in Pakistan, it is only by selecting a sample that we can be sure that the results are truly representative.

A few people have written to say that they should not have received the questionnaire because they are not voluntary to participate. If this reason apply to you, please let us know on the cover of the questionnaire and return it in the enclosed envelop so that we can delete your name from our mailing list.

A comment on our survey procedures, a questionnaire identification number is printed in the back cover of the questionnaire so that we can check your name off of the mailing list when it is returned. The list of name is then destroyed so that individual names can never be connected to the results in any way. Protecting the confidentiality of people's answers is very important to us, as well as to the university.

We hope that you will fill out and return the questionnaire soon, but if for nay reason, you prefer not to answer it. Please let us know by returning a note or blank questionnaire in the enclosed stamped envelop.

Sincerely,

[Real Signature]
Naseem Saeed Sherwani
Graduate student

P.S. If you have any question, please feel free to contact me. The telephone number where I can be reached is 814-862-1365



5TH Contact
 Workforce Education & Development
 Pennsylvania State University
 301, Keller Building
 University Park. PA. 16802USA

Date [Four weeks]

Name
 Inside address
 City

During the last two months, we have sent you several mailings about an important research study we are conducting for the practitioners in Pakistan.

Its purpose is to help the businesses, academes and policy makers to understand the importance of Workplace Learning and Performance competencies among Pakistani practitioners that might be relevant to improving our workplace.

This study is drawing to close and this is the last contact that will be made with the random sample of who we think, based on our records, currently work as practitioner in Pakistan.

We are sending this final contact by priority mail because of our concern that participants who have not responded may have had different experience than those who have. Here from anyone in our sample helps to assure that the survey results are as accurate as possible.

We also want to assure that your response to this study is voluntary, and if you prefer not to respond that's fine. If you are not a practitioner and you feel that we made a mistake including you in this study, please let us know by returning the blank questionnaire with a note indicating so. This would be very helpful.

Finally, we appreciate your willingness to consider our request as we conclude this effort to better understand jobs and related challenges facing the workplace practitioners in Pakistan. Thank you very much.

Sincerely,

[Real Signature]
 Naseem Saeed Sherwani
 Graduate Student

APPENDIX E

A SURVEY GUIDE

ASTD SURVEY (ENGLISH)

ASTD SURVEY (URDU)



A Survey Guide of Workplace Learning and Performance Competencies (Modified Version)

This survey is to determine the perceived important of Workplace Learning and Performance (WLP) competencies what practitioners need to know and do to be successful in their jobs.

General instructions

The questionnaire in this study contains two sections:

Part 1: Workplace Learning s and Performance Competencies

Part 11: Demographic profile

Please enter your answers according to the direction of each section.

Please note that your response will be kept confidential. All responses will be analyzed in groups and summary statistics will be reported.

Thanks very much for your help.

Naseem Saeed Sherwani

The Pennsylvania State University
301 Keller Building
University Park, PA 16802
Phone: (814)862-1365
Fax: (814)865-6030

The Pennsylvania State University

The Study of Workplace Learning and Performance (WLP) Competencies among Pakistani Practitioners PART 1-WLP Competencies

Naseem Saeed Sherwani

Graduate Student

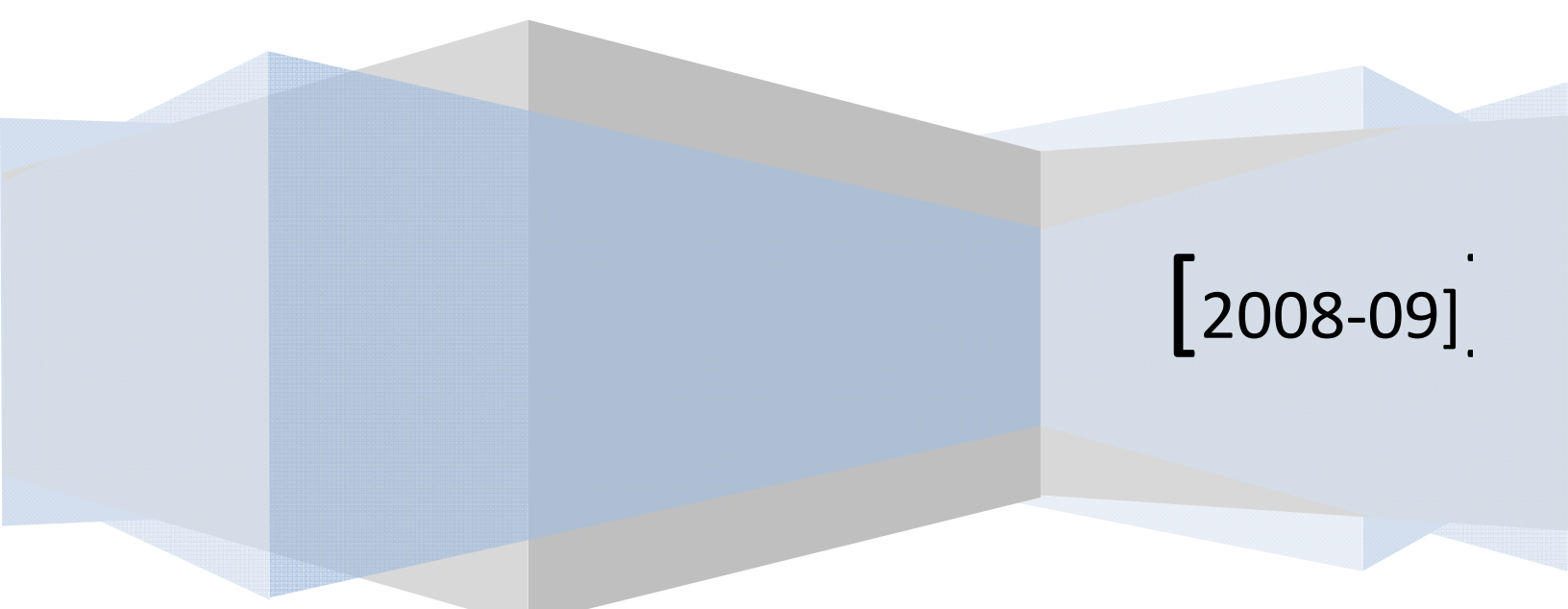
Workforce Education & Development Program

Learning & Performance System Department

301 Keller Building, University Park, PA 16802

Ph. (814)862-1365

Email: nss143@psu.edu



[2008-09].



Part-1 Survey
A Pilot Study of Workplace Learning & Performance Competencies among Pakistani Practitioners

How important is your role for effective performance in your current job?

U= Unnecessary S= Slightly Important, M= Moderately Important, V= Very Important, E= Essential (Please check the rating scale that applies)

Roles					
Learning Strategist	U	S	M	V	E

Learning Strategist— Determines how workplace learning and performance improvement can best be leveraged to achieve long-term business success and add value to meet organizational needs; leads in the planning and implementation of learning and performance improvement strategies which support the organization's strategic directions and are based on an analysis of the effectiveness of existing learning and performance improvement strategies.

Business Partner	U	S	M	V	E
-------------------------	----------	----------	----------	----------	----------

Business Partner—Applies business and industry knowledge to partner with the client in identifying workplace performance improvement opportunities; evaluates possible solutions and recommends solutions that will positively impact performance; gains client agreement and commitment to the proposed solutions and collaboratively develops an overall implementation strategy which includes evaluating impact on business performance; uses appropriate interpersonal styles and communication methods to build effective long term relationships with the client.

Project Manager	U	S	M	V	E
------------------------	----------	----------	----------	----------	----------

Project Manager—Plans, resources and monitors the effective delivery of learning and performance solutions in a way that supports the overall business venture; communicates purpose, ensures effective execution of an implementation plan, removes barriers, ensures adequate support, and follows up.

Professional Specialist	U	S	M	V	E
--------------------------------	----------	----------	----------	----------	----------

Professional Specialist—Designs, develops, delivers or evaluates learning and performance solutions. Maintains and applies an in-depth working knowledge in any one or more of the workplace learning and performance specialty areas of expertise, including: career development, talent management, coaching, designing or delivering learning solutions, improving human performance, leading organizational change and knowledge management.

Please indicate the percentage of time you spend performing each of the roles in your current job. (Your total must equal 100 points.)

- Learning Strategist
 Business Partner
 Project Manager
 Professional Specialist
 Other role Please specify that role

PART 1-WLP Competencies

Please rate how important you consider each of the following competencies for an individual at your current level, which you currently hold, as defined in Question 3. Please indicate how important it is now and also how important it will be in the next 5 years.

1. Not important 2. Slightly Important 3. Moderately Important 4. Very Important
 5. Essential

performance goals are achieved.											
Establishes parameters & forecasts outcomes	1	2	3	4	5		1	2	3	4	5
Identifies critical project parameters along with potential needs and trends that may affect success											
Agrees to action and commits resources based on careful consideration of possible future events											
Uses planning tools to create project Plans	1	2	3	4	5		1	2	3	4	5
Uses planning tools such as Gantt charts, risk analysis, and roles/responsibility matrices to create a practical action plan;											
identifies critical activities and assignments along with less critical tasks											
Adjusts the project plan and priorities as needed.											
Manages budget	1	2	3	4	5		1	2	3	4	5
Calculates projected costs and develops budget											
Monitors expenses relative to budgeted costs											
Adjusts spending and resource allocation as new challenges arise.											
Determines tasks and resources	1	2	3	4	5		1	2	3	4	5
Determines project requirements by breaking them down into tasks											
Identifying types of equipment, materials, and persons needed.											
Plans for contingencies	1	2	3	4	5		1	2	3	4	5

Proactively identifies potential problems											
Creates contingency plans or work around to implement if they occur.											
Mobilizes resources	1	2	3	4	5		1	2	3	4	5
Takes advantage of available resources (people, processes, departments, and tools) to complete work efficiently											
Coordinates with internal and external partners											
Manages time	1	2	3	4	5		1	2	3	4	5
Allocates appropriate amounts of time for completing own and others' work											
avoids scheduling conflicts											
Develops timelines and milestones and stays focused on achieving them.											
Tracks progress and ensures completion	1	2	3	4	5		1	2	3	4	5
Monitors progress to ensures projects are completed on time and efficiently											
Follows up with individuals as needed to check progress											
Regularly communicates with stakeholders to ensure that promised goals have been achieved											
identifies what is working well along with problems and obstacles; makes course corrections during the project											
Overall: How important is this competency for effective performance in your current job?											
Thinking strategically	1	2	3	4	5		1	2	3	4	5

Acknowledges own mistakes rather than blaming others											
Treats people fairly	1	2	3	4	5		1	2	3	4	5
Treats all stakeholders with dignity, respect, and fairness; listens to others without prejudging											
Objectively considers others' ideas and opinions, even when they conflict with prescribed policies, procedures, or commonly held beliefs											
Champions the perspective of different partners even in the face of resistance											
Engages in effective conflict resolution											
Ensures compliance with legal, ethical, and regulatory requirements	1	2	3	4	5		1	2	3	4	5
Ensures that processes and results comply with relevant legal, ethical, and regulatory requirements											
Monitors compliance and creates reports if needed.											
OVERALL: How important is this competency for effective performance in your current job?											
Communicating effectively	1	2	3	4	5		1	2	3	4	5
Expressing thoughts, feelings, and ideas in a clear, concise, and compelling manner in both individual and group situations											
Actively listens to others; adjusting style to capture the attention of the audience											
Developing and deploying targeted communication strategies that inform and build support.											
Develops and deploys effective communication strategies	1	2	3	4	5		1	2	3	4	5

Creates plans for communicating and leveraging information											
Employs diverse media to summarize and convey results											
Delivers clear message Publications, Inc.	1	2	3	4	5		1	2	3	4	5
Uses appropriate vocabulary											
Understands the material and demonstrates command of the topic											
Logically and simply conveys ideas											
Presents with impact	1	2	3	4	5		1	2	3	4	5
Speaks with appropriate pace and inflection											
Conveys an air of confidence, ease, and enthusiasm											
Uses congruent nonverbal communication											
Uses visual aids to enhance understanding of the content											
Adjusts mesSAGE Publications, Inc. content and Delivery	1	2	3	4	5		1	2	3	4	5
Monitors audience reactions and adopts alternative strategies to improve overall impact											
Presents own mesSAGE Publications, Inc. in different ways to enhance understanding											
Responds appropriately to questions and feedback											
Demonstrates active listening	1	2	3	4	5		1	2	3	4	5

Listens to others, interprets their message correctly											
Checks understanding; acknowledges different viewpoints.											
Invites dialogue	1	2	3	4	5		1	2	3	4	5
Engages others in dialogue by using appropriate questioning techniques and involving others in conversations about things that matter											
Encourages people to express their hopes and fears; welcomes feedback											
Creates clear written communication	1	2	3	4	5		1	2	3	4	5
Writes clearly and understandably											
Sequences information in a logical manner to aid understanding											
Avoids jargon or technical words											
Uses a tone and format suggested by the topic and audience.											
Masters multiple communication Methods	1	2	3	4	5		1	2	3	4	5
Selects communication media and method based on the needs of the recipients											
Adapts to virtual work situations involving remote workers who may use a range of communication styles and methods.											
OVERALL: How important is this competency for effective performance in your current job?											
Influencing stakeholders	1	2	3	4	5		1	2	3	4	5

Invites people to participate in the decision-making process to obtain good input											
Create buy-in, and ensure understanding of the resulting decisions.											
Gains commitment to the solution	1	2	3	4	5		1	2	3	4	5
Uses various influencing techniques to win support for the proposed learning solution											
Makes persuasive arguments, handles objections, negotiates key points, and summarizes outcomes											
Gains agreement to implement solution or take partnership-oriented action.											
OVERALL: How important is this competency for effective performance in your current job?											
LEVERAGING DIVERSITY	1	2	3	4	5		1	2	3	4	5
Appreciating and leveraging the capabilities, insights, and ideas of all individuals											
Working effectively with individuals having diverse styles, abilities, motivations, and backgrounds (including cultural differences).											
Conveys respect for different perspectives	1	2	3	4	5		1	2	3	4	5
Shows respect both verbally and non-verbally by making decisions and taking actions that reflect appreciation for cultural concerns and expectations											
Displays empathy for other points of view; maintains a nonjudgmental attitude.											
Expands own awareness	1	2	3	4	5		1	2	3	4	5

Maximizes effectiveness by assigning work that capitalizes on people's unique talents and abilities											
Accommodates global differences	1	2	3	4	5		1	2	3	4	5
Demonstrates awareness of differences in business customs and cultural practices in various parts of the world											
Recognizes that people face additional comprehension and communication challenges when working in a second language											
Adjusts processes and expectations to facilitate their full participation in meetings, conference calls, workshops, etc.											
OVERALL: How important is this competency for effective performance in your current job?											
Networking and Partnering	1	2	3	4	5		1	2	3	4	5
Developing and using a network of collaborative relationships with internal and external contacts to leverage the workplace learning and performance strategy in a way that facilitates the accomplishment of business results											
Networks with others	1	2	3	4	5		1	2	3	4	5
Proactively builds a personal network of individuals and groups inside and outside of the organization who can provide quick advice or solutions; includes influential people (e.g., senior leaders, department heads, external vendors/suppliers) and learning and performance experts.											
Benchmarks and shares best practices	1	2	3	4	5		1	2	3	4	5

Acquires new knowledge or skills to deal with the change											
Does not persist with ineffective behaviors; shows resiliency and maintains effectiveness even in the face of uncertainty or ambiguity.											
Adapts to handle implementation challenges	1	2	3	4	5		1	2	3	4	5
Works to overcome barriers and deal constructively with non-traditional or challenging situations.											
OVERALL: How important is this competency for effective performance in your current job?											
PERSONAL COMPETENCIES											
Modeling personal development	Importance level in my current job						Importance level in next five years from now				
	N	S	M	V	E		N	S	M	V	E
Actively identifying new areas for one's own personal learning											
Regularly creating and taking advantage of learning opportunities											
Applying newly gained knowledge and skill on the job.											
Models self-mastery in learning	1	2	3	4	5		1	2	3	4	5
Serves as a role model for taking responsibility to manage own learning and development											
Seeks feedback and uses other sources of information to identify appropriate areas for personal improvement											
Targets learning needs and takes action											

produce exceptional results.		
4. Planning and Implementing Assignments: Developing action plans, obtaining resources, and completing assignments in a timely manner to ensure that workplace learning and performance goals are achieved.		
5. Thinking Strategically: Understanding internal and external factors that impact learning and performance in organizations; keeping abreast of trends and anticipating opportunities to add value to the business; operating from a systems perspective in developing learning and performance strategies and building alignment with business strategies.		
6. Building Trust: Interacting with others in a way that gives them confidence in one's intentions and those of the organization.		
7. Communicating Effectively: Expressing thoughts, feelings, and ideas in a clear, concise, and compelling manner in both individual and group situations; actively listens to others; adjusting style to capture the attention of the audience; developing and deploying targeted communication strategies that inform and build support.		
8. Influencing Stakeholders: Selling the value of learning or the recommended solution as a way of improving organizational performance; gaining commitment to solutions that will improve individual, team and organizational		
9. Leveraging Diversity: Appreciating and leveraging the capabilities, insights, and ideas of all individuals; working effectively with individuals having diverse styles, abilities, motivations, and backgrounds (including cultural differences).		
10. Networking and Partnering: Developing and using a network of collaborative relationships with internal and external contacts to leverage the workplace learning and performance strategy in a way that facilitates the accomplishment of business results.		
11. Demonstrating Adaptability: Maintaining effectiveness when experiencing major changes in work tasks, the work environment, or conditions affecting the organization (e.g., economic, political, cultural, technological); remaining open to new people, thoughts and approaches; adjusting effectively to work within new work structures, processes, requirements, or cultures.		
12. Modeling Personal Development: Actively identifying new areas for one's own personal learning; regularly creating and taking advantage of learning opportunities; applying newly gained knowledge and skill on the job.		

PROFESSIONAL/TECHNICAL COMPETENCIES

The professional/technical competencies listed below focus on a range of specialized skills that may be needed to effectively function as workplace learning and performance professionals. These areas of expertise should be viewed as additional knowledge and skills an individual must have over and above the general competencies that you rated in the previous section. An individual may have expertise in one or more of the following professional/technical competencies. In this section, you will be asked what percentage of

time you spend performing each professional/technical competency, and its importance to the effective performance of your job now and in the next three years		
Where you spend your time? Please indicate the percentage of time you spent performing each of the professional/technical competencies in your job during the past year. Your total should equal 100 percent.	% of time spent	
1. Career Planning and Talent Management: Ensuring 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 organization 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 others' ability to set goals, take action, make better decisions, and make full use of their natural strengths.		
3. Delivering Training: Delivering learning solutions (e.g., 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 appropriate 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 gap; partnering with the customer when identifying the opportunity and the solution; implementing the solution; 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 -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.		
10. Other Professional/Technical Role		
If you allocated percentage points to the "Other" category in the previous question, please		

describe the function or activity that you perform.

IMPORTANCE: Overall, how important is each professional/technical competency for effective performance in your current job and in the next five years? (You may select only one)	Importance level in my current job						Importance level in next five years from now				
	N	S	M	V	E		N	S	M	V	E
1. Career Planning and Talent Management	1	2	3	4	5		1	2	3	4	5
2. Coaching	1	2	3	4	5		1	2	3	4	5
3. Delivering Training	1	2	3	4	5		1	2	3	4	5
4. Designing Learning	1	2	3	4	5		1	2	3	4	5
5. Facilitating Organizational Change	1	2	3	4	5		1	2	3	4	5
6. Improving Human Performance	1	2	3	4	5		1	2	3	4	5
7. Managing Organizational Knowledge	1	2	3	4	5		1	2	3	4	5
8. Managing the Learning Function	1	2	3	4	5		1	2	3	4	5
9. Measuring and Evaluating	1	2	3	4	5		1	2	3	4	5
PROFESSIONAL/TECHNICAL COMPETENCIES: The following sections of the survey focus on specific professional/technical competencies. Because you may have expertise in only one or several of these competencies, After you complete your ratings for one professional/technical competency, you will be given the option to rate additional professional/technical competencies. However, you are not required to rate more than one.											
From the following list, please select one of the professional/technical competencies in which you have the most expertise	Importance level in my current job						Importance level in next five years from now				
	N	S	M	V	E		N	S	M	V	E
1. Career Planning and Talent Management	1	2	3	4	5		1	2	3	4	5
2. Coaching	1	2	3	4	5		1	2	3	4	5
3. Delivering Training	1	2	3	4	5		1	2	3	4	5

4. Designing Learning	1	2	3	4	5		1	2	3	4	5
5. Facilitating Organizational Change	1	2	3	4	5		1	2	3	4	5
6. Improving Human Performance	1	2	3	4	5		1	2	3	4	5
7. Managing Organizational Knowledge	1	2	3	4	5		1	2	3	4	5
8. Managing the Learning Function	1	2	3	4	5		1	2	3	4	5
9. Measuring and Evaluating	1	2	3	4	5		1	2	3	4	5
10. I do not have expertise in any of these areas	1	2	3	4	5		1	2	3	4	5

1. Career Planning and Talent Management: Ensuring that employees have the right skill to meet the strategic challenges of the organization; assuring the alignment of the individuals career planning and organization talent management processes to achieve an optimal match between individual and organizational needs; promoting individual growth and organizational renew.

Key Knowledge Areas: How important is each key knowledge area for effective performance in this professional/technical competency?	Importance level in my current job						Importance level in next five years from now				
	N	S	M	V	E		N	S	M	V	E
Ensuring employees have the right skills to meet the strategic challenges of the organization	1	2	3	4	5		1	2	3	4	5
Assuring the alignment of individual career planning and organization talent management processes to achieve an optimal match between individual and organizational needs	1	2	3	4	5		1	2	3	4	5
Promoting individual growth and organizational renewal	1	2	3	4	5		1	2	3	4	5
Workforce planning approaches	1	2	3	4	5		1	2	3	4	5

Creates success profiles	1	2	3	4	5		1	2	3	4	5
Analyzes key jobs and roles to determine the knowledge and skills necessary for high-performance											
Develops success profiles for key roles in organization.											
Identifies capability requirements	1	2	3	4	5		1	2	3	4	5
Works with internal clients/stakeholders to determine the mix and level of capability required by the organization to meet current needs and future strategic objectives											
Coordinates succession planning	1	2	3	4	5		1	2	3	4	5
Works with internal clients/stakeholders to design, develop, and implement succession and replacement planning programs to fill key positions now and in the future											
Aligns succession plans with business needs and goals.											
Implements individual and organizational assessments	1	2	3	4	5		1	2	3	4	5
Provides tools and resources to assess individual and organizational strengths, development needs, and limits											
Aggregates data to evaluate organizational capabilities											
Offers tools for the enhancement of skills and potential											
Arranges for psychological tests to be administered by qualified professionals.											
Facilitates the career development planning process	1	2	3	4	5		1	2	3	4	5

Ethical guidelines											
Core coaching competencies (setting the foundation, co-creating the relationship, communicating effectively, facilitating learning and results)											
Please list any additional key knowledge areas that are an important part of this professional/technical competency. <hr/> <hr/>											
Key Action Area How important is each key knowledge area for effective performance in this professional/technical competency?	Importance level in my current job						Importance level in next five years from now				
	N	S	M	V	E		N	S	M	V	E
Meets ethical guidelines and professional standards	1	2	3	4	5		1	2	3	4	5
Understands coaching ethics and standards and applies them appropriately in all coaching situations											
Establishes coaching agreement	1	2	3	4	5		1	2	3	4	5
Understands what is required in the specific coaching interaction and comes to agreement with the prospective and new client about the coaching process and relationship											
Identifies how the coaching goals link to enhanced business performance.											
Establishes trust and intimacy with the client	1	2	3	4	5		1	2	3	4	5
Creates a safe, supportive environment that produces ongoing mutual respect and trust.											
Displays coaching presence	1	2	3	4	5		1	2	3	4	5

Is fully conscious and creates spontaneous relationship with the client, employing a style that is open, flexible and confident.											
Demonstrates active listening	1	2	3	4	5		1	2	3	4	5
Focuses completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.											
Asks powerful questions	1	2	3	4	5		1	2	3	4	5
Asks questions that reveal the information needed for maximum benefit to the coaching relationship and the client.											
Creates awareness	1	2	3	4	5		1	2	3	4	5
Integrates and accurately evaluates multiple sources of information and makes interpretations that help the client to gain awareness and thereby achieve agreed-upon results											
Designs actions	1	2	3	4	5		1	2	3	4	5
Creates with the client opportunities for ongoing learning, during coaching and in work/life situations											
Taking new actions that will most effectively lead to agreed-upon coaching results.											
Develops goals and plans	1	2	3	4	5		1	2	3	4	5
Develops and maintains an effective coaching plan with the client.											
Manages progress and Accountability	1	2	3	4	5		1	2	3	4	5

Holds attention on what is important for the client											
Leaves responsibility with the client to take action.											
Please list any additional key action areas that are an important part of this professional/technical competency. <hr/> <hr/>											
The American Society for Training and Development (ASTD) is considering the development of a certification process and would appreciate your feedback. If ASTD were to offer certification in this professional/technical competency, how likely is it that you would pursue certification?	Unlikely	May be		Likely							
	1	2		3							
3. DELIVERING TRAINING Delivering learning solutions (e.g., 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.											
Key Knowledge Area How important is each key knowledge area for effective performance in this professional/technical competency?	Importance level in my current job						Importance level in my current job				
	N	S	M	V	E		N	S	M	V	E
Adult learning theories and techniques	1	2	3	4	5		1	2	3	4	5

Key Action How important is each key action for effective performance in this professional/technical competency?	Importance level in my current job						Importance level in my current job				
	N	S	M	V	E		N	S	M	V	E
Prepares for training delivery											
Reviews participant and facilitator materials prior to delivery	1	2	3	4	5		1	2	3	4	5
Gathers information about the participants and their characteristics											
Tailors examples and analogies to ensure relevance to participants, etc.											
Aligns learning solutions with course objectives and learner needs											
Monitors needs and learning preferences of users/participants to ensure that the learning solutions meet learner and course objectives											
Responds to feedback from learners											
Makes adjustments or enhancements to the learning solution based on feedback.											
Conveys objectives											
Clearly informs users/participants of the goals and purpose of the learning solution											
Ensures that learners have a realistic understanding of what the solution can accomplish											
Delivers various learning methodologies											
Uses various learning delivery mechanisms/options and selected											

Summarizes and communicates evaluation results.											
<p>Please list any additional key knowledge areas that are an important part of the professional/technical competency.</p> <hr/> <hr/>											
The American Society for Training and Development (ASTD) is considering the development of a certification process and would appreciate your feedback. If ASTD were to offer certification in this professional/technical competency, how likely is it that you would pursue certification?	Unlikely		Maybe		Likely						
		1		2		3					
4. Designing Learning											
Key Knowledge Area How important is each key knowledge area for effective performance in this professional/technical competency?	Importance level in my current job						Importance level in next five years from now				
	N	S	M	V	E		N	S	M	V	E
Cognition and Adult learning theory:	1	2	3	4	5		1	2	3	4	5
Instructional design theory and process											
Various instructional methods, e.g., lecture, discussion, practical exercise, feedback, etc.											
Various delivery options/media, e.g., online learning, classroom training, print media											
Job/task analysis and competency Modeling											
Content knowledge or techniques to elicit content from subject matter experts											

Assessment methods and formats, e.g., multiple choice, hands-on, open-ended response, etc.											
Learning technologies and support systems, such as collaborative learning software, learning management systems, and authoring tools											
New and emerging learning technologies and support systems											
Business strategy, drivers, or needs associated with possible learning interventions											
Research methods, including information scanning, data gathering, and analysis											
Individual, group, and organizational differences that influence learning, such as cultural norms/values, cognitive abilities, learning preferences, previous experience, and motivation											
Legal and ethical issues related to designing learning, including accessibility and intellectual property											
Differences between e-learning and traditional courses and their implications											
Design of information displays, access, and resources											
Please list any additional key knowledge areas that are an important part of this professional/technical competency. <hr/> <hr/> <hr/>											
Key Action How important is each key action for effective performance in this professional/technical competency?	Importance level in my current job						Importance level in next five years from now				
	N	S	M	V	E		N	S	M	V	E
Applies adult learning theory	1	2	3	4	5		1	2	3	4	5

Incorporates sound principles of current adult learning theory to the practice of instructional design											
Collaborates with others	1	2	3	4	5		1	2	3	4	5
Builds partnerships and relationships among the participants in a learning design project											
Establishes sign off											
Approval processes for each step of the design process.											
Conducts a needs assessment	1	2	3	4	5		1	2	3	4	5
Identifies target population characteristics and characteristics of the environment											
Gathers and evaluates resources and information, analyzes findings, and incorporates or synthesizes information into the design and development process											
Identifies anticipated constraints or problems affecting design success or failure, such as equipment deficiencies, lack of support, etc;											
Defines basic outcomes of the learning intervention to solve the problem or meet the opportunity											
Designs a curriculum or program	1	2	3	4	5		1	2	3	4	5
Uses a variety of techniques for determining instructional content of curriculum or program											
Creates or partners with others to plan and design the curriculum or program.											
Develops instructional material	1	2	3	4	5		1	2	3	4	5

Selects, modifies, or creates an appropriate design and development model or plan for a given project											
Identifies and documents measurable learning objectives											
selects and uses a variety of techniques to define, structure, and sequence the instructional content and strategies											
Designs instructional content to reflect an understanding of the diversity of learners or groups of learners.											
Analyzes and selects technologies	1	2	3	4	5		1	2	3	4	5
Analyzes the characteristics, benefits, pros/cons, etc. associated with existing and emerging technologies, including e-learning options and their possible application in an instructional environment											
considers e-learning options such as extended books and lectures, extended community, extended expert access, simulations, and embedded help											
selects technologies based on a needs driven approach in order to accomplish learning goals and objectives											
Integrates technology options	1	2	3	4	5		1	2	3	4	5
Integrates existing and emerging technologies to achieve learning goals											
Integrates new material and technologies with existing learning resources to produce a coherent blended solution.											
Develops instructional materials	1	2	3	4	5		1	2	3	4	5

Sources work, budgets, plans and organizes, manages activities, and executes learning design projects.													
Please list any additional key action areas that are an important part of this professional/technical competency.													
The American Society for Training and Development (ASTD) is considering the development of a certification process and would appreciate your feedback. If ASTD were to offer certification in this professional/technical competency, how likely is it that you would pursue certification?													
							Unlikely	Maybe	Likely				
							1	2	3				
5. FACILITATING ORGANIZATIONAL CHANGE: Leading, managing and facilitating change within organizations	Importance level in my current job						Importance level in next five years from now						
	N	S	M	V	E		N	S	M	V	E		
Key Knowledge Area How important is each key knowledge area for effective performance in this professional/technical competency?	1	2	3	4	5		1	2	4	4	5		
Systems thinking and open systems theory, e.g., organization is an open system influenced by the external environment													
Chaos and complexity theory													
Appreciative inquiry theory (a theory of organizing and method for changing social systems – one of the more significant innovations in action research in the past decade)													
Action research theory													
Organizational systems and culture, including political dynamics in organizational settings													
Change theory and change models, including change strategy, infrastructures and roles, change process, types of change, how people change, human reactions, pacing													

Change management theory											
Measurement and evaluation methods and theory											
Facilitation methods											
Project management tools and techniques											
Evaluation methods and theory											
Communication channel, informal network, and alliance											
Groups dynamics process											
Human Performance Improvement model											
Systems thinking and theory											
Questioning techniques											
Please list any additional key knowledge areas that are an important part of this professional/technical competency. <hr/>											
Key Action How important is each key action for effective performance in this professional/technical competency?	Importance level in my current job						Importance level in next five years from now				
	N	S	M	V	E		N	S	M	V	E
Analyzes systems											
Identifies inputs, throughputs, and outputs of a subsystem, system, or suprasystem and applies that information to improve human performance;	1	2	3	4	5		1	2	3	4	5

Realizes the implications of solutions on many parts of an organization, process, or individual, and takes steps to address any side effects of human performance improvement solutions											
Evaluates how organizational politics may affect performance.											
Conducts performance analysis	1	2	3	4	5		1	2	3	4	5
Compares actual and ideal performance											
Identifies performance gaps or opportunities											
Identifies who is affected by the performance gap and conditions that affect performance											
Conducts cause analysis	1	2	3	4	5		1	2	3	4	5
Identifies the root causes of a past, present, or future performance gap											
Clarifies the real problem underlying the need for the performance improvement											
Breaks down the components of a larger whole											
Examines work environments for issues or characteristics that affect human performance.											
Gathers data	1	2	3	4	5		1	2	3	4	5
Gathers pertinent information to stimulate insight in individuals and groups through use of general research methods, interviews, and other data gathering techniques											
Identifies the customer	1	2	3	4	5		1	2	3	4	5

Identifies the real customer rather than just assuming the individual requesting help is the customer.											
Incorporates customer/stakeholder needs	1	2	3	4	5		1	2	3	4	5
Partners with the customer/stakeholder to clarify needs, business goals, and objectives											
Agrees on desired results and gains agreement on how those results can be achieved efficiently and effectively.											
Selects solutions	1	2	3	4	5		1	2	3	4	5
Selects appropriate human performance improvement solutions that address the root cause(s) of performance gaps rather than symptoms or side effects.											
Manages and implements projects	1	2	3	4	5		1	2	3	4	5
Identifies sponsors or champions to help ensure successful project implementation											
sources work, budgets, plans and organizes, manages, and executes complex performance improvement projects											
Builds and sustains relationships	1	2	3	4	5		1	2	3	4	5
Builds credibility and trust with the client based on knowledge and understanding of the business											
partners and collaborates with the client on an ongoing basis to maintain a sustained business relationship											
Evaluates results against organizational goals	1	2	3	4	5		1	2	3	4	5
Assesses how well the results of a human performance	1	2	3	4	5		1	2	3	4	5

improvement solution match intentions													
ensures that goals are converted effectively into actions to close existing or pending performance gaps													
Obtains results despite conflicting priorities, lack of resources, or ambiguity													
Links human performance improvement to organizational goals.													
Monitors change													
Monitors the human performance improvement solutions as they are being implemented													
Assesses how changing conditions inside and outside the organization affect or impact the solution.													
Uses feedback skills													
Collects information about performance and feeds it back clearly, specifically, and on a timely basis to affected individuals or groups													
Please list any additional key action areas that are an important part of this professional/technical competency. <hr/>													
The American Society for Training and Development (ASTD) is considering the development of a certification process and would appreciate your feedback. If ASTD were to offer certification in this professional/technical competency, how likely is it that you would pursue certification?							Unlike	May be	Likely				
								1	2	3			
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 -sharing entity; Initiating, driving, and integrating the organization's knowledge management efforts.;													
Key Knowledge Areas How important is each key knowledge area for effective performance in this	Importance level in my current job							Importance level in next five years from now					

professional/technical competency?	N	S	M	V	E		N	S	M	V	E
	1	2	3	4	5		1	2	3	4	5
Knowledge management (KM) concepts, philosophy, and theory											
Knowledge management history and best practices											
Appreciation of the range of activities and initiatives used to establish an environment in which knowledge is effectively created, shared, and used to increase competitive advantage and customer satisfaction											
Technology and how it enables the knowledge-sharing and learning process											
Understanding of the primary processes of the business; experience with the organization's operations and business tools											
Strategies and approaches to managing culture change											
Information architecture											
Database management											
Business process analysis											
Systems analysis and design											
Adult learning theory											
AAR (after action review) methodology											
Please list any additional key knowledge areas that are an important part of this professional/technical competency. <hr/> <hr/>											
Key Actions	N	S	M	V	E		N	S	M	V	E
How important is each key action for effective performance in this professional/technical competency?											
Champions knowledge management (KM)											
Develops the KM vision and strategy ensuring it integrates with the	1	2	3	4	5		1	2	3	4	5

Manages information life cycle	1	2	3	4	5		1	2	3	4	5
Manages the life cycle of information from its creation or acquisition through its destruction including organizing, categorizing, cataloging, classifying, disseminating, etc.											
Encourages collaboration	1	2	3	4	5		1	2	3	4	5
Examines the design of the workplace and social environments to encourage and facilitate knowledge creation, sharing, and innovation;											
Creates knowledge-content activities to contribute to or manage the capture, sharing, and retention activities such as the after action review process											
Facilitates knowledge-oriented connections, coordination, and communication activities across organizational boundaries.											
Establishes a knowledge culture	1	2	3	4	5		1	2	3	4	5
Fosters a culture of acceptance of knowledge management; cultivates or supports innovation; helps break down the barriers between business units, functions, geographic locations, hierarchical layers, etc., to motivate people to share and use knowledge.											
Designs and implements KM solution	1	2	3	4	5		1	2	3	4	5
Assesses the specific knowledge needs of business processes and workers with those processes											
Identifies knowledge objects that can be handled in the information system;											
Integrates KM into employee's job activities, into key processes, and across communities of practice											
Transforms knowledge into learning	1	2	3	4	5		1	2	3	4	5

Assesses organizational learning capabilities; maximizes learning at the individual level															
uses knowledge capture and sharing as way to enhance organization-wide learning															
Facilitates drawing tacit knowledge from experts (knowledge that experts have but can not articulate) and makes it explicit knowledge so that others can learn it.															
Evaluates KM success	1	2	3	4	5		1	2	3	4	5				
Assesses the effectiveness of KM strategies, practices, and initiatives															
Measures benefits and progress against goals															
Establishes metrics to measure how well the organization leverages its intellectual assets.															
The American Society for Training and Development (ASTD) is considering the development of a certification process and would appreciate your feedback. If ASTD were to offer certification in this professional/technical competency, how likely is it that you would pursue certification.							Unlike	May be		Likely					
							1	2		3					
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;															
Key Knowledge Area How important is each key knowledge area for effective performance in this professional	Importance level in my current job						Importance level in next five years from now								
	N	S	M	V	E		N	S	M	V	E				
	1	2	3	4	5		1	2	3	4	5				
Needs assessment methodologies and learning needs identification															

such as ADA or EEOC Uniform Guidelines)											
Please list any additional key knowledge areas that are an important part of this professional/technical competency.											
<hr/> <hr/>											
Key Action How important is each key action for effective performance in this professional/technical competency?	Importance level in my current job						Importance level in next five years from now				
	N	S	M	V	E		N	S	M	V	E
	1	2	3	4	5		1	2	3	4	5
Establishes a vision											
Creates a compelling picture of how the learning function can improve the performance of the business and enable execution of the organization's strategy											
Partners with business unit leaders to advocate for improving human performance through the learning function.											
Establishes strategies	1	2	3	4	5		1	2	3	4	5
Develops long range learning, development, and human performance strategies to implement the vision											
Understands what drives the business											
Determines how the learning function can best add value.											
Implements action plans	1	2	3	4	5		1	2	3	4	5
Converts the workplace learning and performance strategies into action plans											

learning and performance solutions													
Selects the most appropriate resources for the solution being provided													
Negotiates and manages contracts with external partners; maintains contact with external partners to ensure effective delivery													
Ensures compliance with legal, ethical, and regulatory requirements	1	2	3	4	5		1	2	3	4	5		
Ensures that all delivery complies with relevant legal, ethical, and regulatory requirements													
Monitors compliance and creates reports as needed													
<p>Please list any additional key action areas that are an important part of this professional/technical competency.</p> <hr/> <hr/>													
<p>The American Society for Training and Development (ASTD) is considering the development of a certification process and would appreciate your feedback. If ASTD were to offer certification in this professional/technical competency, how likely is it that you would pursue certification?</p>	Unlike			May be			Likely						
	1			2			3						
<p>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.</p>													
Key Knowledge Area: How important is each key knowledge area for effective performance in	Importance level in my current job						Importance level in next five years from now						

Analyzes and interprets data	1	2	3	4	5		1	2	3	4	5
Creates descriptive and inferential summaries of data in a format that can be readily understood and communicated											
Adheres to rules of statistical analysis to reduce bias and provide adequate support for conclusions											
uses a process of creative inquiry to fully explore the data and all of its possible implications and meaning											
Reports conclusions and makes recommendations based on findings	1	2	3	4	5		1	2	3	4	5
Provides data summaries in a format that can be readily understood and interpreted by customers and stakeholders (potentially multiple summaries)											
organizes information in a way that directly responds to research questions											
bases recommendations and conclusions on sound analysis methods; clarifies customer questions and the meaning of the data											
Please list any additional key action areas that are an important part of this professional/technical competency. <hr/>											
The American Society for Training and Development (ASTD) is considering the development of a certification process and would appreciate your feedback. If ASTD were to offer certification in this professional/technical competency, how likely is it that you would pursue certification?							Unlike	May be	Likely		
							1	2	3		
MODEL COVERAGE											
What percentage of the knowledge, skills, and abilities that are needed for effective performance of your job were covered by the roles, general competencies, and professional/technical competencies appearing in this survey?											

If you provided a rating of less than 70% in the question above, please explain what is missing.						
<hr/>						
<hr/>						
What comments do you have about the competency model and/or the professional/technical competencies?						
<hr/>						
<hr/>						
<hr/>						
FUTURE TRENDS In this section, you will be asked to rate the importance of several trends regarding their impact to the profession over the next three years.	N	S	M	V	E	
	1	2	3	4	5	
Aligning learning and performance strategies with the organization's strategy						
Demonstrating a payback from your efforts in the form of improved organizational performance and measurable results						
Operating ethically and with social responsibility						
Developing or offering learning tools to meet the need for just in-time learning and knowledge						
Understanding and responding to globalization and diversity issues						
Developing and implementing strategies for retaining and developing talent						
Increasing competence in understanding technology alternatives and their use and application in delivering learning and training						

Thanks for your participation. Please complete the background information Part 11 survey.

Part 11—Demographic Profile

Directions: Please indicate your response by checking (✓) the appropriate box or filling in the blank with the most correct answer.

1. What is your current professional **position**?

Please indicate: _____

2. Which of the following best describes your Workplace Learning & Performance **discipline**?

- ☐ Training ☐ Organization Development ☐ Career Development
- ☐ Management Development/Leadership Development/Executive Development
- ☐ Human Resource Management
- ☐ Another specific human resource area (e.g. staffing, selection, employee relations)
- ☐ Other (please specify): _____

3. Which of the following **best** describes your current level within your organization?

- ☐ **Executive**/Vice President/Chairman of the company, institution, or organization
- ☐ **Director**-oversee an entire functional area
- ☐ **Manager**-oversee department within a functional area
- ☐ **Supervisor**-manage a group within a department
- ☐ **Team leader**-manage a work group
- ☐ **University professor** or **college instructor**
- ☐ **Private consultant**-work independently or self-employed
- ☐ **Entry level**- manage self or occasional small group or teams

4. How many **years of experience** do you have?

- ☐ Less than 1 year
- ☐ 1-2 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 15 years and more (Indicate how many years and specify if any): _____

5. How many **years of experience** do you have in the field of learning and performance?

- ☐ Less than 1 year ☐ 1-2 years ☐ 3-5 years
- ☐ 6-10 years ☐ 11-15 years
- ☐ More than 15 years (Indicate how many years and specify if any): _____

6 Which of the following best describes your organizations **primary type of industry**?

- ☐ Agriculture, Forestry, Fishing & Hunting,
- ☐ Business Schools and Computer Management Training,
- ☐ Broadcasting and Communication
- ☐ Finance & insurance
- ☐ Health care & Social Services
- ☐ Information or other Services,
- ☐ Management Consulting Services (including HR consulting),
- ☐ Manufacturing
- ☐ Publication Admonition ((including government)
- ☐ Real Estate and Rental and leasing
- ☐ Retail Trade
- ☐ Transportation and Ware housing

- ☐ Whole sale Trade
- ☐ Software Publishing
- ☐ Others (please specify): _____

7. Which of the following **best** describes the **type** of your organization?

- ☐ Academic institution
- ☐ Government agency
- ☐ For-profit organization
- ☐ Non-profit organization
- ☐ Consulting firm
- ☐ Independent consultant or sole proprietor
- ☐ Other please specify: _____

8 Does your organization use **English** for formal communication?

- ☐ Yes
- ☐ No

9. How often did you use the **internet** (e.g., emails) for business purposes in the last three months?

- ☐ More than 10 times per week
- ☐ 5-9 times per week
- ☐ 1-4 times per week
- ☐ Less than 1 time per week
- ☐ I have not used the internet in the last three months
- ☐ I have never used it.

10. Which of the following **best** describes your **status as trainer** over the last five years?

- ☐ I am a full times trainer. (Training or teaching is my major source of income.)
- ☐ I am a part time trainer. (Training or teaching is my secondary source of income.)
- ☐ I am an entry level trainer. (Training or teaching is my source of income.)
- ☐ I am not a trainer. (I have not served as a trainer for the last five years.)
- ☐ Other (Please specify): _____

11. How often have you served as a **trainer** in an **overseas** training & development program over the last five years?

- ☐ 1 time
- ☐ 2 times
- ☐ 3 times
- ☐ 4 times
- ☐ More than 5 times
- ☐ I have never served as trainer in oversee training program.
- ☐ Other (please specify): _____

12. How **often** have you been a **trainee** in an **overseas** training program over the last five years?

- ☐ 1 time
- ☐ 2 times
- ☐ 3 times
- ☐ 4 times
- ☐ 5 times and more than 5 years
- ☐ I have never served as trainee in oversee training program

■ Other (please specify): _____

13 How often you have taken **business trips** to another country over the last five years?

- 1 time
- 2 times
- 3 times
- 4 times
- 5 times and more than 5 times
- I have never taken an overseas business trip for the last five years.

14. Which of the following **best** describes the number of **full-time employees** in your **organization** (at least 40 hours per week)?

- Less than 100
- 100-199
- 200-300
- 300-399
- 400-499
- 500-or more

15. Please indicate the **highest** level of education you have achieved?

- Less than Bachelors degree
- Bachelors degree
- Masters degree (e.g. Masters of Arts, Masters of Science, Masters of Business Administration,)
- Advanced graduate degree (e.g., Doctor of Philosophy, Doctor of Medicine)
- None of the above (Please specify): _____.

16. Please rate each of the following sources of professional development directly related to workplace learning and performance as to their effectiveness (1=most effective; 5 least effective).

- Independent Self-directed learning
- External Formal Professional Development Program
- In-house Formal Professional Development program
- Peer or Supervisor Mentorship
- Academic Degree Program
- Other (please specify) _____

17. Please indicate the type of education and training you received to prepare for your HRD position. Check all that apply.

- Independent Self-directed learning
- External Formal Professional Development Program
- In-house Formal Professional Development program
- Peer or Supervisor Mentorship
- Academic Degree Program
- Other (please specify) _____

18. Please indicate the number of professional publications you have produced (include published white papers, articles, or books).

- ☐ None
- ☐ 1 to 5
- ☐ 6 to 10
- ☐ 11 to 20
- ☐ 21-30
- ☐ 31 or over

19. Please indicate number of times you have presented at **professional conferences**.

- ☐ None
- ☐ 1 to 5
- ☐ 6 to 10
- ☐ 11 to 20
- ☐ 21-30
- ☐ 31 or over

20. How old will you be this calendar year?
(Please indicate) _____years

21. What is your **gender**?

- ☐ Male
- ☐ Female

Please indicate your full name & email address if you want to receive the summary of research findings.

Name _____

email: _____

Thank you very much for completing this survey.

ڈیزائن سروے

: صلاحیت ماڈل سروے ASTD

تعارف

ایک ایسے میدان کے لیے نیا صلاحیت ماڈل تیار کر رہا ہے جسے اکثر اوقات "تربیت و ترقی" ASTD کہا جاتا ہے۔ اس (WLP)، اور مقام کار تحصیل و کارکردگی (HRD)، انسانی وسائل ترقی (T & D) کو آج کے کامیاب پیشہ وروں اور کل کی مطلوبہ ابھرتی ہوئی صلاحیتوں کے ASTD سروے کا مقصد لیے درکار صلاحیتوں کی نشاندہی کرنے میں مدد دینا ہے۔

اس سروے میں آپ سے موثر بر ملازمت اور مستقبل کے رجحانات کے مطابق درکار صلاحیتوں کے سوالات کا جواب مانگا جائے گا۔ یہ سروے صلاحیتوں کے کئی حصوں پر مشتمل ہے جن میں ایک حصہ مستقبل کے رجحانات پر اور آخر میں ایک آبادیاتی حصہ شامل ہے۔ سروے مکمل کرنے کے لیے آپ کے وقت میں سے 45 منٹ درکار ہوں گے۔ اس بات کا اثبات کر لیں کہ آپ کے پاس ایک ہی بار میں سروے مکمل کرنے کا وقت موجود ہے۔ اگر آپ کو سروے میں وقفہ کرنے کی ضرورت ہو یا اسے مکمل کرنے کے دوران میں مداخلت ہو رہی ہو تو از راہ کرم سروے کو مت چھوڑیں۔ اس کی بجائے اس دریچے کو بند کر دیں اور اس وقت مکمل کریں جب آپ کے پاس مناسب وقت موجود ہو۔

ASTD 2004 انفرادی جوابات گمنام رہیں گے۔

نوٹ:

یہ سروے مکمل کرنا زیادہ آسان ہوگا جب آپ دریچہ پوری سکرین موڈ میں بڑا کر لیں گے۔
کے ڈسپلے ہی کی سفارش کی جاتی ہے۔ 1024x768

کردار

کردار ذمہ داریوں کا اہم حصہ ہیں جن میں موثر کارکردگی کے لیے صلاحیتوں اور پیشہ ورانہ/تکنیکی مہارتوں کی ضرورت پڑتی ہے۔ وہ لازم نہیں کہ عنوانات کار کے ساتھ ہم معنی ہوں۔ اس حصے میں آپ سے موجودہ کام میں موثر کارکردگی کے متعدد کرداروں کی اہمیت کی درجہ بندی کرنے کے لیے کہا جاسکتا ہے۔ آپ سے یہ بھی کہا جا سکتا ہے کہ آپ اپنے موجودہ کام میں اپنے کردار کی درجہ بندی کریں۔

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم

ماہر تحصیلی حکمت عملی

معلوم کرتا ہے کہ مقام کام پر تحصیل اور کارکردگی میں بہترین کو طویل مدتی کاروباری کامیابی حاصل کرنے اور ادارہ جاتی ضروریات میں قدری اضافے کے لیے کس حد تک بڑھایا جا سکتا ہے۔ منصوبہ بندی اور کارکردگی میں بہتری اور نفاذ کے لیے رہنمائی اور نفاذ کے لیے رہنمائی مہیا کرتا ہے جس سے ادارہ جاتی حکمت عملی کی سمت کو مدد ملتی ہے اور وہ موجودہ، تحصیلی اور کارکردگی میں بہتری کی حکمت عملیوں کی موثریت کے تجزیے پر مبنی ہوتے ہیں۔

شریک کاروبار

شریک کو کاروباری اور صنعتی علم دیتا ہے جس میں مقام کار پر کارکردگی میں بہتری کے مواقع کی نشاندہی شامل ہے۔ ممکنہ حل کا جائزہ لیتا ہے اور ایسے حل کی سفارش کرتا ہے جو کارکردگی پر مثبت طور سے اثر انداز ہوتا ہے۔ مجوزہ حل کے ساتھ گاہک کی رضامندی اور لگن حاصل کرتا ہے۔ مل جل کر نفاذ کی ایک کلی حکمت عملی تلاش کرتا ہے، جس میں کاروباری کارکردگی پر اثر اندازی کا تجزیہ کرنا شامل ہے۔ موزوں باہمی انداز کار اور ابلاغی طریق کار استعمال کرتا ہے تاکہ گاہک کے ساتھ موثر اور طویل مدتی تعلقات قائم ہوں۔

پراجیکٹ مینیجر

وسائل کی ایسی منصوبہ بندی کرتا ہے اور تحصیل و کارکردگی حل کر ایسے موثر انداز میں پیش کرتا ہے جو کلی کاروبار کو مدد دے۔ مقصد کا ابلاغ کرتا ہے، نفاذ کے منصوبہ کے موثر عملدرآمد کو یقینی بناتا ہے۔ رکاوٹوں کو دور کرتا ہے، موزوں معاونت کو یقینی بناتا ہے اور پیروی کرتا ہے۔

پیشہ ور ماہر

تحصیلی اور کارکردگی حل کو وضع کرتا ، پروان چڑھاتا، مہیا کرتا اور تجزیہ کرتا ہے۔

از راہ کرم اپنے وقت کی
فی صد نشاندہی کریں جو آپ موجودہ کام میں ہر کردار میں صرف کرتے ہیں (آپ کے میزان کا
100 پوائنٹ کا حامل ہونا لازم ہے)

_____ ماہر تحصیلی حکمت عملی
_____ شریک کاروبار
_____ پراجیکٹ مینیجر
_____ پیشہ ماہر
_____ دیگر کردار

اگر آپ نے پچھلے سوال میں
"دیگر" کی نشاندہی کی ہے تو از راہ کرم اس "دیگر" کردار کو واضح کریں جو
آپ اپنے موجودہ کام میں ادا
کرتے ہیں۔

صلاحیتیں

اس حصے میں آپ کو بارہ صلاحیتوں اور متعلقہ کلیدی اقدامات کی اہمیت کی درجہ بندی کرنے
کے لیے کہا جائے گا جو کئی افراد کے لیے مقام کار پر تحصیلی و پیشہ ورانہ کارکردگی کے
لیے اہم ہو۔ خاص طور پر آپ سے کہا جائے گا کہ آپ اپنے موجودہ کام میں ہر ایک کی موثر
کارکردگی کی اہمیت کی درجہ بندی کریں۔ صلاحیتوں کی تین زمروں میں گروہ بندی کی جا
سکتی ہے۔

کاروباری/انتظامی <
باہمی <
ذاتی <

صلاحیتوں کی اس عمومی فہرست کے بعد بعض خاص پیشہ ورانہ/تکنیکی صلاحیتوں
کی فہرست کار اضافہ ہو سکتا ہے۔

کاروباری/انتظامی صلاحیتیں

ضروریات کا تجزیہ کرنا اور حل تجویز کرنا

کاروباری مسائل اور گاہک کی ضروریات ، مسائل اور مواقع کا تجزیہ کرنا اور سمجھنا ، مختلف
ذرائع سے حاصل کوائف سے نتیجہ اخذ کرنا، کسی اقدام کے لیے موثر انداز استعمال کرنا، نیز
حقائق، امکانات اور ممکنہ صورت حال کے ساتھ مطابقت رکھنے والے اقدامات کرنا۔

آپ کے موجودہ کام میں موثر کارکردگی کے لیے ہر کلیدی اقدام کس حد تک اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم

گاہک کی ضروریات کے بارے میں معلومات جمع کرتا ہے

گاہک کی ضرورتوں ، مسائل اور مواقع کے بارے میں معلومات جمع کرتا ہے، ادارہ جاتی معلومات اور انسانی کارکردگی کے نتائج کا جائزہ لیتا ہے، کارکردگی پر اثر انداز عوامل کو بہتر طور پر سمجھنے کے لیے تنظیمی نظاموں کا مطالعہ کرتا ہے، متنوع ذرائع سے معلومات جمع کرتا ہے، داخلی اور خارجی شرکا سے باتھ بٹانے اور بصیرت کا تقاضا کرتا ہے۔

تحصیلی اور کارکردگی کے مسائل کی نشاندہی کرتا ہے

انسانی تحصیل اور کارکردگی کے مسائل کی وجوہ جاننے کے لیے تحقیقی طریقے استعمال کرتا ہے۔ کارکردگی پر اثر انداز ہونے والے عوامل سمجھنے کے نظریے پیش کرتا ہے۔ رجحانات، اتحاد اور علت و معلول کے تعلق کو تلاش کرتا ہے۔

متعدد متبادلات پیدا کرتا ہے

بہترین پریکٹس کے بارے میں معلومات جمع کرتا ہے، توسیعی غور کرتا ہے اور متعدد اندازوں پر دماغ لڑاتا ہے، مسائل کے حل کے لیے متعلقہ امکانات وضع کرتا ہے۔ ممکنہ حل اور ان کی موثریت کے لیے ڈیٹا بیس یا بینک بناتا ہے۔

اختراعی حل تلاش کرتا ہے

موجودہ حد بندیوں کو چیلنج کرتا اور اختراعی متبادلات تلاش کرتا ہے۔ تخلیقی حل مسائل کی سرگرمیوں میں خیالات اور تحریک کے متنوع ذرائع کی طرف متوجہ ہوتا ہے۔

موزوں حل منتخب کرتا ہے

واضح فیصلے کے اصول وضع کرتا ہے۔ گاہک کے نظام اور ادارے کے دیگر حصوں پر پڑنے والے اثرات، امکانات، خدشات اور خطرات اور مضمرات کا جائزہ لیتا ہے۔ کسی موثر حل کو ترجیح دینے کے لیے منتخب کرتا ہے۔

اثرات کو پہچانتا ہے

دیگر تناظر میں تحصیلی اور کارکردگی کے فیصلوں، حلوں اور حکمت عملیوں کے مضمرات کو ملحوظ رکھتا ہے۔ علم کی وسیع حد استعمال کرتے ہوئے فیصلے کرتا ہے جو ادارے کے حدود اور اس کی فوری ضروریات سے ماورا ہوں۔

حل تجویز کرتا ہے

تبدیلی کرنے کے لیے کسی منصوبے اور طریق کار کی تجویز دیتا ہے مجوزہ حل کے لیے استدلال واضح کرتا ہے اور بتاتا ہے کہ یہ کارکردگی کی خلیج یا مواقع کو کس طرح پورا کرتا ہے۔

کلی طور پر

آپ کے موجودہ کام میں یہ صلاحیت موثر کارکردگی کے لیے کس طرح سے اہم ٹھہرتی ہے۔

کاروباری / انتظامی صلاحیتیں

کاروباری فراست کا استعمال

ادارے کے کاروباری ماڈل اور مالیاتی اہداف کو سمجھنا۔ مقام کار پر تحصیل اور کارکردگی کے حل میں سرمایہ کاری کرنے کے لیے کاروباری معاملہ وضع کرنے اور دستاویز کاری کرنے کے لیے معاشی، مالیاتی اور تنظیمی کوائف استعمال کرنا۔ دوسروں کے ساتھ مواصلت کے لیے کاروباری اصطلاحات استعمال کرنا۔

آپ کے موجودہ کام میں موثر کارکردگی کے لیے ہر کلیدی اقدام کس حد تک اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم

کاروبار کو سمجھنا ہے

ادارے کے کاروباری ماڈل اور مارکیٹ میں مسابقتی مقام کو سمجھتا ہے۔ سمجھتا ہے کہ نشوونما اور منافع بخشی کے لیے کاروبار بنیادی صلاحیتوں کو کس قدر ابھارنا ہے۔ بیرونی گاہکوں کے لیے قدر و قیمت کی مناسبت کو سمجھتا ہے۔

کاروباری عمل کو سمجھتا ہے

ادارے کی ساخت، نظاموں، افعال اور کاروباری طریق کار کو سمجھتا ہے۔ سمجھتا ہے کہ ادارہ کس طرح سے عمل کرتا ہے جس میں اس کے منصوبہ بندی، طریق کار، فیصلہ کاری کے راستے اور بندوبست معلومات کے نظام کو سمجھتا ہے۔ سمجھتا ہے کہ پیداوار اور خدمات کس طرح سے تیار ہوتے، بیچے اور گاہکوں تک پہنچائے جاتے ہیں۔

مالیاتی کوائف کا اطلاق کرتا ہے

مالیاتی اہداف کو سمجھتا ہے، جو کاروباری کامیابی سے متعلق ہوتے ہیں مثلاً "متوازن سکور کارڈ۔ میزانیے، گراف، چارٹ، جدولوں کے مضمرات کو سمجھتا اور درست طور پر پڑھ سکتا ہے۔ کاروباری معاملے کو تیار کرنے کے لیے مقداری حساب کتاب کرتا ہے جس میں بجٹ کی تیاری، شامل ہیں۔ (ROI) پروگرام کے اثر کا جائزہ اور سرمایہ کاری کے گوشوارے

ساکھ کے حصول کے لیے کاروباری اصطلاحات استعمال کرتا ہے

تحصیلی اور کارکردگی کی بولیوں کو کاروباری اصطلاحات میں بدلتا ہے جو صائب الرائے افراد سمجھ سکیں اور احسن کر سکیں۔ پیشہ ورانہ مہارت کے اطلاق کے مطابق کاروباری زبان بولتا ہے۔

کاروباری ترجیحات کو پہچانتا ہے

بیرونی گاہکوں کی بدلتی ہوئی ضروریات اور توقعات کی پیروی کرتا ہے۔ داخلی طلب اور بیرونی ضروریات کے مابین تعلقات کی نشاندہی کرتا ہے۔ داخلی گاہکوں کی کاروباری ضروریات نیز یہ کہ تحصیلی عمل بہتر کامیابی کے حصول کے لیے ان کی کس طرح سے مدد کرتا ہے، اسے سمجھنے کے لیے کام کرتا ہے۔

قدر و قیمت کی مناسبت پیدا کرتا ہے

کاروباری ضروریات اور مخصوص حل کے درمیان ربط پیدا کرتا ہے۔ اس امر کی دستاویز کاری کرتا ہے کہ یہ حل کاروبار کے بدفی نتائج کیونکر حاصل کرے گا۔ ان نتائج کی نشاندہی کرتا ہے جو تحصیلی اور کارکردگی کے حل کے نفاذ سے پیدا ہوں گے۔ وہ زبردست کاروباری معاملہ وضع کرتا ہے۔

تحصیلی اور کارکردگی کے کاروباری ایجنڈا کو پروان چڑھاتا ہے

سمجھتا ہے کہ کسی تنظیمی ساخت میں فیصلے کس طرح سے کیے جاتے ہیں اور اختیارات کیونکر استعمال ہوتے ہیں۔ کلیدی صائب الرائے افراد اور ان کی ترجیحات کو پہچانتا ہے۔ کاروباری یونٹ اور فیصلہ کاروں کے مابین سیاست کا فہم بڑھاتا ہے۔ تحصیلی اور کارکردگی کے حلوں کی کاروباری قدر و قیمت کو پیش کرتا اور اس کا دفاع کرتا ہے۔

کلی طور پر

آپ کے موجودہ کام میں یہ صلاحیت موثر کارکردگی کے لیے کس طرح سے اہم ٹھہرتی ہے۔

کاروباری / انتظامی صلاحیتیں

محرک نتائج

بہتری کے لیے مواقع کی نشاندہی کرنا اور تحصیل اور کارکردگی کے حلوں سے متعلق بہت واضح اہداف مقرر کرنا، کوششیں مجتمع کرنا اور ترقی کو ناپنا، اہداف کے حصول کے لیے کوشاں ہونا اور خصوصی نتائج پیدا کرنا۔

آپ کے موجودہ کام میں موثر کارکردگی کے لیے ہر کلیدی اقدام کس حد تک اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم

لازم

اہداف کی بہتری کے مواقع

کاروباری مواقع اور اہداف کا باقاعدہ جائزہ لیتا ہے خاص طور پر جو نتائج پر اثر انداز ہونے کی بہت زیادہ قوت رکھتے ہیں۔ تنظیمی کارکردگی کی بہتری کے مواقع کی نشاندہی کرتا ہے۔ کاروباری نتائج کو بہتر کرنے کے لیے انسانی کارکردگی کو بڑھانے کے نئے نئے طریقوں کی مسلسل تلاش میں رہتا ہے۔

اہداف اور مقاصد قائم کرتا ہے

اعلیٰ کارکردگی کی حوصلہ افزائی کے لیے کشیدہ اہداف مقرر کرتا ہے۔ معتبر کاروباری نتائج (مخصوص، قابل پیمائش، قابل حصول، حقیقی، مقرر وقتی) مقاصد SMART کے حصول کے لیے تیار کرتا ہے۔

حصول نتائج کے لیے کوششیں مجتمع کرتا ہے

حسب ضرورت اضافی وسائل مہیا کرتا ہے اور کشیدہ اہداف کے حصول کے لیے بلا تکان کام کرتا ہے۔

دشواریوں پر قابو پاتا ہے

ادارے کی حکمت عملی کے حصول کی راہ میں حائل دشواریوں پر قابو پاتا ہے۔ رکاوٹوں کا اندازہ لگاتا ہے اور انہیں دور کرتا ہے۔ غیر متعلقہ مسائل یا انحراف کو اہم کاموں کی وقت مقررہ پر تکمیل میں حائل ہونے سے روکتا ہے۔

جرات مندانہ رہنمائی مہیا کرتا ہے

ایک موقف پر قائم ہوتا ہے اور اقدامات کے ذریعے اس پر عمل کرتا ہے جس سے کاروباری مقاصد کو مدد ملتی ہے خواہ وہ اقدامات ناقابل قبول ہوں۔

کلی طور پر

آپ کے موجودہ کام میں یہ صلاحیت موثر کارکردگی کے لیے کس طرح سے اہم ٹھہرتی ہے۔

کاروباری / انتظامی صلاحیتیں

منصوبہ بندی اور نفاذ کی تفویض کار

اس امر کی بروقت یقین دہانی کے لیے کم مقام کار کے تحصیلی اور کارکردگی اہداف حاصل ہو گئے ہیں، لائحہ عمل تیار کرنا، وسائل حاصل کرنا اور تفویض کار کو مکمل کرنا۔

آپ کے موجودہ کام میں موثر کارکردگی کے لیے ہر کلیدی اقدام کس حد تک اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم
لازم

حدود کار وضع کرتا اور نتائج کی پیشگوئی کرتا ہے

ان قوی ضروریات اور رجحانات کے ساتھ منصوبے کے اہم حدود کار کی نشاندہی کرتا ہے، جو کامیابی پر اثر انداز ہو سکتی ہیں۔ اقدام سے متفق ہوتا ہے، مستقبل کے ممکنہ واقعات کا محتاط لحاظ کرنے پر مبنی وسائل کی بامی بھرتا ہے۔

منصوبہ سازی کے لیے منصوبہ بندی کے آلات استعمال کرتا ہے

عملی لائحہ عمل وضع کرنے کے لیے منصوبہ بندی کے آلات مثلاً "گینٹ چارٹ، تجزیہ خدشات اور ذمہ داریوں کے پیمانے استعمال کرتا ہے۔ ضروری سرگرمیوں اور تفویض کار کی کم ضروری کاموں کے ہمراہ نشاندہی کرتا ہے۔ حسب ضرورت منصوبے اور ترجیحات کا تسوہ کرتا ہے۔

بجٹ کا بندوبست کرتا ہے

منصوبے کی لاگت کا حساب کرتا ہے اور بجٹ تیار کرتا ہے۔ لاگت منصوبہ سے متعلق اخراجات کی نگرانی کرتا ہے۔ نئے چیلنج پیدا ہونے پر خرچ اور تخصیص وسائل کا تسوہ کرتا ہے۔

کاموں اور وسائل کو معلوم کرتا ہے

منصوبے کی ضروریات کا کاموں، آلات کار، مواد اور افراد کی ضروریات کی تفصیل سے پتا لگاتا ہے۔

اتفاقی ضروریات کی منصوبہ بندی کرتا ہے

قومی مسائل کی پہلے سے نشاندہی کرتا اور اگر وہ وقوع پذیر ہوں تو ان سے نمٹنے کے لیے اتفاقی ضروریات کی منصوبہ بندی کرتا یا اس کے لیے کام کرتا ہے۔

وسائل مہیا کرتا ہے

میسر وسائل سے فائدہ اٹھاتا ہے (مثلاً افراد، طریق کار، شعبے اور آلات) تاکہ کام موثر طور پر مکمل ہو۔ داخلی اور بیرونی شریک کار کے ساتھ تعاون کرتا ہے۔

میقات بندی کرتا ہے

اپنے اور دوسروں کے کاموں کی تکمیل کے لیے مناسب وقت مخصوص کرتا ہے۔ تنازع پیدا ہونے سے احتراز کرتا ہے۔ بروقت ہونے اور سنگ میل کو وضع کرتا اور ان کے حصول پر توجہ مرکوز رکھتا ہے۔

نشوونما کی پیروی کرتا اور تکمیل یقینی بناتا ہے

منصوبے کی بروقت اور موثر تکمیل کے لیے اس کی نشوونما کی پیروی کرتا ہے۔ حسب ضرورت افراد کی نگرانی کرتا ہے۔ اس بات کے اثبات کے لیے صائب الرائے افراد کے ساتھ مسلسل رابطہ رکھتا ہے کہ موعودہ اہداف حاصل ہو گئے ہیں۔ مسائل اور رکاوٹوں کے ساتھ ساتھ نشاندہی کرتا ہے کہ کون بہتر کام کر رہا ہے۔ منصوبے کے دوران میں اصلاح راہ کرتا ہے۔

کلی طور پر

آپ کے موجودہ کام میں یہ صلاحیت موثر کارکردگی کے لیے کس طرح سے اہم ٹھہرتی ہے۔

کاروباری / انتظامی صلاحیتیں

حکمت عملی کے طور پر غور و فکر

ان داخلی اور خارجی عوامل کو سمجھنا جو ادارے میں تحصیل اور کارکردگی پر اثر انداز ہوتے ہیں۔ رجحانات کا پورے طور پر اور مواقع کا کاروبار کی قدروقیمت میں اضافے کے لیے پیشگی جائزہ لینا۔ تحصیلی اور کارکردگی کی حکمت عملیوں کو پروان چڑھانے میں نظام کے تناظر میں عمل کرنا اور کاروباری حکمت عملی کے ہمراہ ہونا۔

آپ کے موجودہ کام میں موثر کارکردگی کے لیے ہر کلیدی اقدام کس حد تک اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم
لازم

تحصیل اور کارکردگی پر اثر انداز خارجی عوامل کو سمجھتا ہے

سیاسی، معاشی، معاشرتی، ثقافتی اور عالمی عوامل کو سمجھنا جو کسی ادارے کی مارکیٹ میں کارکردگی پر اثر انداز ہو سکتے ہیں۔

تحصیل اور کارکردگی کے لیے تنظیمی پس منظر کو سمجھتا ہے

سمجھتا ہے کہ تنظیمی کامیابی میں تحصیل اور کارکردگی کیونکر کارگر ہوتی ہے۔ ان طریقوں کو سمجھتا ہے جن میں مینیجر اور ماہرین لوگوں کی بہتری کے لیے کام کرتے ہیں۔ سمجھتا ہے کہ "انسانی وسائل" اور "انسانی وسائل کی بہتری" کے مختلف پہلو ایک دوسرے کے ساتھ، حکمت عملی اور تنظیمی ساخت کے ساتھ کس طرح سے مربوط ہوتے ہیں۔

ابھرتے ہوئے مواقع کو پہچانتا اور بروئے کار لاتا ہے

پیش بینی کرتا ہے کہ تحصیلی اور کارکردگی کی صنعت پر رجحانات کس طرح سے اثر انداز ہو سکتے ہیں۔ دوسرے میدانوں اور صنعتوں میں ہونے والی نئی ترقیوں کو دیکھتا رہتا ہے۔ کاروبار کے بارے میں اپنی تشویش ظاہر کرتا اور مفروضات کو چیلنج کرتا ہے۔ مستقبل کی آئینہ بندی کے لیے مختلف تناظرات سے تحریک حاصل کرتا ہے۔ کاروبار میں قدروقیمت کا اضافہ کرنے کے لیے تحصیل اور کارکردگی کے افعال کا انتخاب وضع کرتا ہے۔

حکمت عملی کے طور پر سیدھ تعمیر کرتا ہے

ادارے کی بصیرت، اہداف اور حکمت عملیوں کی بہتری اور ترقی کے لیے انسانی سرمایے پر توجہ دیتے ہوئے اپنا کردار ادا کرتا ہے۔ سیدھ میں لانے کے لیے دوسرے نقطہ ہائے نظر کا تجزیہ و ترکیب کرتا ہے۔

تحصیلی اور کارکردگی کی حکمت عملیاں وضع کرتا ہے

مقام کار کی تحصیل اور کارکردگی کی حکمت عملیوں کی مختصر اور طویل المدت صورت وضع کرتا ہے جن سے ادارے کی حکمت عملیوں کی راہ متعین ہوتی ہے۔ طویل حد بدفی یا بصیرتی حکمت عملی حاصل کرنے کے مواقع پیدا کرتا ہے۔

نظام کے تناظر کے لحاظ سے عمل کرتا ہے

ادارے کو فعال اور متحرک نظام کے طور پر محسوس کرتا ہے۔ باہم مربوط عناصر کو سمجھنے اور یکجا کرنے کی ضرورت کی نشاندہی کرتا ہے۔ بڑی تصویر دیکھتا اور پیچیدہ تعلقات کی نوعیت جانتا ہے۔ مسائل کے نمونوں اور وسیع تر مضمرات کو پہچانتا ہے۔ فیصلہ کرتے وقت طویل المدت اہدافی حکمت عملی اور مختصر المدت ترجیحات کے درمیان توازن رکھتا ہے۔

کلی طور پر

آپ کے موجودہ کام میں یہ صلاحیت موثر کارکردگی کے لیے کس طرح سے اہم ٹھہرتی ہے۔

باہمی صلاحیتیں

اعتبار قائم کرنا

کسی ایسے طریقے سے دوسروں سے تعلقات رکھنا جو کسی کی نیتوں پر اور ادارے پر اعتماد مہیا کریں۔

آپ کے موجودہ کام میں موثر کارکردگی کے لیے ہر کلیدی اقدام کس حد تک اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم

لازم

دیانت داری سے عمل کرتا ہے

ایمانداری کا اظہار کرتا ہے اور اخلاقی اصولوں پر عمل کرتا ہے۔ یقین دلاتا ہے کہ الفاظ اور اعمال پائیدار اور مستحکم ہیں۔ بات پر قائم رہتا ہے۔ کسی بھی صورت حال میں قابل بھروسا ہوتا ہے۔

حیثیت کا اظہار کرتا ہے

اپنے خیالات، احساسات اور استدلال میں دوسروں کو شریک کرتا ہے تاکہ دوسرے اس کی حیثیت اور پالیسیوں کو سمجھ سکیں۔

اعتبار قائم رکھتا ہے

دوسروں کے بارے میں خفیہ نجی اور حساس معلومات کو اپنے پاس رکھتا ہے۔

رہنمائی کا نمونہ پیش کرتا ہے

ادارے کی اقدار کے حوالے سے کرداری ماڈل کے طور پر سامنے آتا ہے۔ وعدوں کے لحاظ سے ذمہ داری لیتا ہے۔ دوسروں کو ان کا مناسب حق دیتا ہے۔ اپنی غلطیوں کو تسلیم کرتا ہے نہ کہ دوسروں پر الزام دیتا ہے۔

لوگوں کے ساتھ مناسب سلوک کرتا ہے

تمام صائب الرائے افراد کے ساتھ عزت، احترام اور مناسب رویے کے ساتھ پیش آتا ہے۔ بلا رو رعایت دوسروں کو سنتا ہے۔ دوسروں کے خیالات اور آرا کو معروضی طور پر لیتا ہے حتیٰ کہ جب وہ طے شدہ پالیسیوں اور طریق کار یا عمومی عقائد کے خلاف بھی ہو رہے ہوں۔ مزاحمت کے باوجود مختلف حصہ داروں کے آگے آگے چلتا ہے۔ تنازع کے موثر حل کے لیے کام کرتا ہے۔

کلّی طور پر

آپ کے موجودہ کام میں یہ صلاحیت موثر کارکردگی کے لیے کس طرح سے اہم ٹھہرتی ہے۔

باہمی صلاحیتیں

موثر طور پر رابطہ رکھنا

انفرادی اور گروہی پر قسم کی صورت حال میں خیالات، احساسات اور نقطہ نظر کا واضح، مختصر اور بین انداز میں اظہار کرنا۔ دوسروں کو فعال طور پر سننا، حاضرین کی توجہ حاصل کرنے کا لچکدار انداز اختیار کرنا۔ ہدفی ابلاغی حکمت عملیوں کو وضع کرنا اور ان کا نفاذ کرنا تاکہ معاونت مہیا کر سکیں۔

آپ کے موجودہ کام میں موثر کارکردگی کے لیے ہر کلیدی اقدام کس حد تک اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم

لازم

موثر ابلاغی حکمت عملیوں کو وضع کرنا اور نافذ کرتا ہے

ابلاغ کرنے اور معلومات ابھارنے کے منصوبے تیار کرتا ہے۔ خلاصہ نتائج مہیا کرنے کے لیے مختلف ذرائع استعمال کرتا ہے۔

واضح پیغام دیتا ہے

موزوں ذخیرہ الفاظ استعمال کرتا ہے۔ مواد کو سمجھتا اور موضوع پر عبور ظاہر کرتا ہے۔ منطقی اور سادہ انداز میں خیالات پیش کرتا ہے۔

موثرات کے ساتھ پیش کرتا ہے

موزوں اتار چڑھاؤ کے ساتھ بات کرتا ہے۔ اعتبار، آسانی اور جذبے کی فضا پیش کرتا ہے۔ متعلقہ غیر لفظی ابلاغ کرتا ہے۔ مواد کو سمجھنے کے لیے بصری معاونات استعمال کرتا ہے۔

مواد پیغام اور پیشکش کا تسوہ کرتا ہے

سامعین کے رد عمل کا اندازہ لگاتا ہے اور مجموعی تاثر قائم کرنے کے لیے متبادل حکمت عملیوں سے کام لیتا ہے۔ فہم بڑھانے کے لیے اپنے پیغام کو مختلف طریقوں سے پیش کرتا ہے۔ سوالات اور فیڈ بیک پر مناسب انداز سے رد عمل ظاہر کرتا ہے۔

فعال سماعت کا اظہار کرتا ہے

دوسروں کو سنتا ہے۔ ان کے پیغام کی درست تعبیر کرتا ہے۔ سمجھ بوجھ کا جائزہ لیتا ہے۔ مختلف نقطہ ہائے نظر کا علم حاصل کرتا ہے۔

مکالمے کی دعوت دیتا ہے

موزوں سوالات کی تکنیک استعمال کر کے اور ضروری باتوں پر گفتگو کے لیے دوسروں کو شامل کرنے کے لیے مکالمے کی دعوت دیتا ہے۔ لوگوں کو اپنی امیدوں اور خدشوں کے اظہار سے دوسروں کو حوصلہ دیتا ہے۔ فیڈ بیک طلب کرتا ہے۔

واضح تحریری ابلاغ وضع کرتا ہے

واضح اور سمجھ میں آنے والی تحریر پیش کرتا ہے۔ فہم بڑھانے کے لیے معلومات کو منطقی انداز میں ترتیب دیتا ہے۔ پیشہ ورانہ بولیوں اور تکنیکی الفاظ کو نظر انداز کرتا ہے۔ موضوع اور سامعین کے مطابق لہجہ اور انداز اختیار کرتا ہے۔

کثیر ابلاغی طریقے استعمال کرتا ہے

وصول کنندگان کی ضروریات پر مبنی ذریعہ ابلاغ اور طریقہ منتخب کرتا ہے۔ دور دراز کے کارکنوں کو شامل کرنے کے لیے ورچوئل طریقوں کو استعمال کرتا ہے جو ابلاغ کے متنوع طریقہ استعمال کرتے ہوں گے۔

کلی طور پر

آپ کے موجودہ کام میں یہ صلاحیت موثر کارکردگی کے لیے کس طرح سے اہم ٹھہرتی ہے۔

باہمی صلاحیتیں

صائب الرائے افراد پر اثر ڈالنا

تنظیمی کارکردگی کی بہترین کے انداز میں تحصیل کی اہمیت یا مجوزہ حل پیش کرنا۔ ایسے حل سے وابستگی ظاہر کرنا جو انفرادی ، ٹیم کی یا ادارے کی کارکردگی کو بہتر بنائیں گے۔

آپ کے موجودہ کام میں موثر کارکردگی کے لیے ہر کلیدی اقدام کس حد تک اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم
لازم

صائب الرائے تناظرات کا تجزیہ کرنا

کلیدی صائب الرائے افراد کی نشاندہی کرتا ہے۔ ممکنہ رد عمل کا تجزیہ کرتا ہے اور طے کرتا ہے کہ ان کی انفرادی ضروریات اور ترجیحات سے کیسے نمٹا جائے۔

مارکیٹ کی حکمت عملی وضع کرتا ہے

کاروباری معاملہ اور مجوزہ حل پیش کرنے کی حکمت عملی تیار کرتا ہے۔ معاونتی عوامل ابھارنے کے لیے یا رکاوٹوں کو کم یا دور کرنے کے لیے منصوبہ بناتا ہے۔ ابلاغی مہم تیار کرتا ہے۔

مضبوط قدری تجویز پیش کرتا ہے

سامعین کو یہ سمجھنے میں مدد دیتا ہے کہ مجوزہ تحصیلی اور کارکردگی حل بدفی کاروباری نتائج کس طرح سے حاصل کرے گا۔ کاروباری معاملے پر مبنی قائل کرنے والا استدلال مہیا کرتا ہے۔

توانائی اور معاونت وضع کرتا ہے

مختلف سطحوں اور افعال کے اظہار سے لوگوں سے امداد کی حوصلہ افزائی کرتا ہے۔ بہتر ادخال حاصل کرنے، خریداری کی صورت پیدا کرنے اور حتمی فیصلوں کا فہم یقینی بنانے کے لیے لوگوں کو فیصلہ کاری کے عمل میں شریک ہونے کی دعوت دیتا ہے۔

حل کے ساتھ وابستگی حاصل کرتا ہے

مجوزہ تحصیلی حل کی پشت پناہی کے لیے اثر انداز ہونے والی تکنیکیں استعمال کرتا ہے۔ مستقبل موثر دلائل دیتا ہے۔ اعتراضات کو رفع کرتا ہے۔ کلیدی نکات پر بات چیت کرتا ہے۔ اور نتائج کا خلاصہ پیش کرتا ہے۔ حل کے نفاذ یا حصہ داروں کے حوالے سے اقدامات کے لیے اتفاق رائے حاصل کرتا ہے۔

کلی طور پر

آپ کے موجودہ کام میں یہ صلاحیت موثر کارکردگی کے لیے کس طرح سے اہم ٹھہرتی ہے۔

بابی صلاحیتیں

تنوع ابھارنا

تمام افراد کی اہلیتوں، شرح صدر اور خیالات کی تحسین کرنا اور ابھارنا۔ تنوع انداز قابلیتوں اور پس منظر رکھنے والے افراد کے ساتھ موثر طور پر کام کرنا (جن میں ثقافتی فرق شامل ہیں)۔

آپ کے موجودہ کام میں موثر کارکردگی کے لیے ہر کلیدی اقدام کس حد تک اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم

مختلف تناظرات کے لیے احترام ظاہر کرتا ہے

زبانی اور غیر زبانی طور پر ایسے فیصلے اور اقدامات کر کے احترام ظاہر کرتا ہے جو ثقافتی متعلقات اور تعلقات کی تحسین ظاہر کرتے ہیں۔ دوسرے نقطہ نظر کی حمایت کرتا ہے۔ عدم رائے کا رویہ ظاہر کرتا ہے۔

ذاتی شعور وسیع کرتا ہے

دوسری ثقافتوں، ملکوں، قوموں اور پس منظروں کے لوگوں کے ساتھ تعلق قائم کرتا ہے۔ سماجی معیارات، فیصلہ کاری کے انداز، ترجیحات میں اختلافات کے بارے میں مزید سیکھتا ہے۔ ایسے مکالمات کی حوصلہ افزائی کرتا ہے جن سے مختلف آرا کی قبولیت کو فروغ ملے۔ ذاتی تعصبات اور رویوں کا مسلسل جائزہ لیتا ہے تاکہ یکسانیت سے بچا جا سکے۔

دوسروں کو حیثیت دینے کا رویہ اپناتا ہے

اپنے رویے میں ایسی تبدیلی لاتا ہے کہ آسانی اور قبولیت محسوس کر سکیں۔ تحصیلی اور کارکردگی کے حلوں کا آمیزہ پیش کر کے مختلف تحصیلی انداز کو ان کا مقام دیتا ہے۔

تنوع کی رہنمائی کرتا ہے

تنوع کی قدر و قیمت کی حمایت کرتا ہے۔ مقام کار میں تنوع بڑھانے کے اقدامات کرتا ہے (مثلاً) تنوع پس منظر کے افراد بھرتی کر کے) دوسروں کے بلحاظ قوم، جنس یا نامناسب رویوں کی مخالفت کرتا ہے۔ ادارے کے "نکال باہر" قسم کے انداز کو چیلنج کرتا ہے۔

عالمی اختلافات کو تسلیم کرتا ہے

دنیا کے مختلف علاقوں کے کاروباری رسومات اور ثقافتی عمل کے بارے میں شعور کا اظہار کرتا ہے۔ تسلیم کرتا ہے کہ جب لوگ دوسری زبان میں کام کر رہے ہوں تو وہ اضافی فہم اور ابلاغی چیلنج رکھتے ہیں۔ طریق کار اور توقعات کا تسویم کرتا ہے تاکہ اجلاسوں، کانفرنس کال اور ورکشاپوں میں ان کی مکمل شرکت میں سہولت دی جا سکے۔

کلی طور پر

آپ کے موجودہ کام میں یہ صلاحیت موثر کارکردگی کے لیے کس طرح سے اہم ٹھہرتی ہے۔

باہمی صلاحیتیں

نیٹ ورکنگ اور حصہ داری

داخلی اور بیرونی رابطوں کے ساتھ متعاون تعلقات کا سلسلہ (نیٹ ورکنگ) تیار اور استعمال کرنا تاکہ مقام کار کی تحصیلی اور کارکردگی کی حکمت عملی کو اس طرح ابھارا جا سکے کہ کاروباری نتائج کی تکمیل میں آسانی پیدا ہو۔

آپ کے موجودہ کام میں موثر کارکردگی کے لیے ہر کلیدی اقدام کس حد تک اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم
لازم

دوسروں کے ساتھ نیٹ ورک

ادارے کے اندر اور باہر ذاتی طور پر فعال نیٹ ورک کا سلسلہ قائم کرتا ہے۔ جو فوری مشورہ یا حل پیش کر سکے، جس میں موثر افراد (مثلاً) سینئر رہنما، شعبوں کے سربراہ، بیرونی وینڈر/سپلائر اور تحصیل و کارکردگی کے ماہرین شامل ہوں۔

مراحل اور بہترین عمل کا حصہ دار بنتا ہے

ادارے کے باہر دوسروں کے ساتھ مقام کار کی تحصیل اور کارکردگی میں ان کے تجربات سے سیکھنے اور بہترین عمل میں حصہ دار بننے کے لیے رابطے رکھتا ہے۔ دوسروں سے ذاتی مواصلت اور کانفرنس کے تعامل کے ذریعے مسلسل سیکھتا رہتا ہے۔

مشترک اہداف قائم کرتا ہے

ادارے کے اہداف میں ترجیحات مقرر کرتا ہے اور مشترکہ ہدف کے حصول کے لیے حصہ داروں کے لیے راستہ تلاش کرتا ہے۔ مقام کار پر تحصیلی اور کارکردگی کے اہداف کے لیے مشترک بنیاد تیار کرتا ہے تاکہ تعاون کی تسہیل ہو۔

حصہ دارانہ تعلقات قائم کرتا ہے

کلیدی افراد کے ساتھ قریبی تعلقات رکھ کر اور تعاون کے ساتھ کام کر کے مضبوط ذاتی باہمی تعلق قائم کرتا ہے۔ دوسروں کی ضروریات کا جائزہ لے کر ان کی مدد کرنے اور کبھی کبھار حمایت کا تبادلہ کرنے سے ان میں قدر افزائی اور تحسین کا احساس پیدا کرتا ہے۔ (مثلاً)

تجویزوں کو جانچنے کے لیے کوئی مجلس مہیا کر کے یا یہ جان کر کہ صنعت کے دوسرے حصوں میں کیا ہو رہا ہے۔

اشتراک عمل کے نئے امکانات پیدا کرتا ہے

اصل خیالات کو جانچتا اور توسیع دیتا ہے۔ ان مسائل پر دوسروں کے خیالات کو پروان چڑھاتا ہے۔ اپنی سوچ میں وضاحت حاصل کرتا ہے اور مستقبل کے اشتراک عمل کے امکانات روشن کرتا ہے۔

کلی طور پر

آپ کے موجودہ کام میں یہ صلاحیت موثر کارکردگی کے لیے کس طرح سے اہم ٹھہرتی ہے۔

ذاتی صلاحیتیں

مطابقت پذیری کا اظہار کرنا

کام حالات کار یا ادارے پر اثر انداز صورت حال میں بڑی تبدیلیوں کے باعث موثریت کو قائم رکھنا۔ (مثلاً "معاشی، سیاسی، ثقافتی یا ٹیکنالوجی کے حوالے سے) نئے لوگوں، خیالات اور انداز کو خوش آمدید کہنا۔ کام کی نئی ساخت، طریقوں، ضرورتوں اور ثقافتوں میں کام کرنے کے لیے موثر طور پر مطابقت پذیر ہونا۔

آپ کے موجودہ کام میں موثر کارکردگی کے لیے ہر کلیدی اقدام کس حد تک اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم
لازم

تبدیلیوں کو سمجھنے کی کوشش کرتا ہے

کام، صورت حال اور ماحول نیز تبدیلی کی منطق اور بنیاد کو سمجھنے کی کوشش کرتا ہے۔ کام کی نئی صورت حال کے بارے میں معلومات کو فعال انداز میں حاصل کرتا ہے اور رائے دینے میں شامل کرتا ہے۔

تبدیلی کو مثبت انداز میں لیتا ہے

تبدیلیوں کو تعلیم اور ترقی کے مواقع سمجھتا ہے۔ تبدیلی کے مفید پہلوؤں پر توجہ دیتا ہے۔ مثبت گفتگو کرتا ہے اور اس وقت تبدیلی کی حمایت کرتا ہے جب وہ تنظیمی اہداف اور حکمت عملی کو ترقی دے۔

مختلف خیالات اور انداز کا سامنا کرتا ہے

مختلف خیالات اور انداز کا سامنا کرتا ہے۔ بدلتی ہوئی صورت حال میں نئے اور مختلف انداز کو خوشدلی سے آزماتا ہے۔

رویے کا تسویر کرتا ہے

کام کے ماحول میں تبدیلیوں سے موثر طور پر نمٹنے کے لیے اپنے رویے میں مطابقت پیدا کرتا ہے۔ تبدیلی سے نمٹنے کے لیے نئے علم اور مہارتوں کو حاصل کرتا ہے۔ غیر موثر رویوں پر اصرار نہیں کرتا۔ غیر یقینی صورت حال اور تذبذب میں استقامت ظاہر کرتا اور موثریت قائم رکھتا ہے۔

نفاذ کے چیلنج پر قابو پانے کی مطابقت پیدا کرتا ہے

تحصیلی اور کارکردگی کے حل کے موثر نفاذ کے لیے عالمی، ثقافتی، معاشی، سماجی اور سیاسی چیلنج سے موثر طور پر نمٹتا ہے۔ رکاوٹوں پر قابو پاتا ہے اور غیر روایتی یا چیلنج کرنے والی صورت حال سے تعمیری انداز سے نمٹتا ہے۔

کلی طور پر

آپ کے موجودہ کام میں یہ صلاحیت موثر کارکردگی کے لیے کس طرح سے اہم ٹھہرتی ہے۔

ذاتی صلاحیتیں

ذاتی نشوونما کا نمونہ پیش کرنا

اپنی ذاتی تحصیل کے لیے فعال انداز میں نئے میدانوں کی نشاندہی کرنا۔ تحصیل کے مواقع سے مسلسل استفادے کی صورت پیدا کرنا۔ کام پر نئے حاصل شدہ علم اور مہارت کو استعمال کرنا۔

آپ کے موجودہ کام میں موثر کارکردگی کے لیے ہر کلیدی اقدام کس حد تک اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم

تحصیل میں ذاتی مہارت کا نمونہ پیش کرتا ہے

ذاتی تحصیل اور ترقی میں ذمہ داری لے کر نمونے یا ماڈل پیش کرتا ہے۔ فیڈ بیک حال کرتا ہے اور معلومات کے دیگر ذرائع کو استعمال کرتا ہے تاکہ ذاتی ترقی کے لیے موزوں میدانوں کی نشاندہی ہو سکے۔ تحصیلی ضروریات کو ہدف بناتا ہے اور اقدام کرتا ہے۔

تحصیلی سرگرمیاں تلاش کرتا ہے

مسلسل تحصیل کے لیے تحریک ظاہر کرتا ہے۔ موزوں تحصیلی سرگرمیوں کی نشاندہی اور شرکت کرتا ہے۔ (مثلاً" کورس، مطالعہ، خود مطالعہ، تربیت، ذاتی تجرباتی تحصیل) جس سے ذاتی تحصیلی ضروریات پوری ہوتی ہیں۔ تازہ ترین تعلیم کی قدر پہچانتا اور تلاش کرتا ہے۔

تحصیل میں خدشات اٹھاتا ہے

خود کو نا معلوم اور نا آسان صورت حال میں ڈال کر سیکھتا ہے۔ احمق ٹھہرنے کا خطرہ مول لے کر بھی سوالات کرتا ہے۔ ایسی تفویض کار قبول کرتا ہے جس میں نامعلوم چیلنج درپیش ہو۔

تحصیلی مواقع کو بڑھاتا ہے

تحصیلی سرگرمیوں میں فعال شرکت کرتا ہے اس طرح سے کہ زیادہ سے زیادہ تحصیلی تجزیہ حاصل ہو (نوٹس لیتا ہے، سوالات کرتا ہے، تنقیدی تجزیہ معلومات کرتا ہے، ذہن میں کبھی

اطلاقات کرتا ہے، مطلوبہ کام انجام دیتا ہے) غیر متوقع تحصیلی مواقع مثلاً "دوسروں سے تربیت وغیرہ کے حصول کے لیے تیار رہتا ہے۔

نئے علم یا مہارت کا اطلاق کرتا ہے

کام پر نئے علم، فہم یا مہارت کا عملی استعمال کرتا ہے۔ نئے انداز اور رویوں کو استعمال کرنے کے لیے سعی و خطا کے ذریعے سیکھتا رہتا ہے۔

پیشہ ورانہ علم قائم رکھتا ہے

مہارت کے پیشہ ورانہ میدانوں میں سیکھتا رہتا ہے۔ تحصیل کے نئے میدانوں کی نشاندہی کے لیے صنعت میں نئی ترقیوں کا جائزہ لیتا رہتا ہے۔ اپنے موجودہ میدان مہارت سے ماورا میدانوں میں بھی علم کی تلاش میں رہتا ہے۔ تحصیل کے رجحانات اور ابھرتی ہوئی تحصیلی ٹیکنالوجی سے آگاہ رہتا ہے۔ متعلقہ پیشہ ورانہ انجمنوں کی رکنیت قائم رکھتا ہے۔ پیشہ ورانہ اجلاسوں اور کانفرنسوں میں شرکت کرتا ہے۔ جرائد اور پیشہ ورانہ مطبوعات پڑھتا ہے۔

کلی طور پر

آپ کے موجودہ کام میں یہ صلاحیت موثر کارکردگی کے لیے کس طرح سے اہم ٹھہرتی ہے۔

مستقبل میں صلاحیتوں کی اہمیت

برائے مہربانی ان تمام صلاحیتوں کو ملحوظ رکھیں جن کی شرح آپ نے ابھی کی ہے۔ آپ اپنے خیال کے مطابق اگلے تین برسوں میں اپنے کام میں موثر کارکردگی کے لیے تین بہترین صلاحیتوں کو منتخب کریں۔

براہ مہربانی صرف تین صلاحیتیں منتخب کریں

ضروریات کا تجزیہ کرنا اور حل تجویز کرنا

کاروبار کی مسائل اور گاہکوں کی ضروریات، مسائل اور مواقع کی نشاندہی کرنا اور سمجھنا۔ مختلف ذرائع سے حاصل کرائف کا تقابل کرنا اور نتائج نکالنا۔ کوئی لائحہ عمل طے کرنے کے لیے موثر انداز استعمال کرنا یا موزوں حل وضع کرنا۔ میسر حقائق اور مسائل یا متوقع نتائج کے مطابق اقدامات کرنا۔

کاروباری دقت نظری استعمال کرنا

ادارے کے کاروباری ماڈل اور مالیاتی اہداف کو سمجھنا۔ مقام کار کی تحصیل اور کارکردگی کے حل میں سرمایہ کاری کے لیے کاروباری معاملہ وضع کرنے اور اس کی دستاویز کاری کے لیے معاشی، مالیاتی اور ادارہ جاتی کوائف استعمال کرنا۔ دوسروں سے ابلاغ کے لیے کاروباری اصطلاحات استعمال کرنا۔

نتائج پیدا کرنا

تحصیل اور کارکردگی کے حل سے متعلق واضح اہداف کی نشوونما اور تعین کے لیے مواقع کی نشاندہی کرنا۔ کوششوں کو یک جا کرنا اور پیش رفت کو ناپنا۔ اہداف حاصل کرنے اور خصوصی نتائج پیدا کرنے کے لیے کوشاں رہنا۔

تفویض کار کی منصوبہ بندی اور نفاذ کرنا

اقدامات وضع کرنا، وسائل حاصل کرنا اور تفویض کار کو اس طرح بروقت مکمل کرنا جس سے مقام کار کی تحصیل اور کارکردگی کے اہداف حاصل ہونا یقینی ہو جائے۔

حکمت عملی کے انداز میں سوچنا

ادارے میں تحصیل اور کارکردگی پر اثر انداز ہونے والے اندرونی اور بیرونی عوامل کو سمجھنا۔ رجحانات کا جائزہ لینا اور کاروبانی وقعت میں اضافہ کرنے کے لیے مواقع کی پیش بینی کرنا۔ نظام کے تناظر میں تحصیلی اور کارکردگی کی حکمت عملیاں وضع کرنے کے لیے عمل کرنا اور انہیں کاروباری حکمت عملیوں کے ساتھ ہم آہنگ کرنا۔

ساکھ قائم کرنا

دوسروں کے ساتھ اس انداز سے تعامل کرنا جو انہیں آپ نیز ادارے کی نیت پر اعتماد بخشے۔

موثر ابلاغ کرنا

انفرادی اور گروہی دونوں قسم کی صورت حال میں واضح، مختصر اور مجبور کنے والے انداز میں اپنے خیالات، محسوسات اور تصورات کا اظہار کرنا۔ دوسروں کو توجہ سے سننا۔ سامعین کی توجہ حاصل کرنے کے لیے طرز بیان بدلنا۔ بدقی ابلاغی حکمت عملیوں کو وضع اور نافذ کرنا جو مطلع کریں اور معاونت حاصل کریں۔

صائب الرائے افراد پر اثر انداز ہونا

ادارہ جاتی کارکردگی کی بہتری کے انداز میں تحصیلی قدر یا مجوزہ حل سامنے لانا۔ ایسے حل کے لیے وعدہ حاصل کرنا جو انفرادی، گروہی یا ادارہ جاتی کارکردگی کو بہتر بنائیں۔

تنوع کو بڑھانا

تمام افراد کی اہلیتوں، بصیرتوں اور خیالات کی تحسین کرنا اور بڑھانا۔ مختلف افراد کے ساتھ ان کے متنوع انداز، مختلف قابلیتوں، محرکات اور پس منظروں (بشمول ثقافتی تنوع) کے علی الرغم موثر طور پر کام کرنا۔

نیٹ ورک اور حصہ داری بنانا

اندرونی اور بیرونی تعلقات کے تعاون کا نیٹ ورک بنانا اور استعمال کرنا جس سے کاروباری نتائج کی تکمیل میں سہولت دینے کے انداز میں مقام کار کی تحصیلی اور کارکردگی کی حکمت عملی کو بڑھاوا ملے۔

ڈھل جانے کا مظاہرہ کرنا

ادارے پر اثر انداز کاموں، ماحول یا صورت حال میں بڑی تبدیلیوں کے باوجود موثریت قائم رکھنا (مثلاً "معاشی، سیاسی، ثقافتی، ٹکنالوجی وغیرہ کے ماحول سے)۔ نئے افراد، خیالات یا انداز کے لیے قلبی وسعت کا مظاہرہ کرنا۔ کام کی نئی ساختوں، طریقوں، ضرورتوں یا ثقافتوں کے مطابق موثر انداز میں ڈھل جانا۔

ذاتی ترقی کو بطور نمونہ پیش کرنا

ذاتی تحصیل علم کے لیے نئے میدانوں کی سرگرم نشاندہی کرنا۔ تحصیلی مواقع مسلسل پیدا کرنا اور استفادہ کرنا۔ نئے حاصل کردہ علم اور مہارتوں کا کام پر اطلاق کرنا۔

پیشہ ورانہ / تکنیکی صلاحیتیں

مندرجہ ذیل پیشہ ورانہ / تکنیکی صلاحیتیں مخصوص مہارتوں کی متقاضی ہیں جو مقام کار کی تحصیل اور کارکردگی کے لیے پیشہ ور افراد کے موثر انداز میں کام کرنے کے لیے ضروری ہیں۔ مہارتوں کے یہ میدان اضافی علم اور مہارتیں تصور کیے جا سکتے ہیں جو کسی فرد کے پاس لازمی ہونے چاہئیں اور سابق میں آپ کی شرح کردہ عمومی صلاحیتوں کے علاوہ ہیں۔ کوئی فرد درج ذیل میں کسی ایک یا زیادہ پیشہ ورانہ / تکنیکی صلاحیت حاصل کر سکتا ہے۔

اس حصے میں آپ سے پوچھا جائے گا کہ آپ پر ایک پیشہ ورانہ / تکنیکی صلاحیت کو ادا کرنے پر کتنا وقت صرف کرتے ہیں نیز اب اور اگلے تین برسوں میں آپ کے کام کی موثر کارکردگی میں اس کا کتنا حصہ ہے۔

آپ اپنا وقت کہاں صرف کرتے ہیں؟

پچھلے سال میں آپ نے اپنے کام میں پیشہ ورانہ / تکنیکی صلاحیتوں کو ادا کرنے پر کتنا وقت صرف کیا، اس کی فی صد شرح بتائیں۔ آپ کا میزان 100% ہونا چاہیے

% صرف کردہ وقت

کیریئر کی منصوبہ بندی اور بندوبست فطانت: اثبات کرنا کہ _____ ملازموں کے پاس ادارے کے حکمت عملی کے چیلنج سے عہدہ برآ ہونے کے لیے صحیح مہارتیں موجود ہیں۔ کیریئر کی انفرادی منصوبہ بندی ادارے کے بندوبست فطانت کی ہم آہنگی یقینی بنانا تاکہ انفرادی اور ادارہ جاتی ضروریات کے مابین پر امید موازنہ موجود ہو۔ انفرادی ترقی اور ادارے کی تعبیر نو کو پروان چڑھانا۔

کوچنگ: افراد اور ادارے کی مدد کے لیے متعامل انداز استعمال کرنا _____ تاکہ وہ زیادہ تیزی سے ترقی کریں اور زیادہ تسلی بخش نتائج پیدا کریں۔ اہداف قائم کرنے، اقدامات کرنے اور بہتر فیصلے کرنے اور فطری قوتوں کا بہتر استعمال کرنے کے لیے دوسروں کی قابلیتوں کو بہتر بنانا۔

تربیت مہیا کرنا: تحصیلی حل اس طرح مہیا کرنا (مثلاً" کورس، رہنمودہ _____ تجربات) جس سے فرد بھی کام کرے اور مطلوبہ نتائج بھی برآمد ہوں۔ سیکھنے والوں کی ضروریات پوری کرنا۔ اثبات کرنا کہ تحصیلی حل بروقت اور موثر انداز میں مہیا ہوں۔

تحصیل کی ڈیزائن کاری: ضروریات پوری کرنے کے لیے تحصیلی _____ ادخال وضع کرنا، بنانا اور پروان چڑھانا۔ تحصیلی تجربات اور اثر کو زیادہ سے زیادہ کرنے کے لیے زیادہ موزوں حکمت عملی، طریق تدریس اور ٹکنالوجی کا تجزیہ کرنا اور منتخب کرنا۔

ادارہ جاتی تبدیلی کی تسہیل: ادارے کے اندر تبدیلی کے لیے _____ رہنمائی دینا، بندوبست کرنا اور سہولت بہم پہنچانا۔

انسانی کارکردگی بہتر بنانا: انسانی کارکردگی کی خلیج کو دریافت کرنے اور تجزیہ کرنے کے لیے باقاعدہ انداز کا اطلاق کرنا۔ انسانی کارکردگی میں مستقبل کی بہتری کے لیے ی منصوبہ بندی کرنا۔ کارکردگی خلیج پر کرنے کے لیے کم لاگت اور اخلاقی طور

پر جائز حل وضع اور تیار کرنا۔ مواقع اور حل کی نشاندہی کرنے کے لیے گاہک کو شریک کرنا۔ حل کو نافذ کرنا۔ تبدیلی کی نگرانی کرنا۔ نتائج کا جائزہ لینا۔

ادارہ جاتی علم کا بندوبست کرنا: علمی شراکت کے لیے بطور فعال اور صاحب بصیرت کردار ادا کرنا۔ ادارے کو علم تخلیق اور حصہ داری کرنے والے وجود میں تبدیلی کرنے کا منصوبہ بنانا اور چلا کر دکھانا۔ ادارے کی علمی بندوبست اور کوششوں کے تحریک اور ارتباط کا آغاز کرنا۔

عمل تحصیل کا بندوبست کرنا: ادارہ جاتی حکمت عملی کے نفاذ کے لیے انسانی سرمایے کو پروان چڑھانے کے لیے رہنما کردار مہیا کرنا۔ مقام کار تحصیل اور کارکردگی کے ساتھ ملحق سرگرمیوں کی منصوبہ بندی، تنظیم، نگرانی اور تسویہ کرنا۔

ناپنا اور جائزہ لینا: تحصیلی اور کارکردگی کے حل کی قدر و قیمت اور اثر کے خصوصی سوالات کے لیے کوائف حاصل کرنا۔ انفرادی پروگرام پر توجہ مرکوز کرنا اور نظام کی موثریت کے لیے کلی اقدامات کرنا۔ حاصلات کو موثریت میں اضافے کے لیے آگے بڑھانا اور تبدیلی کے لیے سفارشات مہیا کرنا۔

دیگر پیشہ ورانہ/تکنیکی کردار:

اگر آپ نے پچھلے سوالنامے میں "دیگر" کے زمرے میں چند فی صد پوائنٹ دیے ہیں تو از راہ کرم وہ کام یا سرگرمی بیان کریں جو آپ انجام دیتے ہیں۔

اہمیت

کلی طور پر آپ کے کام میں موثر کارکردگی کے لیے پیشہ ورانہ/تکنیکی صلاحیت کس حد تک اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم
لازم

کیریئر منصوبہ بندی اور بندوبست فطانت۔
کوچنگ۔

تربیت مہیا کرنا۔
تحصیل کی ڈیزائن کاری۔
ادارہ جاتی تبدیلی کی تسہیل۔
انسانی کارکردگی بہتر کرنا۔

ادارہ جاتی علم کابندوبست کرنا۔
عمل تحصیل کا بندوبست کرنا۔
ناپنا اور جائزہ لینا۔

پیشہ ورانہ/تکنیکی صلاحیتیں

سروے کا مندرجہ ذیل حصہ مخصوص ہے پیشہ ورانہ/تکنیکی صلاحیتوں پر مرکوز ہے کیونکہ آپ ان میں سے صرف ایک یا زیادہ صلاحیتوں کے مال ہو سکتے ہیں۔ اس لیے ہم آپ سے ان سب کی شرح کرنے کے لیے نہیں کہہ رہے۔
مندرجہ ذیل سوال آپ کو ایک پیشہ ورانہ/تکنیکی صلاحیت کی نشاندہی کرنے کی اجازت دے رہا ہے جس میں آپ کو مہارت حاصل ہے۔ جب آپ صلاحیت منتخب کریں تو آپ کو فوراً اس صلاحیت سے مخصوص کلیدی علمی میدان اور کلیدی اقدامات کی شرح کا سلسلہ مہیا کرنے کے لیے کیا جائے گا۔
جب آپ ایک پیشہ ورانہ/تکنیکی صلاحیت کو مکمل کر لیں گے، تو آپ کو اضافی پیشہ ورانہ/تکنیکی صلاحیتوں کی شرح کا انتخاب کے لیے کہا جائے گا۔ تاہم آپ ایک سے زیادہ کا انتخاب کرنے کے پابند ہیں۔

مندرجہ ذیل فہرست میں سے آپ ایک پیشہ ورانہ/تکنیکی صلاحیت منتخب کریں جس میں آپ کو بہت زیادہ مہارت حاصل ہے
کیریئر منصوبہ بندی اور بندوبست فطانت۔
کوچنگ۔

تربیت مہیا کرنا۔
تحصیل کی ڈیزائن کاری۔
ادارہ جاتی تبدیلی کی تسہیل۔
انسانی کارکردگی بہتر کرنا۔
ادارہ جاتی علم کابندوبست کرنا۔
عمل تحصیل کا بندوبست کرنا۔
ناپنا اور جائزہ لینا۔

مجھے ان میں سے کسی ایک میں بھی مہارت حاصل نہیں۔

کیریئر کی منصوبہ بندی اور بندوبست فطانت

کیریئر کی منصوبہ بندی اور بندوبست فطانت: اثبات کرنا کہ ملازموں کے پاس ادارے کے حکمت عملی کے چیلنج سے عہدہ برآ ہونے کے لیے صحیح مہارتیں موجود ہیں۔ کیریئر کی انفرادی منصوبہ بندی ادارے کے بندوبست فطانت کی ہم آہنگی یقینی بنانا تاکہ انفرادی اور ادارہ

جاتی ضروریات کے مابین پر امید موازنہ موجود ہو۔ انفرادی ترقی اور ادارے کی تعبیر نو کو پروان چڑھانا۔

کلیدی علمی میدان

اس پیشہ ورانہ / تکنیکی صلاحیت میں موثر کارکردگی کے لیے ہر علمی میدان کتنا اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم
 قوت کار منصوبہ بندی انداز
 ما بعد اور تبادلہ منصوبہ بندی انداز
 تجزیہ کار آلات اور طریقے
 کیریئر ترقی کے نظریے اور انداز
 انفرادی اور ادارہ جاتی جائزہ آلات مع مرکز جائزہ طریقہ کار
 کیریئر مشاورت اور ادارہ جاتی
 تنظیم نو میں اخلاقی معیارات اور قانونی مسائل
 کیریئر مشاورت انداز
 کوچنگ کے انداز
 ماہہ کارکردگی انداز
 مینیجر اور رہنمائی پروان چڑھانے کے بہترین عمل
 بندوبست کارکردگی نظام اور تکنیکیں
 مقام کار کے تنوع زیادہ سے زیادہ کرنے کے انداز
 کیریئر دریافت کرنے اور تا حیات تحصیل کے وسائل

از راہ کرم کسی اضافی کلیدی علمی میدان کو درج کریں جو اس پیشہ ورانہ / تکنیکی صلاحیت کے لیے اہم ہے۔

کلیدی اقدامات

اس پیشہ ورانہ / تکنیکی صلاحیت میں موثر کارکردگی کے لیے ہر علمی میدان کتنا اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم
کامیابی کا پروفائل بنانا ہے
 کلیدی کاموں اور کردار کا تجزیہ کرتا ہے تاکہ اعلیٰ کارکردگی کے لیے علم اور مہارتیں سامنے آ سکیں۔ ادارے میں کلیدی کرداروں کا کامیابی کا پروفائل تیار کرتا ہے۔

اہلیتوں کی ضروریات کی نشاندہی کرتا ہے

ادارے کی حالیہ ضرورتوں اور مستقبل کے حکمت عملی کے مقاصد پورے کرنے کے لیے مطلوب اہلیتوں کی آمیزش اور سطح معلوم کرنے کے لیے اندونی گاہکوں/صائب الرائے افراد کے ساتھ کام کرتا ہے۔

مابعد کی منصوبہ بندی کے ساتھ ارتباط کرتا ہے

اب اور مستقبل میں کلیدی اسامیوں کو پر کرنے کے لیے اندرونی گاہکوں/صائب الرائے افراد کے ساتھ کام کر کے مابعد اور متبادل کی منصوبہ بندی تیار اور نافذ کرتا ہے۔ مابعد کی منصوبہ بندی کو کاروباری ضروریات اور اہداف کے ساتھ وابستہ کرتا ہے۔

انفرادی اور ادارہ جاتی جائزوں کو نافذ کرتا ہے

انفرادی اور ادارہ جاتی قوتوں نیز ترقیاتی ضرورتوں اور حدود کا جائزہ لینے کے لیے آلات اور وسائل مہیا کرتا ہے۔ ادارہ جاتی اہلیتوں کا جائزہ لینے کے لیے کوائف کو جمع کرتا ہے۔ مہارتوں اور قوتوں کو بڑھانے کے لیے آلات پیش کرتا ہے۔ اہل پیشہ ور افراد کے ذریعے دیے جانے والے نفسیاتی ٹیسٹ مہیا کرتا ہے۔

کیریئر کی ترقی کی منصوبہ بندی کے عمل کی تسہیل کرتا ہے

مہارتوں، استعداد، دلچسپیوں، اقدار، تکمیل کار، کیریئر اہداف، مابہ حقائق مواقع کی نشاندہی کرنے اور ترقیاتی منصوبے بنانے کے لیے مدد مہیا کرتا ہے۔ چیلنج کرنے والی تفویض کار یک جا کرتا ہے جس مہارت، علم، اعتماد اور ساکھ پیدا کراتے ہیں۔ کامیابی کے پروفائل اور انفرادی ترقیاتی منصوبوں کے مابین ہم آہنگی کی نگرانی کرتا ہے۔

ترقیاتی وسائل مہیا کرنے کا انتظام کرتا ہے

فطانت (ٹیلنٹ) کی نشوونما کے لیے متعدد ذرائع تک لچکدار رسائی مہیا کرتا ہے۔ مثلاً "تربیت، ای لرننگ، کوچنگ، گردش کار، بیرون ملک تفویض کار وغیرہ۔ تربیت مہیا کرنے والے اور مشاوران کو منتخب بندوبست کرتا ہے۔ کامیاب نفاذ کو یقینی بنانے کے لیے حل مہیا ہونے کی نگرانی کرتا ہے۔ وسائل کی موزوں رسائی کی منصوبہ بندی اور بندوبست کرتا ہے۔

مابہ حکمت عملی ترقیاتی پروگرام کا آغاز کرتا ہے

اعلیٰ ترجیحی ضروریات پوری کرنے کے لیے پروگرام بناتا ہے۔ مثلاً "تنوع کے آغاز کار وضع کرنا، غیر ملکیوں کے لیے مابین ثقافتی تربیت کا انتظام کرنا، اقدامی تحصیلی منصوبوں میں اعلیٰ قوتوں کو شامل کرنا۔ یا ہٹائے گئے کارکنوں کو رہنے دینے کے لیے کیریئر مراکز قائم کرنا۔

مینجروں کو اپنے لوگ ترقی دینے کے لیے آراستہ کرتا ہے

مینجروں کو ان کے کام ہی پر تعلیم دینا تاکہ وہ لوگوں کو ان کے کاموں ہی پر کارکردگی دکھانے کے لیے مدد دے سکیں۔ متعدد آلات مہیا کرتا ہے مثلاً "ای لرننگ، ورکشاپ، مہارتی اجلاس، مینجروں کو کوچنگ سیکھنے میں مدد دینا وغیرہ۔ مینجروں کو اس بابت مدد دینا کہ وہ زیادہ بھرپور کام کا ماحول پیش کر سکیں جو ملازموں کے جوش و جذبے اور حصہ کار کو شامل کر سکے۔ مینجروں کو فطانت کی ترقی کے لیے جوابدہ ٹھہرانا۔ ملازموں کے اپنی ذاتی ترقی کے لیے ذمہ داری لینے کا حوصلہ دینا۔

اعلیٰ کارکردگی کے مقام کار کو پروان چڑھاتا ہے

اعلیٰ کارکردگی کی قدر افزائی اور انعام کی حمایت کرتا ہے۔ موزوں قدر افزائی ، انعامات اور اعلیٰ کارکردگی والے افراد اور گروہوں کے لیے وسائل کو سرگرمی سے فروغ دیتا ہے۔ تمام ملازموں کے لیے تحصیل اور ترقی کے مواقع مہیا کرنے کی ذمہ داری کے ساتھ اعلیٰ کارکردگی میں سرمایہ کاری کو متوازن کرتا ہے۔

بندوبست کارکردگی نظام استعمال میں لاتا ہے

اندونی گاہکوں کے ساتھ مل کر بندوبست کارکردگی نظام بنانے، ترقی دینے اور نافذ و استعمال کرنے کے لیے کام کرتا ہے۔ اثبات کرتا ہے کہ انفرادی اہداف، رویے اور کارکردگی مابہ حکمت عملی ادارہ جاتی مقاصد سے منسلک ہیں۔ انسان کارکردگی کی ترقی کا جائزہ لیتا ہے۔

کیریئر مشاورتی اجلاس منعقد کرتا ہے

خدمات مہیا کرنے کے لیے گاہکوں کے ساتھ معاہدہ کرتا ہے۔ کیریئر بنانے اور زندگی کے اہداف مقرر کرنے میں سہولت دیتا ہے۔ کیریئر مہارتیں اور قابل ملازمت قوت کار بڑھانے کے لیے انفرادی اور گروہی مشاورتی اجلاس مہیا کرتا ہے۔ تلاش ملازمت کے مواد اور انٹرویو کے موضوع پر رہنمائی مہیا کرتا ہے۔ ملازمت کے مطابق قوتوں اور توقعات کے بارے میں داخلی جائزہ کاری میں سہولت مہیا کرنے کے لیے مسلسل مشاورت مہیا کرتا ہے۔

کیریئر کے عبوری دور کے لیے سہولت مہیا کرتا ہے

انفرادی کیریئر کے عبوری دور میں سہولت مہیا کرنے کے لیے مشاورتی خدمات اور آلات مہیا کرنے کے لیے اندرونی گاہکوں کے ساتھ کام کرتا ہے مثلاً "اجلاسوں میں، ملازمت کی تبدیلیوں میں، ترقیوں میں یا دوسری جگہوں پر تقرر میں۔ ملازموں ک برخاستگی کرنے کے لیے مینیجروں کو تیار کرتا ہے۔

از راہ کرم کسی اضافی کلیدی علمی میدان کو درج کریں جو اس پیشہ ورانہ /تکنیکی صلاحیت کے لیے اہم ہے۔

سند دینے کے لیے ایک طریقے کو ملحوظ (ASTD) امریکن سوسائٹی برائے تربیت و ترقی رکھتی ہے اور آپ کے رد عمل کو خوش آمدید کہتی ہے۔ اگر اس پیشہ ورانہ /تکنیکی صلاحیت سند پیش کرے تو آپ سند پیش کرنے کے اس عمل کے لیے کس حد تک کوشاں ASTD میں ہوں گے۔

- نہیں
- ہو سکتا ہے
- بہت حد تک

کوچنگ

کوچنگ

افراد اور ادارے کی مدد کے لیے متعامل انداز استعمال کرنا تاکہ وہ زیادہ تیزی سے ترقی کریں اور زیادہ تسلی بخش نتائج پیدا کریں۔ اہداف قائم کرنے، اقدامات کرنے اور بہتر فیصلے کرنے اور فطری قوتوں کا بہتر استعمال کرنے کے لیے دوسروں کی قابلیتوں کو بہتر بنانا۔

کلیدی علمی میدان
اس پیشہ ورانہ / تکنیکی صلاحیت میں موثر کارکردگی کے لیے ہر علمی میدان کتنا اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم

طرز عمل کے معیارات

اخلاقی رہنما اصول

کوچنگ کی بنیادی صلاحیتیں

(بنیادیں بنانا، باہمی تعلقات بنانا، موثر طور پر ابلاغ کرنا، تحصیل اور نتائج کی تسہیل کرنا)

از راہ کرم کسی اضافی کلیدی علمی میدان کو درج کریں جو اس پیشہ ورانہ / تکنیکی صلاحیت کے لیے اہم ہے۔

کلیدی اقدامات

اس پیشہ ورانہ / تکنیکی صلاحیت میں موثر کارکردگی کے لیے ہر علمی میدان کتنا اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم

اخلاقی رہنما اصول اور پیشہ ورانہ معیارات پیش نظر رکھنا ہے

کوچنگ کی اخلاقیات اور معیارات کو سجمہتا ہے اور کوچنگ کی ہر رقم کی صورت حال میں ان کو مناسب طور پر استعمال کرتا ہے۔

کوچنگ کا معاہدہ وضع کرتا ہے

سمجھتا ہے کہ مخصوص کوچنگ تعامل میں کیا کچھ درکار ہے اور اس معاہدے کے لیے تیار ہوتا ہے جو کوچنگ کے عمل اور تعلق سے متعلق متوقع اور نئے گاہک کے ساتھ ہو گا۔

گاہک کے ساتھ اعتماد اور بے تکلفی پیدا کرتا ہے

محفوظ اور معاون ماحول پیدا کرتا ہے جو مسلسل باہمی اعتماد اور ساکھ کی فضا استوار کرتا ہے۔

کوچنگ کی موجودگی ظاہر کرتا ہے

مکمل باشعور ہوتا ہے اور گاہک کے ساتھ کھلے، لچکدار اور با اعتماد انداز کے ساتھ برموقع تعلقات استوار کرتا ہے۔

بھرپور سماعت کا مظاہرہ کرتا ہے

گاہک کے ارشادات پر توجہ مرکوز رکھتا ہے تاکہ گاہک کی خواہشوں کے تناظر میں کہی گئی باتوں کے معنی سمجھ سکے اور گاہک کو ذاتی اظہار میں مدد دے سکے۔

طاقتور سوالات پوچھتا ہے

کوچنگ کے تعلقات اور گاہک کے زیادہ سے زیادہ فائدے کے لیے درکار معلومات کے حصول کے لیے سوالات کرتا ہے۔

براہ راست ابلاغ کرتا ہے

کوچنگ کی نشستوں میں موثر ابلاغ کرتا ہے اور ایسی زبان استعمال کرتا ہے جو گاہک پر موثر ترین مثبت اثر چھوڑے۔

آگہی پیدا کرتا ہے

معلومات کے متعدد ذرائع کو مربوط کرتا اور حقیقی طور پر جائزہ لیتا ہے اور ایسی تشریح کرتا ہے جو آگہی کے حصول میں گاہک کو مدد دیتی ہے اور یوں متفقہ نتائج حاصل کرتا ہے۔

اقدامات وضع کرتا ہے

گاہک کے ساتھ کوچنگ اور دوران کار / حیات کی صورت حال میں مسلسل تحصیل کے مواقع پیدا کرتا ہے اور نئے اقدامات کرنے کے لیے جو بڑے موثر طور پر کوچنگ کے متفقہ نتائج تک پہنچیں گے۔

اہداف اور منصوبے تیار کرتا ہے

گاہک کے ساتھ کوچنگ کا ایک موثر منصوبہ بنانا اور وضع کرتا ہے

پیش رفت اور جوابدہی کا بندوبست کرتا ہے

اس بات پر توجہ دیتا ہے کہ گاہک کے لیے کیا بات اہم ہے اور اقدامات کے لیے گاہک کی طرف سے ذمہ داری لیتا ہے۔

از راہ کرم کسی اضافی کلیدی علمی میدان کو درج کریں جو اس پیشہ ورانہ / تکنیکی صلاحیت کے لیے اہم ہے۔

سند دینے کے لیے ایک طریقے کو ملحوظ رکھتی (ASTD) امریکی سوسائٹی برائے تربیت و ترقی ہے اور آپ کے رد عمل کو خوش آمدید کہتی ہے۔ اگر اس پیشہ ورانہ / تکنیکی صلاحیت سند پیش کرے تو آپ سند پیش کرنے کے اس عمل کے لیے کس حد تک کوشاں ASTD میں ہوں گے۔

- نہیں

- ہو سکتا ہے
- بہت حد تک

تربیت مہیا کرنا

تحصیلی حل اس طرح مہیا کرنا (مثلاً" کورس، رہنمودہ تجربات) جس سے فرد بھی کام کرے اور مطلوبہ نتائج بھی برآمد ہوں۔ سیکھنے والوں کی ضروریات پوری کرنا۔ اثبات کرنا کہ تحصیلی حل بروقت اور موثر انداز میں مہیا ہوں۔

کلیدی علمی میدان

اس پیشہ ورانہ / تکنیکی صلاحیت میں موثر کارکردگی کے لیے ہر علمی میدان کتنا اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم
بالغوں کے لیے تحصیلی نظریے اور تکنیکیں تدریسی ڈیزائن نظریے اور طریقے مختلف تدریسی طریقے مثلاً" لیکچر، مباحثے، علمی مشقیں۔
مختلف انتخاب پر پیشکش/ذرائع مثلاً" آن لائن تحصیل، کلاس روم میں تربیت، طباعتی ذریعہ۔
موجودہ تحصیلی ٹکنالوجی اور معاونت کے نظام، مثلاً" مشترکہ تحصیلی سافٹ ویئر، تحصیلی بندوبست نظام، تصنیفی آلات۔
ابھرتی ہوئی تحصیلی ٹکنالوجی اور معاونت کے نظام پیشکش کی تکنیکیں اور آلات ۔
ادارہ جاتی ماحول کار انتظام بشمول تحصیلی پیش کاری چینل۔
انفرادی تحصیلی اسالیب، مثلاً" سمعی بصری اسالیب۔
تحصیلی اسالیب، ابلاغ، کلاس روم رویے وغیرہ میں ثقافتی اختلافات وغیرہ۔
ذاتی تحصیلی ترجیحات مثلاً" لیکچر کے لیے ترجیح، مبنی بر تجربہ تحصیل، نیز وہ پیش کاری اہلیت پر کیونکر اثر انداز ہوتے ہیں۔
تحصیلی ترجیحات طے کرنے کے آلات مثلاً" لیکچر کے لیے ترجیح، مبنی بر تجربہ تحصیل وغیرہ۔
زیر تدریس جانے پہچانے مندرجات نیز حل کیونکر ضرورت کو پورا کرتا ہے (سیاق و سباق) تربیت دینے کے لیے قانونی اور اخلاقی مسائل۔

از راہ کرم کسی اضافی کلیدی علمی میدان کو درج کریں جو اس پیشہ ورانہ /تکنیکی صلاحیت کے لیے اہم ہے۔

کلیدی اقدامات

اس پیشہ ورانہ / تکنیکی صلاحیت میں موثر کارکردگی کے لیے ہر علمی میدان کتنا اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم
تربیت دینے کے لیے تیار ہوتا ہے

پیش کاری سے پہلے شرکا اور مواد وغیرہ کا جائزہ لیتا ہے۔ شرکا اور ان کے خواص کے بارے میں معلومات جمع کرتا ہے۔ شرکا کے جواز کے اثبات کے لیے مثالیں اور نکات سامنے لاتا ہے۔

تحصیلی صورت حال کو کورس کے مقاصد اور شرکا کی ضروریات سے ہم آہنگ کرتا ہے

شرکا کی ضروریات اور تحصیلی ترجیحات کا اس بات کے اثبات کے لیے جائزہ لیتا ہے کہ تحصیلی حل شرکا اور کورس کے مقاصد کو پورا کرتے ہیں۔ شرکا کے رد عمل پر اظہار کرتا ہے اور اس رد عمل پر مبنی تحصیلی حل میں مناسب تبدیلیاں کرتا ہے۔

مقاصد کا ابلاغ کرتا ہے

شرکا کو تحصیلی حل کے اہداف اور مقصد سے واضح طور پر آگاہ کرتا ہے۔ اثبات کرتا ہے کہ شرکا اس امر کا حقیقی ادراک رکھتے ہیں جو حل کے ذریعے تکمیل پائے گا۔

مختلف تحصیلی طریقے پیش کرتا ہے

تحصیلی پیش کاری کے مختلف میکنزم/ انتخاب اور منتخب طریقے استعمال کرتا ہے، جن میں لیکچروں کا مجموعہ، کردار کاری، نقل کاری، ٹکنالوجی کے ذریعے تربیت، ای لرننگ، تحصیلی ٹکنالوجی کی معاونت کے آلات وغیرہ۔ تسہیل کار کے مواد کو موثر اور پائیدار پیش کاری یقینی بنانے کے لیے جانچتا رہتا ہے۔

تحصیل کی تسہیل کرتا ہے

پیش کاری کے انداز کو سامعین کے مطابق کرنے کے لیے بدلتا رہتا ہے۔ شرکا کی ضرورت کے مطابق ڈھلتا ہے اور نصاب کی ضرورتوں کے مطابق بدلتا ہے۔ معلومات کو منطقی ترتیب سے پیش کرتا ہے۔ موزوں بصری معاونات استعمال کرتا ہے۔ سوالات اور اعتراضات کو سنتا اور ان کا جواب دیتا ہے۔ گروہی حرکیات کو سنبھالتا ہے۔ تحصیلی عنوانات پر وقت کی تقسیم کرتا ہے۔

شرکا کی حوصلی افزائی کرتا اور تحصیلی تحریک بناتا ہے

تحصیلی تجربات میں تمام شرکا کو فعال انداز میں شامل کرنے کے لیے تکنیکیں اور مہارتیں استعمال کرتا ہے۔ مختلف شرکا اور گروہی اسالیب کے لیے اپنا اسلوب اختیار کرتا ہے۔ غیر فعال شرکا کو فعال بنانے کے لیے کوشاں ہوتا ہے۔ تحصیلی تجربے کے لیے جوش اور لگن پیدا کرتا ہے۔ تحصیلی عمل میں شرکت اور تجربہ کاری کے لیے شرکا کو شرکت کے مواقع مہیا کرتا ہے۔ تحصیلی میں وسعت پیدا کرنے کے لیے شرکا کے تنوع کی قدر افزائی اور استعمال کرتا ہے۔

بطور تربیت کار ساکھ پیدا کرتا ہے

کورس کے مندرجات کے فہم کا اظہار کرتا ہے۔ مناسب اصطلاحات اور متعلقہ کاروباری مثالیں استعمال کرتا ہے۔ سوالوں کا جواب دیتے وقت مفید معلومات مہیا کرتا ہے۔ شرکا کو اپنی تحصیل ملازمت کی صورت حال پر استعمال کرنے میں مدد فراہم کرتا ہے۔

تحصیلی ماحول کا بندوبست کرتا ہے

واقعات اور شرکا کی میقات بندی کرتا ہے۔ تحصیل سے متعلق سہولتیں منتخب کرتا ہے۔ قرطاس کار اور ملٹی میڈیا کے آلات کو پیش کرتا اور مرتب کرتا ہے۔ زیادہ سے زیادہ تحصیل کے لیے کمروں اور آلات کا بندوبست کرتا ہے۔ مواد مہیا کرتا ہے۔ شرکا کی تحصیل کے لیے رسائی یقینی بناتا اور وسائل مہیا کرتا ہے۔ تفریح کے لیے مفرحات مہیا کرتا ہے۔

تعمیری رد عمل کا اظہار کرتا ہے

تحصیلی تجربے کے دوران میں اور مابعد شرکا کی کارکردگی پر کرداری رد عمل مہیا کرتا ہے۔ شرکا کی توقیر ذات کو قائم رکھتا اور بڑھاتا ہے۔ اپنے رد عمل کو کردار کی مخصوص مثالوں اور کارکردگی بڑھانے کے ممکن متبادل طریقوں سے تقویت دیتا ہے۔ مثبت اور تعمیری/ترقیاتی رد عمل کا توازن مہیا کرتا ہے۔ ذاتی شعور اور بصیرت کے مواقع پیدا کرتا ہے۔

مثبت تحصیلی ماحول پیدا کرتا ہے

ایسا تحصیلی ماحول پیدا کرتا ہے جس میں شرکا نئی مہارتیں اور کردار آزمانے میں خود کو محفوظ خیال کرتے ہیں، جہاں انفرادی اختلافات کی عزت کی جاتی ہے اور معتبری کی پشت پناہی کی جاتی ہے۔ ذاتی طور پر کرداری نمونہ پیش کرتا ہے جو پروگرام کے اہداف کے ساتھ ہم آہنگ ہوتا ہے۔

تحصیلی نتائج یقینی بناتا ہے

تحصیلی مقاصد کا پورا ہونا یقینی بناتا ہے۔ شرکا کے ادراک کا جائزہ لینے اور ملازمت میں اطلاق اور مطلوب کاروباری نتائج پر مہارتوں اور علم کا حصول یقینی بنانے کے لیے مناسب کارکردگی، معاونت اور جائزہ تکنیکیں مربوط اور داخل کرتا ہے۔

حل کا جائزہ لیتا ہے

تحصیلی حل کے اثر کا جائزہ اس کی موثریت کو یقینی بنانے کے لیے لیتا ہے۔ جائزے کے نتائج کا خلاصہ کرتا اور ابلاغ کرتا ہے۔

از راہ کرم کسی اضافی کلیدی علمی میدان کو درج کریں جو اس پیشہ ورانہ /تکنیکی صلاحیت کے لیے اہم ہے۔

سند دینے کے لیے ایک طریقے کو ملحوظ رکھتی (ASTD) امریکی سوسائٹی برائے تربیت و ترقی ہے اور آپ کے رد عمل کو خوش آمدید کہتی ہے۔ اگر اس پیشہ ورانہ /تکنیکی صلاحیت سند پیش کرے تو آپ سند پیش کرنے کے اس عمل کے لیے کس حد تک کوشاں ASTD میں ہوں گے۔

- نہیں
- ہو سکتا ہے
- بہت حد تک

تحصیل کی ڈیزائن کاری

تحصیل کی ڈیزائن کاری

ضروریات پوری کرنے کے لیے تحصیلی ادخالات وضع کرنا، بنانا اور پروان چڑھانا۔ تحصیلی تجربات اور اثر کو زیادہ سے زیادہ کرنے کے لیے زیادہ موزوں حکمت عملی، طریق تدریس اور ٹکنالوجی کا تجزیہ کرنا اور منتخب کرنا۔

نوٹ:

(انٹرنیشنل بورڈ آف سٹینڈرڈز فار ٹریننگ) کی IBSTPI یہ معلومات جزوی طور پر صلاحیتی مطالعہ برائے تربیتی ڈیزائن صلاحیتوں پر مبنی ہے۔ جو ایک معیار ہیں۔ کاپی رائٹ ، 2001۔ جملہ حقوق محفوظ۔ IBSTPI برائے

کلیدی علمی میدان اس پیشہ ورانہ / تکنیکی صلاحیت میں موثر کارکردگی کے لیے ہر علمی میدان کتنا اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم

نظریہ تحصیل بالغاں۔

تربیتی ڈیزائن نظریہ اور طریقہ۔

مختصلف تدریسی طریقہ مثلاً "لیکچر، مباحثہ، کلاس روم تربیت، طباعتی ذریعہ۔

تجزیہ ملازمت اور صلاحیت کی نمونہ کاری۔

موضوع کے مواد کے ماہرین سے مندرجات اخذ کرنے کے لیے مندرجات کا علم اور تکنیکی۔

جائزہ کاری کے طریقے اور ہئیتیں مثلاً "کثیر انتخاب، دستی فوری، کھلے اختتامی جوابات۔

تحصیلی ٹکنالوجی اور معاونت کا نظام مثلاً "مشترکہ تحصیلی سافٹ ویئر، تحصیلی بندوبست

نظام اور تصنیفی آلات۔

کاروباری حکمت عملی، محرکات یا ضروریات جو ممکنہ تحصیلی ادخالات کے ساتھ ہم آہنگ ہوں۔

تحقیقی طریقے بشمول معلومات اخذ کرنا، کوائف جمع کرنا اور تجزیہ کرنا وغیرہ۔

افراد، گروہی اور ادارہ جاتی اختلافات جو تحصیل پر اثر انداز ہوتے ہیں مثلاً "ثقافتی اقدار،

وقوفی قابلیت، تحصیلی ترجیحات، سابقہ تجربہ اور تحریک تحصیل کی ڈیزائن کاری کے قانونی

اور اخلاقی مسائل بشمول رسائی اور عقلی حقوق۔

ای لرننگ اور روایتی کورسوں کا فرق اور اس کے اطلاقات۔

از راہ کرم کسی اضافی کلیدی علمی میدان کو درج کریں جو اس پیشہ ورانہ / تکنیکی صلاحیت

کے لیے اہم ہے۔

کلیدی اقدامات اس پیشہ ورانہ / تکنیکی صلاحیت میں موثر کارکردگی کے لیے ہر علمی میدان کتنا اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم

نظریہ تحصیل بالغاں استعمال کرتا ہے

تدریسی ڈیزائن کی مشق میں حالیہ نظریہ تحصیل بالغاں کے اہم اصول شامل کرتا ہے۔

دوسروں سے اشتراک عمل کرتا ہے

تحصیلی ڈیزائن کے منصوبے میں شرکا کے مابین شراکت اور تعلق پیدا کرتا ہے اور ڈیزائن کے عمل کے ہر مرحلہ پر لوگوں کی منظوری اور قبولیت حاصل کرتا ہے۔

ضروریات کا جائزہ لیتا ہے

بدفی دائرہ تحقیق اور ماحول کے خواص کی نشاندہی کرتا ہے۔ وسائل اور معلومات جمع کرتا اور تجربہ کرتا ہے۔ حاصلات کا تجزیہ کرتا ہے، اور ڈیزائن اور ترقیاتی عمل میں معلومات شامل کرتا ہے۔ ڈیزائن کی کامیابی اور ناکامی کے متوقع مسائل اور رکاوٹوں کی نشاندہی کرتا ہے مثلاً "آلات کی کمی، معاونت کی کمی وغیرہ۔ مسئلے کی حل یا مواقع کے حصول کے لیے تحصیلی ادخال کے بنیادی نتائج کی تشریح کرتا ہے۔

نصاب یا پروگرام وضع کرتا ہے

نصاب یا پروگرام کے تدریسی مندرجات بیان کرنے کے لیے متنوع تکنیکیں استعمال کرتا ہے۔ دوسروں کے ساتھ نصاب یا پروگرام کی منصوبہ بندی یا ڈیزائن کے لیے شراکت عمل کرتا ہے۔

تدریسی مواد وضع کرتا ہے

مطلوبہ منصوبے کے لیے موزوں ڈیزائن یا ترقیاتی ماڈل یا منصوبہ منتخب کرتا، ترمیم و اضافہ کرتا یا وضع کرتا ہے۔ قابل پیمائش تحصیلی مقاصد کی نشاندہی اور اندراج کرتا ہے۔ تدریسی مواد اور حکمت عملیوں کی ساخت اور ترتیب بیان کرنے کے لیے تکنیکوں کا تنوع منتخب اور استعمال کرتا ہے۔ متعدد شرکا یا ان کے گروہوں کے ادراک کو ظاہر کرنے کے لیے تدریسی مواد وضع کرتا ہے۔

ٹکنالوجی کا تجزیہ اور انتخاب کرتا ہے

موجودہ اور ابھرتی ہوئی ٹکنالوجی کے خواص، فوائد اور نقصانات کا تجزیہ کرتا ہے مثلاً "ای لرننگ کے متعدد طریقے اور ان کے ممکنہ استعمالات۔ ای لرننگ کے اختیارات استعمال کرتا ہے مثلاً" توسیعی اضافی کتابیں، لیکچر، کمیونٹی، ماہرین تک رسائی، نقلیں اور مدد وغیرہ۔ مبنی بر ضروریات کے انداز کی ٹکنالوجی منتخب کرتا ہے تاکہ تحصیلی اہداف اور مقاصد پورے ہو سکیں۔

ٹکنالوجی کے متعدد نمونے مربوط کرتا ہے

تحصیلی اہداف کے حصول کے لیے موجودہ اور ابھرتی ہوئی ٹکنالوجی کو باہم مربوط کرتا ہے۔ ایک مشترک مربوط حل پیدا کرنے کے لیے نئے مواد اور ٹکنالوجی کو موجود تحصیلی وسائل کے اندر مربوط کرتا ہے۔

تدریسی مواد تیار کرتا ہے

موجودہ تدریسی مواد منتخب کرتا یا ان میں ترمیم کرتا ہے یا نیا مواد تیار کرتا ہے۔ موزوں افراد مثلاً "مضمون، ڈیزائن ٹیم، بدفی سامعین وغیرہ کے ساتھ مل کر مواد پر نظر ثانی کرتا ہے۔ موزوں منطقی تحصیلی یونٹ تیار کرتا ہے۔ ذخیرے تیار کرتا ہے (مثلاً "کردار کاری یا خود جائزہ ٹیسٹ) جن سے تحصیلی تجربے کو مدد حاصل ہو اور موزوں طور پر مقاصد پورے ہوں۔ تدریسی مواد تیار کرتا ہے جس سے شرکا یا ان کے گروہوں کے تنوع کے فہم کا اندازہ کیا جا سکے۔

تحصیلی ڈیزائن کا جائزہ لیتا ہے

موزوں جائزہ کاری تکنیکوں کی سرگرم نشاندہی کرتا ہے اور ان کا اطلاق کرتا ہے۔ جیسے مجموعی اور ہئیتی جائزہ کاری، چار سطحی جائزہ کاری، قابل استعمال ہونے کا ٹیسٹ وغیرہ۔ مناسب ٹیسٹ اور نظرثانی دائرے استعمال کرتا ہے تاکہ تحصیلی ڈیزائن کے حل اور ان کے اثر کا جائزہ لے سکیں۔ جائزہ لیتا ہے کہ کیا تحصیلی ڈیزائن کے حل مثبت نتائج پیدا کرتے ہیں۔ مثلاً" شرکا کے تحصیلی کردار، مہارت، علم اور رویے میں تبدیلی وغیرہ۔

دوسروں کا اہتمام کرتا ہے

ڈیزائن ٹیم پر دوسروں کے کام کی ہدایت، تفویض یا بندوبست کرتا ہے تاکہ منصوبے کے اہداف اور مقاصد پورے ہو سکیں۔

منصوبوں کا بندوبست اور نفاذ کرتا ہے

منصوبوں کے کامیاب نفاذ کو یقینی بنانے میں مدد دینے کے لیے نشاندہی یا سرپرستی یا رہنمائی مہیا کرتا ہے۔ کام، بجٹ اور منصوبوں کے لیے وسیلہ بنتا ہے اور سرگرمیوں کو منظم کرتا ہے، تحصیلی ڈیزائن کے منصوبوں کو چلاتا ہے۔

از راہ کرم کسی اضافی کلیدی علمی میدان کو درج کریں جو اس پیشہ ورانہ /تکنیکی صلاحیت کے لیے اہم ہے۔

سند دینے کے لیے ایک طریقے کو ملحوظ رکھتی (ASTD)امریکی سوسائٹی برائے تربیت و ترقی ہے اور آپ کے رد عمل کو خوش آمدید کہتی ہے۔ اگر اس پیشہ ورانہ /تکنیکی صلاحیت سند پیش کرے تو آپ سند پیش کرنے کے اس عمل کے لیے کس حد تک کوشاں ASTD میں ہوں گے۔

- نہیں
- ہو سکتا ہے
- بہت حد تک

ادارہ جاتی تبدیلی کی تسہیل

ادارہ جاتی تبدیلی کی تسہیل

ادارے کے اندر تبدیلی کے لیے رہنمائی دینا، بندوبست کرنا اور سہولت بہم پہنچانا۔

نوٹ:

(آرگنائزیشن ڈویلپ منٹ نیٹ ورک) کی ادارہ جاتی ODN یہ معلومات جزوی طور پر ترقیاتی صلاحیتوں پر مبنی ہیں۔

کلیدی علمی میدان اس پیشہ ورانہ / تکنیکی صلاحیت میں موثر کارکردگی کے لیے ہر علمی میدان کتنا اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم
نظام پر غور و فکر اور کھلے نظام کا نظریہ۔ مثلاً "ادارہ ایک کھلا نظام ہے جو بیرونی ماحول سے متاثر ہوتا ہے۔
ابتدائی اور پیچیدگی کا نظریہ۔
نظریہ تحسینی جان کاری (سماجی نظام میں تبدیلی کے لیے تنظیم کاری اور طریقے کا نظریہ۔۔۔ سابقہ دہائیوں میں اقدامی تحقیق کی ایک بہت اہم اختراع)۔
نظریہ اقدامی تحقیق۔
ادارہ جاتی نظام اور ثقافت مع سیاسی حرکیات در ادارہ جات۔
نظریہ تبدیلی اور نمونہ تبدیلی مع حکمت عملی برائے تبدیلی، بنیادی ڈھانچے اور کردار، عمل تبدیلی، تبدیلی کے نمونے، لوگ کس طرح بدلتے ہیں، انسانی رد عمل، قدم ملانے کی حکمت عملیاں، اثر کا تجزیہ۔
طریق عمل پر غور و فکر اور ڈیزائن۔
نظریہ ابلاغ۔
اہم گروہ بنانے کے لیے لوگوں کے حصول کی مشقیں تنوع اور شمول، مع اختلافات کو سنبھالنا۔
نظریہ تحریک مع اختیار دہی اور انعامات
ذہنی رو / نمونہ اور کردار و کارکردگی پر ان کے اثرات۔

از راہ کرم کسی اضافی کلیدی علمی میدان کو درج کریں جو اس پیشہ ورانہ / تکنیکی صلاحیت کے لیے اہم ہے۔

کلیدی اقدامات اس پیشہ ورانہ / تکنیکی صلاحیت میں موثر کارکردگی کے لیے ہر علمی میدان کتنا اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم
تبدیلی کے لیے سرپرستی اور ملکیت قائم کرتا ہے
تبدیلی کے معاملے اور مطلوبہ نتائج واضح کرتا ہے۔ متوقع نتائج پر گاہک کی سرپرستی کو سہولت دیتا ہے۔ صائب الرائے افراد کو شریک کرتا ہے تاکہ معاونت کا بڑا گروہ تیار ہو سکے۔

تبدیلی کے لیے معاہدہ واضح کرتا ہے
گاہک کو تبدیلی کے ساتھ معاہدہ کرنے، نتائج کو واضح کرنے اور تبدیلی کے لیے حقیقی توقعات قائم کرنے کے لیے مدد دیتا ہے۔ تبدیلی کی حدود کی نشاندہی کرتا ہے۔ تعلقات، کردار اور اخلاقی حدود واضح کرتا ہے۔ کامیابی کے لیے شرائط وضع کرتا ہے۔

تشخیصی جائزہ لیتا ہے

واضح کرتا ہے کہ مسائل واضح کرنے کے لیے کس طرح کوائف درکار ہیں، بشمول صائب الرائے افراد کی توقعات۔ ابتدائی مرحلوں کی نشاندہی کے لیے معلومات جمع کرتا ہے۔ تبدیلی کے حق میں مسائل اور ادراکات کی تشخیص کرتا ہے۔ کاروباری/ادارہ جاتی حکمت عملی اور مطلوبہ نتائج کے لیے حالیہ حقائق کا جائزہ تبدیلی کے لیے ضروری کوششوں کو بیان کرنے کے لیے لیتا ہے۔ طاقت کے رسمی اور غیر رسمی نیٹ ورک (جال) کی نشاندہی کرتا ہے۔ مستقبل کی حالت کے لیے ڈیزائن کی ضروریات قائم کرتا ہے۔

رد عمل مہیا کرتا ہے

گاہکوں/ صائب الرائے افراد کو کوائف کی جمع آوری اور تشخیص کے نتائج حاصل کرنے کے لیے تیار کرتا ہے۔ موثر افراد کو رد عمل مہیا کرتا ہے تاکہ وہ تبدیلی کی حکمت عملی کی بنیادی اصلاح پر اثر انداز ہوں۔ جو کچھ ہو رہا ہے، کسی پیچیدہ صورت حال میں جو کچھ ہونا چاہیے ان کا سیاق سے رابطہ قائم کرتا ہے۔ تبدیلی کے لیے معاونت میں شدت پیدا کرتا ہے۔

تبدیلی کے لیے حکمت عملی پر مبنی منصوبہ بندی کی تسہیل کرتا ہے

تبدیلی کی کلی حکمت عملی پیدا کرنے میں سرپرست اور تبدیلی کے کلیدی رہنماؤں کی صورت میں سہولت مہیا کرتا ہے۔ واضح کرتا ہے کہ کیا کچھ تبدیل ہونا چاہیے، انسانی اثر کو کس طرح سے کم سے کم اور خریداری کو وسیع تر کیا جائے۔ تمام تکنیکی، ادارہ جاتی ثقافتی اور افراد سے متعلق تبدیلی کے اقدامات کی نشاندہی کرنے میں مدد دیتا ہے۔ نتائج کے حصول کے لیے بہترین طریق عمل اور شرائط کو صورت دیتا ہے۔ تبدیلی کے عمل کے وقت کے لحاظ سے اور انسانی ضرورتوں کے مطابق موزوں منصوبوں کو وضع کرتا ہے۔

شمولیت تعمیر کرتا ہے

لوگوں کو آگہی بڑھانے میں شامل کرتا ہے اور بہترین لائحہ عمل کے لیے ادخال جمع کرتا ہے۔ گاہکوں اور تبدیلی کے رہنماؤں کو تبدیلی کے عمل میں شمولیت اور ملکیت کے لیے مدد دیتا ہے۔ گاہکوں کو ایسے ابلاغی منصوبے وضع کرنے میں مدد دیتا ہے جس سے وہ خریداری اور لگن پیدا کر سکیں۔ فہم، لگن اور کرداری تبدیلی یقینی بنانے کے لیے دو طرفہ موثر ابلاغ کے لیے تنہیل کرتا ہے۔

تبدیلی کی مداخلت میں معاون ہوتا ہے

گاہک کے ڈیزائن، اثر کے جائزے، منصوبے، تبدیلی کی کوششوں اور حکمت عملی کے نفاذ میں مدد دیتا ہے۔ نظام وضع کرنے کے لیے اختراعی طریقوں کی نشاندہی کرتا ہے۔ پروگرام کے انداز اور ماڈل کو موزوں بناتا ہے۔ حسب ضرورت پیچیدہ منصوبے چلانے کے لیے مدد مشورہ فراہم کرتا ہے۔ تبدیلی کی حکمت عملی واضح کرتا ہے۔ تحصیل اور بنیادی اصلاح میں معاونت کرتا ہے۔

تبدیلی کو ادارہ جاتی ثقافت کے ساتھ مربوط کرتا ہے

تبدیلی کے حق میں ذہنی ہم آہنگی اور شراکت پیدا کرتا ہے۔ ادارے کے تمام نظاموں، پالیسیوں اور طریقوں کو تبدیلی کے ساتھ ہم آہنگ کرنا یقینی بناتا ہے۔ تبدیلی کی کوششوں کے ارتباط اور عبور کو یقینی بناتا ہے تاکہ یہ ایک معیار بن سکے۔

نتائج کو سنبھالتا ہے

انسانی المیوں کو کم کرنے کی حکمت عملی وضع کرتا ہے۔ تبدیلی کی مداخلتوں اور تبدیلی کے غیر متوقع نتائج سے پیدا ہونے والے رد عمل کو سنبھالتا ہے۔ تنازعات کو حل کرتا ہے۔ گاہک کی مزاحمت پر قابو پانے میں مدد کرتا ہے۔ ان پر اثر انداز ہوتا ہے جو تبدیلی کے مداخلتوں پر منفی رد عمل ظاہر کرتے ہیں۔

تبدیلی کے نتائج کا جائزہ لیتا ہے

مداخلت کے دوران میں تبادلہ معلومات کی تسہیل کرتا ہے تاکہ نتائج خواہشات کے مطابق یقینی ہو جائیں۔ تبدیلی کے اثر کے بارے میں معلومات جمع کرتا ہے، دلچسپی رکھنے والے صائب الرائے افراد تک نتائج اور تبدیلی کے بہترین عمل کا ابلاغ کرتا ہے۔

رہنما تبدیلی پر عبور کا نمونہ پیش کرتا ہے

بطور تسہیل کار اپنے ذاتی کردار کو سمجھتا ہے جس میں تبدیلی میں اپنا ذاتی داؤ شامل ہے۔ تبدیلی کے عامل کے بارے میں دوسروں کے ادراک پر ذاتی آگہی کا اظہار کرتا ہے۔ ایسی ذاتی تبدیلیاں کرتا ہے جو مطلوبہ مستقبل کی معاونت کرتا ہے۔ اس وقت کو تسلیم کرتا ہے جب تبدیلی کا عامل مطلوب نہیں رہتا اور مناسب عمل کا مظاہرہ کرتا ہے۔ گاہک کے نظام کو مستقبل کی تبدیلی کے لیے حسب موقع بڑھنے دیتا ہے۔

از راہ کرم کسی اضافی کلیدی علمی میدان کو درج کریں جو اس پیشہ ورانہ /تکنیکی صلاحیت کے لیے اہم ہے۔

سند دینے کے لیے ایک طریقے کو ملحوظ رکھتی (ASTD)امریکی سوسائٹی برائے تربیت و ترقی ہے اور آپ کے رد عمل کو خوش آمدید کہتی ہے۔ اگر اس پیشہ ورانہ /تکنیکی صلاحیت سند پیش کرے تو آپ سند پیش کرنے کے اس عمل کے لیے کس حد تک کوشاں ASTD میں ہوں گے۔

- نہیں
 - ہو سکتا ہے
 - بہت حد تک
-

انسانی کارکردگی بہتر بنانا

انسانی کارکردگی بہتر بنانا

انسانی کارکردگی کی خلیج کو دریافت کرنے اور تجزیہ کرنے کے لیے باقاعدہ انداز کا اطلاق کرنا۔ انسانی کارکردگی میں مستقبل کی بہتری کے لیے منصوبہ بندی کرنا۔ کارکردگی خلیج پر کرنے کے لیے کم لاگت اور اخلاقی طور پر جائز حل وضع اور تیار کرنا۔ مواقع اور حل کی نشاندہی کرنے کے لیے گاہک کو شریک کرنا۔ حل کو نافذ کرنا۔ تبدیلی کی نگرانی کرنا۔ نتائج کا جائزہ لینا۔

نوٹ:

کے ماڈل برائے انسانی کارکردگی کی بہتری پر مبنی ASTD یہ معلومات جزوی طور پر ہیں۔

کلیدی علمی میدان اس پیشہ ورانہ / تکنیکی صلاحیت میں موثر کارکردگی کے لیے ہر علمی میدان کتنا اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم
انسانی کارکردگی کی بہتری کی صنعت جس میں ذہنی رو، بصیرت، ثقافت اور اہداف شامل ہیں۔
کارکردگی تجزیہ اور ادارہ جاتی تجزیہ سامنے کا تجزیہ۔
کارکردگی کی بہتری کے حل منتخب کرنے کے انداز نظریہ بندوبست تبدیلی۔
پیمائش اور جائزہ کے طریقے اور نظریہ تسہیل کاری کے طریقے منصوبہ بندی کے آلات و تکنیک بندوبست۔
ابلاغی چینل، معلوماتی نیٹ ورک اور اتحاد۔
گروہی حرکیات کا طریق عمل۔
انسانی کارکردگی کی بہتری کا ماڈل۔
نظام پر غور و فکر اور نظریہ سوالات کی تکنیک۔

از راہ کرم کسی اضافی کلیدی علمی میدان کو درج کریں جو اس پیشہ ورانہ / تکنیکی صلاحیت کے لیے اہم ہے۔

کلیدی اقدامات اس پیشہ ورانہ / تکنیکی صلاحیت میں موثر کارکردگی کے لیے ہر علمی میدان کتنا اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم
نظام کا تجزیہ کرتا ہے
ذیلی نظام، نظام یا فوق نظام کے ادخالات، تسلسل ادخال اور برآمدات کی نشاندہی کرتا ہے اور ان معلومات کو انسانی کارکردگی بہتر بنانے میں استعمال کرتا ہے۔ کسی ادارے، طریق عمل یا فرد کے کئی پہلوؤں پر حل کے اثرات کو تسلیم کرتا ہے اور انسانی کارکردگی کی بہتری کے حل پر کسی دیگر اثر کو دور کرنے کے اقدامات کرتا ہے۔ جائزہ لیتا ہے کہ ادارہ جاتی سیاست کارکردگی پر کس طرح سے اثر انداز ہوتی ہے۔

کارکردگی کا تجزیہ منعقد کرتا ہے

حقیقی اور مثالی کارکردگی کا موازنہ کرتا ہے۔ کارکردگی کی خلیج یا مواقع کی نشاندہی کرتا ہے۔ نشاندہی کرتا ہے کہ کارکردگی کی خلیج کا شکار کون ہوا ہے اور حالات جو کارکردگی کو متاثر کرتی ہیں۔

وجوہات کا تجزیہ منعقد کرتا ہے

ماضی، حال یا مستقبل میں کارکردگی کی خلیج کی بنیادی وجوہات کی نشاندہی کرتا ہے۔ کارکردگی میں بہتری کی ضرورت کے لیے موجود حقیقی مسائل واضح کرتا ہے۔ ایک بڑے کل کے اجزا الگ الگ کر دکھاتا ہے۔ مسائل اور خصوصیات کے ماحول کار کا جائزہ لیتا ہے جو انسانی کارکردگی پر اثر انداز ہوتا ہے۔

کوائف جمع کرتا ہے

افراد اور گروپوں میں عمومی تحقیقی طریقوں، انٹرویو اور کوائف جمع کرنے کی دیگر تکنیکوں کے ذریعے بصیرت متحرک کرنے کے لیے مخصوص معلومات جمع کرتا ہے۔

گاہک کی نشاندہی کرتا ہے

محض مدد طلب کرنے والے مفروضہ گاہک کی نسبت حقیقی گاہک کی نشاندہی کرتا ہے۔

گاہک/صائب الرائے افراد کی ضروریات کو شامل کرتا ہے

گاہکوں/صائب الرائے افراد کے ساتھ شریک ہو کر ضروریات، کاروباری اہداف اور مقاصد واضح کرتا ہے۔ مطلوبہ نتائج پر متفق ہوتا ہے اور اس پر اتفاق رائے حاصل کرتا ہے کہ یہ نتائج کیوں کر فوراً" موثر طور پر حاصل کیے جاسکتے ہیں۔

منصوبوں کا بندوبست اور نفاذ کرتا ہے

منصوبوں کے کامیاب نفاذ کو یقینی بنانے میں مدد دینے کے لیے سرپرستوں اور رہنماؤں کی نشاندہی کرتا ہے۔ کام، بجٹ، منصوبوں کا وسیلہ بنتا ہے اور پیچیدہ کارکردگی کی بہتری کے منصوبوں کو منظم کرتا، بندوبست کرتا اور چلاتا ہے۔

تعلقات کو بنانا اور قائم رکھتا ہے

گاہک کے ساتھ ساکھ اور اعتبار قائم کرتا ہے جو کاروبار کے علم اور فہم پر مبنی ہوتا ہے۔ پائیدار کاروباری تعلقات قائم رکھنے کی بنیاد پر گاہک کے ساتھ شراکت اور ارتباط قائم رکھتا ہے۔

ادارہ جاتی اہداف کے لیے نتائج کا جائزہ لیتا ہے

جائزہ لیتا ہے کہ انسانی کارکردگی کی بہتری کے حل کے نتائج کیوں کر مقاصد سے ہم آہنگ ہو سکتے ہیں۔ اثبات کرتا ہے کہ اہداف اقدامات میں موثر طور پر تبدیل ہو جائیں جس سے موجودہ یا سابقہ کارکردگی خلیجیں بند ہو جائیں۔ ترجیحات، وسائل کی کمی یا مغالطوں پر جھگڑنے کی بجائے نتائج حاصل کرتا ہے۔ انسانی کارکردگی کی بہتری کو ادارہ جاتی اہداف کے ساتھ جوڑتا ہے۔

تبدیلی کی نگرانی کرتا ہے

انسانی کارکردگی کی بہتری کے حل کی دوران تضاد میں نگرانی کرتا ہے۔ جائزہ لیتا ہے کہ ادارے کے اندر اور باہر بدلتی ہوئی صورت حال کس طرح سے حل پر اثر انداز ہوتی ہے۔

رد عمل کی مہارتیں استعمال کرتا ہے

کارکردگی کے بارے میں معلومات جمع کرتا ہے اور اسے واضح طور پر سامنے لاتا ہے۔ خاص طور پر متاثر افراد اور گروپوں پر بروقت انداز میں۔

از راہ کرم کسی اضافی کلیدی علمی میدان کو درج کریں جو اس پیشہ ورانہ / تکنیکی صلاحیت کے لیے اہم ہے۔

سند دینے کے لیے ایک طریقے کو ملحوظ رکھتی (ASTD) امریکی سوسائٹی برائے تربیت و ترقی ہے اور آپ کے رد عمل کو خوش آمدید کہتی ہے۔ اگر اس پیشہ ورانہ / تکنیکی صلاحیت سند پیش کرے تو آپ سند پیش کرنے کے اس عمل کے لیے کس حد تک کوشاں ASTD میں ہوں گے۔

- نہیں
- ہو سکتا ہے
- بہت حد تک

ادارہ جاتی علم کا بندوبست کرنا

ادارہ جاتی علم کا بندوبست کرنا

علمی شراکت کے لیے بطور فعال اور صاحب بصیرت کردار ادا کرنا۔ ادارے کو علم تخلیق اور حصہ داری کرنے والے وجود میں تبدیلی کرنے کا منصوبہ بنانا اور چلا کر دکھانا۔ ادارے کی علمی بندوبست اور کوششوں کے تحریک اور ارتباط کا آغاز کرنا۔

کلیدی علمی میدان اس پیشہ ورانہ / تکنیکی صلاحیت میں موثر کارکردگی کے لیے ہر علمی میدان کتنا اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم
علمی بندوبست کے تصورات، فلسفہ اور نظریہ علمی بندوبست کی تاریخ اور بہترین مثالیں۔
ایسا ماحول پیدا کرنے کے لیے درکار سرگرمیوں اور اقدامات کا سلسلہ جس میں علم موثر طور پر پیدا کیا جا سکتا ہے، اس میں شرکت کی جا سکتی ہے اور اسے مسابقتی مفاد اور گاہک کی تسکین کے لیے استعمال کیا جا سکتا ہے۔
ٹکنالوجی اور علمی شراکت اور عمل تحصیل میں اس کا کردار کاروبار کے بنیادی طریق عمل کا فہم۔ ادارے کے عملیوں اور آلات کا تجزیہ۔
ثقافتی تبدیلیوں کو سنبھالنے کے لیے حکمت عملیاں اور انداز۔
معلومات کی تعمیر۔
ڈیٹا بیس کا بندوبست۔

کاروباری طریق عل کاتجزیہ۔
نظام کا تجزیہ اور ڈیزائن۔
نظریہ تحصیل بالغاں
(جائزہ بعد اقدام) طریقہ۔AAR

از راہ کرم کسی اضافی کلیدی علمی میدان کو درج کریں جو اس پیشہ ورانہ /تکنیکی صلاحیت کے لیے اہم ہے۔

کلیدی اقدامات

اس پیشہ ورانہ / تکنیکی صلاحیت میں موثر کارکردگی کے لیے ہر علمی میدان کتنا اہم ہے؟

غیر ضروری قدرے اہم درمیانی اہم بے حد اہم لازم

علمی بندوبست میں رہنما بنتا ہے

ادارہ جاتی کاروباری حکمت عملی کے ساتھ مربوط کرنے کے لیے علمی بندوبست کی بصیرت اور حکمت عملی حاصل کرتا ہے۔ ادارے کی اس بارے میں مدد کرتا ہے کہ علم کی موثر تخلیق ، شراکت اور دوبارہ استعمال کے تصور اور قدر کو سمجھا جائے۔ اعلیٰ انتظامیہ کو اس بارے میں مدد دیتا ہے کہ وہ ذاتی لگن اور علمی بندوبست کی حمایت سے کام لیں۔ علی ایجنڈا کو سرگرم انداز میں بڑھاتا ہے۔

علمی بندوبست کی بہترین مثالوں اور سیکھے گئے سبق کی حدیں مقرر کرتا ہے

موثر اور اختراعی علمی بندوبست کے حل اور انداز کو پروان چڑھانے میں دوسرے اداروں کے تجربات کی موزونیت کا جائزہ لیتا ہے۔ دوسرے اداروں سے سیکھتا ہے جو اپنے علمی وسائل کو موثر طور پر آگے بڑھاتے ہیں۔

علمی بندوبست کا بنیادی ڈھانچا وضع کرتا ہے

ادارے کے علمی تعمیر اور بنیادی ڈھانچے کی تخلیق اور ارتقا کا جائزہ لیتا ہے۔ عقلی سرمایے کے حصول، تنظیم، استعمال اور دیکھ بھال کے طریقے، پالیسیاں وغیرہ وضع کرتا ہے۔ علم کی شراکت آسان بنانے کے لیے معیار بند آلات اور نمونے مہیا کرتا ہے۔ معلومات کے نظام، تربیت اور انسانی وسائل اور کاروباری یونٹ کے درمیان علمی نیٹ ورک میں مدد دینے کے لیے پل تعمیر کرتا ہے۔

بڑھانے کی ٹکنالوجی

حالیہ اور ابھرتی ہوئی معلومات، تحصیلی آلات اور ٹکنالوجی کا جائزہ لیتا ہے، منتخب کرتا ہے اور انہیں کام سے متعلق تحصیل اور علمی ترقی کے لیے استعمال کرتا ہے۔

معلومات کی مدت گردش کو سنبھالتا ہے

معلومات کی مدت گردش کو اس کی تخلیق یا حصول کے وقت سے اس کی تخریب کے وقت تک سنبھالتا ہے جس میں اس کی تنظیم، زمرہ بندی، کیٹلاگ کاری، صنف بندی اور نشر و اشاعت شامل ہیں۔

ارتباط کی حوصلہ افزائی کرتا ہے

مقام کار اور سماجی ماحول کے ڈیزائن کا جائزہ لیتا ہے تاکہ علم کی تخلیق، شراکت اور اختراع میں سہولت اور تقویت دی جاسکے۔ علمی مواد کی سرگرمیوں کی تخلیق کرتا ہے تاکہ اپنا حصہ ادا کیا جا سکے یا حصول، شراکت اور سنبھالنے کی سرگرمیوں مثلاً "بعد اقدام جائزہ کا عمل وغیرہ کا بندوبست کرتا ہے۔ مبنی بر علم روابط، ارتباط اور ابلاغی سرگرمیوں کو ادارے کی حدود میں سہولت فراہم کرتا ہے۔

علمی ثقافت قائم کرتا ہے

علمی بندوبست کی قبولیت کی ثقافت وضع کرتا ہے۔ اختراعات کا بیج بوتا ہے یا معاونت کرتا ہے۔ کاروباری یونٹوں، فعلوں، جغرافیائی مقامات، تدریجی سطحوں وغیرہ کے درمیان رکاوٹوں کو توڑنے میں مدد دیتا ہے تاکہ لوگوں کو علم میں شراکت اور اس کے استعمال کے لیے تحریک ہو سکے۔

علمی بندوبست کے حل کا ڈیزائن اور نفاذ کرتا ہے

کاروباری طریق عمل اور کارکنوں کی ان طریق عملوں کے دوران میں مخصوص علمی ضروریات کا جائزہ لیتا ہے۔ علمی اشیا کی نشاندہی کرتا ہے جو معلومات نظام میں سنبھالی جا سکیں۔ علمی بندوبست کا تعلق ملازموں کی کام سے متعلق سرگرمیوں کے ساتھ، کلیدی طریق عمل اور مشق کے سلسلے کے ساتھ جوڑتا ہے۔

علم کو تحصیل میں بدلتا ہے

ادارہ جاتی تحصیلی اہلیتوں کا جائزہ لیتا ہے۔ انفرادی سطح پر تحصیل کو بڑھاتا ہے۔ علم کے حصول اور شراکت کو ادارے میں تحصیلی وسعت کو بڑھانے کے لیے استعمال کرتا ہے۔ علم کو ماہرین سے حاصل کرنے کے لیے سہولت فراہم کرتا ہے۔ (یعنی ایسا علم جو ماہرین کے پاس موجود ہوتا ہے مگر سیاق و سباق سے نہیں جڑتا) اور ایسا علم بنا دیا جائے جس سے دوسرے بھی کچھ سیکھ سکیں۔

علمی بندوبست کا جائزہ لیتا ہے

علمی بندوبست کی حکمت عملیوں، مشقوں اور اقدامات کی موثریت کا جائزہ لیتا ہے۔ اہداف کی خاطر فرائد اور پیش رفت کی پیمائش کرتا ہے۔ ایسے پیمانے مقرر کرتا ہے جن سے ادارے کی عقلی سرمایے کو بڑھانے کی کوششوں کو ناپا جا سکے۔

از راہ کرم کسی اضافی کلیدی علمی میدان کو درج کریں جو اس پیشہ ورانہ / تکنیکی صلاحیت کے لیے اہم ہے۔

سند دینے کے لیے ایک طریقے کو ملحوظ رکھتی (ASTD) امریکی سوسائٹی برائے تربیت و ترقی ہے اور آپ کے رد عمل کو خوش آمدید کہتی ہے۔ اگر اس پیشہ ورانہ / تکنیکی صلاحیت

سند پیش کرے تو آپ سند پیش کرنے کے اس عمل کے لیے کس حد تک کوشاں ASTD میں ہوں گے۔

- نہیں
- ہو سکتا ہے
- بہت حد تک

ماہرین کی سطح پر تائیوان WLP کے پریکٹیشنروں کے ادراکات اور کام کی جگہ

پر سیکھنے کی اہمیت اور کارکردگی (WLP) کی اہلیتیں

یہ سروے کام کی جگہ پر سیکھنے اور اداروں کے اندر مختلف سطحوں پر پیشہ ور پریکٹیشنروں کی کام کی جگہ پر کامیابی کے لیے ادراکی اہمیت کو جاننے سے متعلق ہے۔ ازراہ کرم اپنے جوابات بہترین موزوں جواب کے گرد دائرے، نشانات لگا کر یا خالی جگہ پر کر کے دیں۔

1- مندرجہ ذیل میں سے آپ کی کام کی جگہ پر سیکھنے اور کارکردگی کے دائرے کو کون سی چیز بہترین طور پر بیان کرتی ہے؟

2- مندرجہ ذیل میں سے آپ کی موجود سطح کو کون سی چیز بہترین طور پر بیان کرتی ہے۔

◇ تربیت ◇ ادارہ جاتی ترقی ◇ پیشہ ورانہ ترقی ◇
 ◇ انتظامی ترقی ◇ انسانی وسائل ◇ عمومی

- ◇ ایگزیکٹو – وائس پریذیڈنٹ یا اعلیٰ سطح پر کمپنی کا افسر۔
- ◇ مینیجر - وہ جو بڑے منصوبوں یا بڑے مستقل گروپوں کا انتظام کرتا ہے۔
- ◇ سپروائزر- وہ جو ایک شعبہ یا گروپ کا انتظام کرتا ہے۔
- ◇ داخل - خود کو یا کبھی کبھار کسی مختصر گروپ یا ٹیم کا انتظام۔
- ◇ پرائیویٹ کنسلٹنٹ- آزاد کام کرنے والا یا اپنا ملازم خود۔

◇ دیگر

- 3- آپ HR کے میدان میں کتنے سال کا پیشہ ورانہ تجربہ رکھتے ہیں؟ سال _____ ماہ _____
- 4- کام کی جگہ پر سیکھنے اور ترقی پانے (WLP) میں آپ کا پیشہ ورانہ تجربہ کتنے سال کا ہے؟ سال _____ ماہ _____

5- تعلیم مکمل کرنے کی اعلیٰ ترین سطح کون سی ہے؟

(اپنا میجر / تخصص ٹائپ کریں)۔

◇ ایسوسی ایٹ: _____ ◇ بی اے: _____ ◇ ایم اے: _____

◇ ڈاکٹریٹ: _____ ◇ دیگر: _____

6- مندرجہ ذیل میں سے آپ کے ادارے کی بنیادی قسم کاروبار کو کون سی چیز بہترین طور پر بیان کرتی ہے؟

◇ صنعت ◇ خدمات ◇ صحت کی دیکھ بھال

◇ مالیات/ بیمہ ◇ ٹرانسپورٹ ◇ پرچون فروشی

◇ ٹیلی مواصلات ◇ تعلیم/ اشاعت ◇ سرکاری/ یوٹیلیٹی

◇ دیگر۔

7- مندرجہ ذیل میں آپ کے ادارے میں موجود کل وقتی ملازموں کی تعداد کو کون سا عدد بہترین طور پر بیان کرتا ہے۔

◇ 100 سے کم ◇ 100 سے 199 تک ◇ 200 سے 299 تک

◇ 300 سے 399 تک ◇ 400 سے 499 تک ◇ 500 سے 999 تک

◇ 1000 سے 4999 تک ◇ 5000 سے 9999 تک ◇ 10000 سے 25000 تک

◇ 25000 سے زائد

8- ازراہ کرم نشان زد کریں کہ آپ نے اپنی WLP سطح پر آنے کے لیے کس قسم کی تربیت حاصل کی تھی؟

◇ آزاد خود ہدایتی تعلیم۔

◇ بیرونی رسمی پیشہ ورانہ ترقیاتی پروگرام۔

◇ در ادارہ رسمی پیشہ ورانہ ترقیاتی پروگرام

◇ ساتھی یا سپروائزر سے تربیت۔

◇ اکیڈمک ڈگری پروگرام۔

◇ دیگر: _____

10- ازراہ کرم ان کی مؤثریت کے لحاظ سے کام کی جگہ پر سیکھنے اور کارکردگی سے براہ راست متعلق پیشہ ورانہ

ترقی کے مندرجہ ذیل وسائل کی شرح بندی کریں؟ (1=بے حد مؤثر سے 5=انتہائی کم مؤثر تک)

◇ آزاد خود ہدایتی تعلیم

◇ بیرونی رسمی پیشہ ورانہ ترقیاتی پروگرام

◇ در ادارہ رسمی پیشہ ورانہ ترقیاتی پروگرام

◇ ساتھی، سپروائزر سے تربیت

◇ اکیڈمک ڈگری پروگرام

◇ دیگر: _____

11- مندرجہ ذیل میں سے آپ کے کردار کو بیان کرنے کے لحاظ سے کون سا بہترین ہے؟ (جو متعلق ہو اسے سارا

دیکھیں)

◇ **مینجر:** منصوبہ بنانا ہے، تنظیم کرتا ہے، میقات بندی کرتا ہے، انفرادی اور گروہی کاموں کی رہنمائی کرتا ہے تا کہ مطلوبہ نتائج برآمد ہوں، حکمت عملیوں کے منصوبوں کی تسہیل کرتا ہے، یقینی بناتا ہے کہ کام کرنے کی جگہ پر سکھلائی اور کارکردگی کی ضرورتوں اور منصوبوں کے مطابق ہے اور یقینی بناتا ہے کہ اس کام کی مطلوبہ انتظامی ضرورتیں پوری ہوں گی۔

◇ **انالسٹ:** انسانی کارکردگی کے کھانچوں کی وجوہات کو علیحدہ کرنے کے لیے مسائل کی نشاندہی کرتا ہے یا ایسے میدانوں کی نشاندہی کرتا ہے جہاں انسانی کارکردگی بہتر ہو سکے۔

◇ **ادخال:**:** سلیکٹر: کام کی جگہ پر سیکھنے اور کارکردگی اور اس سے غیر متعلق کی موزونیت منتخب کرتا ہے تاکہ انسانی کارکردگی کے کھانچوں کی بنیادی وجوہات کا ازالہ ہو سکے۔

◇ **ادخال:**:** ڈیزائنر/ تیار کنندہ: کام کی جگہ پر سیکھنے اور کارکردگی کو واضح یا تیار کرتا ہے تاکہ انسانی کارکردگی کے کھانچوں کی مخصوص بنیادی وجوہات کا ازالہ ہو سکے۔

◇ **ادخال:**:** نفاذ کنندہ: یقینی بناتا ہے کہ مطلوبہ ادخالات موزوں اور مؤثر طور پر اس طرح سے نافذ ہو گئے ہیں کہ انسانی کارکردگی کے کھانچوں کی مخصوص وجوہات کا ازالہ دیگر کام کرنے کی جگہ یا غیر جگہ کی کارکردگی کے ساتھ مؤثر طور پر تکمیلی انداز اختیار کرے جو یکساں نتائج حاصل کرنے پر مرکوز ہوں۔

◇ **رہنمائے تبدیلی:** ایسا رہنما یقینی بناتا ہے کہ ادخالات مطلوبہ نتائج کے ساتھ ہم آہنگ انداز میں نافذ ہوں اور وہ افراد اور گروپوں کو نتائج کے حصول میں مدد دیتے ہیں۔

- ◇ جائزہ کار: ادخالات کے اثرات کا جائزہ لیتا ہے اور ہونے والی تبدیلیوں، اقدامات اور نتائج کی پیروی کرتا ہے تاکہ شرکا اور صائب الرائے افراد کو ادخالات کے بہتر طور پر نفاذ کی معلومات مہیا ہو سکیں۔
- ◇ دیگر:

12- ازراہ کرم مندرجہ ذیل میں سے شرح بند کریں کہ سوال نمبر 2 میں بیان کردہ سطح کی طرح مندرجہ ذیل میں سے آپ کی موجودہ سطح اور اگلی اعلیٰ سطح جو آپ اس وقت حاصل کیے ہوئے ہیں ایک فرد کے لیے کام کرنے کی جگہ پر سیکھنے اور کارکردگی کے حوالے سے کتنی اہم ہو سکتی ہے۔

1. اہم نہیں
 2. قدرے اہم ہے
 3. اہم ہے
 4. بہت اہم ہے
 5. انتہائی اہم ہے۔
13. اس سال آپ کتنے برس کے ہو جائیں گے؟

- ◇ 25 یا کم ◇ 26 تا 35 سال ◇ 36 یا 45 سال
- ◇ 46 تا 55 سال ◇ 56 تا 65 سال ◇ 65 سال سے اوپر
- 14- آپ کس صنف سے تعلق رکھتے ہیں؟

◇ مرد ◇ عورت

** ادخالات: تبدیلی کی کوشش یا عمل کا نام ہے۔ یہ کسی جاری نظام میں شعوری اندراج ہوتا ہے تاکہ تبدیلی کا آغاز یا تعارف ہو جائے۔ مثلاً تربیت اور ترقی، ادارے کی ترقی، ادارے کو جاننا، استحسان کارکردگی نظام، حکمت عملی کی منصوبہ بندی، دوبہ تشکیل، کلچر منتقلی اور ٹیم سازی وغیرہ ادخالات کی مثالوں میں سے ایک ہے۔

APPENDIX F

D1 Code Book

D2 Data Analysis Matrix

D1 Code Book

Variable	Variable Label	Column(s)	Value Label
IV1	Discipline in WLP	6	1 =Training 2 = Organization Development 3 = Career Development 4 = Management Development/Leadership Development/Executive Development 5 = Human Resource Management 6 = Another specific human resource area (e.g. staffing, selection, employee relations)
IV2	Level in Organization	8	1= Executive/Vice President/Chairman 2 = Director 3 = Manager 4 = Supervisor 5 = Team leader 6 = University professor or college instructor 7 = Private consultant 8 = Entry level
IV3	Year of Experience	6	1 = Less than 1 year 2 = 1-2 years 3 = 3-5 years 4 = 6-10 years 5 = 11-15 years 6 = 15 years and more
IV4	Year of Experience as WLP Practitioner	6	1 = Less than 1 year 2 = 1-2 years 3 = 3-5 years 4 = 6-10 years 5 = 11-15 years 6 = 15 years and more

Variable	Variable Label	Column(s)	Value Label
IV5	Primary type of industry	15	1 = Agriculture, Forestry, Fishing & Hunting, 2 = Business Schools and Computer Management Training, 3 = Broadcasting and Communication 4 = Finance & insurance 5 = Health care & Social Services 6 = Information or other Services, 7 = Management Consulting Services 8 = Manufacturing 9 = Publication Admonition 10 = Real Estate and Rental and leasing 11 = Retail Trade 12 = Transportation and Ware housing 13 = Whole sale Trade 14 = Software Publishing 15 = Other
IV6	Investment status	4	1= Local company 2 = International company 3 = Global company 4 = Other
IV7	Type of Organization	7	1 = Academic institution 2 = Government agency 3 = For-profit organization 4 = Non-profit organization 5 = Consulting firm 6 = Independent consultant or sole proprietor 7 = Other
IV8	Use of English	2	1= Yes 2 = No
IV9	Use of Internet	6	1= More than 10 times per week 2 = 5-9 times per week 3 = 1-4 times per week 4 = Less than 1 time per week 5 = I have not used the internet in the last three months 6 = I have never used it.

Code Book (Continued)

Variable	Variable Label	Column(s)	Value Label
IV10	Status as Trainer	5	1 = Full times trainer 2 = Part time trainer 3 = An entry level trainer 4 = Not a trainer 5 = Other
IV11	Trainer in an Overseas	6	1 = 1 time 2 = 2 times 3 = 3 times 4 = 4 times 5 = More than 5 times 6 = Never served as trainer in Overseas
IV 12	Trainee in an Overseas	6	1 = 1 time 2 = 2 times 3 = 3 times 4 = 4 times 5 = More than 5 times 6 = Never served as trainer in Overseas
IV 13	Business trips	6	1 = 1 time 2 = 2 times 3 = 3 times 4 = 4 times 5 = 5 times or more than 5 times 6 = never taken an overseas business trip
IV 14	Full time employees	6	1 = Less than 100 2 = 100-199 3 = 200-300 4 = 300-399 5 = 400-499 6 = 500-or more
IV 15	Highest level of Education	5	1 = Less than Bachelors degree 2 = Bachelors degree 3 = Masters degree 4 = Advanced graduate degree (e.g., Doctor of Philosophy, Doctor of Medicine) 5 = None of the above

Code Book (Continued)

Variable	Variable Label	Column(s)	Value Label
IV17	Source of Professional Development Effectiveness: 1 = Independent Self-directed learning	5	1 = Most effective 2 = Moderately important 3 = Effective 4 = Slightly effective 5 = Least effective
	2. External Formal Professional Development Program	5	1 = Most effective 2 = Moderately important 3 = Effective 4 = Slightly effective 5 = Least effective
	3 = In-house Formal Professional Development program	5	1 = Most effective 2 = Moderately important 3 = Effective 4 = Slightly effective 5 = Least effective
	4 = Peer or Supervisor Mentorship	5	1 = Most effective 2 = Moderately important 3 = Effective 4 = Slightly effective 5 = Least effective
	5 = Academic Degree Program	5	1 = Most effective 2 = Moderately important 3 = Effective 4 = Slightly effective 5 = Least effective

Code Book (Continued)

Variable	Variable Label	Column(s)	Value Label
IV18	Type of Education & Training	5	1 = Independent Self-directed learning 2 = External Formal Professional Development Program 3 = In-house Formal Professional Development program 4 = Peer or Supervisor Mentorship 5 = Academic Degree Program
IV19	Professional Publication(s)	6	1 = None 2 = 1 to 5 3 = 6 to 10 4 = 11 to 20 5 = 21-30 6 = 31 or over
IV 20	Professional Presentation(s)	6	1 = None 2 = 1 to 5 3 = 6 to 10 4 = 11 to 20 5 = 21-30 6 = 31 or over
IV 21	Gender	2	1= Male 2 = Female
IV 22	Age	1	Interval/Ratio

D 2 Matrix of Research Questions, Variables, Corresponding Survey Questions and Statistical

Techniques

Research Questions	Variable (Measurement)	Part on the instrument	Statistical Technique
Profile of respondents	Demographic Organizational Educational Professional development (Nominal)	Six demographic. Eight Organization Seven professional development	Mean
Current and Future importance of competencies	Foundational Business & Management Interpersonal Personal Technical 1. Career Planning & Talent Management (CP TM) 2. Delivery Training 3. Designing Learning 4. Measuring & Evaluation	Items	Paired t-test
Relationship between education & Current importance of Foundational & Technical competencies	Educational (Nominal)	Education levels	ANOVA
Comparisons of Current and Future Importance of Competencies between the international and Pakistani practitioners	Foundational Business & Management Interpersonal Personal Technical 1. Career Planning & Talent Management (CP TM) 2. Delivery Training 3. Designing Learning 4. Measuring & Evaluation		Descriptive statistics

Curriculum Vita

Naseem Saeed Sherwani, a graduate student in the Workforce Education and development (WF ED) at the Pennsylvania State University. Previously, she was a research associate in the Pakistan Manpower Institute, Islamabad, Pakistan. As a trainer/instructor/facilitator, she designed training modules, delivered training instructions, facilitated working group sessions, and evaluated training activities at the Pakistan Manpower Institute, Friedrich Ebert Stiftung (FES), Islamabad, and as an intern in the Human Resource Development Center (HRDC), Penn State. She led both basic and advanced workshops on SPSS and EndNote in the Training Services program of the Information Technology Services (ITS), Penn State.

Naseem holds three academic degrees, including a Masters of Science in Economics from Quaid-i-Azam University, Islamabad, Pakistan, a Masters of Business Administration with a major in Human Resource Management (HRM) from the Washington International University, King of Prussia, PA, and a Masters of Science in Human Resource Development (HRD) from Pittsburg State University, Pittsburg, KS. She participated in numerous national and international professional development programs. Noteworthy are a one-month certificate program titled, “Return on Investment (ROI)” of the ROI Institute and the ASTD in April 2008 and the “Hierarchical Linear Modeling (HLM)” workshop during September 1–4, 2009.

The SAS Institute awarded her a 2009 SAS Global Forum scholarship. Recently, the Project Management Forum has awarded her a Second Place Prize in the first drawing in PMForum’s PM GiveAways™ program for a Project Management certificate on August 16, 2010. Additionally, she got many tuition and travel grants in recognition of her scholarship.

In her capacity as a graduate research assistant, she worked on workforce development projects in the Institute of Research for Training & Development (IRTD), Penn State Outreach and Extension, 7-State Change Agent States for Diversity in Department of Agriculture and Extension project, and 5-State 21st Century skills: Classrooms for the Future Regional Education Lab (REL) project, Education Technology Services (ETS), The Pennsylvania State University. She also applied her academic knowledge in appraising the value of various programs and tools through surveys and interviews in the Evaluation and Assessment Center at Penn State University Park, PA. Notably, she was associated with updating the Workplace Learning & Performance Competency Model: Mapping the Future-2004 project with Rothwell & Associates.

Additionally, she has successfully completed several Institutional Review Board (IRB) approvals for her research projects. She made many presentations in conferences held nationally and internationally. She co-presented the CASD project at the University of Maryland, April 30, 2009, and ASTD’s Competency Study *Mapping the Future*, during the 2008 ASTD international conference for a session titled, “What is New in the Field? A “Pulse Check” and written papers in the *Encyclopedia of HR*. Currently, she works as faculty and author for Professional Education Organization International (PEOI), New York through the UN Online Volunteering program.