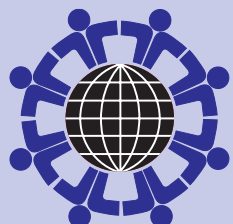


# IFTDO News

Number 1 of 2013



**IFTDO**  
International Federation of  
Training and Development  
Organisations

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## SAVE THE DATES

### 2014 IFTDO WORLD CONFERENCE

*Dubai-March 10-12*

Theme: Leadership Impact on  
Human Resource Development  
Host: Dubai Police Academy

### 2015 IFTDO WORLD CONFERENCE

*Malaysia- August 24-28*

Host: Malaysian Society of  
Learning & Development



**42<sup>nd</sup> IFTDO**  
**World Conference  
& Exhibition**



## 42<sup>nd</sup> IFTDO World Conference & Exhibition

**23-26 April 2013**

**The Ashok, Chanakyapuri  
New Delhi, India**



### THEME

Capability Building for Cutting Edge  
Organizations in New Business Order

In Collaboration with



[www.iftdo2013.com](http://www.iftdo2013.com)

Please visit [www.iftdo2013.com](http://www.iftdo2013.com) for detailed information regarding the Conference, Program, Speakers, Venue, Fees, Hotels, Travel, Tours (including special tour to Agra to see Taj Mahal in full moon light- a once-in-a-life time experience). Write to Indian Society for Training and Development at [iftdo2013@gmail.com](mailto:iftdo2013@gmail.com) for any further information



## MESSAGE FROM PRESIDENT IFTDO

As President IFTDO, I wish all members a Happy New Year. This year will see a memorable event- the 42nd IFTDO World Conference and Exhibition being held at New Delhi from 23rd April 2013 to 26th April,

2013. The preparations for the Conference are in full swing. All working committees formed for various activities have finalised their action plans and have made considerable progress. The Conference website [www.iftdo2013.com](http://www.iftdo2013.com) is fully operational and you can log in for detailed information regarding the Conference and assistance. We have received stupendous response from renowned Keynote speakers and session speakers. The Programme Committee is in the process of finalising the

programme schedule and speakers. The 2nd Announcement brochure of the Conference has been released and sent to all members. It is also available on IFTDO and Conference web sites. It is a matter of great honour that His Excellency President of India Mr. Pranab Mukherjee has kindly consented to inaugurate the Conference.

I am looking forward to welcome you all to attending the 42nd IFTDO World Conference and Exhibition, New Delhi and see for yourself the colours of diversity of our great country. Through this message, I seek participation in the Conference as well as your support for encouraging massive participation to make the event a great success.

**(B Prasada Rao)**

President, IFTDO and Chairman & Managing Director  
Bharat Heavy Electrical Ltd.

## MEET CAROL PANZA – 2013-2014 IFTDO CHAIR

International Author, Speaker, Expert Consultant for sustainable organization performance improvement, and Leader of professional societies. She is the founder of CMP Associates and holds a BS in Business Administration (Marketing), Magna Cum Laude and an MBA in Industrial Relations. Ms. Panza uses organization mapping as a key tool to build analysis skills featured in her book entitled, "Picture this . . . Your Function, Your Company."



International Federation of Training and Development Organizations (IFTDO), first, representing the International Society for Performance Improvement (ISPI) and later as Associate Member Representative for the Americas. She was IFTDO Membership Chair for several years. In ISPI she has served on the global Board of Directors and in many strategic committees and task forces for ISPI. In 2007, she received ISPI's Distinguished Service Award. She is a founding member of ISPI Europe and is the current President of the Board of Directors.

Since 2005, Ms. Panza has served on the Board of Directors of the

## WELCOME REMARKS

As Chair of the International Federation of Training and Development Organizations, I am very honored to work with the world's HR and HRD Human Resources Development (HRD) professionals to promote HRD solutions to address the critical economic, social, environmental and technological issues facing us all.

IFTDO is a federation of organizations affiliated as a Non-Governmental Organization (NGO) with the United Nations Economic and Social Council and other bodies with a global focus and impact. IFTDO's vision is to be a unique and effective resource to the HRD profession working GLOBALLY for the betterment of life. IFTDO has as its fundamental and driving mission, to promote the concept of HRD as an effective tool, across all sectors of society, in order to increase personal and organizational effectiveness. Our annual conferences continue to play a significant role as a global forum for learning and sharing in the area of organization and people development.

IFTDO has implemented and continues to provide the IFTDO Global Human Resources Development Awards. This program recognizes high performing, innovative and impactful organizations. By sharing their success stories, award winners have made significant contributions and will continue to

add to our base of shared knowledge and experience.

IFTDO is a global federation with a truly international Board. If we are to make a real, valuable and lasting global impact, we need to always be concerned with outreach and strategic partnerships. In this regard, we have benefitted greatly from the efforts of Ebrahim Al Dossary, who is the current Chair of the Resources Committee, Bob Morton, who has been instrumental in identifying and involving strategic partners, and our Secretary General, Dr. Uddesh Kohli, who remains actively involved with the United Nations.

I have had the privilege of learning from and working with a series of very able leaders, who have chaired the IFTDO Board over my years on the Board, including Dr. Abdel Bari Durra (Jordan), Ebrahim Al Dossary (Bahrain), Ray Bonar (Ireland) and Bob Morton (UK). Each of them has made significant contributions to our field.

I look forward to continuing to work with an energetic Board comprised of professionals dedicated to advancing the mission and vision of IFTDO and serving our member organizations.

**Carol Panza**

Chair of the Board

## FROM THE DESK OF SECRETARY GENERAL



At the outset, I wish a very happy New Year to all our members and readers.

The main strength of IFTDO lies in its world-wide membership offering important exchanges and collaborative partnerships. The members gain the most when they participate fully in IFTDO activities, especially the Annual World Conference. Therefore, we invite you to attend, exhibit and promote the 42nd IFTDO World Conference to be held at New Delhi (India) from April 23-26, 2013, hosted by the Indian Society for Training and Development (ISTD). The Conference Announcement Brochure and other details are available on Conference web site [www.iftdo2013.com](http://www.iftdo2013.com). IFTDO Members and their nominees can register at concessional registration fees.

IFTDO Conferences over the next two years have also been planned. The 43rd IFTDO Conference will be held at Dubai (UAE) on March 10-12, 2014, to be hosted by the Dubai Police Academy. The 44th IFTDO World Conference will be held at Kuala Lumpur (Malaysia) on August 24-28,

2015, to be hosted by Malaysian Association of Learning & Development. Of course, we invite you and other leaders to consider presenting and exhibiting at these conferences. Proposals for hosting Conferences in 2016 and onwards are invited from Full Members.

Our web site [www.iftdo.net](http://www.iftdo.net) has been upgraded to increase benefits to members. As a result, members can directly upload information regarding their events in the Section on Conferences and Seminars on the home page of the web site. Also, each member is provided one page free of cost on our web site to promote its organization and programs.

The IFTDO Global HRD Awards 2013 announcement is on Page 12 of this Newsletter. Details are available on our website. Members are requested to encourage more entries for Awards.

IFTDO is proud to have consultative status with ECOSOC of the United Nations and is a member of the UN Global Compact Program. It provides an international platform to the members for networking and knowledge sharing. With the involvement of our members, we can better assist organizations to strengthen their HRD systems for future advancements.

**Dr. Uddesh Kohli**

Secretary General

# 42<sup>nd</sup> IFTDO World Conference & Exhibition, April 23-26, 2013 New Delhi, India

## Theme: Capability Building for Cutting Edge Organisations in the Emerging Business Order

### The sub themes of the Conference include:

- Emerging Corporate Landscape: Issues & Challenges
- Architecting Winning Organisations: Competitive Pillars
- Managing Performance Excellence
- Promoting Entrepreneur Innovation
- Promoting Learning and Empowering Work Culture
- Shaping Transformational Leadership
- Inclusive Growth through Corporate Social Responsibility
- CEOs Panel- Creating Cutting Edge Organisations
- Managing Diversity: cross Cultural and Gender Issues

### Distinguished International Speakers (Confirmed)



**Alfredo Behrens** (1951) holds a Ph.D. by University of Cambridge and is currently a Professor of Cross-Cultural Leadership at FIA Business School, São Paulo. He has been awarded the McNamara Fellowship by the World Bank, the Hewlett fellowship by Princeton University, The Boa Vista Bank award, and the Jean Monet Fellowship by the European University, Fiesole, Italy.



**Dr. Davide Sola** with Doctorate from University of Torino, is Associate Professor of Strategy and former Director of ESCP Europe London campus. He is author of articles, policy papers, book chapters, case studies and papers presented at international research conferences (Academy of Management, SMS, EIASM, etc.)



**Gregory P. Prastacos** is the Dean of the Wesley J. Howe School of Technology Management at Stevens Institute of Technology and Rector of the Athens University of Economics and Business, Director of the MBA International and Director of the Management Science Laboratory (MSL). He has been awarded the 1979 Management Science Achievement Award by the Institute for Operations Research & Management (INFORMS) and 1st prize of the Hellenic OR Society.



**Noel Tichy**, named as one of the top "Management Gurus", is Professor of Management and Organizations at the University of Michigan's Ross School of Business. A Ph.D. from Columbia University, Professor Tichy is the author of numerous books and articles and has served on the editorial boards of the Academy of Management Review and many other leading journals.



**Christine Pearson**, Ph.D. from University of Southern California, Professor of Global Leadership at Thunderbird School of Global Management, has built a worldwide reputation as an expert on curtailing and containing dysfunctional behavior at work. Pearson has received numerous deans' recognitions and awards for her teaching at UNC, USC, Ivey and Thunderbird. Dr. Pearson has written five books on crisis management and bad behavior at work that have been translated into Chinese, Arabic and Spanish.



**Dr. Wayne Brockbank** is a Clinical Professor of Business at the Ross School of Business at the University of Michigan. He is Director of the Center for Strategic Human Resource Leadership and Michigan Human Resource Executive programs in Hong Kong, Singapore, United Arab Emirates.



**Beatrice Bauer**, has a Degree from State University of Milan and is a SDA Professor of Organization and Human Resources Management at Bocconi School of Management, Milan. Author of several books and articles in leading journals, is also Contracted Professor of Organization and Human Resources Management, Bocconi University, Milan, Italy.



**Carlo Alberto Carnevale Maffè** has a Degree in Political Science, University of Milan. Author of books and articles, he is currently Lecturer of Strategic Management, Department of Management. His research interests include: Competitive intelligence, Non Competitive Strategies, International Strategies, Strategies of technological innovation, Industry focus: technology, media, telecom and luxury goods.



**Bob Morton, MBA, CCIIPD** international HR professional with extensive experience in HRM and OD, Bob has been a regular keynote speaker at International events including CIPD, SHRM, UN Global HR conference in Geneva, EAPM Congresses and the WFPMA and IFTDO World Congresses on Human Resources. Chair of CIPD Enterprises Ltd in the UK and of the Executive Board of IFTDO, he has edited and co-authored a book on International HRM, 'The Global HR Manager' and is a visiting speaker at UK and International Masters and MBA programs.



**Ron Fry**, Ph.D from Sloan School of Management, MIT, is Professor and Chair of the Department of Organizational Behavior at the Weatherhead School of Management, Case Western Reserve University, USA. A co-creator of Appreciative Inquiry, Dr. Fry has conducted research and consulted with industrial, service, and public sector organizations for more than twenty-five years.

The Conference will be inaugurated by His Excellency President of India Mr. Pranab Mukherjee on April 23, 2013 (Evening)



Confronted with many economic failures, demographic shifts, technological progress, and social upheavals, policy makers across the world must provide appropriate strategies for progress. Particularly concerning human capital are evident: unemployment/underutilization, availability, development and management. In today's global economy, the world of work is rapidly evolving. Countries that successfully adapt to these challenges and meet their jobs needs can achieve dramatic gains in living standards.

Policy makers need human resource experts to help them address these matters. The *World Development Report 2013: Jobs* explores these issues and offers answers to these and other difficult questions by looking at education and jobs as key drivers of progress.

This published report was prepared by the World Bank staff in collaboration with many other organizations and was issued by Jim Yong Kim, President, The World Bank Group. For more information, visit: [www.worldbank.org](http://www.worldbank.org) and then go to the section "Publications" and view the report summary listed as: "World Development Report 2013."

The Report advances a three-stage approach to help countries deal with the vast challenges they face through appropriate policy fundamentals—including macroeconomic stability, an enabling business environment, investments in human capital, and the rule of law. Also essential for economic growth are comprehensive and well-designed labor policies, employment opportunities and addressing the obstacles that prevent the public and private sectors from contributing to more productive and prospering economies.

### PUBLIC POLICY

The best policy responses to the vast challenges vary across countries, depending on their levels of development, endowments, demography, and institutions. Policy fundamentals matter in all cases, as they enable a vibrant private sector, the source of most jobs in the world. Development policies, from making small-holder farming viable to fostering functional cities to engaging in global markets, hold the key to success along with attending to macroeconomic stability, an enabling business environment, human capital development and maintenance, job creation, and the rule of law. These enabling policies are:

- **Labor policies.** Because growth alone may not be enough, labor policies need to facilitate job creation and enhance the development payoffs from jobs. Policies can address labor market distortions while not being a drag on efficiency. But they should avoid distortionary interventions that constrain employment in cities and global value chains. They need to provide voice and protection for the most vulnerable.
- **Priorities.** Because some strategies do more for country and people development than others, it is necessary to undergo a strategic situational review. Those with the greatest development payoffs given a country's context should be adopted and market imperfections and institutional failures should be lessened.
- **Jobs.** The number of jobs is not all that matters. Jobs with high payoffs are needed. But some jobs have broader impacts on society. Jobs for women can ensure that more household money is spent on education and health of children and family's betterment. Jobs in cities support greater exchange of ideas to making people more productive. Jobs connected to global markets bring home more new technology and contacts.

Public policy must address questions such as: Are greater investments in



education and training a prerequisite for employability, or can skills be built through jobs? In times of major crises and structural shifts, should jobs, not just workers, be protected? And is there a risk that policies supporting job creation in one country will come at the expense of jobs in other countries?

### HUMAN CAPITAL FORMATION

Since human capital theory first established a link between skills and economic performance, it generally has been held that education, training, and good nutrition and health are wise investments for increasing productivity, employment, earnings and quality of people's lives. These elements are necessary ingredients for a country's economic growth. Poverty declines with the acquisition of basic cognitive skills, especially numeracy and literacy, and the associated enhancement in earning opportunities. Societies flourish as jobs bring together people from different ethnic and social backgrounds and provide alternatives to conflict. Training and jobs create opportunities for people to move from agriculture to manufacturing and service industries.

Across 1,500 subnational regions in 110 countries, education emerges as the critical determinant of knowledge spillovers and entrepreneurship. There is robust evidence from around the world that each additional year of schooling raises labor earnings substantially reflecting the higher productivity of more educated workers. According to the *Commission on Growth and Development*, "every country that sustained high growth for long periods put substantial efforts into schooling its citizens and deepening its human capital." For example, where malaria is endemic, workers can expect to suffer an average of two bouts of fever each year, losing 5 to 10 working days each time. Without numeracy and literacy skills, the prospects of improving employment opportunities and earnings, whether in agriculture or in urban settings, are thin. However, today, more than one-tenth of 15-to-24-year-olds worldwide are functionally illiterate, and that does not bode well for their future.

Human capital formation is cumulative. It is a life-cycle process that proceeds in consecutive stages, each of them building on the previous one. Skills are acquired throughout life. People learn and adapt their skills through a multitude of interactions and mechanisms within the household and neighborhood, during the formative years of schooling, at work, and in training. Cognitive skills include verbal ability, working memory, numeracy, and problem-solving abilities. Social skills are based on personality traits that underlie behaviors such as teamwork, reliability, discipline, or work effort. Technical skills enable the performance of specific tasks. Because all jobs require a combination of skills that are formed in multiple ways and in diverse circumstances, policy makers face complex challenges in forging the best path for skills development.

The first two years of life are the most crucial for skill formation. Of crucial importance are adequate health and nutrition during the first 1,000 days of life. Brain development in this period affects physical health, learning abilities, and social behavior throughout life. In the early years, a child develops all the basic brain and physiological structures upon which later growth and learning depend. If the child's foundation is strong, higher-order cognitive and social skills can be added later on. This leads to higher adaptability in rapidly changing job environments and the acquisition of job-specific techniques. In the slums of Mumbai, a special program running in parallel to primary schooling raises children's self-esteem, self-efficacy, and aspirations, increasing scores on school leaving, examinations and initial labor market outcomes.

## COMPREHENSIVE & COORDINATED HUMAN DEVELOPMENT

On the positive side, modern and flexible skills-development strategies have generally replaced old-fashioned and mechanical manpower planning. Countries are working to build comprehensive and coordinated education and training policies and practices. Many countries have created national efforts. India has launched the *National Skills Mission* with a stated goal of training 500 million people by 2022. Its *National Skills Development Strategy* is based on the principle that the institutions in charge of training, certification, and accreditation should be strictly separated. Countries have also created oversight entities, such as the Pakistan Sindh Technical and Vocational Training Authority, to separate quality control and management of providers from financing. However in many countries entities across many ministries, distance from the private sector, slow response to rapidly changing skill needs, and capture by providers continue to plague pre-employment education and training.

More recently efforts have gone in the direction of assessing adult competencies by measuring the variety, intensity and frequency of skills needed and used in the workplace. These measures range from assessing different types of manual and workplace skills ranging from routine to more complex capabilities, such as problem solving. Over 100 countries have embarked on comprehensive National Qualification Frameworks, built around the definition of competencies, certification, and accreditation. But with exceptions, results and impact are sobering. Often, the administrative capacity available in low- and middle-income countries is overwhelmed, and progress is held back by the lack of strong buy-in from the most important players: parents, teachers, training institutes, and firms. Perhaps the most valuable lesson from East Asian countries is that skills-development systems need to develop from below while being coordinated and fostered from above.

Professional societies are building competency identification, acquisition and measurement systems. The Association of Software and Service Companies (NASSCOM) developed standardized skills assessments and certification arrangements in 2006. The Korea University of Technology and Education (KUT) established the Bridge Model, a three-way partnership also involving a single major enterprise and clusters of small and medium enterprises (SMEs) that serve as its main subcontractors. The major enterprise contributes technical knowledge, the SMEs bring in the employees to be trained, and KUT supplies the teaching facilities and content. Samsung was the first “bridge” in 2006; five other major companies have become bridges since then.

There are numerous complexities in using measurement for determining skill needs. For example, in formal education achievement test scores also reflect that variation in achievement can be also attributed to personality traits and social skills.

## SKILL-BUILDING CHALLENGES

The importance of developing skills cannot be overstated. But caution is needed before jumping into launching large skills-building programs. Around the world, available skills are not fitting well with the demands of the economy. Skills mismatches are arguably growing rather than shrinking. Albeit not easy to pinpoint, up to one-third of the employed in countries as diverse as Brazil, Costa Rica, Pakistan, Sri Lanka, and Tanzania are either under- or over-qualified for the work they do. Skills shortages are an especially serious constraint for the most dynamic entrepreneurs and advanced technology firms. Managers of registered, formal firms around the world consider lack of workforce skills as an obstacle of above-average importance in the production process. In countries at all development levels, skills obstacles are also judged to be more acute now than in the first half of the 2000s.

Accountability and governance arrangements are often the weak link of skills-building initiatives, with institutional failures often replacing market failures. Besides, the successful delivery of skills-building services is difficult. Pre-employment and on-the-job training show varying success in the developing world. On-the-job training is consistently found to go hand-in-hand with higher labor earnings and productivity increases, even more so in developing than in industrial countries. But only a fraction of workers have access to it; those with less education and those working in smaller and informal enterprises seldom have the opportunity to participate in training programs. Technical and vocational education (TVE) has a mixed record: compared with general education, TVE led to higher earnings in Rwanda, Sri Lanka, and Thailand, more or less equal earnings in Indonesia and India, and lower earnings in Pakistan. The reach of TVE in rural areas is often very limited. In some countries, TVE has actually reinforced socioeconomic inequalities rather than fostered social mobility. Poor quality and inequitable access are key constraints in many countries.

The root cause of skill shortages or mismatches might not lie with the education and training system. Shortages and mismatches may instead result from wrong signals generated by market distortions and institutional failures elsewhere in the economy. If a civil service career pays overly well compared to the private sector, young people may study to obtain such jobs, even if they need to queue for them. This can lead to the acquisition of skills that are irrelevant in the private sector and to unrealistic expectations, as was observed, for example, in the Arab Republic of Egypt.

Similarly, compressed pay scales reduce the incentives to invest more in education and training. Lack of information about employment opportunities, transportation and housing costs may be the real reasons why workers do not take available jobs.

The straightforward response to such mismatches would be for private firms or individuals to upgrade skills through further education or training—but several well-known reasons prevent this from occurring. Firms and farms—especially smaller ones—and workers seldom have the necessary funds nor can they borrow for this purpose. Firms are also reluctant to invest in training employees for fear that workers will leave after being trained. And both firms and workers may lack the information needed to identify skills gaps.

What is being taught matters as well. Social skills are often the ones missing, but they are rarely acquired in schools or training centers. In India, employers of engineers stress reliability, willingness to learn, and entrepreneurship as more important than specific technical skills, or the command of mathematics, science, or English. In Botswana, theoretical and practical knowledge of the job, as well as other job specific skills, are generally considered to be less important than skills such as commitment, communication, and basic problem-solving. In Peru, 40 percent of employers complain about the lack of dependable work ethics and personal qualities such as team work, persistency, ability to reach consensus, or initiative among their employees.

Some skills are necessary for productive employment to emerge in the first place. Often they cannot be acquired on the job. Given that skill building is cumulative, securing the foundation on which much of the later path of skill acquisition follows remains an absolute priority. Given the negative long-term effects of troubled school-to-work transitions, placing emphasis on supporting first-time job-seekers should have significant payoffs.

But jobs may neither pull nor build skills to a significant degree, even if the foundational cognitive skills are in place. This occurs in situations where the benefits from agglomeration and global integration are present but not adequately exploited. Countries undergoing rapid urbanization often fail to provide education and training and remain caught in traps of low productivity and low skills even with so much human potential. Such traps arise when

skills are insufficient to spur industry and innovation and the demand for skills is too low to encourage their acquisition. In those cases, more relevant schooling and skill building at the secondary, technical, and likely higher levels are needed as a prerequisite for the creation of good jobs for development.

Across 106 developing countries, firms that adopt technology more rapidly and those that are more globally integrated take longer to fill job vacancies through external candidates than other firms—a sign of skill-related constraints being more binding. On the other hand, farmers and entrepreneurs of unregistered firms in both rural and urban environments tend to rate skills bottlenecks as less severe.

Many countries are not adequately dealing with problems presented. With a good foundation in place, jobs can pull skills. Employment opportunities increase the demand for education, which systems then have to meet. The role of policy here is to ensure that signals are adequately transmitted, providing incentives to continue skill accumulation by the young and those of working age alike. In the Dominican Republic, providing students with information about the actual returns to secondary school education led to substantially higher school attendance. In India, informing rural women about job opportunities led to increased schooling for girls and delayed marriage and childbearing for women. On the other hand, privilege in access to jobs distorts the signals. It hurts and discourages, rather than encourages, the building of skills.

### LEARNING THROUGH JOBS

Many technical and social skills can be built through experience in the workplace—shaping skills on the job carries sizable returns. On average across countries, the return to one additional year of work experience in nonagricultural activities is roughly one-half the return to one additional year of education at the beginning of work life. And managers put a premium on experience. In five African countries, managers identified work experience as more important for hiring decisions than technical skills and education.

Apprenticeship programs, fostering the integration of education and learning through jobs, exist in various shapes around the world. They range from the informal model of Sub-Saharan Africa to the dual model of Central Europe. Informal apprenticeship, often the primary mechanism for technical skills to be passed through generations, can be strengthened through its gradual integration into national training systems

The dual model, deeply rooted in Germany, combines classroom-based schooling—geared to building general and transferable skills—with learning on the job in the training company. In France, Germany, and the Netherlands, this approach is credited with fast and structured employment integration. But the dual system requires more than the right economic incentives—it is based on a social contract between employers (to offer places and invest in the future career of apprentices as a common good), trade unions (to accept below minimum wage payment for trainees), and government (to fund vocational schools and provide quality control). Given such high institutional requirements, attempts to transplant the dual model in its entirety have seen little success.

However, private sector commitment, including financing of training and continuation even in times of economic downturns, is fundamental. Building skills on the job is promising, because skills continue to develop and accumulate after formal schooling ends, in teenage years and during working life. Jobs—especially early experiences—can also shape behaviors and attitudes, including the willingness to contribute to society at large.

Apprenticeship programs can also ignite skills building by putting people in contact with the outside world. Working in foreign-owned companies, or in firms integrated in international value chains, allows the acquisition of new

technical and managerial skills. This learning then spurs imitation and can have cascading ripple effects.

In Singapore in 1972, India's Tata group was the first international company to partner with the Economic Development Board to establish a company-owned training center for precision engineers. This partnership model was successfully replicated in subsequent years with other foreign companies, eventually leading to the consolidation of various institutions in 1993 to form Singapore's Nanyang Polytechnic. Today, the Polytechnic has become a source of international expertise on industry-led training. Intel's decision to establish its semiconductor assembly and test plant in Costa Rica has equally contributed significantly to that country's prospects and skill building system.

In most countries and industries, more relevant schooling and skill building at the secondary, technical, and higher levels are needed as a prerequisite for the creation of good jobs for development.

### MANAGEMENT TRAINING

Managerial practices are linked to differences in productivity, profitability, firm growth, and survival. A substantial number of experiments have been conducted in recent years, providing evidence of both successes and failures of management training interventions. Some patterns emerge from a systematic review of the available evidence. To be successful, management training must be kept simple, appropriate teaching materials must be available, and the training must include numeracy and literacy, as well as social skills.

But whether managerial capacity can be improved through management training is more debatable. Creativity, foresight, and risk taking are key elements of any innovative process, but the question is whether they can be diffused and nurtured.

### ENTREPRENEURSHIP

Of current interest is entrepreneurial training because of the growing opportunities for such work in the business and informal sectors. However, it is suggested that further research would be useful.

A successful entrepreneur is considered someone who owns a business and generally employs others. It requires an innovative capacity to put new ideas into effect with managerial capability to increase a firm's efficiency with the use of technology. Creativity, foresight and risks are considered necessary behaviors.

Entrepreneurial programs can provide a channel for excluded groups. In a survey of participants in Ethiopia's Productive Safety Net Program, students are mentored by professors and private sector coaches to develop business plans. The initial results of the program show that the program motivated students and gave them confidence to take risks. A male participant from Tunisia explained, "I have become more independent. My behavior has changed. I use my new skills and I am more disciplined."

However, views are changing about whether training for the self-employed is worthwhile. At one-time almost every person was considered a potential entrepreneur, held back only by regulations and corruption. Now with the lack of success of many micro-enterprises, views are more pessimistic. Embedded in this pessimism is that entrepreneurial ability and skills cannot be easily transferred especially with limited education. However the wide dispersion of productivity among firms, including micro-enterprise suggests there is the possibility of such a transfer. The development of experience in the garment industry in Bangladesh suggests that entrepreneurship can be fostered by exposure to advanced management practices and technology. Russian and Chinese business owners have many entrepreneurs in their families and among their friends. But removing obstacles to firm growth is

*continued on page 11*

## Brain-Based Learning



ASTD's L&D Community of Practice held its first-ever Brain-Based Learning Virtual Summit—a full day of brain-based learning virtual events, developed especially for learning and development practitioners. This new virtual conference is built on the idea that how you train must be based on how learners learn. ASTD, David Rock (Neuroleadership Institute) and U.S. neuroscience researchers participated in this unique, complimentary online event. It featured five top neuroscientists presenting new exciting research, side-by-side with practical tactics and how-to's for:

- Targeting adult memory to take learning retention to the next level.
- Strengthening goal-setting for behavior change.
- Creating more frequent, consistent "aha" moments in the classroom.

Four Sessions, 50 minutes each were held:

Session 1: Make Learning Sticky - Presenter: Grace Chang, Ph.D., (UCLA, USA)

Session 2: Create New Habits: The neuroscience of goal setting and behavior change - Presenter: Elliot Berkman, Ph.D. (University of Oregon, USA)

Track 2: Facilitating Learning

Session 3: Peak Performance for Trainers: The neuroscience of managing your mental state - Presenter: Matt Lieberman, Ph.D. (UCLA, USA)

Session 4: Create More 'Aha' Moments That Embed Deep Learning - Presenter: Josh Davis Ph.D. (Columbia University, USA)

Closing Message: Tony Bingham, President & CEO, ASTD

For information, email: [waiwong@astd.org](mailto:waiwong@astd.org)

## Celebrate the Value of Workplace Learning

The Canadian Society for Training & Development Organisations (CSTD) holds an annual Learn @ Work Week celebration to recognize the value of workplace learning and development in Canada. Workplace learning has a positive impact on employee performance and productivity and is crucial to a healthy economy. CSTD has a web site to promote this event.

There are many ways that participants can get involved in Learn @ Work Week. Here are just a few resources to get started:

Top 10 Ways to Participate

- Display posters in high-traffic areas showing training programs and results.
- Make a presentation to senior management about the positive impact of training.
- Write stories for your newsletter on job mentoring or cross-training opportunities.
- Profile employees who earn degrees or diplomas.
- Share the success of a department that has piloted a new training program.
- Organize your own event.
- Post individual or departmental accomplishments on your organization's intranet.

- Publicize awards for workplace learning programs and encourage submissions.
- Promote the importance of learning for both professional and personal development.
- Attend a CSTD event and share what you learn with your colleagues.

## 7 Easy Event Ideas

- Hold a reception for employees who have recently completed a learning program and invite senior managers to congratulate these graduates and present certificates.
- Conduct an open-house of the training department to give employees a chance to meet the team, ask questions and make suggestions.
- Launch a new employee resource centre, professional development activity or training program.
- Communicate senior level support and awareness of workplace learning excellence.
- Create in-house promotional tools such as videos, e-blasts, art projects and contests to kick-off Learn @ Work Week.
- Insert Learn @ Work Week messages in correspondence, memorandums and emails within your organization.
- Nominate a Learning Leader, a business leader from your organization who is held up as a role model for personal development and lifelong learning.

For information view, contact: [ljohnston@cstd.ca](mailto:ljohnston@cstd.ca)

## Evaluation of Learning for Performance Improvement

The Malaysian Society of Learning and Development (Host of 2015 IFTDO's world conference) recently held a forum for enhancing overall performance and productivity improvement by ensuring the effectiveness of its evaluations. Three international consultants spoke: Dr. Jack J. Philips, President, International Society for Performance Improvement and Chair of the ROI Institute (Return on Investment), Prof. Ingrid J. Guerra Lopez, Wayne State University (USA), and Bob Morton, Chair, Chartered Institute of Personnel & Development (UK). The session also included a ROI workshop covering its concepts and methodologies. For information, email: [alias.masod@live.com](mailto:alias.masod@live.com)

## 2012 CIPD Annual Conference Reports Management Deficiencies

Gary Hamel, the world's most influential business thinker according to the Wall Street Journal, told delegates at the Chartered Institute of Personnel and Development (CIPD)'s annual conference that 'management is a busted flush' and needs to be rebuilt from the bottom up. Bureaucracy must die, he said, because if you don't kill it, it will kill your organisation. HR must help kill bureaucracy and encourage greater innovation within organisations.

Dr. Hamel told the audience that HR has more responsibility for improving competitiveness and productivity than any other profession and needs to be as experimental as marketing and R&D departments. He urged HR professionals to challenge old beliefs about management and leadership and rethink core principles. 'Management 1.0', as he called it, was developed to create stability, precision and control. He argued that organisations wanting to thrive in today's world instead need to give employees freedom to



innovate. He explored how 'management 2.0' should draw on some of the key tenets of the world wide web, including disaggregation, the power of communities and the creation of natural hierarchies.

Dr. John McGurk, research adviser at the CIPD, said: "Competing in a global economy requires new ways of thinking and doing. Innovation is not always about invention and product development - a great deal of innovation is about re-thinking and re-organisation systems, processes and structures. To lift currently poor performance, it is advisable to improve the way work is organized in order to release innovation and thus productivity. Some businesses are already organising work beyond traditional organisational boundaries and are reaping the benefits associated with knowledge sharing and collaboration. However, this new networked way of working requires us to rethink what we mean by human capital - it is no longer simply the people whom we employ and manage directly, but also those who work for clients and network partners." The challenges and opportunities for HR and L&D professionals are significant and the adoption of these insights will help them play a crucial role in unleashing innovation within their organisations.

## 21ST CENTURY TRAINING FOR A 21ST CENTURY WORKFORCE

The Irish Institute of Training and Development (IITD), responding to the European Commission's mid-term review which highlighted the need for continuous up-skilling of the Irish workforce, commissioned a study of ways in which innovation and creativity might be introduced to training and human resource development by Ireland's training community. The aims of the study were to identify and review existing methods and tools for delivering training remotely, evaluate to what extent existing methods and tools meet current needs, identify new, innovative technologies and the degree to which they meet the functionality required by learners and to make recommendations for the further professional development of the training community in response to the findings. For information, contact the Irish Institute of Training & Development 4, Sycamo House Naas Co. Kildare Tel: 045 881166 Email: info@iitd.com

## MANAGEMENT OBSERVATORY- Poland

The Management Observatory Foundation (Fundacja Obserwatorium Zarz?dzania) is a business support institution in Poland which deals with the management of enterprise problems, implementation of innovation and economic education. The Foundation's scope of activity includes undertaking original and permanent research and development programmes dedicated to the strategy of business management as well as the use of modern management techniques, labour market, information and communication technology and the access to capital for Small and Medium-sized Enterprises.

The Management Observatory Foundation represents international organisations affiliating professionals from the field of training and advisory services. These include: the American Society for Training and Development and the International Federation of Training and Development Organisations. As a result, the Foundation cooperates with numerous partner offices from all over the world, which gives an opportunity to transfer successful solutions from abroad. It also serves as a Certification Centre and singles out the best companies as the laureates of prestigious countrywide certification programmes. It helps to fund and diffuse innovation and support certified organisations in the process of change through dedicated advisory programmes. Moreover, it conducts dedicated commissioned projects as well as a series of specialised managerial trainings. It undertakes developmental works related to the use of new media in business and education and aims to create an information society and ensure an equal

access to knowledge and education. It fosters innovation in the companies operating in the technology and service sectors. It supports the European Leonardo da Vinci programme which funds practical projects in the field of vocational education and training. Initiatives range from those giving individuals work-related training abroad to large-scale co-operation efforts.

For information, contact: e-mail: ireneuszak@obserwatorium.pl; www.obserwatorium.pl

## WORLD LEARNING EXCHANGE PROMOTES DUBAI GOVERNMENT INNOVATION

World Learning is a nonprofit organization advancing leadership through education, exchange, and development programs. It organizes academic, cultural, and professional exchanges for nearly 2,000 people from 140 countries annually.

World Learning is hosting officials from Dubai at an exchange that examined US government processes, management, and best practices. The pioneer Excellence Ambassadors Program was sponsored by The Executive Council of the Government of Dubai. The goal of this year's exchange is to develop new tools to ensure accountability, while promoting ethical and innovative leadership.

The six participants began their program in Washington, D.C., where they explored issues including federal government management, public-private partnerships and leadership. They then traveled to Denver, where they examine government innovation at the state and local level and efforts to increase transparency and accountability in government. Their final stop will be San Diego, where they will study several examples of successful collaborative efforts between state and local government and private-sector partners. During the trip the group will meet with government officials at the federal, state, and local levels as well as representatives from public agencies, nonprofit organizations, and private businesses. They will also learn about life in the United States by attending cultural events.

In October 2012, World Learning celebrated its 80th anniversary. The symposium, A Defining Leadership Moment, kicked off a series of events that examine the nature and need for leadership at both grassroots and global levels.

For information, see: [www.worldlearning.org](http://www.worldlearning.org)

## ADAPTING TO A CHANGING WORLD

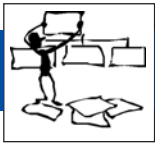
The first decade of the twenty-first century brought with it a whole new series of challenges for organisations and their leaders. The main issues to be faced include:

- The near collapse of the global banking system and eroding savings and pension funds.
- A loss of morale and the erosion of traditional loyalties in the workforce, resulting from a combination of the substantial number of plant closures/downsizing, minimization of pension schemes, narrow organization focus mainly on shareholder value and short term financial and executive gains, some fraudulent.

The Chartered Institute of Personnel and Development (CIPD) has conducted research to determine the drivers of sustainable, long term performance. The research uncovered several elements for success. These include: Shared Purpose, Leadership, Employee Engagement, Agility and Capability-Building. The research finds that many top managers are either ignorant of the

*continued on page 10*





## EFFECTIVE CHANGE MANAGEMENT

Effectively managing change is often key to an organization's future success. An agile workforce is essential if it is to function within the coming decade's business environment. Flexibility among leaders and employees is essential not only to organizational survival, but to prosperity as well. But experts note that the modern global marketplace undergoes organizational change at a pace that is nearly impossible to comprehend and handle. Failure to successfully change is a common result for most companies attempting to do so. Change management focuses on successfully taking advantage of developing and implementing an appropriate change strategy that involves planning, testing, and implementation.

There is a deeply rooted, historically embedded, and instinctual resistance to change. For most of human existence, change has presented a threat to our security and our survival. As a result, there has developed within us a warning system; when confronted by change, we experience an overwhelming sense of insecurity or instability. The impersonality of the modern workplace makes this sense of warning especially acute when organizational change occurs, with employees reacting not to the introduction of new things, but the loss of old, long-cherished workplace objects. The outcome of this unexpected loss is the emergence of opposition behaviors, often leading to a decline in morale, motivation, and productivity and to an increase in tension, absenteeism, and withdrawal/turnover. A combination of some or all of these behaviors can be devastating to the success of an organizational change initiative.

The ultimate test of leadership during the change process is the ability to demonstrate a delicate balance between the clarity of the organization's goals and sensitivity to the personal impact these changes will have on employees. In "Managing Transitions," William Bridges identifies three crucial phases in change experience: Letting go, where people feel a sense of loss and sadness; the neutral zone, where people start to accept the non-viability of the old way of doing things, but are still not fully ready for the new program; and the new beginning, in which people start cultivating a fresh identity, experience new energy, and dedicate themselves to a new sense of purpose that underlies the change's success.

Drawing on years of experience with corporate leadership and change, consultant Christine Comaford shares her method for helping employees move from resisting change to willingly adopting it as the new norm. To facilitate change, Comaford has created the *Organizational Change Adoption Path*, which identifies the process of change from an emotional perspective, not unlike the well-known stages of grief. The path features five steps: resistance, mockery, usefulness, habitual, and new standard. Comaford says employees almost always start resistant, actively opposed to or completely indifferent to change, but that when that resistance becomes mockery, it is in fact a step forward. "It means people now have some emotional investment ... we can engage them in telling us what they object to," she says. This leads to the useful stage, where employees actually begin collaborating in the change, offering suggestions for how it can be better accomplished. These suggestions then become habitual and by the end of the change process become the new standard. Comaford says that this process can take months or years depending on the magnitude of the change and openness of management, but adds she has yet to see change fail when employees have the *Change Adoption Path* laid out for them before and during the process.

Business Consultant Denise Federer also cites three fundamental human needs—a need for control, a need for inclusion, and a need for openness—

cited by psychologists as essential factors in an individual's reaction to environmental change. "If a change program does not address these issues, it is likely that you will encounter a negative reaction from your employees, ranging from ambivalence to outright opposition," She reports that research in change management indicates that employees will not positively accept change in their behavior unless four basic conditions are fulfilled first. Those conditions include a compelling story that relates the point of change, role modeling, reinforcement systems that are aligned with the new behavior, and the skills needed for change.

### Invest in Organizational Learning to Develop Change-Management Skills

Ideally the most pro-active measure would be for managers to create forward-thinking organization cultures which accept change more readily. However, transition from restrictive to open cultures where diversity in thinking and acting is more acceptable is no easy task to achieve. Such organizational changes require organizational members to undergo adaptations of attitude, behavior, and rewards.

Researchers at the University of Granada conducted a study of 168 Spanish firms which shows that transformational leadership improves organizational performance by establishing organizational learning and innovation systems. The transformational style of leadership analyzes, tweaks, and impels systems, designing them to exchange and transfer knowledge through the organizational learning process. It makes available everything needed to surmount learning impediments. Organizational learning sets up pathways for development to obtain skills or proficiencies that yield sustainable advantage at a minimum of cost. Innovative organization learning and knowing allows an organization to acquire and maintain essential production and technology proficiencies and resources for increasing competence.

Therefore, it is imperative for companies to engage knowledgeable advisor(s) in managing the change effort and provide an education and training program that can sufficiently contribute to employees' acquisition of new skills and the maintenance of old skills that are useful to function in the shifting competitive landscape. Engaging consultants who make managing change part of their practice is useful. They are able to earn the trust of senior executives by spending a great deal of time understanding how they drive organizational value. They help overcome the inability of most organizations to capture information, analyze or communicate information effectively.

### Managing Change Processes

Organizations should implement change management initiatives in as gradual a manner as possible with the goal of overcoming or minimizing resistance and obtaining buy-ins from all levels. Managing the change involves strategic processes. Moving from concepts to execution demands distinct modes of activity. The process must uncover the organization's goals, values and limitations, status of organizational performance and capability, and identify expectations and options for the future.

Managers should take ongoing measurements of their team members' capabilities, motivation and loyalty, provide timely and useful communication of key information, encourage feedback to upper management, and have timely vehicles to handle questions and conflicts. Managers also can overcome employee resistance by explaining the reasoning underlying change initiatives and emphasizing long-term benefits for all parties, employees specifically. Management is also responsible for supplying training, feedback, and employee supervision to guarantee conformance with new processes, while ensuring

appropriate budgets which have input from the target supervisors and key others. Support resources are also needed.

## Behavioral Skills

Executives should evaluate themselves, and ask themselves what actions they can take to make things better. Every senior leader lobbying for change must determine whether they themselves have a willingness to change, as well as whether they are the right person to guide that change. Managers need to get assistance in evaluating their own leadership methods and interactions. They may need to improve their change competence.

Chief learning officers, executives and managers should create a trusting work environment in which everyone feels secure in taking risks and stretching their limits. Behavioral characteristics include remaining calm in high-stress situations, accepting the individual's worth beyond the employee's value, recognizing the long-term potential of employees, listening to employees and promoting dialogue, and understanding how to motivate each employee intrinsically. In addition, leaders should deliver a powerful message, which can be brief—sometimes in a single sentence. Focusing on the positives, encouraging risk-taking, and giving employees a feeling that leaders are accessible are other important leadership traits.

Communicating effectively with others, including employees, is especially important in change management. Managers should be aware of the makeup of their audience when addressing them so as to better communicate their ideas, and should keep the message short and simple so as not to bore or lose the attention of any audience members. They should define goals during meetings and make sure employees know what is expected of them.

## Employee Feedback: The Key to Change Management

One of the most effective tools for better managing change is the use of employee feedback to gain needed trust and get a better picture of the

overall status of their organization and its ability to cope with proposed changes. Employees will be able to give management useful feedback on how proposed changes will affect them and their work, and giving employees the opportunity to not simply comment on, but also contribute ideas to the change management process. As a result, they will feel invested in change, which can often be viewed with hostility when simply handed down from on high. Perhaps most importantly, employee feedback allows management to get a clear picture of how well employees and the organization can handle a given change, or if it is simply impractical or not feasible at the moment and needs to be put off or reconsidered.

## Change Demands New Responses from HR/HRD Function

A recent survey by global talent management firm *Lumesse* paints a grim picture of human resources services, with many in the field observing that employees fail to respect and utilize the full complement of resources. HR staff themselves doubt the effectiveness of HR departments altogether. The survey found that 40 percent of HR leaders felt they could not provide enough training to employees to make sure they have the right skills and knowledge to be successful for today and in the future. Only 10 percent of survey-takers felt employees viewed HR duties as useful, while more than 22 percent felt employees did not view HR as a helpful resource to develop skills. Going along with this, 40 percent of respondents said they doubted employees would seek HR's help if they needed to develop new skills quickly, and over half said that HR was not fully delivering on its promise to keep employees trained and knowledgeable. This lack of confidence in the HR department comes at a time when organizations and workforces are undergoing rapid change and need skill development. Whether these findings reflect reality for most organizations, HR professionals do have a challenge in obtaining the right resource to help managers lead change management exercises.

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## IFTDO ORGANISATIONS ...

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research findings demonstrates the link between employee commitment and competitive success or have mindsets that makes them highly skeptical of their validity. They are unaware/not accepting research, such as that of Dr. J. Pfeffer (Stanford University, USA) which demonstrates that the combination of people-oriented leadership and culture combined with powerful tools and policies of human resource management, acting as a total system, produce the highest levels of employee commitment and sustained company business success. Many failed companies might well have avoided disaster if their top teams focused to a greater extent on customers' needs and the quality of their goods or services and building a success culture and capabilities.

Ian Wilson, Researcher, identified several elements in what he calls the 'new social contract' between employees and the corporation that organisations should have:

- A vision and sense of shared purpose, beyond profit and shareholder value
- Inspiring and trusted leadership
- Empowerment of the workforce, such as sharing of information and involvement
- The customisation of work - tailoring job content, hours and compensation packages to meet individuals' needs

- A climate of equity, respect and due process
- Reduced volatility in employment patterns.

A narrow view of corporate governance that seems to be dominant is that it only covers board structures and procedures, compliance with company law, accountability to shareholders, correct reporting procedures, audit and remuneration committees and the conduct of annual general meetings. A broader perspective is that it is also about being clear about the company's purpose, taking into consideration the full set of relationships between a company and all its stakeholders and the issues that arise in the context of these relationships.

In cases where HR specialists are board members or trustees, they share fully in the fiduciary and other responsibilities of such bodies. This means in practice that they share responsibility for all aspects of the organisation's performance. Similarly, where HR directors are members of the top executive team they should acquire the broad range of knowledge in such areas as finance and strategy, which will enable them to discharge these responsibilities effectively.

In today's uncertain and challenging economic climate, one vital role that HR can play is to persuade top management to abstain from short-term knee jerk reactions, such as slashing staff and training budgets that result in loss of talent and experience and damage morale.

For further examination of CIPD's research, view the web site: [cipd.co.uk](http://cipd.co.uk) and enter the words: Sustainable Organisation Performance and Adaptive Organisation.



## IT'S TIME TO VIEW LEADERSHIP AS A PROFESSION

*Leadership is a craft. So why do so few see it that way?*

We meet engineers, pilots, sales managers, marketers, teachers, and bankers but can you recall any single person who has ever told you that he or she was a leader.

Why is this? It's because no one really sees leadership as a profession. In spite of the fact that there are many millions of leaders globally, few identify themselves as leadership professionals. Perhaps this is one of the reasons leadership quality is considered by many to be mediocre, at best. Dozens of survey reports continue to decry the sad state of leadership. DDI's own Global Leadership Forecast 2011 reported that only about 38 percent of leaders rate their organization's leadership quality as high.

So, how can we begin to change the way we think about leadership? DDI believes it boils down to these four things:

Look at leadership as a chosen specialty. One of the defining traits of professionalism is specialization-choosing to devote tremendous time and effort to attaining a high level of proficiency in a single field, such as music, surgery, or law. As a result, professionals will describe their profession not only in terms of what they do, but also in terms of what they have devoted their time and effort to master.

The same should be true for leaders. Leadership is a craft that is perfected over time through the focused dedication of time, attention, and self-awareness. When you become a leader, whatever your level or industry, it becomes your profession and you have an obligation to invest the time and effort to become the best leader you can be. Most leaders simply do not look at it this way, however. It's time for that perception to change!

Use standards. Professions usually have standards for performance, knowledge, and skills. Some require degrees, certifications, accreditations, and exams. Due to the evolving nature of professional standards in some fields, continuing education is also required. For example, in the human resources profession, both the American Society for Training and Development and the Society for Human Resource Management have established standards and certification processes. But if you do a Google search on "general leadership standards" you will come up with very little (Research only generated about 1,700 results).

There is no one examining body for leadership and no continuing education credits are required. Yet, each year countless job analyses, academic studies, and books attempt to distill the essence of good leadership. While the outputs of these efforts vary in form, there tends to be little variance in the

skills, behaviors, and personality components identified as being essential to extraordinary leadership.

These components amount to a set of commonly accepted leadership standards. And while we are unlikely to see a leadership standards board with national or global certification processes (though that isn't a bad idea), there are a handful of valid tests and assessments that can accurately predict leadership performance. Still, only one in three organizations uses these tools.

Pursue your passion. Just because you are part of a profession doesn't mean you are a professional. Many people find themselves in professions from which they derive little if any satisfaction. On the other hand, most professionals are highly motivated to do what they do and do it well. We would argue that many leaders consider what they are doing-leadership-a "job" as opposed to a lifelong passion.

On the other hand, extraordinary leaders (the true professionals) love being in leadership for the right reasons: helping people grow, mobilizing the organization in a new direction, and building engaged and high performing teams. Motivations such as these should be what really matter to leaders.

Practice. Practice. Practice. Much like Jiro, the sushi chef, the late Pablo Casals, the great cellist, practiced into his eighties. When asked why, he said, "I can always get better." The same attitude should apply to leadership. Doug Conant, the highly respected former CEO of Campbell Soup Company, put it this way: "To me, leadership is my craft and I have to work at it, and I've got to have the same continuous improvement mindset about my job that I challenge my associates to have about theirs."

True professionals like Conant are never complacent. Hours of practice are what make them stand out-and what keeps them on top of their game. Leadership skills can be learned and they can and should be practiced. When leaders commit to continuous improvement in their craft, there's no limit to how good and how effective they can become.

The time is at hand for us to start viewing leadership as the honorable profession that it is. If you are leader, commit yourself to your profession, and strive to develop the right leadership skills, especially the Interaction Essentials required for the successful conversations that are the foundation of leadership effectiveness. Work hard to improve, and be proud of the important work that you do. After all, your ability to be a great leader really matters to your organization. Make the most of the opportunity.

*Based on the thinking of Rich Wellins, Ph.D. senior vice president at DDI.*

### **JOBS: WORLD BANK DEVELOPMENT ....**

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a requisite to foster entrepreneurship. Having access to basic infrastructure and financial resources is needed.

Appropriate selection for and design of training remains a concern. For example, less success has been reported about the effectiveness of entrepreneurial training for women. Women face wider constraints, including lack of access to effective learning in schools and face more cultural and time barriers. Identifying those with the most capacity for entrepreneurship can be helpful in selection. A cost-effective method is using a survey to capture abilities, attitudes and management scores of potential trainees.

### **CONCLUSION**

This World Bank report raises many issues that need to be considered and addressed in building appropriate policies and practices for educational and training systems and programs. HR and HRD professionals would benefit greatly from reading and discussing this report so that they can be better prepared to both lead and support efforts in their country and enterprises to build and improve human development capacity for economic and social advancement.

*This World Bank Report Summary was prepared by Dr. Annette Hartenstein, Editor IFTDO News*



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## IFTDO Global HRD Awards 2013

IFTDO announces the Global HRD Awards 2013 in three categories:

1. **Best HRD Practice**
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3. **Research Excellence Award**

There will be three Awards: One overall Winner prize of \$5000 and a memento and two runners up prizes of \$2000 and a memento each (one from each category), Plus the cost of cheapest economy air fare plus 2-

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Detailed Award announcement, Rules of entry and Entry Forms-separate for (i) Category 1, 2 and (ii) Category 3, available at IFTDO Website [www.iftdo.net](http://www.iftdo.net)

Last date for submission of Entries: **January 31, 2013- 5pm (GMT)**

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