



What Katrina Hath Wrought

Time will tell. Monday, August 29, 2005 changed our region in ways the magnitude of which may take months, years, even decades to know, understand and analyze. Our homes, families, workplaces, and quality of community life have all been affected. How we handle this enormous social experiment will be the subject of such future analysis. As training and development and/or human relations professionals, our skills will be increasingly called upon in the wake of Katrina.

I felt drawn back to a book I studied ten years ago, **Managing Transitions: Making the Most of Change** by William Bridges, ©1991 William

Bridges and Associates, Inc. Bridges asserts, "Change is not the same as transition. *Change* is situational: the new site, the new boss....*Transition* is the psychological process people go through to come to terms with the new situation.... *Transition starts with an ending.*"

Bridges' work is comforting as we come to grips with gridlocked traffic, new employees, students and even houseguests, and the psychological impact the images of destruction and poverty are having on us. He reminds us that "*transition is letting go of something*" and that when we understand this concept we have taken the first step in transition management.

Marianne Sullivan, Louisiana Department of Labor Assistant Secretary, reported the department processed over 145,000 unemployment claims in the two weeks following the hurricane, compared to 6,000 in the two weeks prior to it. However, articles in the September 13-26 issue of the Greater Baton Rouge Business Report indicate how our housing, environmental cleanup, construction, and river transportation businesses among others are already experiencing booms which are likely to be sustained. Whereas some persons and business have sustained enormous personal loss, others *continued on page three (3)*

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ASTD 2006 International Conference & Expo News

ASTD shares concern for the victims of Hurricane Katrina in the Gulf Coast region. On September 16, after much deliberation and discussion with New Orleans' Convention and Visitors Bureau and area hotels, ASTD announced the 2006

International Conference & Exposition (ICE) will be moved from New Orleans to Dallas. The new dates for the conference are Sunday, May 7 through Wednesday, May 10, 2006. Source: www.astd.org

A Message From the President

This has been one of the most difficult times for our state. Hurricane Katrina left in her wake a scene out of some science fiction movie. New Orleans is underwater. Chaos reigns in the street and people who once had a home are now called “refugees” in their own country.

In the midst of the devastation, we see people helping out one another. In between the news broadcasts of politicians pointing fingers, we see images of ordinary citizens taking it upon themselves to share their homes, their resources and their time.

Many of the survivors of Hurricane Katrina will need to gain new skills. Companies will be focusing their attention toward emergency succession planning. The needs for our skills as trainers will be greater than ever. As a community of training leaders and human development specialists, we will be called to lead and train those who are now caught in the biggest paradigm shift of their lives.

I hope that we will take this opportunity to find ways to help. As trainers and development specialists, we know that change is

inevitable. Unfortunately, this change came unexpectedly and unwelcome. However, the way we deal with change will determine how successful we will be.



Khanh Bui
Chapter President

CBS and CHIP (maybe not what you think they are)

The ASTD Baton Rouge Chapter has opted in to national’s Chapter Billing Service (CBS). You will be prompted to renew your membership 90 days before and 60 days before your renewal date. Electronic renewal is quick and easy on the ASTD website. Not only will this free volunteer time from processing checks and monitoring membership lists but this will also allow our members to have anniversary date renewal rather than calendar year renewal..

We also continue to participate in ASTD’s Chapter Incentive Program (CHIP). When you renew your national membership, buy a book, or register for a national ASTD conference, remember to use our ASTDBR Chapter Source Code CH7121 at checkout. Our local chapter will benefit from a revenue share, helping our chapter be more successful as a result.

Baton Rouge
Chapter Number
CH7121

Modern Gladiators—More from Dr. Hyrum Smith

In the aftermath of Katrina, this story from Dr. Hyrum Smith, the creator of the Franklin Planner and Vice-Chairman of FranklinCovey, at the 2005 ALC Conference has resonance. He told us about the Roman short sword or gladius. Maximus in the movie **Gladiator** needed two weapons, a shield and a short sword (gladius). Dr.



Dr. Hyrum Smith with
Melissa Argrave

Smith equates us with modern gladiators, and the modern arena as our home or office. Our shield is training and our short sword our organizational system. Every day you put a check on your checklist is a victory. When your tasks are in line with your values, the victories are enormous. Dr. Smith defines character as

“the ability to carry out a worthy decision after the emotion of making that decision has passed. Simply stated, it is doing what you say you are going to do.” He added that we have to fix the individual before we can fix the corporation. Food for thought after Katrina—we have the weapons we need. These are opportune times to be proactive, utilize our sword and shield, and show the best of our character each day.

Katrina, continued from page 1

are facing the likelihood of unprecedented personal and professional opportunity. The wake of Katrina provides challenges and opportunities the like of which we have never seen and will be unlikely to see again. What will we make of them? Tens of thousands of schoolchildren, college students, and adult employees (and employers) have been displaced. How shall we in T & D serve them?

Does the following from **Managing Transitions** ring true to you in these uncertain times? “The second step is understanding what comes after the letting go: *the neutral zone*. This is the no-man’s-land between the old reality and the new. It’s

the limbo between the old sense of identity and the new. It is a time when the old way is gone and the new doesn’t feel comfortable yet...a time of emotional wildness, a time when it wasn’t clear who you were or what was real.”

Bridges identifies the neutral zone as both a dangerous and an opportune place. “Ending—neutral zone—new beginning. People make the new beginning only if they have first made an ending and spent some time in the neutral zone. Yet most organizations try to start with the beginning rather than finishing with it. They pay no attention to endings. They do not acknowledge the existence of the neutral zone, then wonder

why people have so much difficulty with change...Only people like you can implement change in such a way that it does not end up hurting the organization more than helping.”

So we are together in the neutral zone. Many changes have occurred in the forms of rain, wind, fire, flood, relocation, population influx, “reality checks”, and more. Bill Bridges says that there are five real and measurable costs of not managing transition effectively (Guilt, Resentment, Anxiety, Self-Absorption and Stress). It is up to us to help employees and one another manage the resulting transitions without such detriment for the better of our community.

Melissa Babcock Argrave, Editor

Financial Accountability and ASTDBR

From Maria Thereza McCoy, CIA

Date: August 11, 2005

RE: ASTD Audit Report

I completed the audit of ASTD’s financial records for the period 1/1/04 to 12/31/04. I reconciled the checkbook entries to the bank statements and to the treasurer’s monthly worksheets which are the basis for the budget vs. actual financial statements. All checks written during the year were

reviewed for proper signatures.

Examination of the records for the period covered by the audit: I verified that reimbursements were supported by invoices, receipts or memoranda and that payments were made for the correct amount. No exceptions were noted. All receipts were

accounted for. In conclusion, all records presented to me were in good order.”

All records in good order

Second Quarter Financial Report 2005

Income: \$3,759.05

Expenses: \$3,383.24

Total Chapter Assets: \$11,836.37

Figures indicate balances on June 30, 2005. If you have questions about ASTDBR Finances, please contact Khanh Bui at Khanh@ArcariusConsulting.com or 229-0468.

Make Sure Your Donations Really Go Where You Intend

The Federal Bureau of Investigation is seeing an increase in websites soliciting for charitable donations to aid the survivors of Hurricane Katrina. The FBI advises the following for consumers.

- Do not respond to any unsolicited or spam e-mails
- Go directly to recognized charities and aid organizations' websites instead of following a link to another site
- Try to verify the legitimacy of any

nonprofit organization

- Be cautious of any e-mails claiming to show pictures of the disaster in attached files as these files may contain viruses.

([Http://www.firstgov.gov/Citizen/Topics/PublicSafety/Hurricane_Katrina_Recovery/Fraud.shtml](http://www.firstgov.gov/Citizen/Topics/PublicSafety/Hurricane_Katrina_Recovery/Fraud.shtml).) For a list of additional tips from the Better Business Bureau's Wise Giving Alliance, offering guidance to donors on making informed decisions, visit www.give.org. For a list of charities recog-

nized by the IRS, visit Guidestar, a 501(c)3 dedicated to creating a more transparent and accountable non-profit community, go to



FBI, State Attorney Generals, and Better Business Bureau on the lookout for Disaster Relief Fraud. Be alert!

ASTDBR Meets Core Requirements

ASTD BR has once again met ASTD Chapter Operating Requirements (CORE). The CORE requirements are a set of performance guidelines for all of the Society's chapters. Designed to help chapters deliver a consistent set of benefits to members, CORE consists of 17 requirements covering key programs, services and activities for effective chapter operations.

The Chapter Operating Requirements were

developed in response to feedback from chapter leaders and members indicating that chapter volunteers wanted a clear set of standards upon which to focus. Outside auditors had also noted potential liabilities which could result from a lack of formal agreement between the Society and its affiliates. Therefore, in 1997 a Baseline and Standards Task Force made up of senior leaders from a wide range of chapters developed the standards through

a series of data-gathering activities including focus groups, written surveys and roundtable discussions seeking member and leader feedback on the importance of service elements to effective chapter operations. To see the complete list of the 17 CORE requirements, visit http://www.astd.org/astd/Membership/Local_Chapters/core/intro_core.htm



Editorial Cartoon Provided by Khanh Bui

What's a Leader to Do?

The events of September 11th will spark conversations far into the future. "Where were you when you heard?" "Did you lose anyone in the crashes?" "Were you out of town? How did you get home?" "What did you do?" At kitchen tables, across airplane aisles, and during business meeting breaks, these questions will be asked and answered.

Leaders especially need to be ready to answer the "What did you do?" question. Leadership, critical for success at the best of times, is a matter of survival during crisis. During crisis, the leader's job is simple — they need to lead. In normal times, leading is a complex task; in crisis leading becomes dramatically simple. There are three main responsibilities — leaders must be visible, leaders must be the conduit for information, and leaders must be open to emotion — their own as well as the emotions of those they lead.

Leaders must be seen. When a crisis happens, a leader's first concern must be the safety of their people and the potential danger from panic. When a leader becomes physically visible, either in person, via voice transmittal, or in any way technology allows, and provides clear direction about immediate actions, anxiety levels drop significantly and immediately. "Exit the building." "Stay home for the next 3

days." "Check e-mail for hourly updates." Visibility tied with requests for specific action calms.

Immediate actions are usually easy to determine and express. Leaders are trained to be out front with requests for actions. This isn't the hard part. It's after the metaphoric smoke has cleared and the on-going crisis needs to be managed that leaders often falter. They convince themselves that their presence isn't necessary, people don't need to see them, and results are what are important. Listen to the comments made by a New York firefighter as he talked about the visibility of the New York Fire Commissioner, "Symbols are bigger than you can imagine.

Leaders must provide information. It is dangerous for a leader to believe the old expression, *no news is good news*. Replace it immediately with the following, *no news is no news*. A leader needs to have a fundamental belief in the importance of keeping their people informed in normal times and a passionate belief in the importance of keeping their people informed during times of crisis. Leaders need to share what they know when it is appropriate, inform people when there is information that cannot be shared, and explain why there is no information when there isn't any.

I have never encountered an employee who's complained about getting too much information from their employer. I have met many employees who are willing to make-up information to fill in the gaps of what they believe — but cannot find out — is happening in their organization. In normal times this can be amusing, in times of crisis it becomes dangerous.

Here's a tie to the previous point. Leaders often feel awkward. "Why should we have the teleconference," they ask, "we've got nothing new to report." Visibility and information go hand in glove. A leader may not have something new to report, but her appearance will speak volumes. "She looks calm and assured. I guess I can face another day on the phones." "I know it's bad, but he looked confident. Maybe we can get through this." "I never thought I'd hear one of our leaders say they didn't know. In a strange way it felt good to hear we're not the only ones a bit in the dark." See, there was plenty of information to be shared.

Leaders must be open to emotion. Crisis is filled with emotions. All kinds of them. At the strangest moments with little predictability. Leaders need to understand this fact and deal with it. You can't call yourself a leader and say I can cope with all of

Continued on page six (6)

Published quarterly by the ASTD Baton Rouge Chapter, a non-profit organization, **IMPACT** presents issues, opinions, and news of interest and value to individuals in organization and human resource development. Letters to the editor, guest contributions, and advertisers are welcome. Submissions may be sent to VP of Publications, Melissa Babcock Argrave, at mel79mba@aol.com. The deadline for all submissions is the first Friday of the second month of each new quarter. Submissions received by the deadline in accordance with

publication standards will be placed in the following quarter's newsletter.

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and development issues, not to provide specific professional advice. Before you act on any information contained in either our newsletter or our website, the chapter highly recommends consulting an expert on the subject. The chapter will not be responsible for any error or omissions transmitted by its newsletter or website, nor will it be responsible for opinions expressed by members, guest speakers, or contributors to the newsletter or website.

What's a Leader to Do? continued from page 5

it as long as no one cries, yells, argues, falls apart, or (insert an emotional outburst of your own choosing.) It's not easy, nor should it be, to deal with raw emotions and most leaders haven't been taught how. Some people have a gift for empathy and know the right thing to do or say in these situations, but most leaders don't. So learn. Don't wait for a crisis. Act now. Tap into the Human Resources professionals on your staff, get some coaching from a mental health professional on how to become more comfortable and effective dealing with emotions connected with a crisis. This is mandatory professional development for leaders and there's no time like

the present to do it.

While we're discussing emotions, here's one final assignment. Leaders, during a crisis or normal times, must always bring hope to their people. When leaders give up hope, despair follows more quickly than you can imagine. Think of Florence Nightingale, the lady with the lamp. She could not cure the soldiers lying in the hospital beds; she could not take away their pain. She had no news of the battles, of winning or losing. Walking into the ward meant hearing the sounds of terrible pain and the finality of death. All she had was a lamp that gave off illumination. She lit it and carried it through the darkest part of the

night, up and down the wards of the hospital and the soldiers were comforted and slept. A leader in action.

Copyright ©2001 Chris Clarke-Epstein, CSP. Chris Clarke-Epstein, CSP is a speaker, consultant, and author who works with leaders who want to lead more than they manage and teams who want to have fun while they're learning to be more effective. Learn more about Chris at www.ChrisClarke-Epstein.com or contact her at Chris@chrisclarke-epstein.com.

Membership Report

94 Members, *Consisting of:*

Individual:	65
Student:	9
Corporate:	16
PPC:	3
Sponsor:	1



Membership Report—New Members Since Last *IMPACT*

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Selecting a Trainer

The most important consideration when selecting a trainer is if they are well suited to the training design required to meet the learning goals. For example, if learners prefer computer-based instruction, they'll benefit from a trainer who understands on-line training technologies. If learners prefer ongoing coaching, they'll benefit from a trainer who is readily accessible to the employee for ongoing advice and guidance. If learners struggle with communication skills, they'll benefit from a trainer who can integrate remedial communications strategies with other training methods.

Consider using an ex-employee who has the skills needed by the learner. Of course, this option depends on whether the ex-employee left the organization under good terms and remains in good standing with the organization.

Consider whether other supervisors or companies have employees who need similar training. If so, one might combine your needs and funding to get a trainer to conduct in-house training.

If hiring a consultant to conduct training then consider the following. Issue a Request for Proposal which asks the consultant to provide a written proposal for how they would carry out training, evaluation methods, cost, etc. Have the proposal include at least the goals preferred from the training, when to have training and what evaluation results should occur. Request that trainers remain available for follow-up consultation if desired. Ask the trainer what methods they use to ensure their consultation projects are successful with clients. Ask for at least three references. Consider having the employee briefly meet with the consultant to discuss training needs and establish a rapport.

If a suitable outside consultant or training program cannot be found, consider self-directed learning. Self-directed is accomplished primarily by the learner who leads or takes a strong role in determining learning goals, how they will be accomplished and how learning will be verified. Self-directed learning can be used where employees are highly motivated and self-reliant. Learning can be verified with a variety of means, e.g.

1. Written reports describing what learning activities have occurred and what results were produced
2. Observation of the employee by a supervisor or other skilled expert equipped to assess progress of the employee
3. A portfolio or collection of results showing the employees' improvement over time
4. A presentation from the employee that includes description of learning activities and a display of results, etc.

On-Line Discussion Groups, Newsletters, etc. There are a large number of on-line discussion groups, newsletters (e-zines), etc. in the overall areas of management, business and organization development. Participants, subscribers, etc. can get answers to their questions and learn a lot just by posing the questions to the groups, sharing insights about their experiences, etc. Join some group and sign up for some newsletters!

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Free Management Library located at <http://www.managementhelp.org>*

Carter McNamara is co-founder of Authenticity Consulting, LLC, an internationally known consulting firm based in Minneapolis, Minnesota, specializing in nonprofit capacity building, nonprofit business development, and peer learning services.

Special Report from The MASIE Center and Learning CONSORTIUM: Learning's Role in Dire Emergencies

We have been interviewing CEO's and Learning Executives of large organizations that were impacted by Hurricane Katrina's impact, focusing on steps/roles that learning and training organizations can take in the future to prepare for these types of dire emergencies:

Emergency Contact Points: In the immediate aftermath of a disaster like Katrina, 9/11, or the Tsunami, employees may find themselves in a communication blackout. The offices, phone numbers and web services of the organization may be down, yet employees may have cell/mobile phone service or have moved to a different location with full communications. CEO's we spoke to have realized that organizations need a secondary, emergency point of contact. Create a crisis telephone number that may be answered by either a remote office in another location or even an outsourced call center. It might be an 800 number with an easy to remember name. Likewise, create a small emergency website, hosted by an external provider, even offshore, with a different URL like www.911companyname.com

Emergency Readiness Drill/Simulation: Learning managers might consider scheduling an Enterprise Wide Readiness Drill to teach and test what individual workers, work groups and the entire enterprise must do immediately following an emergency. What is the process for contacting missing employee's families? Who makes decisions about closing offices?

What is the process for determining the emotional state of key leaders who are personally impacted by the disaster?

Portability and Survivability of Data: While organizations became deeply aware of data backups and redundancy during the ramp up to Y2K, there are other levels of data portability and survivability that need to be considered. I spoke with a President of a Mississippi company who had



Portability/Survivability of Data must be considered.

all of his family's personal data, including personal pictures, as well as all of his key employees' and suppliers' contact information on a USB Keychain Drive that he keeps with his car keys. He was able to access this data from a relative's laptop following the full destruction of his home and office.

Alumni Workers to the Rescue: In emergencies, we can often turn to the seasoned and caring retired and alumni workers for assistance. The former CEO of a Gas Company was asked to return as an in-field counselor to workers and families impacted by Katrina. The alumni workforce can be a major second wave of support and effort to deal with personal and organizational shock.

Mutual Assistance Agreements: The Electric Utility industry has a set of mutual assistance agreements in place to facilitate the process of helping out when a major emergency hits. These agreements cover the process, funding and even insurance liability issues to allow trucks and workers from one utility to converge on a disaster area rapidly to assist an impacted electric company. Consider using your associations to draft mutual assistance agreements that could be triggered by extreme events.

The Impact of Shock on Learning: Following major emergencies, one of the impact of shock and disruption can be seen in the skill and memory arena. Tasks that might have been "no-brainers" suddenly become challenging for some workers. Be sensitive to the potential need for re-training or Performance Support tools to refresh and rebuild skill sets. In addition, organizational behavior often shifts, including risk-aversion, leadership styles and communication capacities. Dire emergencies create the need for full-bore Organizational Development approaches.

Nurse on the Spot: A trainer described how they "drafted" into service the spouse of an

executive who is a nurse to become their corporate on-site medical officer during the days after Katrina. She was dedicated to providing first level triage support for employees and families, including tetanus shots to workers exposed to polluted spaces. He is now building a list of relatives with medical background who can be used in these emergencies.



Impact of shock can be seen in the skill and memory arena.

Rumor Control: It is critical to have a Rumor Control point of coordination. The person or group takes on the role of gathering any rumors that are floating around the company and using traditional and non-traditional communication methods to disseminate immediate responses. One company near New Orleans created a cell phone "tree" to reach out to as many employees as possible every day with updates and rumor control.

Technologies for Recovery: The tools of digital collaboration and e-Learning can play a key role for organizations on the road to recovery following a dire emergency:

"The tools of digital collaboration and e-Learning can play a key role for an organization on the road to recovery following a dire emergency."

- **Web Conferencing:** When travel is impossible or employees are not able to return to their offices, web conferencing and video conferencing allow for a more rapid return to work. A number of employees are working from their relatives' homes in other cities following Katrina and are using the webcams of their hosts' kids to restore productivity.
- **e-Learning and Performance Sup-**

Learning's Role in Dire Emergencies, continued from page 8

port: Organizations need to rapidly reformat processes and projects. e-Learning can be a quick way to get knowledge and collaboration flowing throughout the organization. Rapid development, mixed with some prepared content and syndicated content, can allow organizations quicker recovery.

- **Assessment Tools:** Consider using survey tools, with a mixture of named or non-named responder, to gather information on the logistical and emotional state of employees as they return to the work-site. The effects of shock and disruption will be felt for some time and often organizations don't really have avenues for employees to express that or to map it across the enterprise.

Learning Skills in Emergencies: The skills of learning and training professionals are key during dire emergencies. Look at the applicability of our field's competencies in these awful circumstances;

- Organizational Development.
- Group Facilitation.
- Performance Consulting.
- Classroom Instruction.
- Assessment and Measurement.
- Coaching.
- Document Design.
- Remediation.
- Talent Management.
- Web Conferencing.
- Instructional Design.
- Train the Trainer Skills Assessment.
- Content Management.
- After Action Debriefing.

Elliott Masie, an internationally recognized futurist, analyst, researcher and humorist on the critical topics of technology, business, learning and workplace productivity, has requested your feedback on how the horrible crisis of Katrina is affecting your learning and training. He is also interested in your perspectives on your organization's emergency readiness and the role of the learning department to be of assistance in these situations.

- Simulation.
- Cross Training.
- Humor.
- Human Resource Interventions.
- Subject Matter Expert Management.
- Competency Management.
- Plus the wide range of content areas including: Stress Management, On-Boarding, Organizational Process and Institutional Memory.

Learning professionals can play a key role in the current and future dire emergencies facing our organizations. We would encourage you to explore the readiness of your organization and the role of your learning department to be of assistance in these situations. Please send any additional ideas or perspectives to me at emasie@masie.com.

Our hearts, prayers and thoughts go out to our learning colleagues who were impacted by Katrina.

Yours in learning,

Elliott Masie, The MASIE Center and Learning CONSORTIUM.

Reprinted with permission from Elliott Masie Learning TRENDS—September 18, 2005—#345—Updates on Learning, Business & Technology, 50,893 Readers—<http://www.masie.com>—The MASIE Center



Look at the applicability of our field's competencies in these awful circumstances.

"Learning professionals can play a key role in the current and future dire emergencies facing our organizations. We would encourage you to explore the readiness of your organization and the role of your learning department...."

"Our hearts, prayers and thoughts go out to our learning colleagues who were impacted by Katrina."

If you would like to support the efforts of the MASIE Center and Learning CONSORTIUM by sharing your experiences and ideas, please e-mail Elliott directly at Elliott@Masie.com.

The MASIE Center is an international e-lab and ThinkTank located in Saratoga Springs, New York, dedicated to exploring the intersection of learning and technology. Elliott Masie also leads the Learning CONSORTIUM, a coalition of 191 Fortune 500 compa-

nies cooperating on the evolution of learning strategies, including J P Morgan, Chase, Target, UPS, National Security Agency, McDonalds, Sears, Bank of America and the U.S. Departments of Defense and Labor.



Elliott Masie



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

National Mission Statement: Through exceptional learning and performance, we create a world that works better

Chapter Mission Statement: The mission of the Baton Rouge Chapter of the American Society for Training and Development is to promote and advance the growth, competence, effectiveness, and visibility of individuals involved in education, training, and human resource development or closely related fields.

Who We Are

We provide resources for professionals — research, analysis, benchmarking, online information, books and other publications.

We bring people together — in conferences, workshops, and online

We offer professional development opportunities for learning and performance practitioners.

We are the voice of the profession — the workplace-based view on public policy inside the United States, providing the media with insight into trends affecting workplace learning and performance, and forming alliances with companies, governments, and educational institutions around the world.

We recognize and set the standard for best practices.

ASTD celebrated its 60th anniversary in 2004. The seeds of the organization were sown in New Orleans during a training committee meeting of the American Petroleum Institute in 1942. The United States was at war, and training was critical to meeting the needs of increased production and replacing workers gone to war. The following year, a group of 15 “training men” met in Baton Rouge for the first board meeting of the American Society of Training Directors. They began to think on a national scope and became the nucleus of a truly national group, which convened the ASTD membership for the first time in Chicago in 1945. Other local, regional, and industry-specific training groups gradually aligned with the new ASTD. At the 1946 convention, ASTD adopted a constitution that set as its goals: to raise the standards

and prestige of the industrial training profession and to further the professional’s education and development.

Those goals have remained part of ASTD’s mission, even as the profession evolved and needs changed. Reflecting that progress, in 1964 the association changed its name to the American Society for Training and Development. In recent years, ASTD has widened its focus to connect learning and performance to measurable results. In 2000, the organization chose to refer to itself just by the letters ASTD, to recognize that the profession looks far beyond training in its quest to “create a world that works better”.