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Staying Ahead of the Curve in Human Capital Management

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Development of Human Capital in corporations has required extensive monetary investment for years. This has been necessary for workers to keep abreast of changes that continue to take place in the Human Capital Management Field in the way products are made and distributed, and services are provided throughout the world. Thus, the idea that continuing learning as a lifelong process has gained momentum as the pace of Human Capital Development and Management accelerates.

To address this need corporations have established Training Departments to provide technical information and knowledge for the development of human capital. Generally the trainers [human capital developers] in each technical area have operated quite separately from trainers in other technical areas, and have not functioned cooperatively for the corporation's benefit. This takes workers from their work setting and into a center for a period of time, where trainers provide them with the current human capital technical information in a particular area; then they return to their work setting. Moreover, this has resulted in those corporations falling behind the 'curve' in human capital management.

Watkins and Marsick (1993) warn that the connection between leveraging human capital, learning, and organizational survival seems to be emerging as inseparable. Organizations are realizing that they will not survive if they do not change in the ways required to leverage human capital. The result of this need to change is a push toward continuous learning for continuous improvement. Some of the influences moving organizations in the direction of staying ahead of the curve in human capital management include: Changes in technology that require learning; a service orientation that calls for learning; high-performing and self-directing teams that necessitate learning; participatory management which entails learning; time savings that entails reducing learning cycle time; and, global turmoil and competition that require continuous information as changes occur overnight.

Armed with this awareness, some companies are taking action by engaging personnel in their training department with a learning process to update their learning abilities, and implementing a more humane work process. Beyond that some are seeking to align the TD with Adult Educators within Universities, and are calling on that expertise to help them move the TD toward becoming a 'Performance Support Department' [PSD]. This means that these adult educators engage the TD as a community of learning and practice in becoming a 'cutting-edge change team' to manage human capital more effectively and support the performance of the workers in the corporation.

The author has had some experience as an adult educator in the process described above, on reorienting a corporate training department toward supporting workplace and performance in human capital management, with various organizations/corporations. He has gained some

insights about what has worked thus far in that situation and some things that need to be considered or included in 'staying ahead of the curve in human capital management'. Following are some of the recent research and practice ideas surrounding this topic of helping participants stay ahead of the curve in human capital management: Shifting from 'training' to 'performance support' while in the work setting; managing, leveraging, and implementing the total system of its own human capital resources to transform itself into a cooperating and flourishing entity for accomplishing the corporate mission; and, applying what is known to what is done with the various constituencies they serve.

This presentation is organized around various themes that have emerged in the process: Elements in Preparing and Planning for Change in Human Capital Management; Required Competencies of the Change Agent in Human Capital Management; Methods for Implementing Change / Making Change Happen in Human Capital Management; and, Organizational Goals and Results from Changing in Human Capital Management.

Elements in Preparing and Planning for Change in Human Capital Management

Knowles (1986, 1989) suggests that there are three basic strategies for introducing change into a system or organization. Edict – successful only if we have the authority to enforce change and those who are going to have to implement it are adequately prepared. Persuasion – successful only if we are in a position in which people will listen to us, and we are persuasive. Piloting and osmosis – successful only if we release everyone to be responsible and in charge of their own learning and their own projects. Probably most changes involved with helping a Training Department in a corporation transform itself into a Performance Support Department, would entail parts of all three strategies.

Kirkpatrick (1985) asserts a need for awareness by those initiating change, of two different responses to change, resistance and/or welcoming. On the resistance side of change, people may perceive it as: meaning personal loss [security, money, pride and satisfaction in work, etc.]; not needed; doing more harm than good; being proposed by those who lack their respect; being made in an objectionable manner; arousing their negative attitude toward the company; a personal criticism; creating burdens; requiring effort; having bad timing; a challenge to their authority; and/or, only second hand information they received. On the welcoming side of change, some may perceive it as: personal enhancement [security, money, authority, responsibility, status/privilege, self-satisfaction]; taking less time and effort; providing a new challenge; being proposed by those they respect; reducing boredom; providing opportunity for their input; supporting their desire for change; being timed right; and/or, presented in a manner to their liking.

Kirkpatrick also proposes benefit from a number of possible areas of questions to be asked prior to considering organizational change in human capital management. How will those involved react? How will the change get accepted? How rapidly should this change be implemented? How will these changes affect other departments? What if someone asks for a change others consider a mistake? Should the 'boss' be made aware of a proposed change before going ahead? What if a change does not work out? Should all levels of personnel be involved in deciding and implementing change? How far ahead in time should change be communicated?

Caroselli (2001) cautions that your client's strategic plans are worthless if they are written without a strategic vision in mind. Failing to be 'externally aware' can result in incomplete plans. And failing to articulate a vision can create a hole in the fabric of those plans. The following five steps afford an opportunity to marshal the strengths of the present in order to diminish the impact of weaknesses in the future: Begin by asking the right questions; determine the external events impacting the vision; taking care not to be overly influenced by what could be characterized as the brilliance of transient events; state the vision; develop plans based on that vision; and, implement the plan, communicating it as often as possible.

Simmerman (2001) proposes that discussion of organizational change be conducted with personnel in the corporation in such a way that it will: generate a high level of creativity and discovery and capture the benefits of diversity of thinking and perspective; generate a high degree of interactivity and action learning; confirm that current systems and processes are generally less than optimal; stimulate a discussion on change or continuous quality improvement; identify new ideas and solutions to solve difficult problems; focus on learning organization approaches and change the language of organizational improvement—a powerful approach to change management; and, challenge existing beliefs about how the organization really works.

Taylor, et. al. (2000) remind us that when we talk about change, typically we have focused our idea of change exclusively on a change in behavior, even in learning. However, they insist that we must undergo a very fundamental change [and transformation] in how we think about change. It is that we need, possibly would be well advised, no, we must know how we think we know what we think we know. And this change is not in behavior, it is a change in our epistemology – our way of knowing, or the theory that investigates the basis of our knowledge. We must have some understanding of the epistemology of change as we prepare and plan for change. If we do not, we will be hard pressed, if not totally unprepared to respond to those adult learners who want an answer that makes sense to them as to why they should learn something – or change – before they are willing to consider whether or not they will 'sign on' to any change that is proposed.

Just as there is required an environment/climate [soil, water, sunshine, elimination of weeds, cultivation, time, food/fertilizer] that is conducive for plants to grow, so there is also an environment/climate necessary that is conducive for human beings to mature as they are involved in learning and changing to stay ahead of the curve in human capital management.. Bennett (1961) advances the thought that the most important task of those leading change is creating a climate that is conducive to the change being attempted. This is something other than rational – it is an emotional atmosphere [environment/climate] in which people feel that those leading in change are empathic and nonjudgmental toward them and their needs. This is a climate in which persons will be more open about their feelings and resistances. And it is important for those leading change to understand this beforehand, so that they will plan and prepare to make provision for this climate conducive to learning in the change process.

Schneider (2001) asserts that adaptability rather than speed or strength, is the crucial requirement for survival amidst navigating the sea of change. Participants are helped to identify how they can help themselves and their organizations achieve a more positive change climate.

Additionally, Bennett (1961), anticipating some of what emotional intelligence quotient [EIQ] researchers would claim nearly 40 years later (Goleman, 1998; Sterrett, 2000; Warner, 2001), goes on to say that in any planned change those leading must give as much attention to the emotional dimension as is given to the informational aspects of the change effort. People are somehow not persuaded out of their resistances and objections. However, they can be released from their fears when they are adequately informed and their feelings may be openly expressed and accepted. Goleman, Sterrett and Warner indicate that based on a number of recent studies, Intelligence Quotient [IQ] or general intelligence appears to contribute no more than 25 % to one's overall success, with strong technical competence or specific intelligence in one's chosen field contributing 10-20 % to one's success equation. They suggest that the remaining 55-65 % of one's level of success formula comes from their ranking on the dimensions of Emotional Intelligence.

Sterrett (2000) defines true emotional intelligence as being able to appropriately call upon information from the emotional center of one's brain, and balance that information with the rational center of one's brain. Goleman (1998) indicates that emotional competence is made up of five dimensions: Empathy – awareness of others' feelings, needs, and concerns; social skills – adeptness at inducing desirable responses in others; self-awareness – knowing one's internal states, preferences, resources, and intuitions; self-regulation – managing one's internal states, impulses, and resources; and, motivation – emotional tendencies that guide or facilitate reaching goals.

Carrol (2001) gives a clear picture about how to initiate and manage change. Today's combination of external and internal workplace pressure guarantees that every organization must face change. Because change represents some element of the unknown, it implies risk. The organization undergoing change can risk its human, physical, and technological resources, its collective knowledge, even its competitive marketplace position in attempting to handle change. Risk demands that organizations plan for change, rather than waiting for it to happen and then trying to cope after the fact. The seven steps in the planned change process are: Establishing your mission and purpose; auditing your current organization; scanning your external environment; conducting market research; creating a continuum—short-term and long-term goals; developing and implementing an action plan; and, integrating change planning into your system.

Wagner (2001) reminds us that unless facilitated properly, otherwise effective presentations and change in human capital management can be derailed by audience resistance, even management. Personal agendas, difference in values and interpersonal styles, and competition for organizational resources can all contribute to resistance in group settings. As a way to learn to deal with resistance, one may simulate a meeting with members of the audience: Presenter [VP Human Resources]; Plant Manager; First-Shift Supervisor, Union Representative; General Manager; Vice-President of Finance and Operations; and, Vice-President of Marketing and Sales. Structure the meeting to record procedures for each participant and their answers to the following questions: 1. What did he or she say and do? 2. How did the VP of Human Resources respond? 3. How effective was the response? 4. Suggestions for improvement.

Vega (2001) focuses on strategic planning of change, providing a situational analysis in four areas of business: Strengths, weaknesses, opportunities, and threats. Strengths and weaknesses cover internal issues, and opportunities and threats are external or environmental issues. Effective strategic planning requires a careful analysis of all four areas.

However, we must remember that even strategic planning is changing. Devane (2001) argues that the nature of strategic planning has changed dramatically in the past few years. These changes have been in response to the increasingly difficult environment in which corporations must operate: global markets, unexpected new competitors, and dizzying technology changes. All these factors create an environment in which it is difficult to develop any sort of continually relevant, long-term plans that have lasting significance.

These factors may provide insights into how well an organization's strategic plan is posturing the organization for success in today's turbulent business environment. But searching for more detail may be helped by the categories for changes including: Strategic focus, organizational identity, environmental scans and plans, internal scans and plans, products and services, reinvention and renewal, performance measurement, leadership, and strategy process effectiveness.

Required Competencies of the Change Agent in Human Capital Management

The first year of this author working with the Training Division of a major corporation, in leveraging them to transform themselves into a Performance Support Division for staying ahead of the curve in human capital management, was devoted to developing a list of competencies required, including emotional intelligence, for them to carry on the work of Adult Educators / Human Resource Developers. This included three roles [Instructor, Supervisor, and Futurist], fourteen sub-roles, with a total of 200 competencies. In all the array of competencies, one of the sub-roles that they need to be able to perform is that of a Change Agent. This role has some competencies that overlap with other roles they perform. However there are nineteen competencies for the role of Change Agent that were garnered from thirty-two different resources, all of which are listed in the reference section of the work by Henschke (1991). These change agent competencies have become part of the model for the Training Division that is transforming itself into a Performance Support Division for that corporation.

The definition of a change agent is the person who possesses the ability to influence and support changes of behavior to manage human capital within the organization / corporation. Following is the list of competencies and their definitions.

1. Business understanding – knowing how the functions of a business work and relate to each other; knowing the economic impact of business decisions.
2. Industry understanding – knowing the key concepts and variables such as critical issues, economic vulnerabilities, measurements, distribution channels, inputs, outputs, and information sources that define an industry or sector.
3. Organization behavior understanding – seeing organizations as dynamic, political, economic, and social systems which have multiple goals; using this larger perspective as a framework for understanding and influencing events

4. Organization development theories and techniques understanding – knowing the techniques and methods used in organization development; understanding their appropriate use.
5. Organization understanding – knowing the strategy, structure, power networks, financial position, and systems of a specific organization.
6. Coaching – help individuals recognize & understand personal needs, values, problems, alternatives goals.
7. Feedback skill – communicating information, opinions, observations, and conclusions so that they are understood and can be acted upon.
8. Group process skill – influencing groups so that tasks, relationships, and individual needs are addressed.
9. Negotiation skill – securing win-win agreements while successfully representing a special interest in a decision.
10. Presentation skill – presenting information orally so that an intended purpose is achieved.
11. Questioning skill – gathering information from stimulating insight in individuals and groups through use of interviews, questionnaires, and other probing methods.
12. Relationship building skill – establishing relationships and networks across a broad range of people and groups [cf. Emotional Intelligence Quotient (EIQ)].
13. Data reduction skill – scanning, synthesizing, and drawing conclusions from data.
14. Intellectual versatility – recognizing, exploring, and using a broad range of ideas and practices; thinking logically and creatively without undue influence from personal biases.
15. Model building skill – conceptualizing and developing theoretical and practical frameworks that describe complex ideas in understandable, usable ways.
16. Observing skill – recognizing objectively what is happening in or across situations.
17. Self-knowledge – knowing one’s personal values, needs, interests, style, and competencies and their effects on others [cf. Emotional Intelligence Quotient (EIQ)].
18. Visioning skill – projecting trends and visualizing possible and probable futures and their implications.
19. Educational processes skill – ability to perform the role of change agent vis-à-vis organizations and communities utilizing educational processes.

To expand on # 19 above, Knowles (1995) and Henschke, et al., (2003) provide a detailed set of adult education [andragogy – the art and science of helping adults learn] assumptions and teaching technologies in which the Change Agent needs to be competent to leverage the personnel and system in staying ahead of the curve in human capital management. Following are the crucial elements that need to be mastered and implemented. It is placed in articulated sections with bolding and underlining for clarity in understanding.

Adult Education
Conceptual Framework
ANDRAGOGY: The Art and Science of Helping Adults Learn

ASSUMPTIONS:

Concept of the learner – As adults, we have a deep psychological need to be self-directing—to be perceived by others and treated by others as able to take responsibility for ourselves. When we find ourselves in situations where we feel others imposing their wills on us without our participation in making decisions that affect us, we feel resentment and resistance. Educators of adult learners need to

know and use the strategies that have been developed for helping adults to make a quick transition from seeing themselves as being dependent learners to becoming self-directed learners.

Role of the learner's experience – Adults enter into an educational activity with a greater volume and a different quality of experience than youths. The greater volume is obvious—the longer we live, the more experience we accumulate. The difference in quality of experience arises from the different roles adults and young people perform.

This difference in experience affects the planning and conducting of an educational activity. It means that adults are themselves the richest learning resource for one another for many kinds of learning. Hence, the greater emphasis in adult education is on such techniques as group discussion, simulation exercises, laboratory experiences, field experiences, problem-solving projects, and interactive media.

The differences in experience also assume greater heterogeneity in groups of adults. The range of experience in a group of adults of various ages will be greater than with a group of same-aged youths. Consequently, adult education emphasizes individualized learning plans, such as learning contracts.

Readiness to learn – Adults become ready to learn when they experience a need to know or be able to do something to perform more effectively in some aspect of their lives. Among the chief sources of readiness are the developmental tasks associated with moving from one stage of development to another. Any change—marriage, the birth of children, the loss of a job, divorce, the death of a friend or relative, or a change of residence—can trigger a readiness to learn. But we don't need to wait for readiness to develop naturally. We can induce readiness by exposing learners to more effective role models, engaging them in career planning, and providing them with diagnostic experiences to assess the gaps between where they are now and where they want and need to be in terms of their personal competencies.

Orientation to learning – Because adults are motivated to learn after they experience a need, they enter an educational activity with a life-, task-, or problem-centered orientation to learning. The chief implication of this assumption is the importance of organizing learning experiences (i.e., the curriculum) around life situations, rather than according to subject-matter units. For example, instead of calling courses Composition I, II, III, they might be labeled as Writing Better Business Letters, Writing for Pleasure and Profit, and Improving Your Professional Communications in an adult education program.

Motivation to learn – Although the andragogical model acknowledges that adults will respond to some external motivators—for example, a chance for promotion, a change of jobs, or a change in technology—it proposes that the more potent motivators are internal—such benefits as self-esteem, recognition by peers, better quality of life, greater self-confidence, self-actualization, and so on. Adults may not be motivated to learn what we have to teach them. Consequently, educators of adults need to focus their efforts around how their subject matter relates to the internal motivators of adult learners that we just mentioned.

Why learn something – Adults have a need to know a reason that makes sense to them, as to why they should learn some particular thing—why they need to learn the subject matter the teacher has to teach them. Adults will expend considerable time and energy exploring what the benefits may be of their learning something, and what the costs may be of their not learning it before they are willing to invest time and energy in learning it. Therefore one of the first tasks of the educator of adults is to develop a “need to know” in the learners—to make a case for the value *in their life performance* of their learning what we have to offer. At the minimum, this case should be made through testimony from the experience of the teacher [who needs to become increasingly a facilitator of learning] or a successful practitioner; at the maximum, by providing real or simulated experiences through which the learners experience the benefits of knowing and the costs of not knowing. It is seldom convincing for them to be told by someone [like the professor] that it would be good for them.

There is a growing body of knowledge about how adults learn and a body of technology for facilitating learning, and this is changing the role of teacher/professor and requiring that he or she know things few professors/teachers know and probably none of his or her associates knows. In working with adult learners in educational contexts the professor must know, believe in and be skillful with *andragogy*—the art and science of helping adults learn—and how it differs from *pedagogy*—the art and science of teaching youth... This is the mark of a professional.

Teaching Technologies

Preparing the learners for the program/course – A most common introduction to the participants is sharing the purpose, objectives, meeting time and place, potential benefits, the participatory nature of the learning design so the adult learners develop some realistic expectations about how they will be involved, and things to think about such as what special needs, questions, topics, and problems they hope will be dealt with.

The first question an andragog asks in constructing a process design, therefore, is “What procedures should I use to help prepare the adult learners to become actively involved in this course and to meet their expectations?”

Setting the climate – A climate conducive to learning is a prerequisite for effective learning. Two aspects of climate are important: physical and psychological.

Physical climate – The typical classroom setup, with chairs in rows and a lectern in front, is probably the one least conducive to learning that the fertile human brain could invent. It announces to anyone entering the room that the name of the game here is one-way transmission—the proper role for the students is to sit and listen to the professor. The effective educator of adults makes a point of getting to the classroom well before the learners arrive. If it is set up like a traditional classroom, consider moving the lectern to a corner and rearrange the chairs in one large circle or several small circles. If tables are available, place five or six at a table. A bright and cheerful classroom is a must.

Psychological climate – Important as physical climate is, psychological climate is even more important. The following characteristics create a psychological climate conducive to learning:

- **A climate of mutual respect.** Adults are more open to learning when they feel respected. If they feel that they are being talked down to, ignored, or regarded as incapable, or that their experience is not being valued, then their energy is spent dealing with these feelings at the expense of learning.
- **A climate of collaboration.** Because of their earlier school experiences where competition for grades and the professor’s / teacher’s favor was the norm, adults tend to enter into any educational activity with rivalry toward fellow learners. Because peers are often the richest resources for learning, this competitiveness makes these resources inaccessible. There are climate-setting exercises that can be used to open courses which put the learners in to a sharing relationship from the beginning for this reason.
- **A climate of mutual trust.** People learn more from those they trust than from those they aren’t sure they can trust. And here educators of adults [ones who seek to help adults learn] put in a position of teacher of adults, are at a disadvantage. Students in schools learn at an early age to regard teachers [and professors] with suspicion until teachers / professors prove themselves to be trustworthy. Why? For one thing, they have power over students; they are authorized to give grades, to

determine who passes or fails, and they hand out punishments and rewards. For another thing, the institutions in which they work present them as authority figures. Professors will do well to present themselves as a human being rather than as an authority figure, to trust the people they work with and to gain their trust.

- **A climate of support.** People learn better when they feel supported rather than judged or threatened. Teachers of adult learners try to convey their desire to be supportive by demonstrating their acceptance of them with an unqualified positive regard, empathizing with their problems or worries, and defining their role as that of helper. It will help for professors to organize the learners into peer-support groups and coach them on how to support one another.
- **A climate of openness and authenticity.** When people feel free to say what they really think and feel, they are more willing to examine new ideas and risk new behaviors than when they feel defensive. If professors demonstrate openness and authenticity in their own behavior, this will be a model that the adult learner will want to adopt.
- **A climate of pleasure / fun.** Learning should be one of the most pleasant and gratifying experiences in life; it is, after all, the way people can achieve their full potential. Learning should be an adventure, spiced with the excitement of discovery. It should be fun. Dullness is the unacceptable part of the adult learners' previous educational experience, and the professor will improve the learning climate by making a lot of use of spontaneous [not canned] humor.
- **A climate of humanness.** Learning is a very human activity. The more people feel they are being treated as human beings, the more they are likely to learn. This means providing for human comfort—good lighting and ventilation, comfortable chairs, availability of refreshments, frequent breaks, and the like. It also means providing a caring, accepting, respecting, and helping social atmosphere.

The second question an andragog asks in constructing a process design is “What procedures should I use with this particular group to bring these climatic conditions into being?”

Involving learners in mutual planning – The andragogical process model emphasizes learners sharing the responsibility for planning learning activities with the facilitator. There is a basic law of human nature at work here: People tend to feel committed to any decision in proportion to the extent to which they have participated in making it. The reverse is even more true: People tend to feel uncommitted to the extent they feel that the decision or activity is being imposed on them without their having a chance to influence it.

The professor will increase learner commitment if they make clear they are coming in with a *process plan*—a set of procedures for involving them in determining the content of their study. Learners need the security of knowing that the professor has a plan, but even this process plan is open to their influence. It may be well to use teams of participants, with each team having responsibility for planning one unit of the course.

The third question the andragog answers in developing a process model, therefore, is “What procedures will I use to involve the learners in planning?”

Diagnosing their own learning needs – At the very simplest level, learners can share in small groups what they perceive their needs and interests to be regarding the acquisition of knowledge,

understanding, skill, attitude, value and interest in a given content area of the course. One member of each group can volunteer to summarize the results of this discussion. This way, the learners will at least enter into the learning experience with some awareness of what they would like to get out of it. A learning need is not a need unless perceived so by the learner. It is possible to induce a deeper and more specific level of awareness by having learners engage in some of the new body of technology being developed for facilitating this process, with emphasis on such self-diagnostic procedures as in simulation exercises, assessment techniques, competency-based rating scales, and videotape feedback.

So the fourth set of questions the andragog asks in constructing a process design is “What procedures will I use in helping the participants diagnose their own learning needs?”

Translating the learning needs into objectives – Having diagnosed their learning needs, participants now face the task of translating them into learning objectives—positive statements of directions of growth. Some kinds of learning [such as identifying criteria for various steps in accomplishing a particular task] lend themselves to objectives stated as terminal behaviors that can be observed and measured. Others [such as decision-making ability] are so complex that they are better stated in terms of direction of improvement.

The fifth question the andragog asks is “What procedures can I use for helping involve the adult learner in translating their learning needs into learning objectives?”

Designing a pattern of learning experiences – Having formulated the learning objectives, the professor and the adult learner then have the mutual task of designing a plan for achieving them. This plan will include identifying the resources most relevant to each objective and the most effective strategies for utilizing these resources. Such a plan is likely to include a mix of total group experiences [including input by the professor], and subgroup [learning-teaching team] experiences, and individual learning projects. A key criterion for assessing the excellence of such a design is, “how deeply are the learners involved in the mutual process of designing a pattern of learning experiences?”

So the sixth question the andragog asks is “What procedures can I use for involving the learners with me in designing a pattern of learning experiences?”

Helping adult learners manage and carry out their learning plans – Learning contracts are a most effective way to help learners structure and conduct their learning. Students [adult learners] contract with the professor to meet the requirements of the university courses in which they are enrolled. [Incidentally, even though there may be a number of nonnegotiable requirements in university courses, the means by which learners accomplish the required objectives can be highly individualized.] Students going out on a field experience, such as a practicum or internship, will contract with the professor and the field supervisor. Contracts may also be specify how the learner is going to continue to learn on their own. Learning contracts are also used for continuing personal and professional development.

The seventh question that andragog asks is “What procedures can I use to make certain the learners are full engaged and involved with me in managing and carrying out their learning plan?”

Evaluating the extent to which the learners have achieved their objectives – In many situations institutional policies require some sort of “objective” (quantitative) measure of learning outcomes. However, the recent trend in evaluation research has been to place increasing emphasis on “subjective” (qualitative) evaluation—finding out what is really happening inside the learners and how

differently they are performing in life. In any case, the andragogical model requires that the learners be actively involved in the process of evaluating their learning outcomes.

The eighth question, therefore, that the androgog asks is “What procedures can I use to involve the learners responsibly in evaluating the accomplishment of their learning objectives and meeting the course requirements?”

By answering these eight sets of questions, the teacher [the facilitator of adult learning, the manager] emerges with a *process design*—a set of procedures for facilitating the acquisition of the course content by the adult learner.

Methods for Implementing Change / Making Change Happen in Human Capital Management

In every instance where there is an external consultant working with a group within the corporation, there needs to be someone internal to the organization, or sub-unit of the organization, that is considered by all to be the legitimate entry point for access of the consultant into the organization. This internal person has the authority and responsibility for giving approval of the activities proposed by the consultant. The consultant also is accountable to and works through this internal person.

As a way to think about launching into change efforts, Senge (1990) shares a bit of wisdom in saying that human beings both fear and seek change. Or, one seasoned organization change consultant put it that people don't resist change, they resist being changed.

Long (2002) also supports this idea in a bit different way, by saying that one philosophical principle is that resistance to change is a natural human attribute, but so is the will to overcome constraints and seek change. Learners encounter opposing forces to resist change and to seek change. This challenges the teacher [the change agent, the facilitator of adult learning, the manager] and the learner or worker to develop or create situations where the change state is more attractive than the static state. Risk taking frequently is touted as good, but some learners/workers have to learn to take learning [change] risks, where the consequences are controlled. Then the harm that results from failure is limited and manageable for the learner and others.

This sets the stage for the perspective of learning about change. Harvey (2001) says that we need to teach participants that individuals react to change quite differently and that these differences need to be understood and acknowledged in the formulation and implementation of major organizational change.

Milstein (2001), in seeking a balance between stability and change, offers the reasoning that organizational members often dislike and fear change because they may have to deal with many unknowns and they may have to let go of cherished practices. As a result, they often dig in their heels and resist change efforts. This is aimed at helping to create a balanced image of what will change and what will not change. It is also to promote a realistic base of security while encouraging motivation for necessary changes by emphasizing what will not change as well as what will change.

Knowles (1975) suggests that the trainer/teacher/leader/agent of the change process shift from being a content transmitter to being a facilitator of learning [change] or a change process manager. Knowles (1980) explains this more in saying that the role of the role of adult educator has been changing in its basic theoretical conception: From those who teach adults—transmitter of information, disciplinarian, judge, and authority; toward those who act as change agents, performing in helping roles as helper, guide, encourager, consultant, and resource, to help learners to grow in their ability to learn [change], and to help persons become mature human beings.

McLagan (2001) adds another dimension to the essence of being a change agent is that if we are to have empowered actions to be the change agent we are each meant to be we need to: be a business, develop information age skills, be our own resource manager, to step up to the place, so to speak in a baseball metaphor and take charge of change.

Offering a simple yet broad perspective on change, Bridges (1991) asserts that in corporations that have successfully institutionalized the practice of continuous improvement, procedures are constantly being changed to increase production, maximize efficiency, and reduce costs. Albeit, in the situation we are currently addressing, it would be termed as staying ahead of the curve in human capital management. Little transitions or changes are going on all the time. Without some larger continuity, everyone's world would feel like chaos. But what stays constant is the expectation that every status quo is a temporary expedient until a better way to do things has been discovered. Every one of those little improvements, though it may cause transitions, reaffirms the unchanging values and procedures that underlie continuous improvement. Endurance depends on change, just as staying upright and traveling straight ahead on a bicycle depends on constant steering adjustment.

Bennett (1961) solidly observes that in organizational and group situations, the development of orderly problem-solving processes will certainly help with the change. Such processes provide a maximum participation by those affected by the change. Consequently, it is imperative for the leader to plan methods and occasions through which people can participate in the change effort. This helps the change effort to become as self-motivated and voluntary as is possible in the situation. Persons affected by the change should have as much understanding about it and its consequences as is possible. To the extent that a leader will increase ways in which they can develop and control the change, to that degree he increases the trust which persons will have in her/his leadership.

Haines (2001) very candidly insists that people be involved in decisions that effect them. Lots of employees (an unlimited number) need to be involved in the key strategic and organization issues and priorities that affect them prior to implementation of a strategic plan. The focus is on the dynamic tension between ownership of the strategies for change by the leadership team and acceptance or buy-in of the plan by the key stakeholders who are crucial to the successful implementation of the desired change.

Aubrey and Cohen (1995) characterize the successful results of change growing out of sowing and catalyzing. In sowing discomfort for results, they see the prerequisite for working at any organization they are involved with is the ability to learn [change] – which is identified as that

ability to address such interview questions as: What personal or business experiences have been most difficult for you, and what did you learn [change] from them? How have you handled adversity? What are examples of important business or personal projects you have planned and how did they turn out? They indicate that sowing can be summed up in a simple gambit used by countless teachers and managers who say that they are going to tell you something that may not make much sense right now, but a time will come that it makes sense to you. Sowing and catalyzing trigger thought and action.

However, as a skill, catalyzing is different than sowing in timing and directness: In sowing, leaders and mentors sow when the time is not yet ripe, either because the learner can't yet understand what they're saying or because the time has not arrived. Catalyzing, by contrast, is a hot tactic; it is used when change is already upon the learner, and there is pressure to quickly understand and apply new knowledge. In catalyzing, there is no previously formulated message; the meaning is in the situation itself. Catalyzing is bringing about awareness by fundamentally challenging the status quo. It is a hot tactic that uses learning and change as a learning experience (Aubrey & Cohen, 1995).

To make certain we know how difficult change is for all of us, McLagan & Nel (1995) claim that significant change in individuals and organizations involves loss, learning [change] and involvement by everyone. In organizations change comes in waves – the change maverick, the creative minority, the critical mass, the committed majority, and the competent masses. This is where the relationships between everyone become significant and have undergone a radical transformation. Successful change is like the metaphor of a bonfire. It starts with a match, which may have to be repeatedly struck [like the idea of the change maverick]. The flame then moves to the newspaper [like the idea of a creative minority]. The paper may have to be rekindled several times. If the newspaper burns, it ignites the kindling [the critical mass], which eventually sets fire to the logs [the committed majority], which then burn using their own resources for fuel and enabling everyone [the competent masses].

Jackson (2001) offers some hope about how to help and coach others through change, asserting that consultants need a systematic way to help clients manage change. His model identifies stages of change that employees must go through to resolve ambivalence and change behavior. Using the model, management can apply the necessary supports to help each person discover his or her own motivation for change. The six stages are precontemplation, contemplation, determination, action, maintenance, and recycling. Effective coaching can help people go through the change process more comfortably and effectively by giving employees what they need when they need it.

Organizational Goals and Results from Changing in Human Capital Management

Knowles (1980, 1990) suggests that successful change in corporations is somewhat dependent upon having an environment of innovation, rather than having a static environment. Most people need a model for some kind of organizational transformation to take place. He proposes that if, as some say, a teacher's most potent tool, for helping to transform learners and learning, is the

example of her/his own behavior [and I would add his/her own way of knowing what he/she thinks she/he knows]; then, it stands to reason that an organization's most effective instrument of influence for transformation and change in human capital management is the model of its own behavior and having a grasp of its own epistemology [how it knows what it knows]. An organization needs to be innovative in providing an environment conducive to the kind of learning [change] that leads to transformation into staying ahead of the curve in human capital management..

An organization is likely to succeed in transforming itself to the extent it encourages its personnel, members, and constituents to engage in a process of modeling change and growth in such dimensions as: structure, atmosphere, management philosophy and attitudes, decision making and policymaking, and communication. To be more specific the transformation in these various organizational dimensions would be as follows:

- 1. Structure** – would move from rigidity to flexibility, hierarchical to collaboration, roles defined less narrowly to more broadly, being bound by property to being mobile;
- 2. Atmosphere** – would change from task-centered to people-centered, impersonal to caring, cold to warm, formal to informal, reserved to intimate, suspicious to trusting;
- 3. Management Philosophy and Attitudes** – would convert from controlling personnel to releasing their energy, coercion to support, low risk-taking to high, avoiding errors to learning from errors, personnel selection to development, self-sufficiency to interdependency, conserving resources to developing and using them, low tolerance for ambiguity to high;
- 4. Decision Making and Policymaking** – would modify from participation only at the top to relevant participation by all, clear distinction between policymaking and policy execution to collaboration in both, legal mechanisms to problem-solving, decisions final to decisions tested; and,
- 5. Communication** – would improve from restricted flow to open flow, one-way to multidirectional, feelings repressed or hidden to feelings expressed.

McLagan (2002) in researching the best practices in managing human capital [organization change] learned six major lessons and numerous minor lessons supporting those major lessons and these are presented in an adapted form below. These conclusions focus on the result area. Applied to the current topic we are addressing, the result area would be staying ahead of the curve in human capital management. The research sources were journal articles and books [120 documents narrowed down from preliminary search results of over 1200], business press, consulting/research firm reports, and worldwide web publications. The source material featured over 35,000 organizations across 30 years; multinational, multi-industry, and multi-sector in scope; analysis conducted by scholar; practitioner, and consultant; and organization examples of practices that work. Following are the major and minor lessons.

1. Make Sure the Change Will Add Value to Your Corporation

- a. Match the Change to the Problem You Want to Solve
- b. Expect Better Quality, More Efficient, & Effective Work
- c. Expect Performance Improvement from All Personnel

2. Match the Change Process to the Challenge Being Faced

a. Evaluate Complexity and Predictability in Workplace Activities

3. Provide Management Support for Instituting Change

a. Clear Goals and Feedback

b. Structure as Necessary (and No More)

c. Invest Corporate Resources: Fund Each Project and Effort Fully

d. Create Frequent Wins with and for All Who Are Involved

4. Prepare the Corporate System for Change

a. Be Sure the Work Processes Are Supportive to the Work at Hand

b. Create a Change-Oriented Management System

c. Align the Human Resource System

d. Find and Remove Barriers to Work Accomplishment

e. Make Enough Changes to Ensure Success

5. Help People in the Corporation Align with the Change that is Sought

a. Honor the Psychological Contract with Personnel

b. Be Scrupulously Just, Fair, and Trustworthy in All Your Dealings

c. Find the Positives for the People in Every Situation

d. Involve Opinion Leaders Who Are Well Thought of and Trusted

e. Communicate with All Levels of Personnel Effectively

f. Appropriately Involve All People

g. Ensure Skills Are Made Available and Used Appropriately

h. Use Incentives as Appropriate

6. Create Transformational Capacity within the Corporate System

a. Dynamically Link Present and Future

b. Create a Knowledge Infrastructure

c. Ensure Diverse Teams in Various Projects

d. Encourage Change at the Work Group Level

e. Encourage Mavericks and What They Offer

f. Shelter Breakthroughs on Work Projects

g. Integrate Technology with Learning and Work

h. Adopt a New Mental Model of Organization

i. Create an Atmosphere of Trust Throughout the Corporation.

McLagan (2002) goes on to emphasize that trust is a theme that emerges throughout the human capital management research. When the general climate and ambiance in and around the corporation is trusting, when formal leaders have personal credibility and are trusted, many positives are the result. Trust is such a pervasive theme that it is suggested as an important thread to weave into the fabric of the organization. And since trust takes time to build, it must be developed on a day-to-day basis so it becomes a solid and dynamic foundation supporting ad hoc and planned changes as they arise.

In learning settings this trust means that there is an operational belief in the ability and potential of the learners to understand the learning [change] process and make the right choices. The trainers [who are in the process of becoming performance support personnel, facilitators of learning/change] initiate this trust, as it takes the form of: Purposefully communicating to learners that they are each uniquely important; believing learners know what their goals, dreams and realities are like; expressing confidence that learners will develop the skills they need;

prizing the learners to learn [change] what is needed; feeling learners' need to be aware of and communicate their thoughts and feelings; enabling learners to evaluate their own progress in learning [change]; hearing learners indicate what their learning [change] needs are; engaging learners in clarifying their own aspirations; developing a supportive relationship with learners; experiencing unconditional positive regard for learners; and, respecting the dignity and integrity of learners (Henschke, 1998).

If all of these conditions could be met, one natural result would appear to be fostering the 14 directions of growth needs of self-actualizing people as identified by Maslow (1970) and underscored by Goble (1971). These needs would include: 1) wholeness; 2) perfection; 3) completion; 4) justice; 5) aliveness; 6) richness; 7) simplicity; 8) beauty; 9) goodness; 10) uniqueness; 11) effortlessness; 12) playfulness; 13) truth, honesty, reality; and 14) self-sufficiency. Not only would the people benefit, but the corporations would reap the a bountiful harvest. In addition, those served by the corporations would gain much.

Conclusion

Changing Training Departments of corporations into Performance Support Departments focusing on workplace learning and performance is a current trend and major undertaking in today's global culture and marketplace. Critical requirements for change were addressed in four categories: Elements in Preparing and Planning for Change in Human Capital Management; Required Competencies of the Change Agent in Human Capital Management; Methods for Implementing Change / Making Change Happen in Human Capital Management; and, Organizational Goals and Results from Changing in Human Capital Management.

Elements in Preparing and Planning for Change in Human Capital Management had the following insights shared: Three basic strategies of change; two responses to change; questions to be asked prior to change; strategic plans must be based upon strategic vision; need to discuss organizational change; change is about behavior and our way of knowing; providing a climate conducive to change, adaptability crucial to survival; attention to emotional and informational aspects of change; change implies risk; change may be derailed by management; strengths, weaknesses, opportunities, and threats all need analysis; and, even strategic planning in human capital management is changing.

Required Competencies of the Sub-Role Change Agent in Human Capital Management include nineteen. Some of them were relationship building, self-knowledge, and, educational processes. The educational process was expanded to include a clear articulation of the adult education processes – andragogy: the art and science of helping adults learn. Six assumptions of andragogy were included, as were eight teaching technologies, with seven elements of providing a climate conducive to and fostering adult learning.

Methods for Implementing Change / Making Change Happen in Human Capital Management were: external and internal consultants need to work together; humans both fear and seek change; resistance and overcoming constraints to seek change are both natural; each person reacts quite differently to change; change agent needs to shift from being content transmitter to facilitator of learning; we need to take charge of change; little changes are going on all the time;

orderly problem-solving processes necessary; people should be involved in decisions that effect them; sowing and catalyzing trigger thought and action in change; change is difficult for all; and, we need to be coached through change.

Organizational Goals and Results from Changing in Human Capital Management provided these ideas: Successful change dependent on an environment of innovation rather than a static environment; best practices in organization change yield six lessons; trust as a major requirement; and, humans and corporations would reap a great harvest and benefit from directions of growth needs being met.

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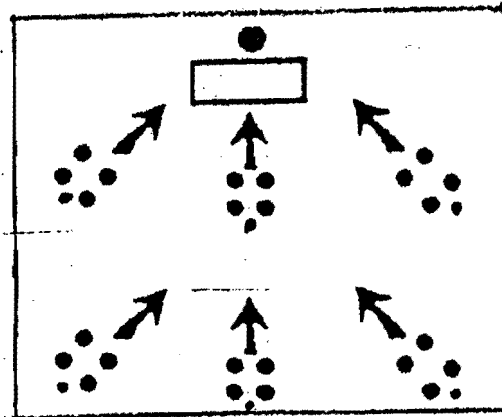
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EQUIPMENT: List the equipment you will need for your presentation.

I will need a screen, projector and laptop computer that may be used for a power point presentation. I will bring a laptop computer if that is required. Please tell me the specifications. My Power Point Presentation will be on a USB Port that I may plug into the computer. I am sending a copy of the Power Point Presentation so that you will be able to make handout copies for the participants.

If you plan to have a handout for those who attend your session, **SEND** a copy to me. We will make copies for everyone who attends your session.

I would like to have the three [3] PDF Files that are being sent with this attachment, as a 'handout' for the participants. # 1 is My Power Point Presentation for the Session. # 2 is my full paper presentation. # 3 is some material that explains the Living Lecture [Interactive] process which I am using during my session. If you are able to include them all in the handout for the participants, please place them in the order I have listed above. If you are able to include only one of them as the handout, please use the Power Point Presentation and eliminate the others. Thanks.

We will also need the following for our publications.

- A high resolution photo

I have sent a high resolution photo previously, and Dr. Ahmad A. Ajarimah indicated to me that you had received it and it was fine.

- A brief introduction of yourself to be read by your facilitator.

John A. Henschke, Ed. D., is Leader of the Award Winning Adult Education and Human Resource Development [HRD] Program at the University of Missouri – St. Louis. He is Past-President of the American Association for Adult and Continuing Education, and is a Board Member of the International Adult and Continuing Education Hall of Fame. John has been testing his ideas regarding the Field of Adult Education, Lifelong Learning, and HRD around the world for 37 years.

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There will be six sessions; during the morning and during the afternoon on the 19th of February, during the morning and during the afternoon on the 20th of February and there will be four sessions during the morning of February 21st. I do not have the exact date and time of your presentation as the schedule has not been finalized. Your presentation time will be 90 minutes including 30 minutes for questions and discussion. You can expect between 50 to 200 people to attend each session.

The 9th ASHRM International Conference and Exhibition will be covered by an official media company; they will be involved in the promotion of our conference, making sure that the entire conference is covered by all media sources. For this reason, we want to make sure all speakers are aware of this full media coverage and seek your approval for this media coverage to take place during your presentation. It is not our intent to video or photograph entire sessions or speeches; however, there will be many forms of media coverage taking place throughout the conference and segments of your presentation will be covered.

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Ismail Fatanie
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Speaker Name
John A. Henschke, Ed. D.
Associate Professor of Adult
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Louis, USA



Application Form

1. Proposed title (9 word maximum):

Staying Ahead of the Curve in Human Capital Management

Relating to the following suggested topics: 4. Talent Management;

7. Narrowing the gap between theory and practice in Human Capital

Management; and, 8. Performing Human Capital Optimization

2. Presenter(s):

(If more than one, list as A and B. The person listed as A will be considered the primary correspondent.)

**A. Name: John A. Henschke, Ed. D.
Associate Professor – Adult Education**

**Address: 269 Marillac Hall, College of Education, University of Missouri
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Telephone: Work (_314_) _516-5944_ Home (_314_) _344-9087__

E-Mail: henschkej@missouri.edu

Website: <http://www.umsl.edu/~henschke> John's published works are all posted on this website:

Organization: University of Missouri – St. Louis

Division: Educational Leadership and Policy Studies

B. Name: N / A

Address:

Telephone: Work (_____) _____ Home (_____) _____

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ABSTRACT: Brief description of the proposed session in 250 words or less. (If you are selected, you will be asked to revise this description for pre-conference publicity and for the participant book.)

Development of Human Capital in corporations has required extensive monetary investment for years. This has been necessary for workers to keep abreast of changes that continue to take place in the Human Capital Field in the way products are made and distributed, and services are provided throughout the world. Thus, the idea that continuing learning as a lifelong process has gained momentum as the pace of Human Capital Development and Management accelerates.

To address this need corporations have established Training Departments to provide technical information and knowledge for the development of human capital. Generally the trainers [human capital developers] in each technical area have operated quite separately from trainers in other technical areas, and have not functioned cooperatively for the corporation's benefit. This takes workers from their work setting and into a center for a period of time and providing them with the current human capital technical information in a particular area; then they return to their work setting. Moreover, this has resulted in those corporations falling behind the 'curve' of human capital management.

This session will provide recent research and practice to help participants stay ahead of the curve in human capital management, with some examples being: Shifting from 'training' to 'performance support'; managing, leveraging, and implementing the total system of its own human capital resources to transform itself into a cooperating and flourishing entity for accomplishing the corporate mission; and, applying what is known to what is done with the various constituencies served. Additional examples will be provided.

Description of what the participant will be able to do differently as a result of attending the session They will be able to use the Living Lecture in their own or another setting since they will have the opportunity to participate in a live demonstration of it during this presentation on "Staying Ahead of the Curve in Human Capital Management."

This is the interactive process that will be followed: [It is designed to keep all the participants actively engaged throughout the 1.5 hours allotted to the session.]



Before the presentation the participants will be asked to serve as 'listening teams' according to the section of the room they are sitting in – one section to listen to the presentation for points requiring clarification [the clarification team], another for points with which they disagree [the rebuttal team], another for points they wish to have elaborated on [the elaboration team], and a fourth for problems of practical application they wish the speaker to address [the application team]. The initial presentation will go on for about 10 minutes. After this initial presentation the teams are asked to 'buzz' in groups of four or five for a few minutes to pool their thinking about the points they want raised. Each group will be asked to generate two [2] or three [3] questions / points. They will each appoint a spokesperson. Then the speaker will ask for one question / point from each group in turn, and the speaker responds to each item before going on to the next one. Sometimes the presenter will ask if others in the audience may have something to contribute to the addressing of a question. The speaker will manage the process so that it moves dynamically and effectively. This will be done until time runs out or all items have been discussed.

The outcome of the session must be clearly described. What does the participant walk away with? What is the participant expected to know or be able to do as a result of attending the session? How is the participant's behavior expected to change? How do these objectives relate to professional or personal activities?

They will understand and know how to use the assumptions and teaching technologies in helping adults learn [andragogy].

They will have knowledge of the seven major elements necessary for building an organizational climate conducive to and supporting adult learning.

Managers will know important dimensions of organizations [structure, atmosphere, management philosophy and attitudes, decision making and policymaking, and communication] required for growing and staying ahead of the curve in human capital management.

Training personnel will know how to cooperate with and interact with each other more effectively for the benefit of all and the corporation.

Those responsible for providing information on any subject to others will understand and know how to provide it while using 'the living lecture' process including the listening teams of clarification, rebuttal, elaboration, and application.

Each of the above will enhance the personal confidence and professional competence of those who participate. They will participate actively in a demonstration of this, and have the possibility of trying to use and improve this process in their work setting.



Please provide information about yourself and a half-body color photo (either color print 4" x 6", or JPEG 150 dpi).

Picture is being sent separately.

Bibliography and photo will be included in the conference proceedings book. (75 words per presenter.)

John A. Henschke, Ed. D., is Leader of the Award Winning Adult Education and Human Resource Development [HRD] Program at the University of Missouri – St. Louis. He is Past-President of the American Association for Adult and Continuing Education, and is a Board Member of the International Adult and Continuing Education Hall of Fame. John has been testing his ideas regarding the Field of Adult Education, Lifelong Learning, and HRD around the world for 37 years.

Have you previously conducted this or similar presentations?

Yes No

If yes, at which conference forum?

International: Australia, United Kingdom, Egypt, Jordan, Cyprus, Thailand, Brazil, Hong Kong, Slovenia, Germany, Italy, Peoples' Republic of China, Canada, and, South Africa.

National: American Society for Training and Development; American Association for Adult and Continuing Education; Academy of Human Resource Development; National Community Education Association; Epsilon Sigma Phi Honorary Society of Cooperative Extension Professionals; and, Adult Education Research Conference.

Regional: Missouri Valley Adult Education Association; Midwest Research-to-Practice Conference in Adult, Continuing, Extension, Community, and Human Resource Development Education; and, Missouri / Illinois University Extension Administrators.

If you are selected, will you grant permission for taping (audio or video) of your session?

Yes No

Any special comments or questions?

NO

Staying Ahead of the Curve in Human Capital Management (HCM)

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Staying Ahead of the Curve in Human Capital Management (HCM)

- In HCM:
 - Elements in Preparing and Planning for Change
 - Required Competencies of the Change Agent
 - Methods for Implementing Change/Making Change Happen
 - Learning Corporate Goals and Results from Changing

Elements in Preparing and Planning for Change in HCM

- Three basic strategies of change are:
 - Edict
 - Persuasion
 - Piloting and Osmosis
- Two responses to change are:
 - Resistance
 - Welcoming

Elements in Preparing and Planning for Change in HCM (continued)

- Questions to be asked prior to change
- Strategic plans must be based upon strategic vision
- Need to discuss human capital management change

Elements in Preparing and Planning for Change in HCM (continued)

- Change is about behavior and our way of knowing
- Providing a climate conducive to change
- Adaptability crucial to survival
- Attention to emotional and informational aspects of change

Elements in Preparing and Planning for Change in HCM (continued)

- Change implies risk
- Change may be derailed by formal leaders
- Strengths, weaknesses, opportunities, and threats all need analysis
- Even strategic planning is changing.

Required Competencies of the Sub-Role Change Agent in HCM

- Relationship building
- Self-knowledge
- Educational processes
 - Andragogy: The art of science of helping adults learn
 - Assumptions
 - Teaching Technologies
- Others

Methods for Implementing Change/Making Change Happen in HCM

- External and internal consultants need to work together
- Humans both fear and seek change
- Resistance and overcoming constraints to seek change are both natural
- Each person reacts quite differently to change

Methods for Implementing Change/Making Change Happen in HCM (continued)

- Change agent needs to shift from being a content transmitter to facilitator of learning
- We need to take charge of change
- Little changes are going on all the time
- Orderly problem-solving processes necessary

Methods for Implementing Change/Making Change Happen in HCM (continued)

- People should be involved in decisions that effect them
- Sowing and catalyzing trigger thought and action in change
- Change is difficult for all
- We need to be coached through change

Corporate Goals and Results from Changing in HCM

- Successful change dependent on an environment of innovation rather than a static environment
- Best practices in organization change yield six lessons
- Trust is a major requirement

Organization Structure - would move

| <i>From:</i> | <i>To:</i> |
|--------------------------|---------------|
| • Rigidity | Flexibility |
| • Hierarchical | Collaboration |
| • Roles defined narrowly | More broadly |
| • Being property bound | Being mobile |

**Organization Atmosphere -
would change**

| <i>From:</i> | <i>To:</i> |
|-----------------|-----------------|
| • Task-centered | People-centered |
| • Impersonal | Caring |
| • Cold | Warm |
| • Formal | Informal |
| • Reserved | Intimate |
| • Suspicious | Trusting |

**Organization Formal Leaders' Philosophy and Attitudes –
would convert**

| <i>From:</i> | <i>To:</i> |
|----------------------|------------------------|
| • Controlling people | Releasing their energy |
| • Coercion | Support |
| • Low risk-taking | High risk-taking |
| • Avoiding errors | Learning from errors |

**Organization Formal Leaders' Philosophy and Attitudes –
would convert (continued)**

| <i>From:</i> | <i>To:</i> |
|-------------------------------|--------------------------------|
| • Selecting people | Developing people |
| • Self-sufficiency | Interdependency |
| • Conserving resources | Developing and using resources |
| • Low tolerance for ambiguity | High tolerance for ambiguity |

**Organization Decision Making (DM) and Policymaking (PM) –
would modify**

| <i>From:</i> | <i>To:</i> |
|---------------------------------------|---|
| • Participation only at the top | Relevant participation by all |
| • Clear distinction between DM and PM | Collaboration in both, and policy execution |
| • Legal mechanisms | Problem-solving |
| • Decisions final | Decisions tested |

**Organization Communication -
would improve**

| <i>From:</i> | <i>To:</i> |
|--------------------------------|--------------------|
| • Restricted flow | Open flow |
| • One-way | Multidirectional |
| • Feelings repressed or hidden | Feelings expressed |

Six Major Lessons in the Best Practices of HCM

1. **Make Sure the Change Will Add Value to Your Corporation**
2. **Match the Change Process to the Challenge Being Faced**
3. **Provide Leadership Support for Instituting Change**

Six Major Lessons in the Best Practices of HCM (continued)

4. *Prepare the Corporate System for Change*
5. *Help People in the Corporation Align with the Change that is Sought*
6. *Create Transformational Capacity within the Corporate System*

Trust in the Corporate System Utterly Important in HCM

- Trust – A theme that emerges throughout the change research
- General climate and ambiance of trust in a corporation brings positive results
- Formal leaders having personal credibility are trusted

Trust in the Corporate System Utterly Important in HCM (continued)

- Trust takes time to build day by day
- Trust is a solid and dynamic foundation for building and maintaining a corporation
- Meeting these conditions will result in:
 - Supporting directions of growth in people, and the
 - Corporation reaping great benefits.