Capabilities for Talent Development

Shaping the Future of the Profession

Pat Galagan | Morgean Hirt | Courtney Vital
Contents

Foreword ............................................................................................................................................. v
Introduction ........................................................................................................................................ vii

1. What Is Talent Development? ........................................................................................................ 1
2. The ATD Capability Model ............................................................................................................... 7
3. The ATD Model Domains and Capabilities .................................................................................... 17
4. Applying the ATD Capability Model .............................................................................................. 41
5. Examples of Applying the ATD Capability Model ........................................................................ 57
6. A Call to Action for the Talent Development Profession ................................................................. 63

Appendix A. The Research Behind the ATD Capability Model ......................................................... 67
Appendix B. Prior ATD Competency Studies and Key Findings .......................................................... 75
Appendix C. Data Collection Details ................................................................................................ 83
Project Contributors ....................................................................................................................... 105
References ......................................................................................................................................... 109
About the Authors ............................................................................................................................. 111
ATD has created models of the profession as it evolves for more than 40 years. Based on studies of the forces that influence the field and research about the knowledge, skills, abilities, and behaviors required of its professionals, the successive models have defined and advanced the profession. Taken together, the models reveal the arc of change that has transformed the profession from a tactical focus on training workers to a broader role of developing talent in organizations so they can achieve current goals and prepare for future success.

Those of you who have been in the profession a long time are aware of the increasing value of employee know-how, as well as the ability to apply that knowledge. Organizations are only as agile and successful as their ability to enable learning and change. The capability of their workforce is the differentiator that sets apart successful companies. And as many organizations demonstrate today, their reliance on talent development has moved the function to the senior ranks of leadership.

Those of you who are new to the profession will find that building your own capabilities is critical to success and advancement on your career journey. The new ATD Capability Model, and the research that backs it up, define the personal, professional, and organizational impact capabilities required for success. I encourage you to study and apply the model and use it as a guide for knowledge, skill, and career development in this field.

As we launch the new ATD Capability Model, we owe deep thanks to our research partners at Human Resources Research Organization (HumRRO) who guided ATD staff through all phases of the research, analysis, and model building. We also give special thanks to Elaine Biech, John Coné, and William Rothwell. We’re also grateful to the 25 members of the Competency Study Task Force and Advisory Panel, who helped ATD shape the survey and analyze the trends and study findings. (For the full list of project contributors, see page 105.)
Everyone in the profession has an unprecedented opportunity to help individuals and organizations succeed. Thank you for engaging with ATD and for joining the thousands of talent development professionals worldwide who give this field its vitality, and by your performance, its reputation for delivering results. With your help, ATD will continue to empower professionals to develop talent in the workplace. Please let us know how we can continue to help you grow in your career.

—Tony Bingham
President and CEO
ATD
Introduction

For more than 75 years, an integral part of ATD’s mission has been to establish standards of excellence for our profession through our competency research. We have witnessed continuous evolutions in workplace dynamics and have watched as technology fundamentally altered how we work. Best practices and expectations for the field have kept pace with changing times, and ATD’s commitment to equipping others to develop talent in the workplace remains strong. Our industry standard-setting research has helped talent development (TD) professionals—along with managers and leaders who foster talent in organizations—assess, upgrade, and expand their functional skills and connect training and workforce development to organizational strategies and goals. ATD has certified nearly 3,000 TD professionals to date and has trained more than 100,000 learners through our competency-based education offerings.

Capabilities for Talent Development: Shaping the Future of the Profession represents the next milestone in our rich history. It is our ninth study in 41 years and the first to define the concept of talent development, which better reflects the broader functional responsibility and strategic influence of learning professionals. The study provides a comprehensive summary of the research ATD conducted in partnership with the Human Resources Research Organization (HumRRO), a nonprofit research and consulting firm dedicated to supporting quality testing and training programs that improve human, occupational, and organizational effectiveness.

The study lays out the major societal forces and business changes that are requiring professionals to adopt new approaches and upgrade skills to keep pace. It provides a common language to equip a network of global practitioners with shared definitions, methodologies, and concepts. And, it serves as a signal to the profession of what is most critical to know and do in the work of developing others.
What Is Talent Development and What Do TD Professionals Do?

The talent development field is deep and wide. In this book, talent development refers to the efforts that foster learning and employee development to drive organizational performance, productivity, and results.

Talent development includes a rich history of theories and practices, and its practitioners have varied backgrounds and expertise. While many enter the profession through human resource or organization development education and experiences, many others do not. Subject matter experts get tapped to teach others. Many come to talent development after careers in other fields. Regardless of their starting position, talent development professionals are committed to helping others learn and grow, enabling change and transformation.

Research Methodology Overview

The study was conducted throughout 2018 and 2019 with the help of multiple expert groups identified by ATD to play key roles in the process. A 13-member advisory panel of industry experts provided guidance to support the design and implementation of the study, including sharing insights about the profession, identifying emerging trends, recommending literature for review, interpreting results of the occupational survey, and advising ATD on the study methodology.

Aligned to research best practices, the study methodology centers around an occupational survey that was administered to a large, representative sample of TD professionals worldwide. The study’s design and development was supported by a 12-member task force. More than 3,000 professionals from 73 countries provided complete responses (23 percent of the participants were located outside the United States). Respondents evaluated the importance of 197 competencies for successful job performance now and in the next three to five years. The data was aggregated and statistical analyses were performed to examine the distribution and magnitude of respondents’ ratings. (Appendix C details the data collection process and its findings.)

The advisory panel reviewed the survey results to determine which knowledge and skills are relevant and important for successful performance in talent
development. In making the determination, they considered multiple pieces of information, including the competency survey ratings, the number and variety of competencies, and their own experience and knowledge of the profession. Of the 197 competencies included on the survey, the advisory panel identified 188 as important for successful performance as a TD professional now and in the next three to five years.

The foundation of the capability model research entailed capturing the major shifts in society and the larger business landscape since the previous model was published. The major changes in our field were identified through a comprehensive literature review, expert practitioner interviews, and Advisory Panel discussions. These trends spanned a variety of areas in business, technology, learning, science, and the profession itself.

The most notable finding from the trends research was that talent development no longer simply focuses on the tactical aspects of the design and delivery of learning. Instead, the TD field has become a key element in the success and competitive advantage of organizations, making its practitioners essential partners with all areas of a business in achieving organizational goals.

With most aspects of business on a fast track, talent development professionals are turning to accelerated learning that can be self-directed, individualized, and quickly updated. They are helping learners gain independence and control over what they’re learning, which is increasingly available just in time in customized chunks.

TD professionals need critical skills such as business and technology acumen, data analysis, and content curation. They’re spending more time partnering with other business units and focusing the attention of learners for maximum efficiency. In an age of artificial intelligence and big data, TD professionals face new challenges in analyzing and interpreting data, deriving insights, and summarizing findings.

With the proliferation of data, TD professionals have new sources and means for capturing the effectiveness of their efforts. Measuring and evaluating the impact
of talent development is a must-do to make a meaningful business case for the real value of investing in people. Equally important is the need for practitioners in our field to be strong advisors and partners to the managers and leaders of the businesses they serve.

From Competency to Capability
While past studies have culminated in a competency model framework, ATD’s focus has broadened to helping TD professionals build capability that will not only help them be competent performing their work today, but also prepared for challenges they’ll face in the future. Competence refers to having the knowledge and skills necessary to perform a job. It remains integral to performance and is one element of capability; however, capability is about adapting and flexing to meet future needs. Competence is about the current state; capability involves the “integration of knowledge, skills, and personal qualities used effectively and appropriately in response to varied, familiar, and unfamiliar circumstances” (Nagarajan and Prabhu 2015).

Influential management thought leader Seth Godin has said “competency is no longer a scarce commodity.” The Internet and the ubiquity of information has made it possible to learn about anything, at any time. Simply knowing things is no longer a career advantage. Today’s professionals need to put that knowledge to work to create, innovate, lead, manage change, and demonstrate impact. Practitioners need to go beyond the “doing” of designing, developing, and delivering learning solutions to anticipating and diagnosing individual and organizational needs and creating situations that enable individuals to reach their full potential. Regardless of their role or specialty, those who align their work to the bigger picture of how talent creates competitive advantage and supports organizational strategy will deliver the most impact.

THOUGHT LEADER VOICES
The portfolio of a talent development person has expanded—they’ve got to better leverage and understand the theories and principles of leadership development.
—Robert Brinkerhoff, Professor, Western Michigan University
Overview of the Model

The model answers the question: What should talent development professionals know and do to be successful? Our research generated a body of evidence that supports a valid interpretation of the required knowledge and skills, which became the components of the model. This process begins with the identification of the underlying personal and professional attributes required or expected of TD professionals in relation to their performance at work and ends with the construction of a graphic illustration that depicts the major capability areas needed by individuals in the field.

Because professions are always evolving, models need to be updated periodically to accurately represent changes in the scope and nature of work. For ATD, this has typically been every five to seven years. The current study reflects practice today and five years into the future. However, two important alterations were introduced for the present study.

First, the focus of the analysis was shifted to assess the talent development profession globally. Prior studies focused on training and development and emphasized U.S.-based principles and practices. Broadening the focus to include the entire talent development profession introduced a larger population of individual practitioners performing in a wider array of roles that revealed new competencies to be included in the model.

Second, the unit of analysis was shifted to focus on attributes that are universally applicable (for example, knowledge and skills). A focus on behaviors, attitudes, work activities, or job tasks can be useful, but these attributes tend to be less stable across individuals, organizations, cultures, and regions of the world.

To that end, the new model is structured around three domains of practice:

- capabilities that derive from interpersonal skills
- capabilities that come from building professional knowledge related to developing people and helping them learn
- capabilities that affect an organization’s ability to drive toward results and mission success.

In addition, 23 capabilities detailing the core components of the field are included within the three domains.
Applying the Model

The new ATD Capability Model is future-oriented, flexible, and customizable. Above all, it has been designed to be a practical road map for success in the talent development profession. It can be used to assess current skills and expand a practitioner’s scope into new functional areas or to align personal training plans. An organization may also use it to determine how to structure and staff a talent development department. Inside this book are application tips for individuals, educators, and organizations, as well as examples and interviews detailing application in the field.

Regardless of how you choose to apply the model, we hope you will take the opportunity to create an action plan for yourself, your clients, and your organization.

A Call to Action

The ability of talent development professionals to pursue new knowledge and expand their skills will be a determining factor for success in the future of work. And given that it is an important responsibility to develop others, we should remember the importance of developing ourselves.
What Is Talent Development?

Talent development has almost as many definitions as there are people who practice it. Definitions vary by country and culture, by industry, by organizational strategy, and by the responsibilities of the people practicing it. To some, talent development is an important tool for unleashing human potential. To others, it is a set of practical capabilities for driving organizational performance, productivity, and results. Talent development may also be a primary mechanism for driving organizational performance, productivity, and results by creating the processes, systems, and frameworks that foster learning to maximize individual performance, and for collaborating with business leaders to align development activities with strategic business priorities and outcomes.

Talent development is also a profession—an occupation filled with talented and passionate individuals that involves training and formal qualifications. To support the field, ATD develops models specifying what a TD professional needs to know and be able to do. This is common practice in most professions.

The ATD Certification Institute (ATD CI), an independent organization created by ATD to set industry standards for the talent development profession, administers two credentials based on the ATD models. An associate-level credential is available to those early in their career, with a professional-level credential available to those with more extensive experience.

The Evolution of the Profession

To understand where the profession is headed requires looking back at the history of talent development. First known as training, the field established a foothold in organizations through the design of instruction and its delivery to employees, managers, and leaders to equip them to perform their jobs with success. Training took over where
formal education left off, preparing employees to be successful in work roles that were often particular to an industry or organization.

Over the years, as organizations and the work their employees did became more complex and as successful performance came to depend more on employees’ know-how and the ability to learn and change, training morphed into a broad set of capabilities focused on improving organizational performance. Training and workplace learning continued its evolution to talent development as focus shifted from providing instruction to enabling employees to learn and grow by the best and most appropriate methods talent developers could make available. Members of the profession stepped up to the role of strategic partner with the responsibility of deliberately enhancing human capability in the service of operational excellence.

Today, the role of many talent development functions is to tie development to the organization, drive the learning agenda, optimize the learning environment, and leverage the technology and science of learning.

**Who Are TD Professionals and What Do They Do?**

Talent development is a rich tapestry of theories and practices, and its practitioners have always come from a variety of starting points. Some begin as subject matter experts who are tapped to teach others. Some enter the profession with degrees in fields such as human resource development or organizational behavior. Many others come to the profession from careers in fields as diverse as education, economics, engineering, political science, psychology, management, and the humanities.

TD professionals hold education and learning in high esteem, and as a group they are well educated. ATD research in 2019 showed that among U.S.-based TD professionals, 87 percent had at least a four-year college degree, 44 percent had a master’s degree, and 5 percent had doctoral or professional degrees. The most common subject areas for a master’s degree, besides human resources and organization development, were business, business administration, and education, including instructional design, educational technology, and curriculum and instruction.
In addition, TD professionals play many roles, ranging from specialists such as instructional designers, coaches, or consultants, to generalists who use a broad spectrum of practices to achieve organizational goals. All practitioners have the responsibility to foster learning, use technology to maximize its accessibility, and partner with others to align development with strategic priorities. These pathways to the talent development field engender different perspectives on the scope of practice. As a result, there is no single type of TD professional.

Today, TD professionals serve in organizations and as consultants and are the leading agents of change and transformation in many organizations. They work to align learning with new directions and help firms manage the human elements of change. It is now common for TD professionals to advance to top-level roles serving the priorities of CEOs and executive teams.

Variety in the talent development profession is also reflected in the changing demographics of ATD members. Founded 75 years ago as the American Society of Training Directors, the association originally served practitioners in the United States. Today, ATD members represent 123 countries spanning six continents. Top countries include Australia, Canada, China, Germany, India, Japan, Korea, Saudi Arabia, Singapore, and the United Kingdom.

**Changes in the Work Environment**

In the years since the release of the 2013 ASTD Competency Model, the world’s work environment has changed considerably. Technology has enabled the disruption of entire industries and forced many organizations to adapt in real time to stay viable. Predicting and developing human capability to meet future goals has become a strategy for success.

Economists, social scientists, neurologists, educators, game developers, tech entrepreneurs, and consultants all have something to say about where work is headed in the future. Many of their predictions are similar: Work will be more collaborative and team-oriented, more automated, and more entangled with social technology. And it will change faster than ever.
However, one thing is already clear: Work in the future will demand more learning and the ability to learn faster.

For the talent development profession, three evergreen topics—leadership, change, and technology—are likely to remain important in the future, but technology will consume greater attention because it will continue to revolutionize the way people buy, work, communicate, and learn. IBM CEO Ginni Rometty has said, “Every job will require some technology, and therefore we’ll have to revamp education. The K-12 curriculum is obvious, but it’s the adult retraining—lifelong learning systems—that will be even more important.”

It’s a safe assumption that upskilling employees and steering them to new careers will be a larger part of TD professionals’ work in the near future. So will efforts to help people work collaboratively using technology. Other new roles might involve mediating the use of social tools for learning and work, helping learners manage their learning time, and increasing organizations’ social media savvy. Change management will also be bigger than ever.

It seems certain that artificial intelligence (AI) will be a defining issue in the workplace of the future—and a hard one to keep up with because the technology advances constantly. Many express wariness of AI because it’s predicted to take away jobs through automation and will require reskilling for those who are displaced by it. Experts believe that creative jobs and those requiring social interaction, such as managing people, will be safe for a while, but many more types of work will disappear or become too technical for the people who currently hold them. The management consulting firm McKinsey & Company predicts full employment for humans until 2030 but also says that half of today’s work activities could be automated using current technology.

Based on this continuous change and uncertainty, ATD’s 2019 Competency Study determined that the model for the profession should include, for the first time, specific skills related to imagining and preparing for the future of learning and work.
A Capability Model for You

Success in this new landscape of talent development requires a shift to a proactive, business-partner mindset. Professionals in the future will need to anticipate and diagnose individual and organizational needs and create situations that enable individuals to reach their full potential.

Whether you are a trainer, an independent consultant, or a director of a learning function within an organization, and whether you are entering the field at the beginning of your career or have transitioned to it later in life, you are a TD professional. We have designed the ATD Capability Model for you—to reflect what you need to know and do now and in the future as a TD professional operating on the leading edge of best practice.
Project Contributors

Competency Model Advisory Panel
• Britt Andreatta, CEO and President, Andreatta Consulting
• Elaine Biech, President, ebb associates inc.
• Nicole Carter, Talent Manager, US Venture Inc.
• John Coné, Principal, The Eleventh Hour Group
• Wendy Gates Corbett, CPLP, President, Refresher Training LLC
• David C. Forman, President, Sage Learning Systems
• Jonathan Halls, President and CEO, Jonathan Halls & Associates
• Karl Kapp, Professor and Consultant, Bloomsburg University, Institute for Interactive Technologies
• Dana Alan Koch, Global Learning Research and Innovation Lead, Accenture
• Jennifer Martineau, SVP Research, Evaluation & Societal Advancement, Center for Creative Leadership
• Pat McLagan, CEO, McLagan International Inc
• Kara Miller, Vice President, Comcast University, Comcast
• William Rothwell, President, Rothwell & Associates

With special thanks to Elaine Biech, John Coné, and William Rothwell for their guidance and support throughout the entirety of this project.

Competency Model Task Force
• Grace Amos, Senior Manager, Talent Enablement & Development, Cisco Meraki
• Jennifer Brink, Senior Director, L&D Talent Development, Comcast
• Brian Davis, CPLP, Learning & Development Division Manager, Washington Suburban Sanitary Commission
• Jessica Gil, Director, Manager Experience, Talent Management, European Wax Center
• Jennifer Halsall, Senior Manager, Talent Strategy, TD Bank
• Bahaa Hussein, CPLP, Managing Partner MENA, SIMDUSTRY
• John Kostek, Business Interlock Manager, Hitachi Ventara
• Lance Legree, Global Learning Business Partner, Hilti
• Jay Maxwell, CPLP, Business Operations and Training Consultant, Toyota Connected North America
• Kent Nuttall, CPLP, President, Torch Solutions Group
• Joseph Reamer, Academy Lead, HSBC Finance Corporation

Subject Matter Experts
• Michelle Baker, Talent Development Consultant, phase(two)learning
• Michelle Braden, Vice President, Global Learning and Talent Management, WEX Inc.
• Robert Brinkerhoff, Professor, Western Michigan University
• Brian Clouse, CPLP, Head, Corporate Learning Programs, Saudi Aramco
• JD Dillon, Chief Learning Architect, Axonify
• Diane Elkins, Artisan E-Learning
• Rodrigo Lara Fernandez, CEO, Mas Consultores
Project Contributors

• Chuck Hodell, National Labor College
• Catherine Lombardozzi, Founder, Learning 4 Learning Professionals
• Seema Nagrath Menon, CPLP, Managing Director and Founder, Center for Action in Learning Management
• Jack Phillips, Chairman, ROI Institute
• Patti Phillips, CEO, ROI Institute
• Dave Ulrich, Co-Founder and Principal, RBL Group

ATD CTDO (Chief Talent Development Officer) Next Members
• Kimberly Currier, Senior Vice President, People Strategy, North Highland
• Tamar Elkeles, Chief Human Resources Officer, XCOM
• Tara Deakin, Chief Talent and Development Officer, Spin Master
• Suzanne Frawley, Director, Talent Management, Plains All American
• Joyce Gibson, Vice President, Instructional Design, Learning Technologies, and Technical Communications, Barclaycard US
• Regina Hartley, Vice President, Global Talent Management, UPS
• Jayne Johnson, Vice President, Enterprise Learning and Development, Alkermes
• Rebecca Jones, Chief People Officer, European Wax Center
• Kimo Kippen, President, Aloha Learning Advisors LLC; Former Chief Learning Officer, Hilton Hotels
• Brian Miller, Vice President, Talent, Development & Inclusion, Gilead Sciences
• Terri Pearce, Executive Vice President HR, Head, Learning and Talent Development, HSBC USA
• Eivind Slaaen, Head, People and Culture Development, Hilti Corporation
• Martha Soehren, Chief Talent Development Officer, Comcast
• Lou Tedrick, Vice President, Global Learning and Development, Verizon
• Tim Tobin, Vice President, Franchisee Onboarding and Learning, Choice Hotels
• Jim Woolsey, President, Defense Acquisition University

ATD National Advisors for Chapters (NAC)
• Chris Coladonato, CPLP, NAC Chair, Professional Development Leader, Farmers Insurance
• Elizabeth Beckham, Learning and Development Manager, Turner Industries Group LLC
• Roger Buskill, Faculty, University of Louisville
• Tracie Cantu, Director, Learning Technology, Whole Foods Market
• Krishna Clay, Senior Learning Advisor, HR, First National Bank of Omaha
• Bernadette Costello, Managing Partner, BCC Consulting LLC
• Lisa Goodpaster, Associate Director, Project Management, University of Illinois-Carle, Illinois College of Medicine
• David Hofstetter, Coach, Facilitator, Speaker, The Hofstetter Group
• Stephanie Hubka, CPLP, Managing Partner, Protos Learning
• Bonnie Moore, CEO, Moore Lead & Learn LLC
• Tiffany Prince, Founder and President, Prince Performance
• Laura Renaud, CPLP, Learning Leader, Medtronic
• Jennifer Rogers, CPLP, Chief Discovery Advocate, Development Ocean
• Lorinda Schrammel, Director, Talent Development, Oklahoma State University
• Katie Vaillancourt, Corporate Training Manager, Vaillancourt Corporate Training
• Linda Warren, CPLP, Director, Learning, Thornton Tomasetti
ATD Certification Institute Board of Directors
• Cynthia Allen, President, SeaCrest Consulting Company
• Michael Decker, Vice President, Examinations, AICPA
• Sean Walters, CEO and Executive Director, Investment & Wealth Institute
• Shannon Carter, Former Vice President, Education, SCRUM Alliance
• Dale Cyr, CEO and Executive Director, Inteleos

ATD Capability Model Project Team
• Holly Batts, Associate Director, Credentialing, ATD
• Kristen Fyfe-Mills, Director, Marketing and Strategic Communications, ATD
• Pat Galagan, Executive Editor, ATD
• Morgean Hirt, Director, Credentialing, ATD
• Jennifer Homer, Vice President, Community and Branding, ATD
• Courtney Vital, CPLP, Associate Vice President, Education, ATD

ATD Staff
• Elizabeth Decker, Senior Manager, Product Development
• Brandon Grubesky, Director, Membership
• Maria Ho, Associate Director, Research
• Tim Ito, Vice President, Content
• Paula Ketter, Content Strategist
• Amanda Miller, Senior Director, Enterprise Solutions
• Ann Parker, Senior Manager, Senior Leaders and Executives
• Nelson Santiago, Facilitator
• Jeff Surprenant, Senior Manager, Product Management and Learning Technologies
• Wei Wang, CPLP, Senior Director, Global

Editorial Support
• Carrie Cross, Cross Learning Consulting
• Jack Harlow, Developmental Editor, ATD Press
• Melissa Jones, Manager, ATD Press
• Mark Morrow, Independent Editorial Consultant
• Hannah Sternberg, Production Editor, ATD Press
References

Pinto, P., and J. Walker. 1978. A Study of Professional Training and Development
Alexandria, VA: ASTD Press.
Alexandria, VA: ASTD Press.
Rothwell, W.J. and J. Graber. 2010. Competency-Based Training Basics. Alexandria,
VA: ASTD Press.
Rothwell, W.J., E.S. Sanders, and J.G. Soper. 1999. ASTD Models for Workplace
Courtney Vital is a senior executive at the Association for Talent Development leading learning initiatives that enable professionals to achieve their potential, demonstrate their credibility, and advance their career. She is passionate about helping organizations reimagine how learning is designed and delivered to align with the realities of the modern workforce. With experience leading global learning businesses in the association, nonprofit, and for-profit environments, Courtney’s areas of expertise include learning and education product strategy; program design and development, including learning ecosystems, credentialing, certificate and certification programs, workshops, events, and e-learning courses; evolving traditional learning products into modularized, digital learning experiences; assessment and evaluation; competency models and stackable learning and credentialing paths; and learning technology implementations.

Courtney has spent more than a decade at ATD, growing ATD’s education business into a global training operation that has served more than 100,000 learners to date. She previously served as chief learning officer for the Human Capital Institute, where she oversaw HCI’s strategy and thought leadership around learning, as well as a product line of certification programs targeted to senior HR professionals. She has a mix of subject matter expertise in the L&D, talent, and HR spaces, a deep technical understanding of learning experience design and development, and hands-on operational experience building education businesses. Courtney holds the Certified Professional in Learning and Performance credential, as well as a BA in journalism and mass communications from the University of North Carolina at Chapel Hill. She is a master’s in adult education candidate at Pennsylvania State University. Courtney lives in the Washington, D.C., area with her husband and two daughters.
**Patricia Galagan** covered the training and talent development for nearly 40 years as a writer and editor for the Association for Talent Development (formerly ASTD) before retiring in 2019. She began her career as editor of ASTD’s *Training & Development Journal* and was the founding editor of *Technical Training* magazine and *Learning Circuits*, ASTD’s first digital magazine. With ATD CEO Tony Bingham, Pat interviewed more than 50 CEOs of major companies for the *TD* magazine series *At C Level*. She also wrote a quarterly column on trends in talent development for *TD* magazine for several years, and managed content for the Senior Leaders and Executives Community of Practice. Pat served as co-editor for *The Executive Guide to Integrated Talent Management* with Kevin Oakes.

Pat has an undergraduate degree in French from the College of St. Elizabeth, and a graduate degree in English from George Mason University. Since her retirement from ATD, Pat has turned her lifelong passion for photography into a full-time profession as a fine-art photographer based in Santa Fe, New Mexico. She and her husband, Philip Metcalf, co-authored *Fire Ghosts*, a photography book about new forest landscapes in an age of wildfires (George F. Thompson Publishing, 2019). Her photography has been shown at galleries in the United States, Cuba, and Switzerland.

As director of credentialing for the Association for Talent Development, **Morgean Hirt** brings more than 25 years of nonprofit experience in personnel certification and accreditation across a variety of professions. Morgean has devoted her career to advancing professions through the establishment of industry standards. She provides strategic leadership and technical expertise in developing and implementing credentialing programs, focusing on policy and standards development, test development, board and committee governance, program audits, strategic planning, and ANSI/ISO 17024 and NCCA accreditation.

Morgean has led a number of organizations through establishing industry standards for emerging professions, including clinical research, massage therapy, and
mortgage brokering. Prior to joining ATD, Morgean spent 10 years as present and CEO of Certified Fund Raising Executives International Credentialing Board, and was responsible for establishing international support across six continents for a unified standard of fundraising practice. She also has served as a senior account executive with Metacred, a boutique association management firm specializing in credentialing management, where her clients included several IT-related associations. Morgean lives in the Washington, D.C., area and is an active member of the Institute for Credentialing Excellence (ICE), serving as a member of the Education and Program Committees and as a presenter at the ICE Exchange.