IFTDO News

Number 2 of 2013

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SAVE THE DATES

44TH IFTDO WORLD CONFERENCE

Malaysia, August 24-28,2015

Host: Malaysian Society of Learning & Development

43 rd IFTDO World Conference & Exhibition

LEADERSHIP IMPACT FOR HUMAN RESOURCES DEVELOPMENT

10 - 12 March 2014, Dubai, UAE

Please see Page 3 for details

WELCOME DELEGATES

42nd IFTDO World Conference and Exhibition,

April 23-26, 2013, New Delhi

MESSAGE FROM PRESIDENT IFTDO

It gives me great pleasure to extend to you my best greetings and warmly welcome you all in your second country, UAE, while we celebrate and are happy to host the **43rd IFTDO World Conference in Dubai on March 10-12, 2014;** second time after we had the honour of hosting the 37th IFTDO World Conference in 2008. I welcome you again in Dubai which of course is delighted to host this conference. The UAE Government under the leadership of HH Sheikh Khalifa Bin Zayed Al Nahyan, Head of state and his brother, HH Sheikh Mohamed Bin Rashid Al Maktoum, Vice President, Prime Minister of the UAE, and the Ruler of Dubai have developed and rehabilitated their people to assume the responsibility to manage the state affairs. In addition, they have laid the foundation of the country and completed its infrastructure so that it became a destination to host major conferences, meetings, forums and global activities.

I also wish that the 42nd IFTDO World Conference which is currently hosted by the Indian Society for Training and Development (ISTD), in New Delhi, the capital of India would be successful to achieve the wishes and the aspirations of the members of the International Federation of Training and Development Organizations (IFTDO).

This Conference is held with the participation of leading thinkers, researchers and specialists in the development of human resources who will successfully present new and useful knowledge to promote the training field. The next Conference in Dubai is expected to follow up on the outcomes and recommendations emerged from the present Conference and develop a working methodology that will upgrade and push forward the training process to what we aspire to achieve.

Maj. Gen Dr. Mohd. Ahmed Bin Fahad
Incoming President, IFTDO

Dear Members,

As the Chair of the Executive Board, it is my very great pleasure to welcome you to this edition of the IFTDO Newsletter. We are all looking forward to the 42nd IFTDO World Conference in New Delhi, hosted by ISTD, which will be inaugurated on April 23, 2013 by the President of India - a very great honor for IFTDO. I do hope that many of you will be able to join us for what promises to be a unique learning and sharing event. The preparations for 43rd IFTDO World Conference to be held on March 10-12, 2014 at Dubai have also started. The Board met in Dubai in November 2012 and discussed the preliminary details for this Conference, which will be hosted by the Dubai Police Academy. We urge you to put the 2014 Dubai Conference on your calendar right now!

Conferences are certainly a valuable part of what IFTDO does, but there are other important ways that IFTDO makes a difference and supports its members. One of those programs is the IFTDO Global HRD Awards, which will be given this year during the Opening Ceremony of the 2013 Conference to ensure the greatest visibility for this year's award winners and their accomplishments.

In addition to a once a year large global Conference, our member research tells us that regional Conferences are valued for providing access and opportunities to participate actively in international events, closer to home. The Conference Coordination Committee is dedicated to encouraging and supporting both annual global conferences and high value regional conferences hosted by our members.

Our website was also identified as a key resource which must continue to be developed in its ability to provide benefit to a diverse global membership, in an era where virtual interaction is more and more essential to everyone's work-life, becoming more available, with ever increasing functionality and, at the same time, easier to use. The Board is committed to continuing the process of enhancing the IFTDO website and its value to our members.

Another important part of the value proposition for IFTDO is in bringing together and making available sources of critical leading edge research. One recent and very exciting opportunity to do just that comes as a result of the reciprocal membership arrangements made with UFHRD, which is also participating in our new Scientific Committee. Through this relationship we will be gaining access to research by way of one of the premier publishing houses for HR research. The initial offer will permit free access for a defined period of time, which is, of course, valuable, in and of itself. But, the Scientific Committee also intends to explore interest in and ways to pursue a more permanent relationship with the publishers.

Carol Panza
Chair, IFTDO Board

FROM THE DESK OF SECRETARY GENERAL

This Newsletter is being released on the eve of **42nd IFTDO World Conference to be held at New Delhi (India) from April 23-26, 2013,** being hosted by the Indian Society for Training and Development (ISTD). It is a matter of great honour for IFTDO that the Conference will be to be inaugurated by the President of India. With over 1000 participants and 150 speakers from all over the world, the Conference will be a memorable experience for all. The IFTDO Global HRD Awards 2013 will be given away by the President of India at the opening session of this Conference.

The 43rd IFTDO Conference will be held at Dubai (UAE) on March 10-12, 2014, to be hosted by the Dubai Police Academy. The 1st Announcement appears in this Newsletter. 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 43rd IFTDO World Conference.

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. **Proposals for hosting future Conferences are invited from Full Members.**

After its up-gradation, members can directly upload information regarding their events in the Section on Conferences and Seminars on the home page of our web site **www.iftdo.net.** Also, each member is provided one page free of cost on our web site to promote its organization and programs.

IFTDO is proud to continue to have consultative status with ECOSOC of the United Nations and is a member of the UN Global Compact Program. It continues to provide 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

43rd IFTDO WORLD CONFERENCE AND EXHIBITION

Dubai, U A E, March 10-12, 2014

Jointly organised by the Dubai Police Academy and International Centre for Security and Safety.

Conference Theme

Leadership Impact on Human Resources Development

Call for Papers: Last Date for Submission of Abstracts: August 31, 2013

IFTDO invites professional trainers, consultants, academics, HRD professionals and senior executives to contribute to the success of IFTDO 2014.

IFTDO further invites members and professionals to submit papers and presentations responding to the conference theme and topics. If you have a paper that you feel is reflective of the issues of HRD today and the theme, please submit it before August 31st 2013 to the **Conference Secretariat.**

The abstract should not be more than 500 words and accompanied by a CV.

All papers will be reviewed and speakers will be notified of acceptance by November 30, 2013.

Conference Venue

An enviable location in a dynamic city, the Dubai International Convention & Exhibition Centre is a world-class venue with flexible meeting and exhibition spaces. All the activities of the 43rd IFTDO World Conference and Exhibition will be held at this versatile venue.

The Official Carrier

The official travel sponsor for the conference is Emirates Airlines. Wholly owned by the Government of Dubai, Emirates is the international airline of the United Arab Emirates. In just a few short years, it has evolved into a globally influential travel and tourism conglomerate.

Emirates is characterized by two key features - continuous explosive growth and a constant focus on top quality service. Maintaining its quality while continuing on its growth trajectory is the key to its success. Emirates will provide special fares to all the conference participants.

Accommodation

Dubai has probably the largest concentration of five star hotels in the entire world. From beachside resorts to urban architectural marvels, each of its hotels offers a unique vantage point and has plenty to offer visitors. What's more, there are several two to four star hotels also.

During the conference, reduced-rate accommodation will be arranged for participants at the venue in Dubai. Information on hotel rates for single and double rooms will be provided on the website: www.dubaipolice.gov.ae

Exhibition

All conference participants are cordially invited to take part in the comprehensive commercial Exhibition which will take place alongside the conference.

For further details on this event, please contact: +971 4 3163310

Conference Languages

English and Arabic.

Correspondence

All correspondence regarding participation and sponsorship should be addressed to:

Lt. Colonel Nasser Ibrahim Kazim,
Director of International Centre for Security & Safety
Project Manager
Tel: +971 4 3163163
Fax: +971 4 2171820

Join the mailing list

Join the mailing list by completing the attached Notice of Interest and mail it to the Conference Secretariat or add your name to the mailing list on the Conference website for further information.

First Name: .....

Last Name: .....

Company / Organization: .....

.....

Address: .....

.....

.....

..... Postal Code: .....

City: ..... Country: .....

Telephone: .....

Fax: .....

E-mail: .....

MAY TRAINING BE ALWAYS UTILIZED FOR KNOWLEDGE DISSEMINATION AND DEVELOPMENT

42nd IFTDO World Conference & Exhibition

IFTDO
International Federation of Training and Development Organizations

42nd IFTDO World Conference, April 23-26, New Delhi, India

HOSTED BY INDIAN SOCIETY FOR TRAINING AND DEVELOPMENT

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

A memorable Conference with over 150 speakers from all over the world

April 23, 2013, Opening Session

Inauguration by the President of India - Mr. Pranab Mukherjee

Keynote - Mr. Arun Maira- Member, Planning Commission, India

Keynote Speakers/Panelists in Plenary Sessions:

April 24, 2013:

Emerging Corporate Landscape

Dr. Davide Sola, ESCP London

Dr. Beatrice Bauer, Bocconi, Italy

Dr. Pritam Singh, DG, International Management Institute, India

Capability Building for Cutting Edge Organization

Dr. Christine Pearson, Thunderbird School, Phoenix, Arizona, USA

Dr. Bhaskar Chatterjee, Director General & CEO, Indian Institute of Corporate Affairs, India

Dr. Gregory Prastacos, Dean School of Technology Management, Stevens University, USA

CEOs Panel - Managing Performance Excellence

Mr. Bob Morton, ODHRM, Bristol, UK

Ms. Carol Panza, Org Map, New Jersey, USA

Mr. R.N. Nayak, CMD, Power Grid, India

Mr A K Purwaha, CMD, Engineers India Ltd, India

Mr M. Narendra, CMD Indian Overseas Bank, India
Mr. Rajeev Mehrotra, CMD, RITES Ltd, India

April 25, 2013

Architecting Winning Organization and Shaping Leaders

Dr. Noel Tichy, Ross School of Business, Ann Arbour, Michigan, USA
Dr. Carlos Alberto Maffe, University of Boccani, Milan, Italy
Mr. S.Y. Siddiqui, Chief Operating Officer- Maruti, India
Dr. Yasho V. Verma, COO LG Electronics, India

Managing Gen Y: Issues and Challenges (Panel Dicussion)

Mr. S.S. Mundra, CMD Bank of Baroda
Mr. Raj Biyani, MD, Microsoft IT
Dr. Alfredo Behrens, FIA, Sao Paolo, Brazil
Dr. Ron Fry, Weatherhead School of Management, Cleveland, Ohio, USA
Dr. P V Ramana Murthy, Director-HR Coca Cola, India
Dr. Asha Bhandarker, Distinguished Professor, IMI, India

April 26, 2013

CEOs Panel - Grooming Leaders for Tomorrow

Mr. K.R. Kamath, CMD Punjab National Bank, India
Mr. R.S. Butola, Chairman, Indian Oil Corpn Ltd, India
Prof. Wayne Brockbank, Michigan, USA
Mr. Rajiv Sharma, CMD Rural Electrification Corn Ltd, India
Dr R.P. Singh, Executive Vice Chairman, Jindal Power Ltd, India
Mr. K.R. Gangadharan, President, ISTD, India
Mr. S. Roy Choudhury, CMD, HPCL, India

Valedictory Address- Mr S. Ramadorai, Adviser,
Prime Minister's National Council on Skill Development & Vice-Chairman TCS
Conclusion- Mr. B. Prasada Rao, President IFTDO and CMD BHEL

SOCIAL PROGRAMMES:

April 23	- 9 am to 1 pm-	Half-day City tour of Delhi
	- 7pm	Welcome Reception and Dinner
April 25	- 7pm	Cultural programme and Gala Dinner

SPECIAL TOUR TO AGRA

April 27 whole day- To see the romantic Taj Mahal. Delegates can stay over-night to see Taj Mahal in full moon light for once-in-a life time experience

THE GLOBAL WORKPLACE: LEARNING BEYOND BORDERS

The report, The Global Workplace: Learning Beyond Borders, is based on analysis of a survey conducted by ASTD and the Institute for Corporate Productivity (i4cp in the spring of 2012. Of the 637 respondents to the survey, half reported that their organizations are currently offering global learning or planning to do so within three years. In addition to the survey, follow-up interviews were conducted with select respondents.

Key findings include:

- Every region poses challenges. Respondents identified similar issues and challenges in delivering learning to every region of the world without exception including Europe, the Middle East, Asia, Africa, and the Americas.
- Among the top challenges faced with global learning programs, respondents cited language, translations, and cost in that order, followed by budget and time zone differences. Both high- and low-performing organizations shared many of the same challenges with little variation.
- More subtle challenges range from multifaceted cultural divides to resistance to change. Various legal requirements and work practices can differ widely from one country to another, presenting obvious barriers for a single process approach to learning and development.
- Organizations are grappling with issues such as deficient technological infrastructure and capability in some regions of the world; emerging economies pose common challenges tied to high demand but limited resources.
- Cultural differences and language divides require a high level of adaptation and patience on the part of all parties involved.

How Are Organizations Delivering Learning?

The majority of respondents reported that their organizations modify existing learning programs based on the region or country in which it will be delivered Over half of the survey respondents reported standardizing content around key enterprise-wide messages when delivering learning to regions outside of their organization's base.

Standard vs. Localization

Over half of the survey respondents reported that their organizations produce localized content for their learning programs with reasons such as translation needs, meeting local codes and standards in terms of regulations, the goal of increasing retention, and the need to hand off to a region or nation. High-performing organizations were more likely to indicate that they modify learning for local consumption.

Acquiring and Developing Learning Programs

The vast majority of respondents, reported acquiring their learning programs through a combination of purchasing them and developing them internally. Only 33 percent reported developing them solely internally.

Working Through the Challenges

Despite the myriad of challenges, the majority of respondents said that their organizations have no intention of throwing in the towel - they are still working on the country/regions that have posed the greatest challenge. But it is interesting that 6 percent of respondents indicated that their organizations had decided to discontinue development in those areas.

When examining the methods used to deliver global learning, traditional classroom-based learning was the most commonly implemented method. Learning on demand via intranet was the second-most popular method followed closely by learning through coaching. Personal learning networks was the least represented method with only one in five respondents claiming to currently use it. Looking at the methods that were used in the past, but are not anymore, experiential learning ranked the highest in this category. It seems that HRD professionals are opportunities to use social and on-line technology but are choosing not to do so.

Barriers in Implementing Learning

Insufficient staff to conduct training posed the largest barrier to respondents reporting that it hindered their organization's ability to address learning in global operations to a high or very high extent. Likewise, budgetary constraints were a large obstacle with 53 percent responding high or very high extent. The smallest impacts were incompatible multiple learning management systems and corporate values not translating well.

Conclusion and Recommendations

The learning professionals who were interviewed as part of this Study were asked what they might do differently if they were starting a global initiative today. The following recommendations are based in part on those comments,

- Hire people who are based in the region where your organization needs to deliver learning and development to start building relationships with the business. The sooner this happens, the faster an understanding of what the challenges may be in the region will be honed.
- When going into a new region, start training as soon as people are hired; don't wait until you reach some preset critical mass. This goes back to the previous point. "Hiring someone within the region on the L&D team when the function is beginning from the ground-up so that they can help grow the business is really critical.
- Create a global budget in order to get a total view and control on learning
- Alignment is mission critical. "You need to align with your business audience. Training people need to understand the business and be part of it. It has to be a team effort.

For the complete report go to: astd.org.

IFTDO Members:

Material for Newsletter: Send articles, news items for publishing in the Newsletter.

Publicize Major Events: Such as Conferences/Seminas: You can directly enter the data on the Home page of our website www.iftdo.net under Conferences and Seminars

IFTDO World Conferences: Full members are invited to send proposals for IFTDO World Conferences in 2016 onwards.

DANGERS OF PASTEURIZED LEARNING

- David Rock

When we try to Compress learning programs, results may not be drawn to scale.

I recently sat down with an executive from a Fortune 500 financial services firm to talk about how they had built their leadership development curriculum. "We created various levels of leadership within the organization," the executive said, "such as first time leaders, and leaders of leaders. Then we planned a series of training programs for each level, identifying the big ideas that needed to be covered in each program, such as giving feedback or thinking strategically."

Outside consultants were then brought in to work out the contents of each module. Like many organizations pressed for time today, there was pressure to shorten everything. Two days of training became one, which became a half-day, which then became a few hours. These condensed modules were then packaged together into a two-day program. "We basically pasteurized all the learning," the executive told me, shaking his head in disbelief. They had taken all the goodness out. With so many ideas packed into a short time, there was simply too much to digest. The result? The needle wasn't moving on what employees were saying about their bosses, which is the only honest measure of whether a leadership program is working.

This is not an isolated case. Every week I speak to clients struggling under the pressure of teaching more, in less time, with shrinking budgets. Unfortunately, there are no widely respected guidelines for how much you should teach people in a day, or how to be sure ideas will stick. Many corporate training programs are the mental equivalent of trying to eat a week of meals in a day.

The pressure on learning isn't going away any time soon, and allocating more time to training programs is rarely realistic. Instead, I think we need to better understand the processes involved in digesting learning, so that we can experiment and find faster "transmission speeds" for learning-the training program equivalent of going from the 56k modem to high-speed cable.

Fresh thinking about how we learn

There are two kinds of learning. Learning physical tasks, like how to snowboard without bruising your buttocks or ego, is embedded through repetition in the deeper motor regions of the brain such as the basal ganglia. This is known as procedural memory. Given that work today is more mental than physical, workplace learning now involves ideas that need to be mentally recalled, known as declarative memory.

For workplace learning to be useful, we need to be able to recall ideas easily. There's no point learning a great new model for running a meeting if you can't remember the model easily on meeting with your team. In order to recall information easily, we need to build a complex web of links across many parts of the brain. Picture a spider web, with the silk linking huge numbers of neurons right across the brain. The more robust the web, in other words, the more nodes and links within an idea, the easier a memory can be recalled, because there are more ways in---more entry points to the web.

In the last decade, Neuroscientists discovered that whether an idea can be easily recalled is linked to the strength of activation of the hippocampus during a learning task. The stronger the hippocampus fired up while learning something (which means the more oxygen and glucose it was using), the better people recalled that information later.

Many corporate training programs are the mental equivalent of trying to eat a week of meals in a day. With this finding, scientists such as Lila Davachi at NYU and others have been able to test out many variables involved in learning experiences, such as what happens to the hippocampus if you distract people while absorbing information. There are many different intriguing findings emerging, and I decided to see if these could be chunked into a framework that could be recalled easily (chunking ideas is a useful tool for effective recall). Over a few months of collaboration, Lila Davachi and I, along with Tobias Keifer, a consultant from Booz & Co., found a useful pattern that summarized the four biggest factors that determined the quality of recall. These are Attention, Generation, Emotion and Spacing, or the 'AGES' model. The AGES model was first presented at the 2010 NeuroLeadership Summit, and then published in the 2010 NeuroLeadership Journal. Below is a summary of the key ideas in that paper.

Learning that lasts through AGES

Attention is about how much people are focused in the moment on a particular learning task. This is no small matter in an era with ever shrinking attention spans. You get dramatic drop off in memory simply by diverting people's attention with a secondary media, like another screen on while focusing on a memory task. We need people's full attention during learning - yet that is getting much harder with the prevalence of always-on devices. Even webinars have their flaws - people can be easily distracted from the core idea by all the bells and whistles of the technology. To speed up learning we need to focus more on, well, focus. The research is clear that even tiny distractions during a learning task take a big toll on later recall of ideas. Yet we seem to be going in the other direction, giving people so many things to focus on all at once in learning environments, to try to make learning as 'rich' as being online. Rich, deep focus is a critical factor for learning, and anything that gets in the way of this focus needs to be removed if you want people to recall ideas later.

Generation means that people need to be making their own meaning, literally generating their own links, not just passively listening to ideas. We need our own brain to create rich webs of links to any new concept, linking ideas into many parts of the brain. Using many different types of neural circuitry to link to an idea is the key, meaning we should be listening, speaking, thinking, writing, speaking, and other tasks about any important idea. This takes time and effort and can't be rushed. A quiet mind, not a rushed one, sees subtle links, as many studies show. And we often generate ideas in dialogue with others, not just alone. These conversations take time, time that is being stripped out of classrooms.

Good levels of Emotions are also necessary for embedding learning. The stronger the emotions people feel while learning, the better they can recall information later. Strong emotions can be either positive or negative emotions. Negative emotions like learning anxiety are easier to activate in people, because of the brain's basic physiology where bad is stronger than good. Yet overly strong emotions can shut down learning altogether. Building positive emotions requires time and space, and usually involves human interactions, as social rewards tend to be the strongest. In some classrooms

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CULTURES OF OPENNESS AND COLLABORATION REQUIRE NEW APPROACH TO EMPLOYEE RELATIONS, FINDS CIPD RESEARCH

(www.cipd.co.uk)

A resistance to change and a lack of social media savvy amongst senior leaders is holding organisations back from rebuilding trust and fostering cultures of openness, collaboration and innovation in their organisations. That's according to new CIPD research on the current landscape of social media and employee voice, launched today at the annual Voice and Value conference at the London School of Economics.

The CIPD is urging employers to recognise that social media is driving us headlong into an age of mass collaboration and mass transparency, and if they don't embrace this with open arms they will find themselves on the back foot. The research, conducted for the CIPD by Silverman Research, highlights that social media presents employers with the opportunity to truly engage their staff in shaping the future direction of their organisations. Not only does it give employees an open channel through which to feed views upwards, but it also enables greater collaboration and knowledge sharing between employees at all levels, which is how new ideas and innovation prosper. What's more, social media interactions give organisations access to a unique blend of qualitative and quantitative data that can drive greater employee and customer insight.

The report comes hot on the heels of a worrying deterioration in employee voice, recorded by the CIPD's quarterly Employee Outlook last month, and highlights that traditional employee surveys designed to give employees a voice can actually distract many leaders from listening and acting on employees' true ideas and concerns.

The new research concludes that the biggest barrier preventing employers from embracing social media as a channel for employee voice is inaction and resistance to change amongst leaders. It found senior leaders often lack understanding of how social media works and the power of the data it can generate. In particular, it argues that too much weight is given to the potential perils associated with a more open approach, while the benefits of more traditional systems are overrated. This prevents leaders from driving the cultural shift required in moving from a top-down hierarchical culture to a transparent culture that fosters openness, honesty, collaboration and innovation. Meanwhile, employees in some organisations that have been slow to embrace social media have taken matters into their own hands by forming unofficial channels of communication between fellow colleagues and external audiences.

Jonny Gifford, research adviser at the CIPD, comments: "For organisations to thrive, employees must be given the opportunity to discuss how their organisations can innovate and feed their views upwards, as well as having the freedom to blow the whistle about genuine issues at work. Social media won't always be the most appropriate channel for discussing issues, but employers must wake up to the fact that they can't ignore it. Employee voice expressed through social media is much more influential because it is more likely to be heard. In comparison, employee surveys are 'voice without muscle'. Social media affects even organisations that have been slow in the uptake, whether they realise it or not or whether they like it or not, so employers must start designing their own future in employee voice before it designs them.

"Our research suggests that the risks associated with inaction are far greater than those associated with embracing social media as a channel for employee voice. We need to remain alive to some of the potential risks of social media - for example, will it make organisations more susceptible to group think and social herding, which aren't always conducive to organisational growth and success? But employers should also be thinking hard about the opportunity social media gives them to simultaneously collect opinions and facilitate discussion about genuine opinions and ideas, and to analyse the data in rich and meaningful ways. "

Regardless of the channels of communication at play, the CIPD advises employers to ensure that they create the right cultures and conditions in their organisation for employee voice to flourish, so that wrongdoing is called out and good ideas and innovation prosper:

- People will only speak up when they feel it is safe to do so, so senior managers must drive a culture of transparency and honesty, in which employees trust the organisation enough to express their views, whether they are invited to offer them or do so of their own volition
- If employees feel their suggestions are unlikely to go unheard, they will be more likely to feel that input is simply wasting time. Explanations should always be offered by leadership if certain suggestions cannot be put into practice and employees who make valuable suggestions for change and innovation should receive due recognition
- Adopting social media within organisations is one way of helping to develop these conditions.

Download the full report *Social media and employee voice: the current landscape* www.cipd.co.uk

DANGERS OF PASTEURIZED LEARNING ....

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there is no time for emotion, there is just too much material to get through.

Using many different types of neural circuitry to link to an idea is the key, meaning we should be listening, speaking, thinking, writing, speaking, and other tasks about any important idea.

Spacing is the surprising finding. We tend to predict that learning in a block will be better for recall. This turns out to be true, but only if you need to remember something for a short time, such as for an exam the next day. (This is technically known as the 'massing' effect.) Long term recall is far better when we learn information over several sittings. Any amount of spacing appears to help a lot. Counter-intuitively, the longer we need to remember information, the more the learning should be spaced out. Clearly we're not taking advantage of spacing in the current design of most training programs.

Rethinking learning

The AGES model is a template for designing more effective learning experiences. Firstly, we need people to focus intensely to learn, with no distractions at all. Realistically, this probably works better in small bites given how busy we all are. How can anyone focus intensely for days on end with so many emails are piling up? Secondly, people need to make their own connections to ideas, which happens more easily in unrushed conversations

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THE CHALLENGES BEYOND THE CRISIS

There are strong forces besides the global economic crisis affecting labour markets worldwide. Understanding and shaping policies to respond to them will determine the present and future of the world of work.

The challenge for the world economy and individual countries today is not only to recover from the global financial and economic crisis but to do so at a time when labour markets are undergoing tremendous structural changes.

Six "major forces" are at play and they affect every aspect of the world of work, from the way we work to the number and types of jobs that are available.

The first force is technology: A new wave of technological changes seems to be advancing at an ever increasing speed. Robots, computers and automation are increasing productivity but reducing the potential of the manufacturing sector to create jobs.

Several countries, including Japan, have experienced a drop in the number of jobs in this sector due to technological innovations. The fastest growing categories of employment in developed countries are the so-called "interaction jobs" in the service sector: managers, engineers, salespeople, doctors, lawyers and teachers.

Another force is the rise of emerging economies: It is not only a new geography of growth and consumption that is emerging but, due to rising education levels in emerging and developing countries, also a new geography of skills.

In just ten years, from 1996 to 2007, the numbers of undergraduate and postgraduate enrolments increased from 72 million to 136 million in a group of 113 emerging and developing countries.

This is changing the nature of the global competition for talents. The idea that developed economies have a monopoly over smart people doing smart things in smart ways is no longer applicable.

Skill mismatches: The persistent and, in some cases, growing gap between the skills employers seek and those available - is also an increasing problem. Many companies are not able to fill vacancies, despite unemployment being so high. The paradoxical result is higher unemployment levels, coupled with skills shortages.

Demographic change, especially population ageing in Europe, Japan and China - is another trend posing unique challenges. For example, how will these countries pay for pensions and healthcare when the proportion of old-age to working age population doubles in 30 or 40 years? How will they confront the labour and skills shortages? Increasing the labour force participation of women, young people and of the elderly are some of the solutions for countries with ageing populations.

The fifth "force" at play is the increasing global consensus, reflected in the Rio+20 outcome document The Future We Want, around the urgent need to follow energy-efficient, low carbon growth paths.

There are great opportunities in green jobs but also an important job destruction potential in non-competitive unsustainable technologies. So we have to make sure that workers have the right set of skills for economies to be able to transition from traditional to greener industries.

Finally, growing income inequalities pose a threat to social cohesion. Not only that, they affect growth and have an impact on public finances and rising debt. In some countries, inequality has been driven by a rising share of non-regular, part-time or temporary work. Informal work is a problem no longer limited to the developing world.

These forces are game-changers. Together with the on-going effects of the global economic crisis, they are determining present opportunities and constraints and shaping the future of labour markets worldwide in the process.

They are part of a "Great Restructuring" that we need to recognize and tackle, in order to make growth inclusive and globalization fair for everyone, not just a few.

By José Manuel Salazar-Xirinachs **International Labour Organization, ILO Executive-Director for Employment*

DANGERS OF PASTEURIZED LEARNING ....

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or activities. Third, we need emotions present for learning, though preferably a good balance of positive and negative emotions. And finally, we should be spacing out learning, giving people the chance to reactivate ideas regularly over time.

While these four variables sound challenging, they actually open up interesting possibilities for significant efficiency increases, and dramatic cost savings too. One project I was involved with taught 3,000 leaders over 64 countries how to be better workplace coaches. The training program was delivered in six one-hour bites in small groups over 6 weeks, with no one traveling. It was executed by the old fashioned telephone (on phone bridges). The training program, despite being telephone based, focused people's attention through specific telephone techniques, modeling a high-energy radio show, but with everyone participating. It had people generate their own connections through specific exercises between calls. It had high emotion as a result of calling on people to participate throughout the sessions, and had significant spacing of ideas, with what would have been a two-day training program spread over 6 weeks. Virtually everyone before the program predicted this approach wouldn't work for them. Afterward, 92% of 150 participants randomly surveyed said the experience was very effective or effective for them. Real learning occurred, at dramatically lower cost for this organization. It turns out that many of our intuitive hunches about the brain and learning are wrong.

It has never been more urgent that we improve the effectiveness of teams and management, yet much of our approach to embedding learning hasn't been updated for decades. This new research about the real conditions necessary for long term memories provides a framework for both tweaking existing programs and designing whole new approaches from scratch. The training industry is around a $100bn field, with enormous resources devoted to trying to educate and re-educate employees the world over. With a new understanding of the active ingredients in learning, of the 'goodness' inside, perhaps we can all spend less time in pasteurized classrooms (which means less time away from our families), and learn much more while we are there.

GLOBAL LEADERSHIP DEVELOPMENT: A CASE STUDY

- Neal R. Goodman

New talented leaders are needed in emerging Asian markets, due to the retirement of many global business leaders from the Baby Boomer generation. One of the biggest challenges for these new leaders is the lack of leadership programs in Asian universities that teach skills such as vision, creativity, and risk-taking that are at the core of many organizations. To remedy this missing element, we've developed a case study featuring one process for training departments to build their global leadership pipeline.

To better understand the potential problems that need to be remedied, we present an actual story of a mid-career, high-potential Chinese marketing manager. He was selected to come to the Chicago headquarters of a corporation for a 6- to 12-month assignment, designed for high-potential Asian leaders. The goal of this program was to learn processes and procedures practiced at the headquarters to help these leaders to take on more responsibility after returning to Asia. Ideally, they might one day return to corporate HQ to become a member of a more global senior leadership team.

This particular manager had never traveled outside of China, and his English skills were not sufficient. The first communicative problems arose when someone from training and development, entrusted by the HR department to assist the Chinese manager, inquired about his needs. "How can I help you?" asked the American HR manager, but the Chinese manager responded while looking down, "I do not know how to ask." Likewise, when he met his new manager, who asked what he'd like to accomplish during the six-month assignment, he replied, "Whatever you would like." As expected from these glimpses into their interaction, the six months that followed were frustrating for everyone involved, particularly for the training department, which was seen as a liability rather than a helpful resource.

Flash forward to two years later at the same company. In response to the failure with the first assignee, one of the training directors helped develop a program to improve the success rate of the global leadership pipeline program. After analyzing the debacle, the director noticed the following problems: failed expectations, lack of preparation for all involved, and a lack of training and follow through. Consequently, the company hired a global cross-cultural training organization with trainers throughout Asia and the United States. A common effort between the mobility office, the consultant, and the training director made it possible to design an alignment program that has been recognized as one of the most effective global leadership development programs in multinational corporations. This program contains the following components.

Metrics.

To identify the perceived expectations of the sending manager and the metrics whereby success would be measured, the assignee and the sending manager need to be interviewed. These interviews serve to gain insights into what the assignees need to learn, what skills they must develop, and what would most improve the local organization upon the return of the assignee. A consultant or coach would then assist in drawing up a plan, including metrics, to which the assignee and their manager agreed. Additionally, this plan was shared with the consultant or coach in the host country (in this case, the United States).

Orientation for assignee.

An orientation program was set up, in coordination with the mobility team, that taught the assignee and their family important U.S. information: Social Security, driving, shopping, and the like. This program was extended by an in-depth cross-cultural immersion program about living and working in their new country.

Briefing for new manager.

To be prepared for potential challenges that the host country manager's style might pose for the assignee, she received a cross-cultural briefing on the home culture of the assignee.

Alignment of assignee and manager.

The host country coach held an alignment meeting with the assignee and the host country manager to discuss goals, timelines, and measures of success. The plans that were agreed to in the home country were reviewed at this meeting. Any necessary changes had to be communicated immediately to the home country manager via a conference call and written follow-up. This alignment meeting provided a clear understanding of the goals and metrics for success of the assignment.

Alignment of assignee and team.

The coach next arranged an alignment meeting between the new assignee and the host country team members. This meeting served to discuss any cross-cultural differences that may have an impact on the team, and how the team would collaborate to facilitate the assignee' achieving her goals and help the team.

Ongoing coaching.

The assignee and coach held several coaching sessions during the assignment. These sessions included a final session focusing on repatriation and on leveraging the experience when the assignee returned home.

The key to this successful training program was the close cooperation between the training director, the corporate mobility group, and the cross-cultural consulting organization. There are now much clearer goals and expectations. Assignees understand what they need to do, who they need to meet, what skills they need to develop, and what contact they should make at headquarters to be considered for future promotions.

After just one year and 20 assignees, the program has significantly improved assignees' ability to implement their project upon returning home. Five of the candidates are being considered for promotions and assignments in other locations, including headquarters. One of the 20 assignees did not fulfill his original plans, and instead decided to remain working at headquarters.

Additionally, the host managers and team members now have a much greater appreciation of how things are done in different countries and are able to call on their colleagues in Asia for advice. Next year they will be expanding the program to 35 participants.

More and more training and development programs are being exported from the West to Asia with little appreciation or accounting for the fundamental differences between Western and Eastern approaches to learning and development.

Lets examine one recent case: Kay had just returned to her hotel in Beijing exhausted and dismayed. The excitement and enthusiasm she had for delivering her first program in Asia had been shattered in a day like no other she had experienced.

Kay was in Asia to deliver a program on successful global leadership. She was selected to deliver this program because she had helped design the course and had presented it successfully many times back in the United States. As her company was developing operations across Asia, it was decided that the training and development team would roll out some core courses in emerging markets with the hope that new talent could be developed. This would be the first of several offerings across Asia, but now all Kay wanted to do was to return to headquarters in Cincinnati.

As she reviewed the day, she could not figure out why things were so out of

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DEVELOPING AND REWARDING TALENT IN A GLOBAL ORGANIZATION

- Neal R. Goodman

One of the key differences to examine when learning about a culture is the individualism-to-group welfare (or collectivism) continuum. Cultures within Europe and the United States tend to be more individualistic, while Eastern cultures generally tend to be much more collectivist. These differing tendencies have great implications for talent development in a global organization.

Conflicting views on how talent is defined

A natural extension of the group welfare or collective cultural tendency displayed in Asia, and to some extent in South America and the Middle East, is the way employee talent is viewed. In these cultures, talent is often evaluated in the context of an individual's ability to build long-term trusting relationships along with the knowledge of functional skills. Ultimately, the focus is on the ability to be a contributing part of the collective.

Meanwhile, in Europe and the United States, employee talent is evaluated according to each person's abilities and accomplishments, sometimes even relative to the rest of the group.

Differing approaches to developing talent

Collectivist cultures tend to develop talent in ways reflective of those values. In many Japanese and Korean companies, top talent is developed through a prolonged boot camp lasting four months or longer. In these programs, employees are trained as an entire group.

On the other hand in Western cultures, the individual is most often the primary focus of talent development. On April 20, 2011,Financial Times reported on the growing use of software (by Western organizations) to track talent development of individual employees, demonstrating an investment in an increasingly individualistic approach to talent development. (Read the PDF of the article here.)

Rewarding talent

In collectivist cultures, employee rewards and recognition more often go to groups or teams rather than to individuals.

In individualistic cultures, bonuses and other rewards are typically for individuals. Additionally, individuals are often publically recognized for their contributions.

With such different views and approaches to employee talent, how can organizations effectively develop and reward talent with a global perspective?

Geographically strategic student recruitment. A growing number of global companies are now actively recruiting MBA students from leading universities in the key geographies where they will need talent. These students are recruited while in school and put through an accelerated development process to quickly become future leaders. Upon graduation, these recruits typically spend six months to a year at the company's headquarters where they are trained in both the corporate culture of the organization and one or more specific functional areas of focus. After completion of this program, the employees are placed in a strategic position in their home country.

Give managers a global perspective through experience. One promising approach to developing global talent is for companies (with a globally focused training and development department) to provide managers and leaders with assignments in another country.

Leverage social networking. Another method for developing global talent is to leverage social networking and collaborative technologies to transcend boarders and silos. The training and development department would ideally coordinate and oversee global communities of interest within the organization. When properly executed, these learning communities provide a culturally comparative perspective on all pertinent areas, such as training, marketing, and product development.

Do you have best practices and approaches to global talent development you'd like to share with colleagues? Please get in touch: ngoodman@global-dynamics.com.

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sync. She always prided herself in getting trainees involved in her courses. She developed an informal and easy-going style in which she was more an equal to her students and not their superior. She began the class that morning by trying to get the students to identify the qualities of a global leader. She was met with silence, so she called on a student to give her an answer and the student looked embarrassed and finally said in a low voice that a global leader must possess great wisdom. The rest of the class was silent, and she felt very awkward. Throughout the day, every attempt to engage the students was met by a reluctance to speak up, with the exception on one young woman who began to monopolize any attempt at discussion. Kay allowed her to speak because at least there was one person engaged. By the end of the day, she felt that this one student was making herself the center of attention to the exclusion of the other students.

What went wrong?

The Western approach to learning is one of discovering: seeking new knowledge, innovation, and change. Students are expected to learn to learn; instructors facilitate the learning but the emphasis is on self-discovery and an open discussion of ideas. An Asian approach to learning and development is based on achieving a more perfect social order based on tradition (Confucius), learning the truth from a master, following the right path, and maintaining harmony between opposing realities; students are expected to listen and learn. Asking questions and sticking out may result in negative outcomes from both the instructor and the other students. If pressured to give an answer it is likely to be in the affirmative to avoid any loss of face.

So what if you need to present information in an unfamiliar culture? Here are 10 tips:

1. Find a cultural informant. This could be someone from, or in, the country or region who can review your course content and delivery style and make recommendations on how to adapt the program to the audience without losing the goals and success factors. It may even help to have a local trainer co-facilitate.
2. Enroll in a course on instructing across cultures. A good course will teach you the fundamental differences in instruction and learning styles and offer tools and strategies for effective instruction across cultures.
3. Arrive in the location at least one full day prior to training. This will allow time to overcome jet lag, meet local training coordinators, learn about the local culture, visit the training site, and scout for any logistical needs and support.

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BEING GLOBAL REQUIRES STANDARD WORK IN OUR INTERACTIONS

- Frederick A. Miller

Fashion has become global. Sports and slang have become global. Our financial markets are global, and our disasters are global. Even when a financial or natural disaster occurs in one country or region, the impact travels around the world at a rapid pace. This is why healthcare leaders worry about the potential of a pandemic. We are connected with one another on a global scale.

This global connection requires that we interact across oceans and borders. It requires that the meaning and intent of our interactions be easily understood, so we can learn quickly and take action accordingly. The challenge is that our history has not prepared us for global connection.

Historically speaking, each village, town, city, culture, and country has had its own way of interacting, conveying meaning, and communicating not only intent (what one hopes to accomplish in the interaction) but also the intensity of feeling or commitment behind the message. As children, we had many opportunities to learn how to interact in our local culture, a process critical for survival. But now, in our global interactions-at international conferences, while traveling, while collaborating with others half a world away-we still bring what we learned in our local cultures to the interaction, and others do the same.

As a result, we often miss the intent of the other person, miss the intensity of feeling or commitment, and fail to recognize the subtle and not-so-subtle meaning being expressed. It is impossible not to miss people when everyone has learned how to be and interact in a very local way.

This is not exclusively a cross-border phenomenon. Today, every organization is more diverse than it has ever been, both inside (four generations in the workplace, differences in gender, race, sexual orientation, nationality) and outside (customers, suppliers, stakeholders). Each person has a way of interacting born of her local culture. There are many opportunities to miss one another, whether across the globe or in the next cubicle.

For these reasons, as we live in this globally connected world, we have to develop standard work around our interactions.

The point of standard work in general-the most efficient and effective process for performing a given task-is to avoid reinventing the wheel and thus to eliminate waste. With its origins in Lean Six Sigma, standard work provides an established, repeatable way to complete routine tasks. Organizations have done well in applying standard work to manufacturing and operations, resulting in such benefits as reduced cycle time, leaner processes, and enhanced results.

Similarly, standard work for interactions establishes a common vocabulary of words and phrases that clearly convey the meaning, intent, and intensity behind the message. By defining and using these terms among ourselves, we communicate in a way that the other person has also learned and therefore understands. The message is successfully delivered, and the interaction is right first time: no need to rework it because of misunderstanding. In this way, standard work for interactions eliminates waste.

Many standard work terms identify the context of our interaction. For instance:

When I say, "I am leaning into discomfort right now," it signals that what follows is difficult for me to say, or that I have a major investment in it. The language allows you, in effect, to adjust your listening approach to match the seriousness of the message.

When I say, "I am listening as an ally," it communicates my intent to be fully open and attentive to what you are about to say; I am joining with you in the conversation, rather than judging you from afar.

Global standard work for interactions, in essence, provides a common language that both clarifies and opens the door for more effective encounters. It eliminates having to guess the meaning behind what others say.

We miss a lot. For many organizations today, these misses are significant blocks to higher individual, team, and organization performance. No organization can afford this-not when speed of knowledge transfer and application are major competitive advantages. With global standard work for interactions, we reduce the guesswork and have more right first-time interactions. We speed up understanding, make things clearer, and get ourselves all on the same page. This is essential for our global connections to work for us and not against us.

In a world of change, we all have to change. Global standard work for interactions is a start.*

*For more about the phrases that comprise standard work for interactions, see Judith H. Katz and Frederick A. Miller, Opening Doors to Teamwork and Collaboration: 4 Keys That Change EVERYTHING (Berrett-Koehler, forthcoming March 2013).

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4. Have a local leader introduce you to the class and talk about your accomplishments, experience, expertise, education, and publications if any. This will do more to establish your credibility than anything you could imagine.
5. Engage all the students by having them hold discussions in small groups to ask and respond to questions. Asking individuals to speak up may have unexpected and negative consequences and can help avoid a single individual monopolizing the group discussion.
6. Learn the communication styles of the participants regarding silence, verbal, vocal, and nonverbal communication. Avoid slang, jargon, and acronyms since the trainees might not understand these and might feel embarrassed about asking for clarification.
7. A little formality can go a long way. Use your title if you have one. Someone with a PhD should be called Dr. not Kay.
8. Arrange to have a closing ceremony or banquet if possible and make sure you have certificates to hand out. And by all means, arrange to have a group photo with you in it to share with the group at the end of the program or sent after the program.
9. Learn about the culture you are visiting. There are websites that have the front pageof most major newspapers in the world. It would be wise to check on the local news before you start your trip. Seewww.global-dynamics.com/resourcesfor more information.
10. Maintain a paradoxical curiosity, knowing that things will be different, and welcome the differences as a learning experience, not a threat to way of doing things. When in doubt, ask. It is always better to ask and be interested in any differences that might arise. Every culture seems like a paradox to outsiders. Each culture has evolved to its current stare of affairs and has much to teach us if we are open to new ideas. This can add to our global repertoire of behaviors.

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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.

CONGRATULATIONS AWARDEES!

IFTDO Global HRD Awards 2013

Winners:

1. Overall Winner & Best HRD Practice Category Winner- Gulf Petrochemical Industries Company, Bahrain
2. Improved Quality of Working Life Category Winner- Bureau of Employment and Vocational Training, Council of Labor Affairs, Taiwan
3. Research Excellence Award-to 4 researchers-Bob Hamlin (UK), Taran Patel (France), Carlos Luiz (USA) and Sandy Whitford (Canada)

Certificate of Merit:

1. Best HRD Practice- Kaohsiung City Government, Taiwan
2. Best HRD Practice- Change International, Germany
3. Best HRD Practice- Rio Tinto Alcan, Canada
4. Best HRD Practice- Abbott Vascular Clonmel, Ireland
5. Improved Quality of Working Life, - BRAC Learning Division, Bangladesh
6. Improved Quality of Working Life- White Swan Consulting Group, India

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2. Kuwait Petroleum Corporation, Kuwait (Feb 2013)-for 3years
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