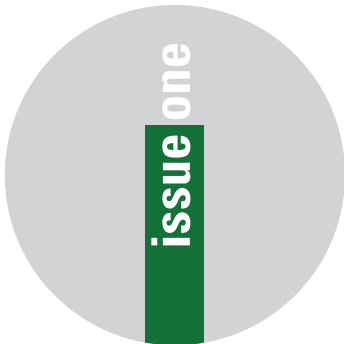


CELEBRATING 50 YEARS



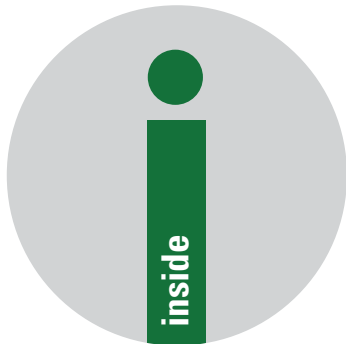
March 2015



PSTN
MAGAZINE
IVID

Philippine Society for Training & Development Foundation Inc.

inspired • equipped • empowered



PHILIPPINE SOCIETY FOR TRAINING & DEVELOPMENT
Inspired. Equipped. Empowered.

Philippine Society for Training and Development (PSTD) is a network of human resource development (HRD) practitioners and workplace learning and performance (WLP) professionals in the Philippines providing training and communication expertise and solutions to clients in business, government, and nonprofit organizations. Our affiliates are composed of private business, academic institutions, government agencies, and non-government organizations and individuals in the field of Human Resource Development and Workplace Learning and Performance.

Contents

- 3** Message from the President
- 4** Training Calendar and Upcoming Events
- 5** Focus: Meeting the Challenges of the ASEAN Integration through Workplace Learning and Performance (WLP)
- 8** Infographics: 12 Competencies Any Workplace Learning and Performance (WLP) Practitioner Needs to Succeed
- 11** Learn: The Strategy Side of Four-level Learning Evaluation
- 13** Highlights
- 26** PSTD Board of Trustees
Editorial Team
- 28** 40th PSTD National Convention



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Message from the President

2015 is our time

As PSTD turns 50 this year, it is just right that we start the year by offering our members, like you, new ways of learning about the different trends in our industry and the activities of PSTD.

This magazine is one of PSTD's initiatives that aim to uplift the field of learning and development, as well as nurture the network of workplace learning and performance (WLP) professionals in the country.

This maiden issue gives us a glimpse of the trends in our industry and of the various goings on at PSTD. Read about the critical competencies that we should all equip ourselves with in the face of the imminent ASEAN integration. There's also an interesting article that describes a pragmatic approach to training evaluation at a strategic level. You can also see our recent initiatives led by the hardworking PSTD board of trustees, as well as dedicated members, partners, and advisers of PSTD. These include our educational programs and our various activities that aim to advance the WLP profession and community of WLP practitioners.

Speaking of community building, I invite you to take part in our various planned events, not only to learn, but also to strengthen and broaden your own networks. One such event is our Grand Homecoming on April 25, 2015 where we expect the attendance of all the past presidents of PSTD together with all of our current and past members. It will be a fun and heart-warming day of reminiscing the past, reconnecting with the present and reaching out to the future. We aim to sustain all these initiatives as we encourage our members to deepen their engagement and to share their knowledge and talents further with the community.

This is just one of our activities as we excitedly prepare for our National Convention this May 27 to 29 at the Waterfront Mactan in Cebu. We invite you to be part of this unique and historic event as we jointly celebrate PSTD's 50th year and the public sector's HR Symposium, in partnership with the Civil Service Commission (CSC) and Philippines Australia Human Resource and Organisational Development Facility (PAHRODF). With the theme "Transformations through Leadership Development," we expect at least 1,800 delegates from both public and private sectors. We are inviting more than 20 of the industry's most engaging and insightful speakers who will share their own stories and experiences of transformations, whether at the self, organizational or societal level.

For each of us, it is indeed an exciting and wonderful time to be a part of PSTD and I look forward to seeing you in our events.



Adrian J. Robles
President
PSTD



Training Calendar

H1 2015

March

4-6 Basics of Training Design and Delivery for WLP Professionals

10-11 Mentoring as Transformative Learning

16-17 Measuring and Evaluating Learning Impact

24-25 Aligning Learning & Development to Drive Business Results

April

13-14 Personal Mastery : A Strategy in Managing Effective Workplace Relationships

20-21 Designing Blended and Online Learning Programs

23-24 Managing the Learning and Development Function

28-29 Measuring the ROI of Learning

May

5-6 Effective Presentation and Facilitation Skills

June

10-11 Designing and Facilitating Structured Learning Experiences (SLEs)

17-19 Basics of Training Design and Delivery for WLP Professionals

25-26 Integrated Talent Management Strategies for L&D Professionals

Upcoming Events

March

19 General Members' Meeting and Tipanan

April

16 General Members' Meeting and Tipanan

25 Grand Homecoming Afternoon Tea Party and Disco at Night

May

25 General Members' Meeting and Tipanan

27-29 National Convention and HR Symposium

June

18 General Members' Meeting and Tipanan

The dates of these events are subject to change.

Please contact the Secretariat if you want to confirm and register to attend any of these events.



*By: Maribel Aglipay
Principal Partner
Center for Innovation, Productivity
and Change*

Meeting the Challenges of the ASEAN Integration through Workplace Learning and Performance (WLP)

It's been 4 years since I wrote the article, "A Competency Framework for the Filipino WLP Practitioners Today," an article that found its way in many circles of publication including the Philippine Daily Inquirer, the ARTDO Focus, the PMAP Newsletter and excerpts of it in Ars Ducendi, the FPLA Newsletter. That article first laid out the groundwork for understanding the concept of WLP and chronicled how PSTD, the first and only professional organization of trainers in the Philippines, responded to the clamor of learning and development professionals for a rationalized competency building program and a certification system.

Since that article came out in 2010, many developments have taken place within PSTD, in the field of practice of learning and development and in the world at large. Hence a follow up article is in order at this time to appraise the practitioners on where the WLP practice is at now and to help them take advantage of prospects in the horizon to become true strategic partners in the development of the organization's talents.

Let me begin by sharing the developments within PSTD, which by the way is celebrating its Golden Year in 2015. Today, PSTD's WLP Certification System is already in place. Before this certification could be launched, however, there were many

steps that were undertaken to make the certification process valid, reliable, credible and efficient.

A quick background on this is the development of a competency framework on which to build the standards for certification. A group of seasoned and well-respected practitioners of learning and development from various sectors (to ensure inclusiveness) worked collaboratively to identify, define and calibrate the competencies needed by Filipino practitioners. All efforts that went into the design of the framework were a result of years of meetings, discussions and consultations with a different stakeholder groups.

After the competency framework for the Filipino WLP practitioner was disseminated to various target audiences, the mechanism for certification was set up. Assessors were carefully selected, invited, and trained (or refreshed) in the Assessment Center technology. Assessment instruments were custom designed and developed, pre-tested and fine-tuned.

The first wave of certification was conducted last April 2014 and titles were conferred during the PSTD National Convention last May. The next wave of assessments are ongoing. While the system is far from perfect, the rigors of development that the system went

through in the hands of experienced WLP professionals who collectively designed it give it a lot of credence.

Meanwhile in the learning and development practice, substantive things have changed. A greater number of non-classroom interventions are being adopted by organizations as they recognize that classroom training is the most expensive learning modality. Using the 70-20-10 learning strategy, organizations are more and more bringing learning opportunities out of the classroom and into in the workplace. Coaching, mentoring, peer-to-peer coaching, knowledge sharing using traditional lunch-and-learn sessions or through technology such as social networks, online discussion groups, are among these approaches.

70

Performing work and via experience

20

People (feedback from boss, peers and mentors)

10

Courses and reading

70-20-10 Principle

The idea is to embed learning right where the learner is and to provide learning in smaller chunks (just-what's-needed), at point-of-need (just-in-time).

The implications of this trend to the WLP practitioners are vast and far reaching. First, the mindset of the WLP professional must shift from being the sole provider of learning in the organization to enabling managers, supervisors, team leaders and subject matter experts to become effective coaches and mentors so that they can take a more active role in facilitating learning right there in the workplace. Managers are increasingly accountable for the learning of their staff considering the many “teachable moments” they can possibly have with their people.

Focus, therefore, of competency development for practitioners has moved away from refining their public speaking skills that help them deliver instructor-led sessions to the ability to create a work environment that will foster knowledge sharing, self-reflection and a culture of learning. Now this is a major departure from what most people are familiar with in training.

In addition, the new paradigm of WLP suggests veering away from a singular, one-time training event to a combination of solutions which may include workplace interventions such as policy formulation, job redesign, process improvement and systems development (e.g., designing a reward systems that reinforces desired behaviors)-- areas that in the past were considered the exclusive enclave of organization development (OD) practitioners. Indeed there is a convergence of training and OD in WLP!

With the increasing number of millennials joining the workforce in the coming years, the WLP practitioners must exploit every opportunity to deliver learning in the digital mode. Because

millennials are more self-driven in accessing information, (a.k.a, fingertip “knowledge” such as Google) and are used to having an app for everything they need, WLP practitioners must possess a high level of computer literacy for delivering information and creating learning opportunities for this generation of learners.

Again, following the logic of 70-20-10 principle, where the 70% represent informal learning, WLP practitioners need to let go of their pre-occupation with designing, delivering and evaluating formal (classroom) learning interventions and reallocate their time, talent, energy and resources in creating more avenues for informal learning. After all, studies show that this is where the bulk of learning truly takes place.

Since it is the managers who are in the workplace with the learners, WLP practitioners must partner with managers to create the environment that will foster learning. Here is where relationship building, another WLP competency, becomes critical in the practice.

In summary, it is becoming clear that in the coming years there will be a greater emphasis on personal and managerial competency clusters of the Filipino WLP framework. Practitioners will have to strengthen their partnership with line managers to produce more learning situations in the workplace, to create more mechanisms for knowledge creation, sharing and diffusion and to link their HR development work to the talent and career management strategies of the organization. The demand for practitioners to be more strategic has never before been felt so strongly as now.

In the bigger arena of the world of work, the ASEAN Integration happening in 2015 will have a major impact on the role that the WLP practitioner will play in helping the organization respond to the challenges of talent mobility. Loss of key talents and influx of expatriates poses new issues to deal with in managing the learning function. In the technical area, practitioners need to find ways to fast-track skills building to replenish the vacuum created by migration of talents.

For leadership development, practitioners need to produce managers and supervisors who are inspiring and motivating not just to retain valuable talents but more so to bring out the best in the workforce in general. Mentoring and coaching have become the chief modality for learning and therefore the task of the WLP practitioner is to create a mentoring mindset among the organization's leaders.

Technology continues to be called upon to deliver faster, cheaper and better quality learning experiences in the workplace rather than in the classroom for a geographically dispersed workforce. Mobile learning, use of collaborative tools, blogs and podcasts support and amplify knowledge sharing even across great distances. Hence the WLP practitioners must learn to leverage these tools to reach their stakeholders.

As for content areas, the ASEAN integration will require everyone to demonstrate competencies in dealing with diversity. Equipping the organization with this competency

will enable it to harness the richness of cultural, generational and gender differences in its workforce to its advantage. WLP practitioners must themselves be diversity savvy.

Above all, the WLP practitioners' most important job in the organization will be to develop the skill of the entire workforce in learning how to learn. Only organizations that are able to reflect on their experience and extract lessons from these experiences will become better at what they do or do better than their competitors. The skill of learning to learn, though, must go beyond the individual level and involve team and organizational level. Whereas before, the task of trainers is to equip individuals with KSAs, these days the mandate of WLP practitioners is to address team and organizational learning needs as well.

The ASEAN Integration will be a game changer in the region. If this is so, how then will the Filipino learning and development professional gear up for this dramatic shift in roles under the "new order"?

The 12 competencies that make up PSTD's WLP Framework is a useful tool to measure practitioners' readiness to take on these new tasks. When the Competency Framework was conceived in 2010 it was simply to create a roadmap for practitioner competency development but today it has acquired greater relevance and significance. Establishing the current competency level of practitioners through certification provides the starting point for their development.

Practitioners who undergo the PSTD Certification are assured that their competencies are benchmarked with industry validated standards and are at par with their counterparts in the global community. More than the letters that WLP practitioners can put after their name, a certification is a seal of quality that assures their stakeholders of their present capabilities.

It is becoming clear that in the coming years there will be a greater emphasis on personal and managerial competency clusters of the Filipino WLP framework. Practitioners will have to strengthen their partnership with line managers to produce more learning situations in the workplace, to create more mechanisms for knowledge creation, sharing and diffusion and to link their HR development work to the talent and career management strategies of the organization. The demand for practitioners to be more strategic has never before been felt so strongly as now. ■



12 Competencies Any Workplace Learning and Performance (WLP) Practitioner Needs to Succeed

Managerial Competencies



- 1 Knowledge Management**
Ability to create, preserve and utilize knowledge for organizational effectiveness
- 2 Management of Learning Function**
Ability to develop learning and performance improvement strategies at the corporate level and execute these through the management of workplace learning and performance practitioners; develop corporate training plans and directions, policy formulation and administration and evaluate workplace learning and performance improvement programs
- 3 Career and Talent Management**
Ability to develop, implement and evaluation programs that ensures the development of talent in the organization
- 4 Business and Performance Improvement**
Ability to use concepts, principles and tools in working with stakeholders in improving organizational effectiveness



Personal Competencies

- 5 Self-Mastery**
Ability to clarify one's personal vision, purpose, goals, values, strengths, weaknesses, interest and tendencies to transcend one's ego and move into authentic service and contribution
- 6 Relationship Management**
Ability to establish and nurture mutually beneficial relationships and harness them towards achieving convergent objectives between and among individuals and organizations
- 7 Social, Legal and Ethical Practices**
Understands the social, legal, and ethical issues related to the workplace learning and performance profession. Epitomizes professionalism and models responsible decision-making; Practices and models PSTD Code of Ethics for Trainers



Technical Competencies



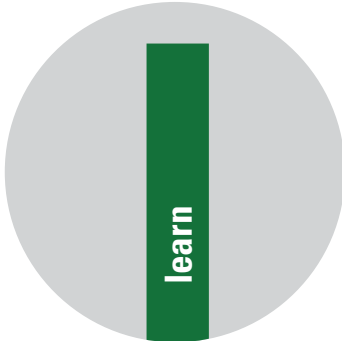
8 **Learning Technology Literacy**
Ability to use a broad range of appropriate communication, information and related technologies that can be used to support and/or manage learning, teaching, and assessment

9 **Learning Intervention Delivery**
Ability to implement interventions that achieve identifies learning objectives

10 **Measurement and Evaluation**
Ability to identify and design appropriate measures and use such measures in assessing quality and impact of learning interventions.

11 **Learning Intervention Design**
Ability to conceptualize learning interventions that can help address specific causes of performance gaps or development needs, and develop materials needed to support implementation

12 **Learning Intervention Admin/Management**
Ability to plan schedules, coordinate/recruit participants and resource persons, and organize resources that will create the desired learning environment and facilitate the delivery of learning interventions



By: Edwin Ebreo
President
ExeQserve

The Strategy Side of Four-level Learning Evaluation

This article is for Learning and Development (L&D) managers who cannot be bothered with detailed and “nosebleed-worthy” analysis of training evaluation data but want to see if training works as a means to bring change in practices and performance.

The first time I read Kirkpatrick’s book, I felt both awed and intimidated. What with all the number crunching required and my unexplainable fear of numbers, I wondered how I can do the important task of tracking training impact without having to deal with so much numbers. Here’s what I did: I came up with a set of hypotheses:

1. For organizational strategies to work, employees must learn to do their work a certain way.
2. For it to happen, they need to be equipped with needed skills through learning interventions.
3. The training program must be effective enough for them to appreciate it, learn the skills and be compelled to apply it in the workplace.
4. The program must be designed in such a manner that it is more than a training intervention but a change intervention.

Reverse what I just said, put some details to it and you got yourself a strategy. Here are a few tips:

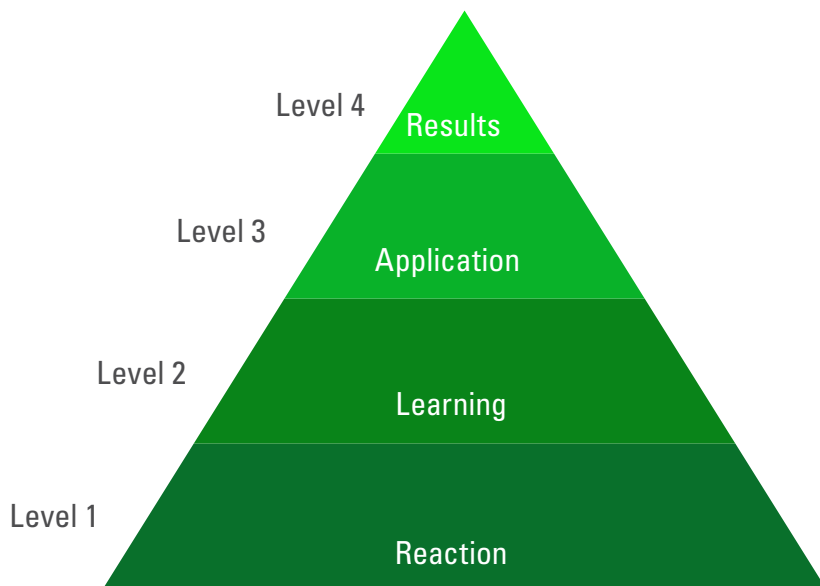
1. Start with an outcome objective. Let’s say you want your performance management system to work in actually improving performance. Let’s make it the objective.
2. Identify what your target learners should be able to do to achieve your objective. Let’s say these are the things you want them to do:
 - Communicate performance targets and behavioral expectations clearly
 - Monitor employee performance and provide timely feedback
 - Coach or train employees who are lagging behind in performance
 - Appraise performance objectively
 - Reward, recognize or correct performance accordingly

3. Design a corresponding training program that will provide them with sufficient knowledge to apply learning in the workplace.
4. Incorporate level 1 evaluation by allowing the participants to reflect on each session objectives, check what they learned and tag items that are not yet clear to them. By asking the participants to write in a piece of paper the items that need more clarification, the trainer will be able to make adjustments in the delivery strategy to address the issue.

At the end of the program, conduct the usual smiley sheet evaluation to find out what can be improved in terms of delivery strategy.

When I look at the evaluation reports, I don't look at averages, I look at how the majority rate each aspect of the training and then reflect on how they can be appreciated better.

5. Incorporate Level 2 Evaluation in the program by allowing practice on key skills that need to be acquired. I favor this over the pre and post test approach because it's timely and allows for the facilitator to address learning gaps immediately.
6. Incorporate Level 3 evaluation by requiring the learners to create and implement a re-entry action plan. Involve their bosses by having them submit their action plan for boss



Kirkpatrick's 4 Levels of Learning Evaluation

approval and support. Provide a time frame. A follow-up session three or six months later will compel learners to implement on time.

7. Do Level 4 evaluation by monitoring progress of learners in the implementation of their action plans. Establish performance indicators that help you determine if the learning strategy worked in bringing about the necessary changes. We cannot really totally avoid numbers, so here you will

need to look at statistics to see how the learners changed behaviors lead to performance changes.

I firmly believe that measurements are important to give credibility to our training interventions. However, I think it shouldn't be so complicated that we lose sight of what really needs to be done – help learners demonstrate the needed performance for the achievement of organizational goals. ■



2014-2015 Board of Trustees Strategic Planning

Facilitator: Vivien Arnobit, Meralco
First Pacific Leadership Academy (FPLA), Antipolo City, August 4, 2014





2014-2015 Board of Trustees Oathtaking

The Board of Trustees of Philippine Society for Training and Development Foundation, Inc. (PSTDFI) took their Oath of Office last November 27, 2014 in the presence of the Civil Service Commission Chairman Dr. Francisco Duque III at the Centennial Room of the Civil Service Commission.





Learning and Development Forum

A gathering of Learning and Development heads where they discuss and share their best practices and challenges on workplace, learning and development practice. With Ric Abadesco and Turok Florentin as guest speakers who shared about the impact of ASEAN Integration in the learning and development profession. Meralco Lighthouse, Pasig City, September 15, 2014





Open Space Technology (OST): Lessons in Consulting for Workplace Learning and Performance Practitioners

Speaker: Maribel Aglipay
Vista Center, Mandaluyong City, October 11, 2014





Managing the Learning and Development Function

Speaker: Gerry Plana
AIM Conference Center, Makati City, October 28-29, 2015



Basics of Training Design and Delivery for Workplace Learning and Performance Professionals

Speaker: Venee Geronimo
Goldland Millenia Suites, Pasig City, March 4-6, 2015





Designing Tools for Measuring WLP Impact

Speaker: Alma Facto

Meralco Lighthouse, Pasig City, June 19-20, 2014





Managing the Learning and Development Function

Speaker: Alexander Kibanoff
Meralco Lighthouse, Pasig City, August 27-28, 2014





General Members' Meeting and Tipanan

July

Knowledge Management Challenge for WLP Professionals

Speaker: Myrna Binamira

Meralco Lighthouse, Pasig City, July 25, 2014





General Members' Meeting and Tipanan

August

Asean Integration: What's In It for the WLP Professionals

Speaker: Dr. Marl Ferenal, President, Southville International School
Old Swiss Inn, Makati City, August 20, 2014





General Members' Meeting and Tipanan

September

Blueprint for World-Class Learning and Development Services

Speakers: Roger Villanueva, SGS Philippines and Carolyn Dominguez, SEAMEO Meralco Lighthouse, Pasig City, September 25, 2014





General Members' Meeting and Tipanan

October

Tapping Internal Knowledge Resources for Building Organizational Capability

Speaker: Alexander Kibanoff

PLDT Innolab, Mandaluyong City, October 15, 2014





General Members' Meeting and Tipanan

November

Brain Compatible Approach: How to be a Better L&D Practitioner

Induction of New Members

Speaker: Rolly Donato

Godland Millenia Suites, November 21, 2014





General Members' Meeting and Tipanan

December

Conversations on the Future of Learning and Development
Grand Tipanan and Pre-Homecoming Reunion
Panel Moderator: Serely Alcaraz
Meralco Lighthouse, Pasig City, December 3, 2014





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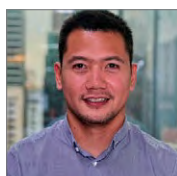
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In celebration of



50 years of service
to Filipino professionals

1 conference

7 plenary sessions

40 top-rated educational concurrent sessions

1,800 delegates to expand your network of peers

2015 PSTD National Convention



Country-Defining Event in Talent Development

Learn the best practices and
tomorrow's talent development trends today!

May 27, 28, 29, 2015 | Waterfront Hotel Cebu City

The 2015 PSTD National Convention is a career-changing experience. With more than 1,800 participants—including thought leaders and innovators—the conference will bring the talent development industry to life. No matter where you are in your career, whether you're a fresh graduate or a senior leader, there is something for you to learn. You will walk away from this experience with a new set of tools and resources to apply on the job, and an expanded network of peers. You'll leave Cebu City inspired and re-energized about your career and the talent development profession.

Transformations through Leadership Development

- ✓ Personal
- ✓ Organizational
- ✓ Societal

Transformation



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(02) 703-8789 to 90

Telefax: (02) 814-0372

e-mail: secretariat@pstd.org

CONVENTION LEARNING FEES

	EARLY BIRD RATE on or before April 15	REGULAR RATE April 16 to 26	ON-SITE RATE May 27 to 29
PSTD MEMBER	P 12,000.00	P 13,000.00	P 13,500.00
NON-PSTD MEMBER	P 13,500.00	P 14,500.00	P 15,000.00

Registration Fee is **EXCLUSIVE** of hotel accommodation, air fare and optional tours

