

Participant's Manual

Human and Emotional Competence:

A New Framework for Attitudes and Personal
Skills

Ninth Satellite Videoconference of the 2001 Series
**New Generation Knowledge for Productivity and
Global Success**



Program Introduction

Dear Participant:

We would like to present to you this valuable Manual, the purpose of which is to support the quality of this multi-lingual instructional effort, which we have been offering internationally for more than a decade. It is hoped that this material will peak your interest on the topic and motivate you to seek further study and training in this area. Our ultimate goal is to enable you to enhance your productivity, global competitiveness and personal success.

It is a pleasure to have you as a participant in our unique distance learning program, which reaches you through the International Training Center (ITC) and its network of Associates. We are sure it will be a very rewarding learning experience. It is important to note that I am the sole author of the title and theme of this program, and the invited speakers of its contents. Therefore, all the messages and opinions expressed are of our exclusive personal responsibility.

With our best wishes.

Sincerely,

Miguel A. Cardenas

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2001 Videoconference Series

“New Generation Knowledge for Productivity and Global Success”

Live interactive videoconferences, via satellite, microwave and cable, in English, Spanish and Portuguese, transmitted from San Diego, California, USA

It is generally estimated that productive knowledge now has a useful life of only eight years! The problem is not only the excessive volume of information today, but its relevancy and management. In recent years “new generation” knowledge has emerged out of advanced technology developments and globalized managerial practices, which will be increasingly essential for individuals, organizations and communities to be able to enhance their productivity and to achieve global success.

The process of identification, selection, adoption and application of this new knowledge requires a new mentality with a global perspective—one that is committed to competency-based learning, teamwork and collaboration in networks. And one that is committed to personal continuous improvement, and towards changing our traditional models of organizing and doing things.

Last year’s explosive rise in stock markets of “new economy” corporations is only one example of a major change in how we define value and visualize business potential today.

This unique Series of international videoconferences will present themes and messages of this “new generation” knowledge essential for success in the new Century and Millennium. Distance learning via telecommunications technologies has now acquired a new multimodal and interdisciplinary dimension, making it a crucial resource for increased efficiency and competitiveness. Also, the systems approach and its global perspective have reappeared as valuable assets within a new portfolio of strategic resources that will allow us to do more with less, empowering us towards superior levels of collaboration and achievement.

International Training Center

2001 Series

New Generation Knowledge for Productivity and Global Success

Human and Emotional Competence: A New Framework for Attitudes and Personal Skills September 27, 2001

Speakers: Eric Kaufmann
Susan Mitchell
Tim Becker

Much has been written recently on the importance of so-called “emotional competence” in the increasingly complex and competitive global workplace and market. The fact is that technology and expertise are now only necessary and not sufficient conditions for organizational and business success; human and emotional maturity of managers and workers in key decision-making roles is today the competitive advantage that tends to separate the world-class leaders from the average or failing organizations. But what are the skills and attitudes that define this strategic human and emotional competence in our globalized and pressure-filled environment? How can attitude be conceptualized as a productive trait? Are basic personal skills like effective communication (including multilingual capabilities), working in teams, good human relations and others more important than more technical or personal skills like being a good negotiator, speaking well in public, etc?

This motivating videoconference will present a new framework for the identification and development of attitudes and personal skills essential for productivity and organizational growth. Managerial and professional development programs must now be referred to clearly defined standards of human competence that establish the organization’s commitment towards achieving excellence.

Program Notes

Module 1

The Meaning of Emotional Competence

Eric Kaufmann

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Top Reasons for Workplace Unhappiness

- ◆ Workers' skills aren't used adequately

1



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Top Reasons for Workplace Unhappiness

- ◆ There is a lack of confidence in management

2



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Top Reasons for Workplace Unhappiness

- ◆ The organization lacks a clear sense of direction

3



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Top Reasons for Workplace Unhappiness

- ◆ There is a lack of opportunity for advancement and skills growth

4



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Top Reasons for Workplace Unhappiness

- ◆ There is a lack of management feedback

5



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Top Reasons for Workplace Unhappiness

- ◆ Pay is not fair or not sufficient

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Top Reasons for Workplace Unhappiness

- ◆ The organization lacks training opportunities

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Emotional Competence: Goals

- ◆ Understanding
- ◆ Effective Communication
- ◆ Growth and Development

8 

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Emotional Maturity and Competence

- ◆ Begins with individual experience, expands to include business and commerce, and touches on community and society

9 

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Maturity

- ◆ Implies stability and strength

10 

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Maturity

- ◆ Being fully developed and perfected

11 

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Maturity

- ◆ Possessing maximum vigor and efficiency of action

12



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Changes Affecting Emotional Maturity Need

- ◆ Growth in the number of multinational corporations that bring together multicultural teams

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Changes Affecting Emotional Maturity Need

- ◆ There are more women in the workforce than ever before

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Changes Affecting Emotional Maturity Need

- ◆ Workers now have a stronger voice

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Changes Affecting Emotional Maturity Need

- ◆ The increased level of international media scrutiny of workplaces and workforces is shaping the opinions of the purchasing public

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Changes Affecting Emotional Maturity Need

- ◆ The spread of democracy and human rights

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Changes Affecting
Emotional Maturity Need

- ◆ A growing expectation of comfort and wealth

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Emotional Competence

- ◆ Effectively and efficiently achieving goals while developing and sustaining empowering relationships

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Emotional Competence

- ◆ The ability to accomplish the right things quickly and easily while caring for and developing everyone who's involved

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Emotional Maturity

- ◆ Arises from emotional competence

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Emotional Competence

- ◆ Achieved by focusing on personal and interpersonal mastery

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Pillars of Personal Mastery

- ◆ Self-awareness
- ◆ Accountability
- ◆ Openness

23



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Pillars of Personal Mastery

- Self-awareness
- ◆ Accountability
- ◆ Openness

24



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Self-Awareness

- ◆ Assess the situation and conditions

25



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The Path Towards Self-Awareness

- Two Main Avenues:
- ◆ passive
 - ◆ active

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Self-Assessment

- ◆ An honest evaluation of one's skills and limitations

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Self-Assessment

- ◆ Ongoing review of strengths and deficits

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The Path Towards Self-Awareness

- ◆ Learn to direct and motivate yourself

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Emotional Competence

- ◆ Cultivates confidence

30



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The Path Towards Self-Awareness

- ◆ Develop self-confidence

31



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Self-Confidence

- ◆ Certainty about one's self-worth and capabilities

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Self-Confidence

- ◆ Promotes optimism

33 

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Pillars of Personal Mastery

- ◆ Self-awareness
- Accountability
- ◆ Openness

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The Path Towards Accountability

- ◆ Be responsible for life and actions

35 

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The Path Towards Accountability

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- ◆ Choose responding over reacting

36



The Path Towards Accountability

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- ◆ Be reliable

37



The Path Towards Accountability

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- ◆ Seriously consider what you commit to

38



The Path Towards Accountability itc

- ◆ Be aware of your interactions with others

39 

Emotional Competence itc

- ◆ Rooted in being honest and trusted

40 

Emotional Competence itc

- ◆ Produces trustworthiness by maintaining standards of honesty and integrity

41 

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Emotional Maturity

- ◆ Consistency

42



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Emotional Maturity

- ◆ Discipline of mind, emotions, actions and choices

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Motivation Vs. Discipline

- ◆ Motivation waxes and wanes, and only lasts for a while

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Motivation Vs. Discipline

- ◆ Deliberateness and discipline are ongoing and consistent

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Motivation Vs. Discipline

- ◆ Deliberateness and discipline are an internal state of intention rather than external motivation

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Goals

- ◆ Define a direction for us, and then provide a way to marshal our energies and resources

47



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Mindfulness

- ◆ The ability to be still, to be quiet and to be focused

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Mindfulness

- ◆ Unitasking

49



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Pillars of Personal Mastery

- ◆ Self-awareness
- ◆ Accountability
- Openness

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Psychosclerosis

- ◆ The hardening of the mind

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Curiosity

- ◆ The remedy to psychosclerosis

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Curiosity

- ◆ Allows us to grow and improve

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*Interpersonal Mastery:
Foundations*

- ◆ Communication
- ◆ Collaboration
- ◆ Mentoring

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*Interpersonal Mastery:
Foundations*

- Communication
- ◆ Collaboration
- ◆ Mentoring

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*Communication:
What We Remember*

Out of an 8-hour workday
you:

- spend about 4 hours
listening

56 

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Communication: What We Remember

Out of an 8-hour workday
you:

–hear about 2 hours'
worth

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Communication: What We Remember

Out of an 8-hour workday
you:

–actually listen to 1 hour's
worth

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Communication: What We Remember

Out of an 8-hour workday
you:

–understand 30 minutes
of that hour

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*Communication:
What We Remember*

Out of an 8-hour workday
you:

- believe only 15 minutes
worth of it

60



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*Communication:
What We Remember*

Out of an 8-hour workday
you:

- remember just under 8
minutes worth

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*Interpersonal Mastery:
Foundations*

- ◆ Communication
- Collaboration
- ◆ Mentoring

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Interpersonal Mastery

- ◆ Communication
- ◆ Collaboration
- Mentoring

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Mentoring

- ◆ The ability to sense what others need in order to develop, and to bolster their abilities

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Mentoring

- ◆ It is a feature of emotional competence

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Mentoring

- ◆ Depends on empathy

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Human Competence

Characterized by:

- ◆ openness
- ◆ willingness to grow
- ◆ willingness to improve

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Human Competence

Achieved through:

- ◆ a continuous commitment to awareness and honesty

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Module 2

Attitude and Generational Impact in the Workplace

Susan Mitchell

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Generational Differences

- ◆ Attitudes and characteristics of workers

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Generational Differences

- ◆ Reflect trends that are increasingly global in scope

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Generational Differences

- ◆ Must be managed to achieve the optimal results for your business

71



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Satisfaction With Current Financial Situation

(percent who say they are "pretty well satisfied," by age)

18 to 29	21
30 to 39	28
40 to 49	25
50 to 59	36
60 to 69	36

72

Source: General Social Survey, National Opinion Research Center, University of Chicago



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How Often Do You Find Your Work Stressful?

(percent of workers who say "always or often," by age)

18 to 29	37
30 to 39	35
40 to 49	46
50 to 59	45
60 to 69	19

73

Source: General Social Survey, National Opinion Research Center, University of Chicago



Importance of Opportunity^{itc} *to Advance*

(percent who say it is very important to have an opportunity to advance in a job)

18 to 29	50
30 to 39	36
40 to 49	35
50 to 59	32
60 to 69	26

74 Source: General Social Survey, National Opinion Research Center, University of Chicago



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Understanding *Generational Differences*

Can help employers:

- ◆ reduce workplace conflict between generations

75



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Understanding *Generational Differences*

Can help employers:

- ◆ use the differences to strengthen the organization

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Generational Differences in Technology

- ◆ Younger workers must respect older worker's positions

77 

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Generational Differences in Technology

- ◆ Older workers must be willing to take instruction

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Differences in Attitude

- ◆ Reflect era they grew up in
- ◆ Rise of individualism
- ◆ Flattening of corporate hierarchies

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Differences in Attitude

- ◆ Employees who are uncomfortable with too much autonomy are not going to work well as part of a team

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Differences in Attitude

- ◆ Employees who prefer to do things their own way will be unhappy in jobs requiring adherence to standards and procedures

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Work is a Person's Most Important Activity

(percent who agree/agree strongly, by age)

18 to 29	32
30 to 39	23
40 to 49	26
50 to 59	28
60 to 69	37
70 or older	45

82

Source: General Social Survey, National Opinion Research Center, University of Chicago



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Attitudes towards Work

- ◆ Workers are going to continue to seek more balance between work and their lives outside work....

83



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Attitudes towards Work

...Enabling them to do this will increase employee satisfaction and retention

84



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Prefer Self-Employment

18 to 29 years	71%
30 to 39	66
40 to 49	61
50 to 59	60
60 to 69	60
70 or older	54

85

Source: General Social Survey, National Opinion Research Center, University of Chicago



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Preference for Large Employer

18 to 29 years	33%
30 to 39	29
40 to 49	23
50 to 59	24
60 to 69	17
70 or older	21

86 Source: General Social Survey, National Opinion Research Center, University of Chicago 

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Generational Attitudes: Roles of Women

- ◆ Rapidly expanding opportunity in the workplace

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Generational Attitudes: Roles of Women

- ◆ Greater acceptance of women in the workplace among the young

88 

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**Generational Attitudes:
Roles of Women**

- ◆ Older people have less acceptance for women in the workplace

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**More Important for a Wife to
Help Her Husband's Career**

(percent who agree/agree strongly, 1998 and 1978)

	1998	1978
18 to 29	10	36
30 to 39	13	44
40 to 49	14	57
50 to 59	14	65
60 to 69	30	76
70 or older	48	80

90



Source: General Social Survey, National Opinion Research Center, University of Chicago

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**Should Different Racial/Ethnic
Groups Maintain Distinct
Customs?**

	Distinct customs
18 to 29	36%
30 to 39	32
40 to 49	32
50 to 59	29
60 to 69	25
70 or older	21

91



Source: General Social Survey, National Opinion Research Center, University of Chicago

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Generational Differences:
Culture

- ◆ Younger generations have learned to appreciate and be more comfortable with cultures other than their own

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Generational Differences:
Culture

- ◆ Television and the Internet have introduced other cultures to the young

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Generational Differences:
Culture

- ◆ Older adults are more comfortable in familiar environments

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Misunderstandings Derived from Culture

- ◆ Physical gestures
- ◆ Direct translation
- ◆ Idiomatic expressions
- ◆ Business conduct

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Avoiding Cross-Cultural Problems

- ◆ Make sure that you and all of your employees remember and understand that there ARE cultural differences

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Avoiding Cross-Cultural Problems

- ◆ Make sure that everyone clearly understands what has been said in cross-cultural groups

97 

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Avoiding Cross-Cultural Problems

- ◆ Ask specific questions or repeat in your own words what you think was said

98



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Avoiding Cross-Cultural Problems

- ◆ Avoid using slang

99



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Avoiding Cross-Cultural Problems

- ◆ Keep important communication in writing

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Avoiding Cross-Cultural Problems

- ◆ Establishing trust among cultures takes time

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Cultural Differences

- ◆ Nationality
- ◆ Language
- ◆ Generational

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Cultural Differences

- ◆ The first step to successfully managing these differences is to acknowledge that they exist...

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Cultural Differences

...and that they are important to us as human beings as well as businesspeople

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Module 3

Learning and Personal Effectiveness

Tim Becker, Ph.D.

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Topics of Interest

- ◆ Define and describe human competence

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Topics of Interest

- ◆ Share assumptions about our world and business environment

106



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Topics of Interest

- ◆ Describe, in detail, the role of training and education in the development of human competence

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Topics of Interest

- ◆ Share a new tool and system available to increase and ensure learning

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Understanding Human Competence: Assumption #1

- ◆ Organizations, companies, and institutions should be focused on getting, serving,...

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*Understanding Human
Competence: Assumption #1*

...and keeping customers
at a profit, repeatedly

110



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*Understanding Human
Competence: Assumption #2*

◆ There is a tremendous
amount of data and
information available and
more accessible to
workers and students

111



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*Understanding Human
Competence: Assumption #3*

◆ Companies depend on
human competence for
their success

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*Understanding Human
Competence: Assumption #4*

- ◆ Change is ever present, and it is taking place at a faster pace than in the past

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*Understanding Human
Competence: Assumption #5*

- ◆ Companies are recognizing the importance and value of human input

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*Human Competence:
Reality #1*

- ◆ We, you, and others operate in a world, industry, market, and in organizations that have limited resources

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*Human Competence:
Reality #2*

- ◆ We, you, and others are deluged by unlimited choices in the battle for limited resources

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Topics of Interest

- ◆ The purpose of human competence
- ◆ The value of human competence

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Topics of Interest

- ◆ The role of and importance of education and training in creating and delivering human competence

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Human Competence

- ◆ The state of knowing and the capability of doing things and exhibiting certain skills

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Human Competence (HC):
A Formula

HC = Educational Learning + Corporate Learning + Experiential Learning

Situation

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Human Competence

- ◆ Dependent on lots of learning

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Human Competence

- ◆ Influenced by and customized to the situation

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*Human Competence:
Advantages*

- ◆ Increased productivity

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*Human Competence:
Advantages*

- ◆ Increased revenues and profit

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Human Competence:
Advantages

- ◆ Decreased waste

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Human Competence:
Advantages

- ◆ Significant competitive advantage and differentiation

126 

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Human Competence:
Advantages

- ◆ Increased morale

127 

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*Human Competence:
Advantages*

- ◆ Decreased costs

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Educational Learning

- ◆ Somewhat general

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Educational Learning

- ◆ Focus on providing broad exposure to a wide range of topics with some specialization

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Corporate Training

- ◆ Provides employees with information, lessons, skills, policies, procedures, and techniques...

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Corporate Training

...that are necessary to perform and excel in a given organization

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Corporate Training

- ◆ Typically goal-oriented

133



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Both Types of Learning

- ◆ Must be timely

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Both Types of Learning

- ◆ Must be digestible

135



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Both Types of Learning

- ◆ Must be goal-oriented

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Both Types of Learning

- ◆ Must be applicable or usable at a later date

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Both Types of Learning

- ◆ Must be quick and flexible

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Both Types of Learning

- ◆ There must be a payback to the relevant parties of learning

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Learning Vs. Knowledge

- ◆ Learning is achieved by being exposed to material and being able to remember it shortly

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Learning Vs. Knowledge

- ◆ Knowledge is focused on the long term and on the ability to use the information and what was learned

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Learning Vs. Knowledge

- ◆ Knowledge is cumulative, is added to, and updated for future use

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Corporate Change

- ◆ New procedures

143



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Corporate Change

- ◆ New products

144



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Corporate Change

- ◆ Different customers

145



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Corporate Change

- ◆ Different locations

146



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Corporate Change

- ◆ Creating or adapting to new ways of doing business

147



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Educational Change

- ◆ New courses

148



NOTES

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Educational Change

- ◆ New learning methods

149



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Educational Change

- ◆ New programs

150



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Educational Change

- ◆ Different locations

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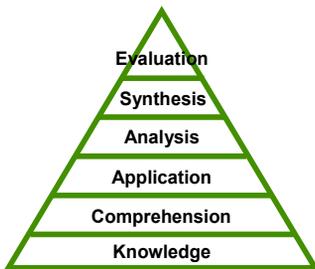
Educational Change

- ◆ New and improved delivery mechanisms

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Bloom's Levels of Cognitive Learning



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Cognitive Learning: Knowledge

- ◆ Focus on presenting the basic material

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*Cognitive Learning:
Knowledge*

- ◆ Learners are able to arrange, define, label, memorize, name order, recognize, and reproduce material

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*Cognitive Learning:
Comprehension*

- ◆ Focus in on understanding

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*Cognitive Learning:
Comprehension*

- ◆ Learners are able to classify, describe, discuss, identify, locate, recognize, or translate material

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*Cognitive Learning:
Application*

- ◆ Focus is on usage

158



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*Cognitive Learning:
Application*

- ◆ Learners are able to choose, demonstrate, illustrate, interpret, operate, and write

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*Cognitive Learning:
Analysis*

- ◆ Focus is on weighing pros and cons

160



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*Cognitive Learning:
Analysis*

- ◆ Learners are able to appraise, calculate, categorize, differentiate, question, and test things

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*Cognitive Learning:
Synthesis*

- ◆ Focus is on summarizing

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*Cognitive Learning:
Synthesis*

- ◆ Learners are able to arrange, collect, create, design, manage, organize, and prepare

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*Cognitive Learning:
Evaluation*

- ◆ Focus is on interpreting results

164



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*Cognitive Learning:
Evaluation*

- ◆ Learners are able to argue, assess, choose, compare, estimate, predict, select, and evaluate

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*Educational Training:
Spending in 2000*

- ◆ \$700 billion on education for students
- ◆ \$74 billion on corporate training

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80/20 Catastrophe of Learning

- ◆ Students and trainees forget 80% of the material they learned or were exposed to within 30 days

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80/20 Catastrophe of Learning

- ◆ 65% is forgotten within 24 hours

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Education and Training: Value in 2000

- ◆ Corporations got only about \$15 billion worth of value out of their training

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Education and Training:
Value in 2000

- ◆ Academically, the US got only about \$140 billion worth

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Automated Learning Systems

- ◆ The goal is to reduce forgetting, increase retention, and facilitate the achievement of human competence

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Automated Learning Systems

Must:

- ◆ increase short-term retention

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Automated Learning Systems

Must:

- ◆ provide real-time progress assessments

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Automated Learning Systems

Must:

- ◆ offer pre-, ongoing real-time, and post- learning input

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Automated Learning Systems

Must:

- ◆ detail what needs to be learned in the future

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Automated Learning Systems

Must:

- ◆ be developed quickly to present timely information

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Automated Learning Systems

Most effective systems:

- ◆ deliver information in small, digestible blocks of knowledge based on the learner's individual performance

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Automated Learning Systems

Most effective systems:

- ◆ provide interactivity to maintain learner's interest

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Automated Learning Systems

Most effective systems:

- ◆ present facts in connection with audios and visuals

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Automated Learning Systems

Most effective systems:

- ◆ measure results against objective, consistent, and uniform goals

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Automated Learning Systems

Used successfully in:

- ◆ universities and other institutions of higher learning

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Automated Learning Systems

Used successfully in:

- ◆ corporate training courses

182



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Automated Learning Systems

Used successfully in:

- ◆ military training programs

183



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Automated Learning Systems

Used successfully in:

- ◆ medical continuous education programs

184



NOTES

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Automated Learning Systems

Used successfully in:

- ◆ government training programs

185



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Automated Learning Systems

Used successfully in:

- ◆ professional certification exams

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Speakers' Biographies

Biographies

Eric Kaufmann

Eric Kaufmann, president of InSight Consulting, provides coaching and training in the areas of leadership, time and stress management, peak performance, and emotional competence in business and personal endeavors. Eric's education includes a BA in International Business and graduate education in Clinical Psychology. He is a Certified Professional Management Consultant, Certified Clinical Hypnotherapist, as well as being an Ordained Meditation Teacher. A native of Israel, and having lived, worked and studied in Africa, the Middle East and U.S.A., Eric brings an insightful, diverse, and global approach to training and coaching personal and professional growth. Eric combines in a unique way his business successes with his experience in the field of human development and is an inspiring communicator.

Susan Mitchell

Susan Mitchell is a writer, author, and lecturer specializing in demographics and social and consumer trends. Her articles have appeared in numerous publications, and she is frequently cited as a trend expert in national media, including *Time* magazine, *The New York Times*, *The Wall Street Journal*, *USA Today*, and *The Los Angeles Times*. She has appeared on "The Today Show," MSNBC, Fox Network News, and "Oprah" to discuss the baby boom and generational issues.

Ms. Mitchell is the author of several demographic reference books including *American Attitudes* and *Generation X: The Young Adult Market*. Her most recent book, *American Generations*, examines the demographics of the five living generations of Americans: Millennials, Generation X, Baby Boomers, the Swing Generation, and the World War II generation.

Ms. Mitchell frequently speaks to and consults with businesses and organizations about generational issues. She has spoken at conferences and seminars for Burger King, CIGNA, Motorola, and the International Interior Design Association, among others. She recently presented a paper at the McCormick Tribune Foundation/Center for Strategic & International Studies Cantigny Conference Series on "The Youth Population in an Aging America: Social, Political, and Economic Implications."

A former contributing editor for *American Demographics* and former editor of *The Boomer Report*, a newsletter tracking the Baby Boom generation, Ms. Mitchell has done extensive research on the demographics and lifestyles of the different generations. She has a B.S. in Psychology from the University of Wisconsin-Madison.

Tim Becker, Ph.D.

Dr. Tim Becker is president/CEO of Total Recall Learning, Inc. of San Diego, California, USA, and teaches graduate and undergraduate marketing and management courses part-time at San Diego State University and University of Phoenix.

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