

# IFTDO News

Number 1 - 2014



**IFTDO**

International Federation of  
Training and Development  
Organisations

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**Welcome Delegates**  
**43rd IFTDO World Conference & Exhibition**

March 9-12, 2014,  
 DUBAI

**Hosted by:**  
**Dubai Police Academy**



**44th IFTDO**  
 World Conference & Exhibition  
 2015 Kuala Lumpur

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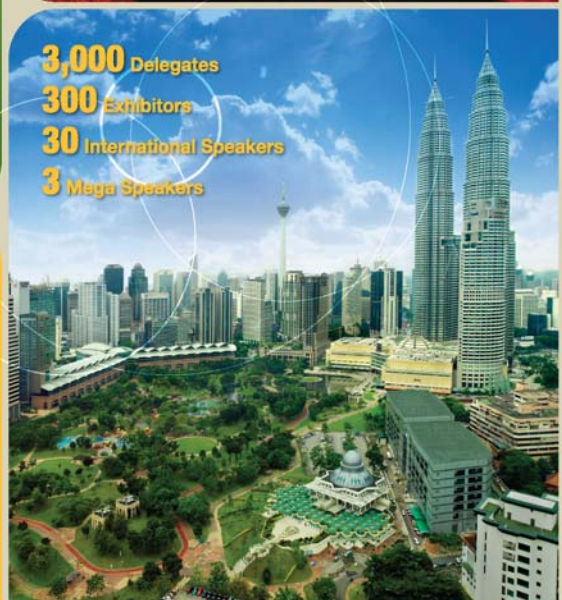


**24 - 27 August 2015**  
 KL Convention Center  
 Kuala Lumpur, MALAYSIA

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## MESSAGE FROM IFTDO PRESIDENT



I wish to extend a heartiest welcome to the delegates of the 43<sup>rd</sup> IFTDO World Conference being hosted by Dubai Police Academy from March 9 to 12, 2014 at the Dubai International Convention and Exhibition Centre on the Theme: **Leadership Impact on Human Resources Development**. Dubai Police Academy had earlier hosted the IFTDO World Conference in 2008 and is privileged to hold the IFTDO Conference a second time. The Conference

brings together experts from all over the world to discuss the latest trends and developments in HRD. It is being held under the patronage of H.H. Sheikh Hamdan Bin Mohammad Bin Rashid Al Maktoum, Crown Prince of Dubai.

We, at the United Arab Emirates, take great pride in what we have achieved in the field of human development where it is considered the top of our main priorities. We believe that the human asset is the most valuable asset for both the nation and its citizens.

I hope all of you will personally experience and enjoy the culture, history and vitality of Dubai during your brief stay here. Dubai is known as a cosmopolitan society with an international lifestyle that combines the comfort and convenience of the western world with the unique charm and hospitality of Arabia.

**Maj Gen. Mohd. Bin Fahad**  
*President, IFTDO*

## MESSAGE FROM IFTDO CHAIR



### **My best wishes to you all for 2014.**

As we begin another new year, permit me to share a brief update on where we've been in 2013 and where we plan to go in 2014 and beyond, from the vantage point of the IFTDO Board. A fundamental concern of the Board, working through its committees, has been to build and enhance the "value proposition" of the Federation to its Member Organizations, the field of HRD and, ultimately, the larger society in which we all live and work. Our ability to have an impact on the field of HRD and the larger society, has been accomplished primarily through IFTDO World and Regional Conferences, the IFTDO News, our UN participation, the success stories shared by winners of IFTDO Global Awards, [www.iftdo.net](http://www.iftdo.net) as well as our member organizations.

### **Highlights of 2013**

2013 saw a very successful 42<sup>nd</sup> IFTDO World Conference in New Delhi, India, graciously hosted by the Indian Society for Training and Development (ISTD) and opened by the President of India. It also marked the 6<sup>th</sup> consecutive year during which the IFTDO Scientific Committee solicited, received and evaluated truly impressive IFTDO Global Awards submissions, describing inspiring success stories in the field of HRD, as applied to the real world of people and performance. In addition to recognizing the achievements of people and organizations, the program encourages and supports sharing the learning from award winners through articles posted on [www.iftdo.net](http://www.iftdo.net). 2013 also saw IFTDO join with the University Forum in Human Resources Development (UFHRD) to fund a study on comparative HRD practices in different countries, which we expect to be the first in a series of valuable research efforts. Another important milestone was a decision to hold the first ever IFTDO World Conference on the African Continent in 2016.

### **Voice of the Membership**

Near the end of last year a Membership Survey was conducted via the internet which provided valuable insights to guide the Board and its Committees as we continue to move forward during 2014 and beyond. A very clear theme emerging from member survey responses, was the value seen by members in actively engaging with other members across the Federation. That is, sharing with and learning from others within IFTDO was defined as an important benefit of membership (and see also the report on the survey in this issue of IFTDO News). The world

continues to shrink as a result of the broad-based availability of reliable, high-quality tools and resources for electronic communication. In that context, engagement, involvement and collaboration within the IFTDO membership, can now be attained efficiently and cost-effectively through approaches that weren't generally available during much of IFTDO's history.

### **Opportunities for Engagement and Involvement**

IFTDO World Conferences continue to offer opportunities for HRD professionals, organization executives, government leaders and others to come face-to-face. The upcoming 43<sup>rd</sup> IFTDO World Conference hosted in Dubai, by the Dubai Police Academy promises to be a great example. An increasing number of high-quality regional conferences are bringing face-to-face learning and sharing opportunities closer to "home" for more organizations and professionals. However, the ability to access presentations on relevant topics, delivered by renowned speakers, as well as opportunities to actually engage interactively and in real time with experts from across the globe and representatives of organizations who share common challenges, are increasingly available via the internet.

It is possible to learn and share from the comfort of ones own living room or office and scheduled to fit into your personal calendar. This reality makes our current efforts to revamp and re-launch [www.iftdo.net](http://www.iftdo.net), strategically important along with development of a related plan to encourage and support membership interaction via social media and/or discussion groups. We now have access to an easy to use and very dynamic crowd-sourcing tool, which has been proven to be effective at deriving the wisdom of any group to produce powerful insights when focused on a single topic or question. Using this tool, called Waggl, we will be able to involve and engage the membership more frequently. Another opportunity area for member involvement is made possible by electronic media. That opportunity is as follows, members can join committees of the Board, where most of the important work of IFTDO is accomplished, and participate asynchronously via email and directly using Skype and other tools. We hope that both new and longtime IFTDO members will want to learn more about the active committees of the Board and consider participating in this way beginning in 2014.

### **See You in Dubai**

I look forward to seeing many of you in March in Dubai. I hope to hear your ideas as we begin to use the Waggl tool and also invite you to communicate with me directly via email if you prefer.

**Carol Panza**  
*Chair, IFTDO Board*



## EARLY BIRD OFFER DURING IFTDO 2014

### a) CONFERENCE FEE ONLY

#### USD800 for early bird

Regular rate:

Member of IFTDO: USD1,125

Non-member of IFTDO: USD1,250

### b) CONFERENCE FEE CUM RELAXATION PACKAGE

Conference fee plus tour

**3 days/2 nights (Choice of holiday destination: Either Penang, Langkawi or Melaka)**

Member of IFTDO: USD1,125

Non-member of IFTDO: USD1,250

### TERMS AND CONDITIONS:

- \* This offer valid only during the IFTDO 2014 from 10 to 12 March 2014.
- \* Terms of payment: 50% upon signing up, 50% balance by 28th February 2015.
- \* Payment by cash, credit card or Paypal.
- \* No cancellation or refundable deposit once signed up.
- \* Transfer to another party is permitted but only once.

Please register at  
[www.iftdo2015.com](http://www.iftdo2015.com)

### CONTACT US:

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#### Mr. Omar Ismail

Chair of Finance  
e-mail : [omer@iftdo2015.com](mailto:omer@iftdo2015.com)

## FROM DESK OF SECRETARY GENERAL



Let me wish a very Happy New Year to all our members.

Preparations for 43rd IFTDO World Conference on March 10-12, 2014 at Dubai are now in final stage. We all are looking forward to a very productive and enjoyable knowledge sharing experience. Dubai is almost in the heart of the world and is a unique place which everyone wants to visit. The information on conference is available on [www.iftdo2014.org](http://www.iftdo2014.org).

The IFTDO Global HRD Awards 2013 will be presented at the 43rd IFTDO World Conference. We have received a large no. of entries and the Panel of Judges has taken the decision regarding the Awardees. The Awards will be announced at the time of the Conference.

Preparations have already started for the 44th IFTDO World Confer-

ence in Kuala Lumpur on August 24-27, 2015. Information on the conference is available in this Newsletter. 45th IFTDO World Conference will be held in 2016 in Lagos, Nigeria. Full members have been invited to submit proposals for IFTDO World Conferences in 2017 and beyond.

I would request the members to send brief write-ups on their major events/ activities for publishing in the Newsletter/uploading on the web site. Also, each member should make use of one page given free of cost on our web site [www.iftdo.net](http://www.iftdo.net) to promote its organization and activities.

To continue our significant professional association, we look forward to IFTDO members to support our mutual goals and help create a Federation that can be influential in shaping better corporate governance and creating societal achievements. With your involvement, we can better assist organisations to strengthen their HRD systems.

**Uddesh Kohli**  
Secretary General



## IFTDO MEMBERSHIP SURVEY: FINDINGS

In late Summer/early Autumn of 2013, a survey was designed to solicit the "the voice of the members" in order to help the IFTDO Board steer the development of IFTDO in the medium to longer term. The survey sought feedback from the membership on a range of key areas from the Global Awards to the Membership Fee Structure. Led by Christine Marsh, Chair of the Membership Committee, in collaboration with Carol Panza, Chair IFTDO Executive Board, the survey was distributed to all members of IFTDO electronically using Survey Monkey. Although the survey produced fewer responses than hoped for (12% of the membership), the feedback was nonetheless valuable and the ideas generated are already influencing Board decisions.

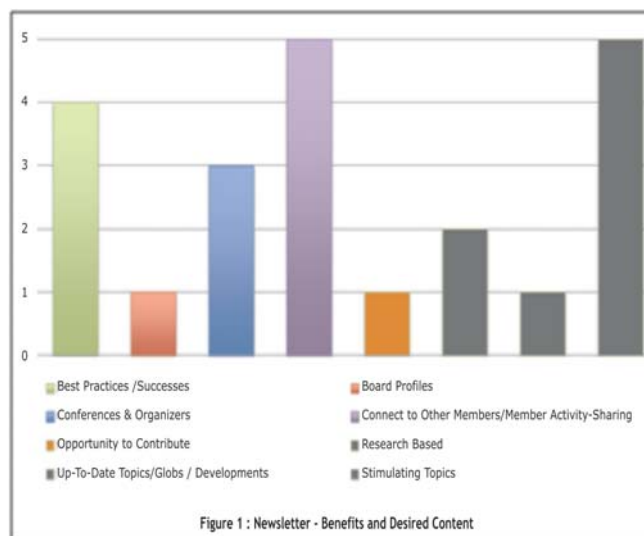
Some of the most positive responses related to the already established IFTDO Global Awards program and current initiatives of the new Scientific Committee, including sponsoring research and exploring the possibility of publishing an IFTDO professional journal. The Global Awards were seen as an excellent means of recognising outstanding HRD practice and at the same time enhancing the credibility of both participating organisations and IFTDO more generally. They were also viewed as important in building an archive of success stories and inspiring innovation and achievement. One Associate Member respondent commented: "It gives us encouragement that we can be recognised for performance excellence in the future".

The suggestion that IFTDO could, or should, do more to both foster and promote HRD research was expressed by several members. Research efforts undertaken with the direct involvement of members and with pertinent research features (at conferences, in the newsletter and on the web), were seen to be particularly desirable as one important way to ensure existing members are retained and new members attracted.

Much greater variability in responses was evident with regard to IFTDO's communication with, and engagement of, its membership. Though a desire for more engagement and involvement of members, was a common theme, the "how" and "what" of communications, suggested by survey respondents, varied fairly significantly. For the "how," the main communications vehicles currently used by IFTDO, include broadcast email, IFTDO News and [www.iftdo.net](http://www.iftdo.net), as well as in-person at IFTDO World and Regional conferences. There was also variability regarding the nature of the content, the "what," that should be shared. The survey results, therefore, prompt us to consider, with an open mind, all of the current and potential ways that the Federation can facilitate learning and sharing within the Federation as well as externally to those concerned with the field of HRD, i.e., focused on people and performance.

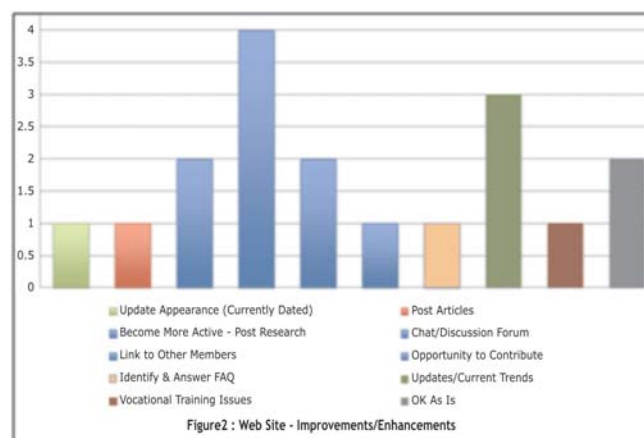
Looking first at the IFTDO Newsletter, the benefit of such a means of communication was not in doubt. However, as Figure 1 indicates, the survey allowed respondents to recommend a wide range of desired content, through comments such as: "updates on current trends," "features about trends and ideas," "HRD best practice and trends", thus providing useful focus for the future. Membership Survey findings happened to coincide with the appointment of a new IFTDO News Editor, Rick Holden, who appreciated input directly from IFTDO members as he takes up this role.

Regarding electronic communications, there was the unifying theme of 'Connect to Other Members' (Figure 1), which highlights a key opportunity for enhancing the value of IFTDO membership. This theme is reflected in the responses to the question about IFTDO's existing web site and the possible use of social media tools that IFTDO is considering. That the web



may be able to facilitate more active involvement and engagement with the membership is notable amidst a range of suggested improvements and enhancements (Figure 2). This is a complex issue that will have a major impact on the ultimate IFTDO website design.

Overall responses highlight a tension between two very different approaches to the design (content, organization structure and functionality) of the website. On the one hand, a broadly passive website, but one which can provide up to date content, one-click links to research reports and case studies, reports on membership activity and resources for members, were all mentioned by respondents. On the other hand, a website with more interactive functionality, taking advantage of web 2.0 technology was also suggested. That is, use of Facebook, LinkedIn, Twitter, and "a real-time chat corner", hosted on [www.iftdo.net](http://www.iftdo.net), as well as an ability to provide "more active links to member organisations," were all mentioned by respondents. Of course it is not impossible for both such aspirations to be



met in a rigorous overhaul of the current web site. However, a fully interactive website, requires investment of both money and staffing resources to manage the day-day operation of the site. As one respondent commented, IFTDO must be careful of not simply creating something (e.g. a discussion forum) because "It's the thing to do," rather than first carefully considering how such a tool could be made fit for purpose and suitably managed.

..... *Contd. on page 6*

# EXCELLENCE IN HRD FOR SUSTAINABLE GROWTH

Led by the Mauritius Human Resource Development Council, in association with IFTDO, the Mauritius International HRD Conference took place on the 17th and 18th October, 2013. The Conference featured 6 streams and over 50 papers from delegates. Three themes are discussed below; one emanating



from the main conference key note and the second and third from a review of the stream contributions and discussions throughout the conference.

## The challenges facing HRD

The main conference key note was provided by Pieter Haen, President, World Federation of People Management Associations and Past President of the European Association for People Management. The context of the key note was that whilst increasingly international organisations do recognise people as a competitive asset they face real difficulties in the managing the complexities of a two speed world; no or very limited growth in much of the developed economies of the world yet rapid growth in the developing world. Drawing on data generated for the Creating People Advantage report (see End Note) Haen argued that key aspects of HR and HRD were significant in accounting for differences between high performing and low performing organisations. High performing organisations

- build strong people leaders (e.g. a leadership model)
- do more to attract develop and retain talent and
- treat and track performance with transparency

Haen also identified a distinct difference in relation to skills development, with high performance organisations placing a much greater emphasis on personal development in contrast to more of an emphasis on technical skills transfer.

Using the matrix developed by the research partners (Figure 1) Haen highlighted three critical HR challenges:

- managing talent
- improving leadership development
- strategic workforce planning

At one and the same time these are areas which business leaders and HR directors rank as the most pressing challenges yet where organisations

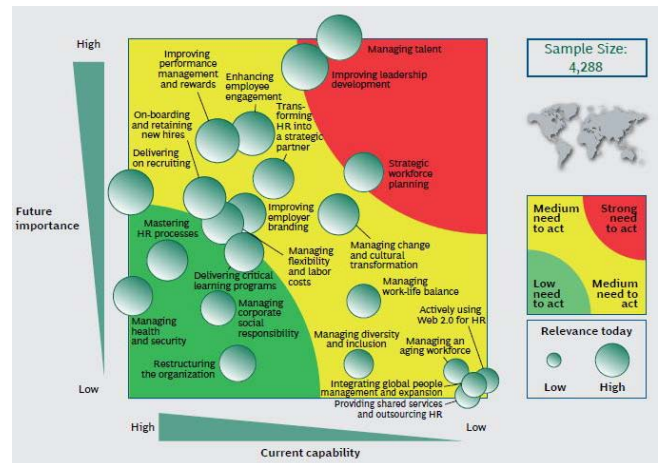


Figure 1 (Source: BCG/WFPMA, 2012; Creating People Advantage)

also showed the lowest current capability (the red zone in Figure 1). To a large extent this sets an agenda for today's HRD professional. L'Oreal was cited as example of an organisation fully embracing the talent management challenge. The company provide incentives to team leaders to identify and develop talent on their team and through proactive rotation and international mobility motivate talent to migrate to strategic high growth parts of the business. Additionally L'Oreal have established talent managers in critical markets to reinforce local recruitment and talent incubators involving special assignment to feed the leadership pipeline.

Outside of the red zone other aspects of the figure were highlighted including the positioning of web 2.0 for HR. This raises an interesting question as regards just where the integration of technology into both HR and HRD should be on the future agenda. (Some commentators argue strongly that fully embracing technology offers HR and HRD a clear pathway to an enhanced business contribution (see, for example, 'Rethinking Human Resources in a Changing World', IFTDO Issue 3, 2013).

A key strand of Pieter Haen's key note was that whilst there may be broadly common challenges facing HR e.g. talent management, they are experienced differently in this two speed world requiring different strategies for effectiveness. Companies in developing economies face obstacles to building effective management teams in terms of market volatility, short v long term planning, adapting people policies to manage rapid growth, retention problems and the lack of a leadership pipeline. Also, whilst there may be pressure to recruit locally in many emerging markets the supply of talent lags behind demand. Skill shortages remain problematic in many such countries, most notably in leadership and managerial capabilities. Haen's message, though, was for HR in such contexts not to aim too high but rather to start by recognising existing talent and develop from within; listen, involve and engage; and begin to challenge cultural attitudes regarding authority and control in order to foster initiative and responsibility.

In conclusion Haen argued that "challenging demands increases the relevance of good people management". For HRD in developing economies it was vital that organisations sought to make more of existing talent rather than engaging in talent wars and for HR to become 'business critical'. Whilst HR can make a difference ultimately it must 'speak the language of management' in order enhance its credibility and status.

## ***Towards Strategic HRD ?***

The Conference provided a wealth of insight into ongoing efforts by many Mauritian organisations to establish and sustain strategic and effective HRD practices. For example, several papers addressed the impact of new performance management practices in different sectors and within the small and medium sized organisations. Several papers examined the impact of initiatives in e-learning, management education and in relation to evident skills mismatches within the Mauritian economy.

Ultimately it was evident that the promise of strategic HRD has yet to be realised. Contributions were often strong on the rhetoric of strategic HRD but lacked evidence on this being evident in practice. It was clear that, in the main, organisations were at the start of a strategic HRD pathway. Importantly, barriers to progress were being identified including getting existing leadership to change, the status of HR and HRD, the need to shift away from somewhat narrow and limiting perspectives on training and development, and prevailing paradigms about measuring people. The public sector, it was argued (e.g. Lukea-Bhiwajee & Garavan) faced additional problems in relation to the need for significant culture change. There appeared to be an uneasy relationship with technology. Papers such as those from Vencatachellum & Soniah and Ragen & Bhugen fostered much discussion. The conclusion of such debate pointed towards a scenario where many organisations were identifying technology as a means to enhance the impact of HRD but where practice was very much in its infancy; limited, for example, to distributive technical skills training rather than as a tool to foster collaborative learning and knowledge management.

### ***HRD and Africa***

One paper titled "Is Mauritius ready to become the HRD leader in Africa?" (Dussaye and Oogarah) captured the essence of this fascinating sub theme within the conference. It raises the question of the extent to which a vibrant and maturing HRD community, such as that evident within Mauritius, might play a role beyond the border of one country. Key trends - Africa is set to be the world's biggest labour market by 2020 - enhance interest in such a question. Elsewhere, though, conference contributions highlighted the dangers of regarding Africa as any kind of homogenous whole. This was best illustrated by the two papers based on research in southern Africa. Lepholisa

& Ralenkoane highlighted the complexity of human capital development in the developing southern African states, characterised by high unemployment and high poverty. The authors argued, for example, that states such as Lesotho and Swaziland share an inability to retain high quality human resources. Not only is talent lost to foreign countries but underutilised within the home state. The example of an initiative to provide graduates in Lesotho's public sector with opportunities to work voluntarily prior to taking up a full-time position (Ralenkoane) provided an interesting if somewhat controversial initiative of more focussed efforts to manage talent can bring organisational benefits.

Whilst the problems of encouraging and developing effective HRD practices throughout Africa are both significant and complex, the role of a conference such as this provides an important opportunity not only for shared learning but the development of pertinent networks and communities of practice in this region of the world.

### **Editor Note:**

- The Creating People Advantage research (undertaken by the Boston Consulting Group in conjunction with the European Association of People Management) is based on online interview with 4288 executives in 102 countries supplemented by 63 interviews. In addition to the case study of talent manage at L'Oreal the report features case material from Samsung, Deutsche Bahn and Daimler Trucks. The full Creating People Advantage report can be downloaded at: <http://www.eapm.org/publications/2013>
- Also of interest is the 2012 Ernst and Young report "Growing pains: Companies in rapid-growth markets face talent challenges as they expand". This addresses the challenges faced by emerging multinationals as they build and execute their global talent strategy. In particular, they struggle to build an effective international management team as they grapple with cultural differences, conflicting internal perceptions of talent management, difficulties in balancing global and local talent, and lack of a reliable leadership pipeline.
- The Conference web site is still accessible where full copies of papers presented can be downloaded; <http://www.hrd-conference.com/index.php/download>

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Importantly, the survey responses as a whole have prompted the Board to review further how membership engagement and involvement might best be enhanced and supported and where the web clearly has a potentially critical role. In the short term, a resource known as 'waggl' (an online tool to help organizations engage their members and generate insights to drive stronger decisions) is being utilised to elicit ideas and prompt interactive "discussion" among the membership on the development of a new website. At the same time tenders are being sought from a number of possible vendors as regards a radical new look to the web and its essential functionality and content. Feedback from 'waggl' will assist deliberations on these tenders at the upcoming Board Meeting (March, Dubai) and next steps will be presented to the membership at the AGM. The objective is to move decisively and quickly, after the Dubai AGM, toward a new, improved website with greater value to the membership and the field of HRD, in general.

Finally, it should be noted that the survey sought a view about its basic two levels of membership and related fee structure. With one or two exceptions responses indicated that current arrangements were 'about right'.

### ***Stop Press !***

As IFTDO News went to print the results of the 'waggl' survey were emerging and it is useful to note here the 'headline' findings. In response to the question "What is the most valuable resource or benefit that is or could be made available through [www.iftdo.net](http://www.iftdo.net)?", three 'benefits' receive strong support:

- access to the network of member organisations and the opportunity to establish collaborative relationships
- access to research, practice and publications in the HRD field.
- exposure to perspectives in HRD thinking and practice across cultures

A fuller feedback report will be provided in due course



## ASTD 2013 CHINA SUMMIT – LEARNING FOR SUCCESS



ASTD hosted its second annual China Summit in Beijing and Shanghai in early December. More than 350 professionals from China, Korea, and Indonesia attended the events. The program consisted of best practice sharing and implementation advice by several award winning organizations, including representatives from 2013 ASTD BEST Award winners Hilton Worldwide and Quanta Computer, and ASTD Excellence in Practice Award winners, China Telecom, MTR Corporation, and ResourcePro. In addition the Summit's premier sponsor, DDI shared leadership research with attendees.

The event featured a keynote speech by ASTD President and CEO Tony Bingham titled "Learning from the Top." He provided an inside look into the future of training and emphasized how technology is now the top external force impacting organizations and the future of learning. He cited several case studies to emphasize that technology can effectively speed the distribution, the efficiency, and the effectiveness of learning. He noted that CEOs are continuing to invest in technology-enabled learning and training,

such as mobile and social learning. These forward-looking CEOs continue to look for ways to engage new generations and find new talent. They want to create open and collaborative cultures and work environments that start with employees, and they know that engaging the tech-savvy younger generation is critical. He cautioned that organizations must remain flexible in training and developing this younger digitally adept generation.

Several distinguished guest speakers also presented and shared best practices. One popular topic was the growing impact of social media on professional networking and the learning and development industry in China. For instance, the new smartphone messaging application from China called "WeChat" has more than 272 million monthly active users world-wide and is now expanding in the U.S. market. This mobile application positively correlates with the increasing usage of mobile devices and smart phones and provides insight that social tools are important for creating open and collaborative work environments across all industries and job functions.

ASTD's China Summit proved to be a great place to meet and network with senior training and development executives and peers. Attendees left with a deeper understanding of the current trends in the learning industry and real-world insights to apply to their work. In today's global business environment building a foundation for the learning function is a key driver for organizational success.

Thanks to Wei Wang, Director of International Relations at ASTD and IFTDO Board Member and Nan Kim, International Relations Co-ordinator at ASTD for this item.

## MYLEAD LAUNCH IFTDO 2015 WORLD CONFERENCE



On 10th December 2013, MyLeaD officially launched the 2015 World and Exhibition Conference which

will take place in Kuala Lumpur, 24-27 August 2015. The website: [www.iftdo2015.com](http://www.iftdo2015.com), see Figure, was launched together with the Conference prospectus.

The theme of the Conference is "The Performance Pipeline: Beyond HR". A key note speaker will be Dr Jack J. Phillips. Dr Phillips is a leading figure in the debate about evaluating the return on investment in human resource development for over 20 years. He is Chair of the ROI Institute, a service-driven organization which strives to assist professionals in improving their programs and processes through the use of the ROI Methodology.

The launch was part of a set of initiatives entitled 'ROI Journey of Nation Building', working towards realizing Malaysia's vision of becoming a developed country by 2020. There is also anticipation that Malaysia will move into the top ten ranked countries in the Global Competitiveness Report in 2020; from 24th in 2013. MyLeaD has a key role in this 'journey' and indeed alongside the launch of the Conference was the signing of Memorandum of Understanding (MOU) with strategic partners, including ROI Institute, USA, 1MyROI Sdn. Bhd., Malaysian Productivity Corporation, University of Putra Malaysia, and Institut Terjemahan dan Buku Malaysia (the Malaysian Institute of Translation & Books). For 2014-15, and in addition to the conference, a

series of research initiatives on the evaluation of HR Management, Learning & Development, and business development have been planned in collaboration with various associates.

The event was officiated by The Honorable Minister of International Trade and Industry who was represented by The Honorable Dato' Mohd Razali Hussain, Director-General of Malaysia Productivity Corporation. Dr. Jack J. Phillips, Chairman of ROI Institute was also present to witness the launching of the translated book of 'The Bottomline on ROI' from English to Bahasa Malaysia.

The next issue of IFTDO News will feature more detailed information on the Conference.

## TRAINING AND DEVELOPMENT IN 2014 ?



Towards the end of 2013 and at the start of 2014 a number of organisations and commentators outlined their thoughts for training and development and HRD in 2014. These provide some sort of a barometer of what is happening, and changing, in the world of learning.

They also, hopefully, stimulate debate and discussion as we consider these predictions alongside our own practice. Some of the most interesting perspectives are noted here.

### ***Shifting to business centric learning***

The TrainingIndustry magazine argues the learner-centric model of training management and delivery will continue to decline in significance. Whilst considered by many professionals as highly effective in terms of improving employee performance TrainingIndustry argue it misses the mark on the most fundamental measure of success "ensuring that training is aligned to the needs of the business first". Instead it predicts the business-centric model will come to the fore in 2014, arguing that only after training is strategically aligned to the business can the focus shift to how the learner receives access to training.

In much the same vein the Bersin by Deloitte Research and Consultancy group suggests the Training Department will be renamed the Capability Department. According to their report 'Human Resources, Learning and Leadership: Our ten predictions for 2014' companies, in the face of skill shortages, will have to build a supply chain for talent. Partnerships with universities, more apprenticeship programmes, development assignments and a focus on continuous learning are predicted. "Companies that focus on continuous learning will attract the best and build for the future". Bersin also argue that re-skilling of HR will be a key challenge for 2014. They identify two main needs: how best to manage people based on real data, not just judgement of good ideas, and their ability to operate as consultants in a 'networks of expertise' rather than 'centres of expertise'.

### ***It's all about technology***

This is the view of the TrainingZone (a web based news and discussion forum for training professionals). Acknowledging that in the last few years technology has played a vital role in effective talent management the TrainingZone maintain this will continue to grow in 2014. Other sources dovetail with this view for 2014. Two, very much interrelated, developments of some significance are identified:

- **Open Access to Content.** Whether via MOOCs ( Massive Open Online Courses), YouTube or the web more generally, the availability of free, open source content for the purpose of learning will continue to grow at some pace. A challenge for the T&D function is to blend available open source material with both internally designed/developed training and informal learning. There are serious implications for how organisational

learning management systems are managed alongside this growth in open source learning materials and programmes.

- **Mobile Technology.** Whilst there are few robust estimates of the penetration of mobile learning few predict its growth will slow in 2014. According to the Virtual College (one of the leading providers of e-learning in the UK) with smartphone and tablet manufacturers taking advantage of open source operating it will explode. There has also been a surge in the number of learning Apps available.

In all the predictions about the increasing growth of e-learning however there is very little debate and discussion about the nature of learning proffered through such means and the extent to which this is sufficiently interactive, rather than largely passive information transfer, to ensure effective learning.

### ***Competencies, Consistency and Customisation***

According to the Virtual College competencies will "grow and grow" in importance to learning and development professionals. "The growing requirement will be for the creation of new effective competency sets aligned against specified job roles defined by employers. The development of e-learning materials to support the skills acquisitions required by the defined competencies can then be brought to bear. This along with developments in self-assessment and evidence capture means a more formal assessment is easily available using technology, moving far beyond very simple multiple choice tests."

Relatedly TrainingIndustry sees effective trainers and training organisations "leveraging learning technologies" to blend the training experience into what it calls "truncated learning elements" such as virtual delivery, e-learning, coaching and informal content, allowing for content to be received in a more consistent manner and ultimately translating into consistent behaviour (competencies) across the organisation.

A possibly conflicting trend is also identified by TrainingIndustry; the growth of customisation of training content. 2014 is not likely to see any let up in the trend for employees to request their own learning. Technical developments (see above) continue to enable this demand to be met. The TrainingZone identify the phenomena of BYOD - 'bring your own device' and predict that in 2014 this will increase in popularity. Whilst customisation has the ability to contribute to learner engagement and learning retention it poses possible headaches for trainers/training departments in managing a learning system which at one and the same time is cost effective, of an appropriate standard and focused on meeting business needs.

TrainingIndustry Magazine; Key Trends, 2014; [http://www.nxtbook.com/nxtbooks/trainingindustry/tiq\\_2014winter/index.php?startid=24](http://www.nxtbook.com/nxtbooks/trainingindustry/tiq_2014winter/index.php?startid=24)

Bersin by Deloitte, Human Resources, Learning and Leadership: Our Ten Predictions for 2014; <http://www.bersin.com/blog/post/Human-Resources2c-Learning2c-and-Leadership-Our-Ten-Predictions-for-2014.aspx>

Training Zone; 2014 Trends: It's All About Technology; <http://www.trainingzone.co.uk/blogs-post/2014-hr-trends-it%E2%80%99s-all-about-technology/186162>

Virtual College; A Set of Predictions for 2014.... <http://www.virtual-college.co.uk/news/A-set-of-predictions-for-2014-based-upon-experience-and-insight%E2%80%A6no-crystal-ball-used-newsitems-134.aspx?>



## CIPD LAUNCH VALUING (AND MEASURING) TALENT INITIATIVE

At its November, 2013, Conference the CIPD launched a major initiative called 'Valuing Your Talent'. In partnership with the UK's Commission for Employment, Investors in People, the Chartered Institute of Management Accountants, the Chartered Management Institute and Lancaster University Management School, the aim is to develop a framework for the measurement of human capital. An estimate (UKCES) suggests the knowledge and skills of the workforce in the UK was worth £17 trillion in 2010. This is more than two and half times the estimated value of UK's tangible assets i.e. buildings, plant, machinery etc. The Research Insight report, authored by Anthony Hesketh (Lancaster University) which underpins the initiative makes the point that according to McKinsey research, whilst 40% of a company's performance can be explained by the sector in which it is located 60% is 'the company effect'. It is here where the significance of the knowledge and skills of a workforce becomes critical. However, while there might be a clear recognition, worldwide, that human capital is a key driver of growth at both micro and macro levels the capacity to measure the impact that investing in people has upon business and economic performance is under-developed. At the business level this limited understanding can result in aspects of human capital, such as training and development, being marginalised and not aligned to business strategy. The objectives of the initiative are summed up in Figure 1.



**Figure 1 The Objectives of Valuing Your Talent**

Of course, whilst Valuing Your Talent is indeed a new initiative and one with an impressive array of partners, it is hardly new in the sense that questions about measuring talent have not been an ongoing source of debate amongst both the academic and practice HR communities for many years. In the UK the Government driven Accounting 4 People (Kingsmill Report, 2003) failed to reach any agreement on what human capital standards should be. In the USA standards developed by SHRM have not been adopted by the American National Standards Institute. (See also Performance Improvement in High Performing Organizations, IFTDO News 2013 No 3). The most vocal critics of the initiative question if CIPD will fare any better this time, highlighting the difficulties involved in measuring something which is intangible. In part, Anthony Hesketh in the Research Insight acknowledges the difficulties and respects the arguments of the critics. However, he points to two developments which he argues have changed the situation and offer legitimacy and credibility to the new initiative. The first is a re-evaluation of financial reporting standards by the International Standards Board (IASB). For the first time the IASB is considering the IASB is for the first time considering defining an asset in terms of it being, 'a resource (rather than simply the inflow of economic benefits that the resource may generate)'. According to Hesketh "the onus is now on the IASB to explain why the value of human resources cannot now appear on the balance sheet as an asset in its own right."

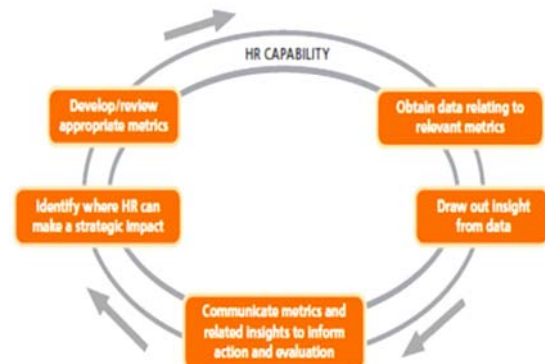
The second development flows from the work of the International Integrated Reporting Council (IIRC), a global coalition of regulators, investors, companies, standard setters, the accounting profession and NGOs. A goal of the IIRC is to develop a new reporting process about how an organization's strategy, governance, performance and prospects, in the context of its external environment, lead to the creation of value over the short, medium and long term'. Significantly, the IIRC initiative identifies six capitals comprising the resources and relationships a company relies upon for its success. These capitals are financial, manufactured, social and relationship, natural, and, critically, human capital. The latter is defined as, 'people's competencies, capabilities and experience, and their motivations to innovate'. It is the argument of Hesketh that such developments, at very least, open the way for renewed efforts to develop a human capital framework and whereby our most important asset would be "finally attributed an economic value" and that the contribution of our people "would at long last play a primary role in the financial deliberations over the formulation of overarching strategy and accompanying business model".

The doubts of the critics, though, are not insubstantial. Kaplan and Norton (best known for their work on the Balanced Scorecard), for example, argue that unlike physical and financial assets, value creation is indirect, contextual and that value is potential. The latter point is fundamental in relation to knowledge and skills. Human capital reflects potential. It does not have a financial value until it is put to use. Drawing on the analysis of the Boston Consulting Group, Ingham (2006) argues that the important point to note is that accounting standards do not exclude intangibles from a balance sheet because they are too difficult to include. The real reason is that they do not belong there. "The fact that companies don't own their employees as they do their capital assets is why methods for valuing human capital on balance sheets are so tortuous." (Ingham, 2006).

### Editor Note:

It is the argument of Ingham (see above) that if accounting methods can't give HR professionals the measurements tools they need then they will have to develop their own ways of demonstrating their contribution. We are not without such resources. Indeed the CIPDs 'Using HR Metrics for Maximum Impact', published in 2013 is a tool for "HR and learning and development professionals who want to ensure that measurement of HR is aligned with organisational priorities".

Figure 2 illustrates the cycle at the heart of the resource. The instruments



..... Contd. on page 11

## BOOSTING SKILLS ESSENTIAL FOR TACKLING JOBLESSNESS AND IMPROVING WELL-BEING: OECD SURVEY

- The low-skilled are more likely than others to be unemployed, have bad health and earn much less.
- Countries with greater inequality in skills proficiency also have higher income inequality.
- A quarter of adults lack the basic skills needed to succeed in a modern knowledge economy.

These are the headline findings of a major survey by the OECD. The Survey measured the skills of 16 to 65-year olds across 24 countries and looked at how literacy, numeracy and problem-solving is used at work. According to the OECD it provides clear evidence of how developing and using skills improves employment prospects and quality of life as well as boosting economic growth. It helps countries set meaningful targets benchmarked against the achievements of the world's leading skills systems and to develop relevant policy responses. The results reveal the challenges some major economies face in boosting their skills levels. Almost one in three adults in Italy (31.7%), Spain (30.6%) and the United States (28.7%) perform at or below the most basic level of numeracy, compared to around one in ten in Japan (8.2%), Finland (12.8%) and the Czech Republic (12.8%). The Survey also reveals the extent of the "digital divide", with millions failing to master even simple computer skills, such as using a computer mouse. This ranges from nearly one in four adults in Italy, Korea, Poland, the Slovak Republic and Spain to one in fourteen adults in the Netherlands, Norway and Sweden.

According to the OECD "if there is one central message emerging from this new Survey of Adult Skills, it is that what people know and what they can do with what they know has a major impact on their life chances". For example, the median hourly wage of workers scoring at Level 4 or 5 in literacy - those who can make complex inferences and evaluate subtle truth claims or arguments in written texts - is more than 60% higher than for workers scoring at Level 1 or below - those who can, at best, read relatively short texts to locate a single piece of information that is identical to the information given in the question or directive or to understand basic vocabulary. Importantly also the OECD argue that "countries with lower levels of skills risk losing in competitiveness as the world economy becomes more dependent on skills." The impact of skills goes beyond earnings and employment. Individuals with lower proficiency in basic skills are more likely to report poor health, to believe that they have little impact on political processes, and not to participate in associative or volunteer activities.

However, two notes of caution need to be raised as regards the central messages of the OECD Report. First whilst there clearly exists a relationship between levels of skill and a range of factors from earnings to health there is no definitive evidence of any simple causal relationship. The findings from the OECD research may make attractive a range of simple policies to address deficiencies in skill levels and boost the supply of such. However, in reality the complexity of the relationships raise doubts as to likelihood

that such policies will have significant impact. Secondly, and indeed relatedly, skills will only translate into better economic and social outcomes if they are used effectively. The OECD does acknowledge that more needs to be done to address the match between the demand for and the supply of skills. However, its recommendations here are somewhat lightweight, arguing for example that "When the skills available aren't adequately used, better management practices can make a difference." This rather sidesteps the critical issue of the extent to which the rhetoric of the knowledge economy is borne out in reality. For many companies it is entirely rational for them to compete on costs not skill levels. The pressure if anything is to de-skill and for work to become more and more routinised. Lauder et al (2012) refer to 'Digital Taylorism' which enables innovation to be translated into routines that might require some level of workplace training but not the kind of creativity and independence of judgement associated with the knowledge economy.

The point is that whilst the OECD provides a wealth of data about the distribution of skills across the 24 countries party to the research, and a powerful discourse lauding their significance in a globally competitive world, policy implications do require a critical and rigorous understanding of both supply and demand issues. Without this, the mantra 'we need to invest in skills' is largely meaningless. As the OECD themselves note: "Since it is costly to develop a population's skills, countries need to prioritise investment of scarce resources and design skills policies such that investments reap the greatest economic and social benefits." Such prioritisation, however, requires a similar level of detailed research on the potentially more complex demand side issues and, critically, at a sufficiently local level within any country for this to offer realistic pathways for policy action.

OECD (2013), OECD Skills Outlook 2013: First Results from the Survey of Adult Skills, OECD Publishing.

<http://dx.doi.org/10.1787/9789264204256-en>

Notes:

- The publication features data on 20 OECD countries: Australia, Austria, Canada, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Ireland, Italy, Japan, Korea, the Netherlands, Norway, Poland, the Slovak Republic, Spain, Sweden and the United States. Three OECD sub-national entities include: Flanders (Belgium), England (United Kingdom), and Northern Ireland (United Kingdom). In addition, two countries that are not members of the OECD participated in the survey: Cyprus and the Russian Federation.
- For an excellent discussion of modern day work see Bolton, S.A and Houlihan, M.(Eds) ( 2009) Work Matters: Critical reflections on contemporary work; Palgrave
- Lauder, H., Young, M., Daniels, H., Balarin, M. and Lower, J., eds (2012) Educating for Knowledge Economy, Routledge

World-class universities are essential in developing a nation's competitiveness in the global knowledge economy. They can play key roles in creating and disseminating knowledge and educating a highly skilled workforce for technological and intellectual leadership. In recent years the development of world-class universities has been high on the policy agenda of universities and governments worldwide.

In such a context it remains something of a paradox that so few universities seem to have been able to present themselves as learning organisations. In one sense, of course, they are devoted to the promotion of learning. However, the extent to which universities as institutions display (through the culture of their management, and the structure of their goal setting, policies, and administration), characteristics that have become associated with the term 'Learning Organisation' is much more problematic. Why are they not beacons of strategic HRD in practice and case studies of how appropriate positioning of HRD can ensure an alignment between people management and organisational goals of being 'world class'?

At the inaugural Higher Education Leadership Forum (Dubai, November, 2013) the theme was "Becoming a World Class University in a Modern Context: Challenges, Opportunities and Strategies Forward". In a presentation and paper to the Forum Professor Abdel-Bari Durra, IFTDO Executive Board Member, applied his research interest in strategic management to his own university; the Middle East University in Jordan. Professor Durra initially outlines some important context. Jordan has invested heavily in education training and human resource development since the middle of the century. It has one of the richest pools of qualified human resources in the Middle East and the highest literacy rate among all Arab countries. Turning to the specifics of the Middle East University Professor Durra looks at MEU in relation to efforts, including those pertinent to his own role when President of MEU, to become a 'world class university'. Four strategic practices are addressed: the university's strategic planning, its human resource development planning, its 'corporate' image and its range of formal policies. In the extract below Professor Durra explicitly links the idea of a learning organisation with that of an aspiration to be come

'world class':

*In many organizations in the industrialized and developing countries strategic management is considered a sine qua non for growth, development and improvement of performance.....universities are no exception. Strategic management gives a clearer sense of strategic vision and sharper focus on what is strategically important for the university. It also helps in building a learning organization...a skilled organization to solve problems systematically, experiment with new concepts, learn from its own experiences and past history and to transfer knowledge efficiently through its units.*

Professor Durra's research suggests a clear gap exists between aspirations of the university to be 'world class' and the reality of practice. He argues that such a state of affairs may be a result of factors such as a lack of visionary leadership, and a failure to address governance, human resource development and marketing at a strategic level. At more practical levels Professor Durra points to a failure to maintain a strong commitment to training and development plans for all staff, together with follow up and evaluation. Interestingly, Professor Durra identifies a critical problem in the management culture of MEU. A preoccupation with attracting new students has diverted attention from a broader set of organizational goals: "strategic issues are not the first priority of decision makers". Critically, Professor Durra also suggests that the prevailing performance culture within the university does not reflect a learning community and exchange of knowledge among faculty members.

The research into MEU provides some insight into this paradox of universities as learning organisations. It resonates with the work of Srikanthan in Australia, for example. In an open access Slide Share article Can Universities Learn (available at [http://www.slideshare.net/Helen\\_Kalinina/universities-as-learning-organisations](http://www.slideshare.net/Helen_Kalinina/universities-as-learning-organisations)) Srikanthan notes that universities of the future are expected to be agile and responsive to the dramatic rise in knowledge requirements. Using the model of the Learning Organisation Srikanthan argues they are far from ready to tackle such a challenge. There is, however, a need for more such research; a point stressed by Professor Durra in his presentation to the Dubai Higher Education Forum.

..... *Contd. from page 9*

highlighted below follow the flow of this cycle.

### **Instrument 1: Identifying where HR can make a strategic impact**

This instrument focuses on determining the areas where HR can make a strategic impact. It enables the identification of priority areas for measurement which are aligned with organisational goals and strategies and the identification of capability opportunities or problem areas from a business partner perspective.

### **Instrument 2: Selecting appropriate metrics from which organisational insights can be drawn**

This instrument is the 'heart' of this tool. Building on Instrument 1, it provides a framework to help develop appropriate metrics to assess the efficiency, effectiveness and strategic impact of people management processes. It also provides the building blocks for Instrument 3.

### **Instrument 3: Effectively communicating insights from metrics for maximum impact**

This instrument focuses on how best to communicate the insights drawn

from metrics to inform action and hence enable HR to deliver maximum strategic impact.

### **Instrument 4: The HR function and measurement capability**

This instrument focuses on capability development for the HR function, which spans all stages of the cycle, as illustrated in Figure 2. This instrument enables identification of a range of analytical and influencing skills that the HR function may need to further develop to ensure they have the capability required for all aspects of measurement, assessment and evaluation highlighted in this tool.

The resource is freely available and can be downloaded from <http://www.cipd.co.uk/binaries/5728%20Stf%20Metrics%20Pt.pdf>

References:

Hesketh, A., Valuing Your Talent: Resourceful Assets, CIPD Research Insight, November, 2013

Ingham, J., (2006) Strategic Human Capital Management: Creating Value Through People, Routledge



## LEARNING THROUGH SIMULATION: THE ISPI EMEA CONFERENCE

Simulation tends to be considered as one of the stronger methods of training and development. Used a lot in medical training and also leadership development wherever high levels of risk may be involved, it is a technique that can effectively replicate substantial aspects of the real world in a fully interactive fashion. Participants in a simulation are able to learn through performing an action in order to get to a certain outcome. The outcome from a simulation is one that comes from experience and not just reading, discussion, and testing. One of the essential bases of adult learning theory is the experiential component; we know that adults learn better through experience.

This article reports on its use within a conference setting, specifically the International Society for Performance Improvement - Europe, Middle East, Africa (ISPI EMEA) - Conference in Tbilisi (November, 2013). Working on a featured case study is not new to the annual IPSI EMEA conference. However, this time around saw a further innovation. At the heart of the conference was a live simulation featuring Georgia's National Center for Educational Quality Enhancement (NCEQE). Drawing on Carol Panza's Feedback Report (see end note) "This was not a retrospective look at an actual performance improvement project that had already been completed. It was an actual situation and the real opportunities being faced by the Center at the time of the conference. It was a live case!!".

The brief for delegates to work on is captured below. Delegates were asked to undertake some 'pre-analysis' incorporating an overview of the Center's operations and insights into their current needs for consulting / performance improvement support. Following the formal presentation from the NCEQE a series of consulting teams, made up of conference delegates, addressed the problem. So, for significant periods of each day, and interspersed by more conventional conference presentations, delegates

### The Simulation Brief

NCEQE is in the process of operating against a new mission and significantly different goals, with a workforce that is essentially unchanged, except for some key positions, such as the Center's Director. It is not possible to shut down, "retool," retrain and relaunch the fundamental high-workload functions of Authorization (of institutions), Accreditation (of programs), and Registration. So, massive cultural (to a customer-centric "consulting" focus) as well as work process and job responsibility changes, must happen while providing essential services through staff members accustomed to requiring and receiving compliance.

One of our objectives is to facilitate the transformation of NCEQE from a compliance-focused organization to one providing high-value services to educational institutions, citizens of Georgia and other clients. As part of the Center's customer-focus objective, we would like to significantly improve our results regarding the response rate, resolution quality, response time, and customer-satisfaction feedback for incoming calls to NCEQE from all customers, including Georgian citizens and permanent residents, students, faculty, and educational institutions

worked within their teams towards the production of a 'bid' that they would make to the client. A series of proposals by the consulting teams, therefore, was the culmination of the simulation. Following a period of deliberation NCEQE provided valuable strengths and weaknesses feedback to each team before announcing the winning bid.



Carol Panza's feedback provides much evidence of the learning achieved through operating using this simulation model within the conference. One delegate captures this well:

*The simulation was incredibly valuable for me. At one point during our team's work we reached what appeared to be an impasse: two different groups endorsed a different process to be proposed to the client. We incorporated a culture-difference technique of adopting the best of both processes, based on Hofstede's research that resulted in a constructive and mutually satisfactory approach. I thought that we achieved a breakthrough by working across cultural differences. That was what I came for, the chance to experience working with a diverse group of talented individuals. I felt richly rewarded by the experience.*

The innovative practice evident at this conference offers food for thought, not just for conference organisers but consultants and trainers more widely. How many times do clients of consultants and delegates at training sessions (often incongruously labelled workshops) come away feeling they have been talked at, rather than engaged; drawn into passive submission by a lengthy complex power point presentation rather than being an active participant in any problem solving process? A purist might argue that the simulation technique at the ISPI EMEA Conference is more appropriately labelled action learning. Such semantics should not over concern us. If the simulation that ran throughout the conference enabled a 'learn by doing' maxim to be built into the format then it offers a model for many in HRD to follow; one which can ensure our professional practice results in the sorts of positive feedback evident from the ISPI EMEA event.

### Note:

Both Carol Panza, Chair IFTDO and Christine Marsh, IFTDO Board Member, are founding members of ISPI EMEA. Carol Panza was a conference participant and her full feedback report can be accessed through ISPI's Performance Xpress web site <http://www.performanceexpress.org/>

**Employee Engagement in Theory and Practice**

**Catherine Truss, Rick Delbridge, Kerstin Alfes, Amanda Shantz and Emma Soane (Eds)**  
**Routledge, 2014 ISBN 978-0-415-65742-6**



There can be few themes in the field of HR that have risen to prominence with the rapidity of 'employee engagement'. It certainly seems to have caught the imagination of a wide range of HR practitioners with its dual promise of enhancing both individual well being and organisational performance. To an extent the academic community are playing catch-up. This book, therefore, fills an important gap. It both problematises the concept and looks critically at the HGRM implications in practice.

It is constructed in four parts. Part 1 explores the (mainly) psychological foundations of engagement. This is important because it successfully provides the bridge to the more HR and HRD oriented chapters which follow. Thus Part 2 looks at the HRM implication of employee engagement, Part 3 views three critical perspective on employee engagement and Part 4 is unashamedly employee engagement in practice.

Part 2 of the book contains a specific chapter on HRD. In this Shuck and Rocco consider if organisational strategy as regards engagement offers a set of practices to help align 'hard' and 'soft' approaches to people management. "Through HRD meaningful learning and work become possible within efficient, profitable and performance driven organizational systems". The authors highlight the role that HRD can play, for example, through organizational development, workplace learning and career development initiatives, not only to raise levels of engagement, but also to reduce levels of disengagement. The chapter ends with a short but insightful case study on Yum! Brands Inc - the world's largest restaurant company with outlets such as KFC and Pizza Hut. Yum! have built a strong culture based on being treated with consideration and respect by one's manager and a reward system based on recognition and awards. One award is a set of oversized walking teeth! - called the Walk the Talk award; used to recognize employees for individual contributions to the business. Other chapters in Part 2 look at HR strategy, leadership and job design. Part 2 also includes an excellent chapter on engagement in the context of multi national corporations, questioning assumptions that engagement will be similar across national boundaries.

In the third part of the book attention turns to a set of critical perspectives on engagement. Guest, for example, questions whether engagement is simply 'flavour of the month' and thus a transitory fad, whilst Purcell notes his concern that the engagement agenda relegates employees to a passive role, as engagement initiatives are perceived to be driven by the organization and 'done to' rather than 'with' employees.

For the reader most interested in employee engagement in practice the best comes last. Indeed of particular interest to IFTDO members may be Chapter 14 where Shantz, Schoenberg and Chan address the question of the extent of uptake of the engagement agenda by professional associations around the world. Through a detailed analysis of over 100 websites they

demonstrate that there are significant variations in the way in which engagement is adopted and promoted by such groups. Part 4 concludes with case studies from four diverse organizational settings, the UK Department of Work and Pensions, Marks & Spencer, the Co-operative Group Pharmacy and Kia Motors. The cases show how each organization has sought to measure engagement and how they have implemented organization wide strategies to foster high levels of engagement and in doing so provide insight of real value.

Overall this is an excellent contribution to a theme of our time and which currently commands attention from a wide range of interested parties. It was a pity the editors did not provide a strong concluding chapter but this is a relatively minor matter in the context of the wealth of data, perspective and debate which the book captures.

**Strategic Management in the Twenty First Century: The Theory and Practice**

**Abdel Bari Durra, Professor of Management, Middle East University (MEU), Amman- Jordan.**  
**Nasser Mohammad Soud Jaradat, Assistant Professor of Management, Philadelphia University, Amman-Jordan**  
**Dar Wael: Amman; 2014; Language: Arabic.**



Increasingly organizations in the 21st Century, whether in the industrialized or developing economies of the world, face accelerating changes, uncertainties, ambiguity and complexity. In this new book the authors look upon strategic management (SM) as an effective tool to face such turbulent environment. As the title indicates the book handles strategic management from two perspectives: theoretical and practical. As far as the theoretical perspective is concerned the book concentrates on a conceptual model developed by the authors entitled: 'the comprehensive model of strategic management'. The model is composed of four basic processes: formulation, implementation, evaluation of strategies and feedback processes. The ten chapters of the book discuss these processes as well as issues in strategic management and the future of strategic management. Strategic management is not a new concept and the authors draw appropriately on key authors (Chandler, Porter, Mintzberg etc) who are recognized as having shaped the theoretical and conceptual dimensions of this hugely important topic.

The authors seek to integrate the practical perspective throughout the text. They provide many examples, short and long cases, and practice oriented models. The cases are written from an Arab context drawing on practice in countries such as Jordan, Saudi Arabia and the Emirates. Indeed, a real strength of the book are the interviews with Arab executives talking about their experiences in strategic planning. This is a key point. Many books written in Arabic about strategic management neglect the practical aspects; some being little more than replicas of books written in English and which lack this critical Arab focus.

In addition to its value as a text within undergraduate and postgraduate education it warrants a place in the libraries of consultants and trainers in

strategic management professions and CEOs and executives of organizations in the Arab world.

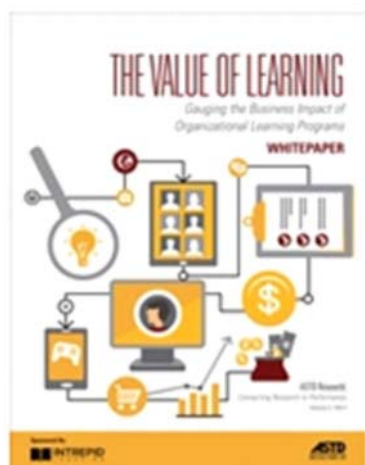
**2013 State of the Industry Report  
ASTD Research Report,  
ASTD Press, December,  
2013  
ISBN: 9781562869045**

The State of the Industry report is ASTD's definitive review of workplace learning and development trends. In the 2013 State of the Industry report, sponsored by Skillsoft and the CARA Group, Inc., 475 organizations representing a diverse sample of industries, sizes, and locations report on their commitment to learning and development. ASTD estimates that U.S. organizations spent approximately \$164.2 billion on employee learning in 2012. Of this total direct learning expenditure, 61 percent (\$100.2 billion) was spent internally. The remainder was spent on external services, which accounted for 28 percent (\$46 billion); and tuition reimbursement, which accounted for 11 percent (\$18 billion).



**The Value of Learning:  
Gauging the Business  
Impact of Organizational  
Learning Programs  
ASTD Press, December  
2013  
ISBN: 9781607286523**

The Value of Learning Whitpaper is based on the ASTD/i4cp report of the same name, which focuses on how organizations measure the effectiveness of the learning programs and products they design and implement. This report offers both a quantitative and qualitative perspective from leaders responsible for organizational learning. This Study looks at responses of 431 learning professionals representing organizations across all sectors and of varying sizes and geographic locations that were collected in September and October of 2013. Interviews with 11 industry leaders, such as Yum! Brands, Caterpillar, and Walgreens, support and bring depth to the survey findings.



**The rigor of management education and the relevance of human resource development: Natural partners or uneasy bedfellows in management practice?  
Samborok, S., and Willmott, H. (2014) Management Learning, 45: 1, pp 39 - 56**

This is an article from two members of the University Forum for HRD. It explores the relationship between HRD and management education. It is noted how key elements of learning in organizations, such as training and development, have co-evolved with changes in management practice. Here, the authors consider the contribution of HRD in shaping management,

including its influence upon the education of managers. The article illustrates this issue by reflecting upon the delivery of a human resource development-inflected core module on a Master of Business Administration programme in a UK Business School. Difficulties encountered by students in grasping the relevance and value of this module are seen to parallel difficulties in formulating HRD in a manner that does not reduce it to a set of tools and techniques used to identify and manage aspects of the 'human resource' targeted for 'development'. By exploring management education and HRD, the authors assess whether they are natural partners or uneasy bedfellows in the contemporary development of managerial practice.

**Training Professionals' Usage and Understanding of Kirkpatrick's Level 3 and Level 4 Evaluations  
Kennedy, P.E., Chyung, S.Y., Winiecki, D.J. and Brinkerhoff, R.O., (2014) International Journal of Training and Development, 18: 1, pp. 1-21**

Training professionals have long acknowledged the necessity of conducting behavior-based (Level 3) and results-based (Level 4) evaluations, yet organizations do not frequently conduct such evaluations. This research examined training professionals' perceptions of the utility of Level 3 and Level 4 evaluations and the factors that facilitate or obstruct their attempts to perform them. The three key factors identified by study participants as having an impact upon their ability to conduct Level 3 and Level 4 evaluations were the availability of resources such as time and personnel, managerial support (organizational) and expertise in evaluative methodology (individual). The research findings indicated a need to further explore how training professionals interpret Level 3 and Level 4 and how they can better develop their evaluative expertise, which in turn may increase effectiveness in gaining organizational support for evaluation efforts.

**Competencies as a behavioral approach to emotional intelligence  
Boyatzis, R.E., (2009) Journal of Management Development, 28 : 9, pp.749 - 770**

This is the most downloaded article of 2013 across all Emerald HRM & Organization Studies journals. The paper is the lead article of a special issue. Despite widespread application, there are few published studies of the empirical link between competencies and performance. There are even fewer published studies showing that they can be developed. Competencies are defined and an overview is provided for the papers that will follow with original research on competencies, their link to performance in various occupations, and their development. Emotional, social and cognitive intelligence competencies predict effectiveness in professional, management and leadership roles in many sectors of society. In addition, these competencies can be developed in adults.

**The ten characteristics of world-class learning and development  
Mustafa, E. (2013) Human Resource Management International Digest, 21: 6, pp.3 - 5**

The paper aims to put forward ten ways in which learning and development can become more effective. It explains how each of the ten characteristics - align learning and development with strategic direction, control learning and development activity, develop the learning and development team, quantify learning and development, seek external accreditation and recognition, involve senior leadership, establish a heightened profile, integrate technology in learning, model best practice and move the function outside its comfort zone - helps to ensure that learning and development will become more effective. The paper highlights the importance of an effective learning and development function to the success of individual organizations and, through that, to society as a whole and gives easy-to-understand advice to learning and development specialists.



## NOTICE BOARD

- The Performance Improvement Conference, 2014; International Society for Performance Improvement; Indianapolis, USA, 11 - 16th April

More details from <http://www.ispi.org/content.aspx?id=1686>

- 4th International Action Learning Conference, 14 - 16th April, 2014. Ashridge Business School, Berkhamsted, United Kingdom. The conference theme is: "What are we learning across the world? Connecting and disrupting our practices". More details from:

[http://www.ashridge.org.uk/Website/Content.nsf/wFARACAR Action + Learning: + Research + and + Practice + Annual + Conference + 2014?opendocument](http://www.ashridge.org.uk/Website/Content.nsf/wFARACAR>Action+Learning:+Research+and+Practice+Annual+Conference+2014?opendocument)

- Chartered Institute of Personnel & Development (CIPD), Learning and Development Conference and Exhibition, 30 April - 1 May, Olympia, London, UK

More details from: [www.cipd.co.uk/cande/hrd/conference](http://www.cipd.co.uk/cande/hrd/conference)

- American Society for Training and Development (ASTD), International Conference and Exposition, 4 - 7th May, Washington DC, USA

Note: Advanced Rates for members expire on 31st of March

More details from <http://www.astdconference.org/>

- University Forum for HRD (UFHRD), 15th International Conference on

HRD Research and Practice Across Europe, 'Reflecting on the Past; Shaping the Future', 4 - 6th June, 2014, Edinburgh Napier University, Scotland

More details: <http://ufhrd2014.com/>

- 14th Annual European Academy of Management Conference, 4 - 7 June, University of Valencia, Spain

Waves and Winds of Strategic Leadership for Sustainable Competitiveness

More details from: <http://www.euram-online.org/conference/2014/>

- 13th International Human Resource Management Conference, 'Uncertainty in a Flattening World: Challenges for IHRM', Cracow University of Economics, Krakow, Poland, 24th-27th June, 2014. More details from: <http://www.ihrm2014.pl/>

- 4th Mentoring and Coaching Research Conference, 26-27 June, Paris, France

Further details will be posted shortly at : <http://research2014.emcccconference.org/>

- International Conference on Skills for the Future: Training, employment, occupations and employability in turbulent times; 18-19 September 2014; Toulouse Business School, France

More details from: <http://www.tbs-education.fr/en/research-faculty/international-conference-skills-future>

## IFTDO GLOBAL HRD AWARD 2014

### Winners:

**Best HRD Practice Category Winner:** FESTO in Co-operation with Change International Ltd, Germany

**Improved Quality of Working Life Category and Overall Winner :** Indian Oil Corporation Ltd., India

**Research Excellence Category Winner:** Dr. Roland K. Yeo, Saudi Aramco, Saudi Arabia,

### Certificates of Merit Awardees:

#### Best HRD Practice:

1. Saudi Aramco, Saudi Arabia
2. National Academy of Civil Service, Taiwan, R.O.C
3. Abbott Ireland , Ireland
4. Saudi Aramco, Saudi Arabia
5. Civil Service Training Center, Taichung, Taiwan , R.O.C.

#### Improved Quality of Working Life:

6. National Academy of Civil Service, Taiwan, R.O.C.

#### Research Excellence:

7. Dr. Jane Turner and Professor Sharon Mavin, Newcastle Business School, Northumbria University, UK , and Associate Professor Gina Grandy, University of Regina, Canada
8. Dr. Bart Tkaczyk , Fulbright Scholar, University of California, Berkeley, USA
9. R. Chithra, Department of International Business, School of Management, Pondicherry University, Pondicherry, India



### Executive Board 2014

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#### EDITOR

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**IFTDO does not necessarily agree with the comments expressed in this News and does not accept responsibility for any views stated therein.**

[www.iftdo.net](http://www.iftdo.net)

**ASTD 2014**  
 INTERNATIONAL  
 CONFERENCE &  
 EXPOSITION  
 WASHINGTON, DC, USA  
 MAY 4 - 7, 2014  
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**ASTD WELCOMES YOU!**  
 Remember to use supporter code  
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## JOINT RESEARCH PROJECT OF IFTDO AND UFHRD

IFTDO has entered into a strategic alliance with Reciprocal member- University Forum of HRD, UK (UFHRD) to initiate a jointly funded research project. Proposals for the project were sought from our joint membership. After careful scrutiny, the research project has been awarded to Professor Jim Stewart, Professor of Human Resource Development Coventry Business School. The project is entitled '**International Comparisons of International HRD Practice**' and it will establish a base line for future research on a regional basis. It will provide valuable perspectives on HRD practice for our global membership and facilitate the exchange of ideas and knowledge across cultures.

## WELCOME NEW MEMBERS

### Associate Members (AM):

1. Al Aoubthani 4 Training Services, Oman (Oct 2013)
2. Brain Investment and Education, U.A.E (Dec 2013)
3. Institute of Microfinance, Bangladesh (Jan 2014)
4. C& I Leasing PLc, Nigeria (Jan 2014)
5. Creative Training Techniques Press, USA (Feb 2014)
6. NAMAA for Occupation and Administration Development, Libya (Feb 2014)

## IFTDO MEMBERSHIP APPLICATION

### Category of Membership applying for:

- FULL MEMBER** (USD\$1000)  
 Subscription is less for small professional societies. See below
- ASSOCIATE MEMBER** (USD\$350)

Official Organisation Title

Address

Telephone

Fax

Website

Name & Title of Contact Person

E-mail

### Payment Choice:

- Invoice requested
- Director transfer to IFTDO Account (Ask for Account No.)
- International Bank Draft or cheque drawn on U.S. Bank (ask for Address to which cheque to be mailed)

\* Small Professional Society applying as Full Member, please answer these additional questions:

Number of individual members \_\_\_\_\_ Number of organisational members \_\_\_\_\_

Dr. Uddesh Kohli, Secretary General, IFTDO  
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