

# IFTDO News

Number 2 of 2015



## INSIDE

From the Editor .....	2
Secretary General's Report ....	2
IFTDO News Research and .....	3
New IFTDO web site launched.....	4
IFTDO Global Awards .....	5
ATD News and Research .....	6
Trust and HRD feature at .....	7
CIPD News and Research.....	8
Upskilling Talents for .....	9
Joint IFTDO - UFHRD Journal.....	9
Training Workshop to mark .....	9
Spotlight on ... Neuroscience .....	10
Investors in People to launch .....	14
Youth employment and .....	15
A new look at talent manage.....	16
Widespread Insecurity in .....	17
Publications, Resources and .....	18
IFTDO - UFHRD Research.....	20
Welcome New Member .....	20



## 45<sup>th</sup> IFTDO World Conference and Exhibition

"Lessons from Leaders"

21<sup>st</sup> – 23<sup>rd</sup> March 2016, Kingdom of Bahrain



The Bahrain Society for Training & Development will host IFTDO's 45th World Conference & Exhibition. It will focus on the theme of Lessons from Leaders and feature several high profile organizational leaders, internationally, from the GCC, and from Bahrain itself. Launching IFTDO 2016, Conference President Mr Mohammed Mahmood (pictured) made this statement: "The most successful and enduring businesses are those that combine a meaningful purpose and a clear set of values and have leaders who display both rational and emotional intelligence of a high order. This conference will focus on many success stories from hands on leaders with great lessons which has enabled them at all levels to reflect on these challenges in a highly engaging and compelling way. Core to this topic is the alignment of all stakeholder values so that all the forces within a business are pulling it compellingly in the same direction." The Conference will be held in the Diplomat Radisson Blu Hotel. For further details see [www.iftdo2016.com](http://www.iftdo2016.com)



Conference Venue: The Diplomat Radisson Blu Hotel, Kingdom of Bahrain

## Welcome Delegates

### 44<sup>th</sup> IFTDO WORLD CONFERENCE & EXHIBITION

Sunway Pyramid  
Convention Centre,  
Kuala Lumpur (Malaysia)  
August 24-27, 2015

## From the Editor



In human resource development, researchers and practitioners are sometimes viewed as occupying two different worlds. Practitioners distrust researchers because of a perceived over commitment to academic theory and a naivety about the 'real world'.

Researchers distrust practitioners because of their perceived desire for easy solutions, simple checklists – 'just tell me what to do' – and an unwillingness to take a critical look at problems of practice.

Aidan Lawrence, a Hewlett Packard Learning and Organization Development Director, provided a passionate 'business' case for an enhanced relationship between HRD research and practice at the recent UFRHD Conference in Cork (see elsewhere in IFTDO News). Aidan identified the need for practice-research "learning cycles" to function faster. Ideas for strengthening research practice collaboration included: more dynamic interchange as equal strategic partners; Internships for researchers and academics and more 'practice' input into academic research topics (both students and academic staff). Great ideas and it is appropriate for IFTDO News to provide a medium for their wider dissemination.

Might IFTDO do more? This issue coincides with The World Conference and such an event does indeed offer the prospect of breaking down such barriers and an opportunity to celebrate the research practice dynamic and the learning it offers for all concerned. Similarly with IFTDO's Global Awards. But there is wealth of good practice within the daily and weekly activities of

IFTDO's wide and varied membership which remains hidden from a wider audience. I cannot help but think that most of IFTDO's membership are in effect 'insider' researchers, operating 'inside' organizations and working on how best to provide HRD solutions in a rich array of different contexts and circumstances. When you think through a solution to a training problem, when you ask questions about how best to practice HRD, the foundations are established for *research based* practice. The important point is that practice is being problematised; subject to questioning, enquiry and a 'surfacing' of how a solution is found to a problem. And, if this shared with a wider community, through IFTDO News, it surely makes a contribution to Lawrence's research – practice learning cycles. It can be as insightful and valuable to a wider audience as any questionnaire or survey and importantly the voice of the practitioner is at the forefront.

Elsewhere in IFTDO News I highlight the prospect of a new IFTDO (and UFHRD) supported journal. It is hoped the journal will provide an international and independent review of human resource development policy, practice and research. Crucially the journal envisages a key role for practice based contributions, perhaps followed by more academic or conceptual contributions. But, whilst an exciting prospect, this is still some way off. In the meantime IFTDO News (and of course the new web site-see page 4) can fly the flag of member based, practice based, research discussion and debate. I look forward to more contributions from members that simply discuss their HRD practice and in doing so offer a practice based research contribution to IFTDO news and its wider readership.

## Secretary General's Report



IFTDO is a signatory to the UN Global Compact which promotes responsible corporate citizenship and sustainability. It aims at value based approaches in achieving sustainable development through ethical corporate governance. About 12000 corporates, business chambers, international bodies, non-government and other organizations, professional associations, etc from 140 countries are participating. In June the Global Compact had organized a Programme to mark the 15th year celebrations at the UN in New York. I had the opportunity to take part in the Programme and also attend the UNGC International Board meeting chaired by the Secretary General Mr. Ban ki-Moon. The UN is expected to announce later this year Sustainable Development Goals and the Global Compact will promote these with the help of the corporate sector and other organizations. IFTDO members can play an important role in creating awareness for these Goals and helping corporates in implementing them.

The other main activities since the last Newsletter are as follows:

1. The IFTDO Executive Board and Committees met on April 17-18, 2015, at Bangkok and discussed issues relating to IFTDO conferences, membership, developing countries, research and awards.



SG, IFTDO with Secretary General, UN

2. Dubai Police Academy gave a donation of \$30,000. The cheque was presented at the Board meeting by Past President Maj. Gen Prof Mohd. Bin Fahad, head of the Academy.
3. Saudi Aramco approved a sponsorship of \$25,000 for IFTDO's Research Project. The amount was received in December 2014.
4. The 44th IFTDO World Conference, being organized by our Full Member Malaysian Association of Learning and Development at Kuala Lumpur on August 24-27, 2015 promises to be a memorable IFTDO conference.
5. Revamping and development of the Website is in the final stage. The new website was launched in the first week of July 2015, except for members ID/Password which is expected to be completed shortly. It will enable members to access and exchange knowledge and experience more effectively.
6. The Panel of Judges has decided the winners of the IFTDO Global HRD Awards 2015. The Awards are being presented on August 26, 2014 at the Gala dinner during the 44<sup>th</sup> IFTDO Conference at Kuala Lumpur.

Members are requested to send brief write-ups on their major events activities for publishing in the Newsletter/uploading on the web site.

**Dr. Uddesh Kohli**  
Secretary General



### A welcome message from Prof Alias Masod, IFTDO President Minister Endorses Conference

I am proud, as President of IFTDO, to welcome you to the 44<sup>th</sup> IFTDO World Conference & Exhibition to be held in Kuala Lumpur from 24<sup>th</sup> – 27<sup>th</sup> August. With the theme “The Performance Pipeline: Beyond HR”, we are privileged to have more

Performance Pipeline: Beyond HR”, we are privileged to have more

### Minister Endorses Conference



Minister of Human Resources Dato' Sri Richard Riot welcomes delegates to the Conference with this message:

“Malaysia is indeed honoured to host the prestigious World Conference and Exhibition, IFTDO 2015. It is, thus, with pleasure that I welcome you to Kuala Lumpur to discuss and find key solutions in addressing current challenges in HR. The Conference theme “**The Performance Pipeline: Beyond HR**” is very apt and is specifically formulated for industry stakeholders and players, government agencies, and business owners to keep abreast with the development and progress of the HR industry. Other than having renowned speakers and global experts, IFTDO 2015 is programmed to have a Special Session which focuses on ‘Upskilling Talents for Employability in the Global Market.’ We should seize this opportunity to debate and strategize our talents in this globalized arena where relocation is an allure especially for the younger generations. It is my hope that you would recognize the potential of IFTDO 2015 and join us in Kuala Lumpur. ”

than 50 speakers from various parts of the world to share their thoughts, research findings, and experiences with delegates. Other than the conference proper, there are exhibition booths to showcase HR-centric products and services. I believe you will agree with me that IFTDO has grown in prominence since its inception. This is result of many factors, especially continuous support and valuable contributions from members. You are what make IFTDO today. Thus, I would strongly encourage members to be with us during IFTDO 2015. This will be a great opportunity to build camaraderie and network with speakers and delegates. I sincerely hope you will take full advantage of IFTDO 2015 and have a fruitful conference, through enhancement and enrichment of your professional career and business.

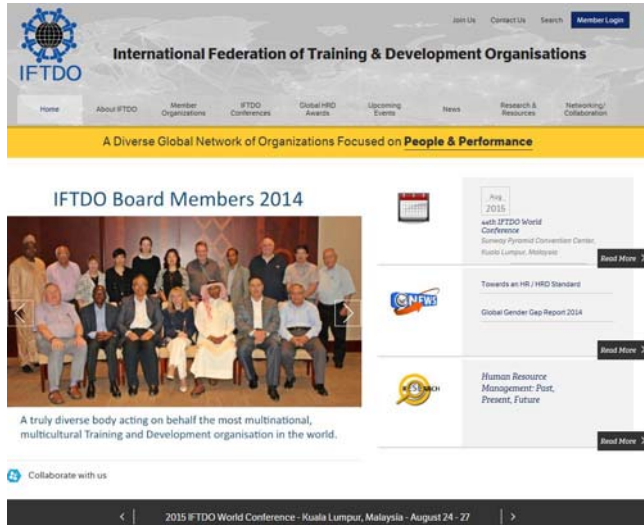
### Conference ‘backstage’

Organising a huge event like IFTDO 2015, is not an easy feat. It involves meticulous planning and precise implementation. IFTDOs 2015 Organising Committee is very fortunate to have onboard a team of undergraduates from Universiti Teknologi Mara (UITM), Malaysia, who will take on the role of Conference Assistants (CAs). As excited and committed as they are, they understand the enormous responsibility they are shouldering. Their primary goal is to ensure complete customer satisfaction from beginning to end. July 7, 2015 was the first briefing (pictured) covering setting expectations, running through the program, detailed assignment of tasks, appointment of group leaders, and understanding of general conduct. It was an interactive session with constructive input and feedback. A series of rehearsals will follow to ensure IFTDO 2015 is a memorable event for all participants.

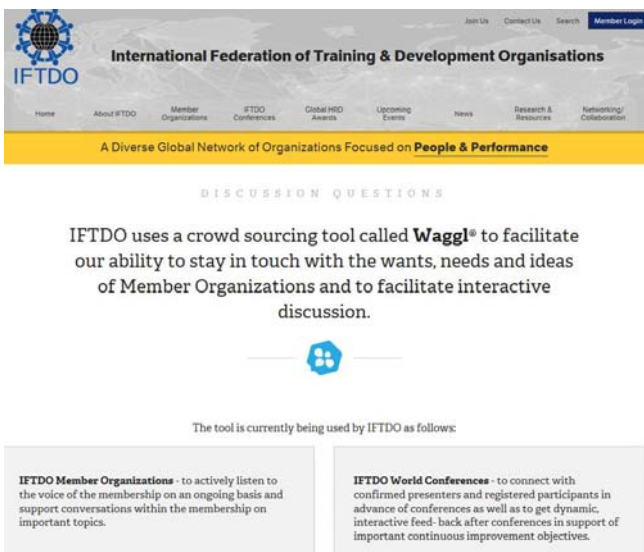


## New IFTDO web site launched

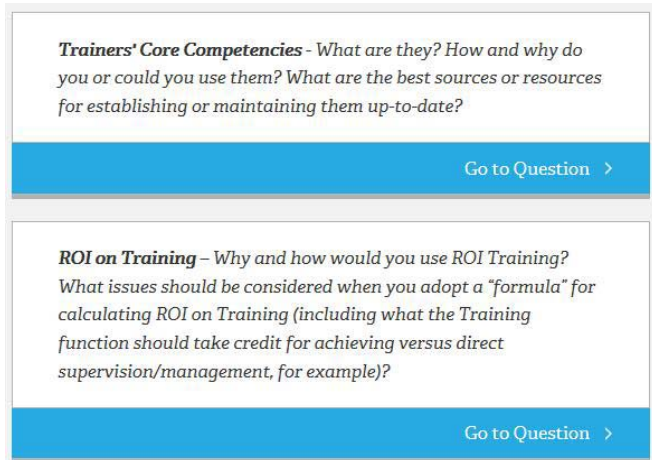
A revamped IFTDO web site has been launched and can be accessed at [www.iftdo.net](http://www.iftdo.net). It has been designed to play a key role in the communication with and amongst the IFTDO membership, and indeed with a wider audience interested in human resource development. IFTDO are indebted to Carol Panza, IFTDO Chair 2012-14, who with support from a Working Group drawn from the Membership Committee, has brought this often highly complex project to fruition. The Home Page (see Figure below) provides an engaging starting point for a browse through the different parts of the web site or to undertake a specific search. Indeed the addition of a 'Search' function enables quick access to current and past IFTDO work, reports and news items.



**Membership Benefits:** Importantly, the site has been designed to add value for the IFTDO membership. Only organizations that have current membership (and their representatives) can access the full text of many articles and other resources lodged on the site. However, all visitors will be able to see what content is there and available, should their organization become a member. A considerable body of material is easily accessible in the web archives. For example, there is access to IFTDO past conferences going back over IFTDO's entire history. (The first 40 years will be accessible through the 40 Year Anniversary Book.)



**Member Organizations:** In this section, there is a List and a Grid-View of member organizations. Members will have an enhanced ability to share information about their upcoming conferences and events (see illustrative Figure) through the **Upcoming Events** section of the website. And, Member Organizations can complete and share key information (including their logo) through the Member Profile data entry form. This will appear and be accessible in the Grid View or when clicking on "more information" within the List View in the **Member Organizations** section of the web.



Members will be able to share a guest log in for their members, which will give access to all members-only material, but not have the ability to update/modify Member Profile information. In an initiative to facilitate 'live' discussion within the IFTDO membership on current topics of interest a section of the web is devoted to '**Networking / Collaboration**'. The section utilises the Wagg!® tool (see also Figure). Wagg! enables a virtual dialogue between IFTDO and its member organizations. Some preliminary 'open questions' have been established (see Figure) and which it is hoped will generate interesting discussion. (The current open questions were established using the Wagg!® tool via email invitations to the IFTDO membership. The new "**Collaborate**" page gives a permanent home to this discussion forum and a place where past questions with the most highly valued comments can be accessed by IFTDO Members 24/7.)

**News and Research:** IFTDO News will continue to be published three or four times a year. The web will compliment this medium of communication enabling items of interest to be highlighted through the '**News**' and '**Research & Resources**' sections, with minimal time delay. IFTDO News may subsequently develop themes first located on the web. Importantly members are encouraged to keep those members of the Board responsible for the web site (see Key Contacts below) updated and informed of items of interest for the web.

**Ongoing management and updating of the web:** The software developers are in the process of handing over administration of the new web site to IFTDO and who will then assume responsibility for the ongoing maintenance and updating of the site. A period of training is required for those who will take principal responsibility for such activity. The key contacts for the web site are:

Dr Uddesh Kohli: [ukkohli@yahoo.co.in](mailto:ukkohli@yahoo.co.in)  
Dr Rick Holden: [R.J.Holden@ljmu.ac.uk](mailto:R.J.Holden@ljmu.ac.uk)

## IFTDO Global Awards receive renewed sponsorship

A generous grant of \$30,000 from the Dubai Police Academy assures the financial sustainability of the IFTDO Global Awards. This was presented to IFTDO by past President Dr. Mohammed Ahmed bin Fahad (Assistant

Global Awards & Certificates of Merit  
Donated by Dubai Police Academy



Commander in Chief of Dubai Police Academy for Training) at the IFTDO Board meeting in Bangkok in April 2015. The Dubai Police Academy, along with the Court of the Prime Minister of Bahrain, have been the major sponsors of the awards since their inception in 2009. The Awards were

introduced by the International Federation of Training and Development Organizations (IFTDO) to celebrate the projects that have made a real difference, as well as the effort and application of the people who have made them possible. The IFTDO Board is considering how the sponsors of Awards might best be recognised.



When the Awards were introduced in

2009, there were following 3 Categories:

1. Knowledge Management
2. People Management
3. Performance Management

In 2012 the Categories were changed to (i) Best HRD Practice (ii) Improved Quality of Working Life, and (iii) Excellence in Training of Indigenous Peoples. From 2013 onwards, the 3<sup>rd</sup> category has been Research Excellence. A strong set of 38 entries, representing 16 countries, were received for the 2015 Awards. Award winners are noted below and IFTDO News 3 will provide insight into a number of the winning entries.

### IFTDO – Global HRD Awards 2015

#### Winners:

**Best HRD Practice:** University of South Africa, South Africa  
**Improved Quality of Working Life:** Workforce Development Agency, Taiwan

**Research Excellence and Overall Joint Winner:** Dr. Roland K. Yeo, Saudi Aramco, Saudi Arabia

**Research Excellence and Overall Joint Winner:** Professor Sharon Mavin, Roehampton University, UK; Dr Janine Williams, University of Bradford, UK; Dr Nicola Patterson and Dr Patricia Bryans, Northumbria University, UK

#### Certificates of Merit

##### Best HRD Practice Category:

1. Schaeffler AG in co-operation with Change International Ltd., Germany
2. Department of Personnel, Tainan City Government, Taiwan
3. Infosys BPO Ltd., India
4. Talent Development Institute for Local Government, Taiwan
5. Cathay United Bank Bank Co. Ltd., Taiwan
6. Saudi Aramco, Saudi Arabia

##### Improved Quality of Working Life Category:

1. Cathay United Bank Co. Ltd., Taiwan
2. National Academy of Civil Services, Taiwan
3. Qatar University, Qatar
4. First Solar, Malaysia
- 5&6. BRAC Learning Division, Bangladesh- 2 certificates for 2 Projects

### HRM and HRD Trends in the Middle East



2014 Global Award winner Roland Yeo has edited a Special Issue of Human Resources Development and Management addressing emerging trends in HRM and HRD. The Special Issue aims to: identify critical HRM and HRD issues specific to the Middle East; examine how common HRM and HRD phenomena play out in within different sectors and explore if HR and HRD research reveals more of divergence or convergence in both theory and practice. Arising out of Dr Yeo's work with the Arabian Society for HRM (ASHRM) conference in 2012, the papers explore both the direct and indirect opportunities for HRD interventions. The tension between 'global' best practice and an appreciation of the local culture and unique workforce characteristics is a recurring theme. In raising the prospect of a distinct typology of HRM and HRD theory and practice Dr Yeo argues for a deep understanding of both internal and external forces influencing HRM/HRD, as well as opportunities and constraints, to help position the research and practice of HRM/D in the Middle East. This is the first serious contribution to the question of an emergent but distinctive Middle Eastern 'voice' as regards HR/HRD.

*Yeo, R.K. Looking Beyond the shores: emerging HRM and HRD trends in the Middle East; International Journal of Human Resources Development and Management, Vol 14, Nos 1,2 and 3.*

Roland Yeo is a Management Learning Researcher with Saudi Aramco and an Adjunct Senior Research Fellow with the University of South Australia Business School

### ATD 2015 – “Content, Community, Global Perspectives”

The Association for Talent Development held its annual International Conference & Exposition in Orlando, Florida. This global conference brought the learning and talent development industry to life, welcoming more than 10,000 attendees. Of these at least 2,200 were international attendees from more than 90 countries. The top 5 countries, by attendance, were Korea, Canada, Japan, China, and Brazil. The conference theme was “Content, Community, Global Perspectives,” which was evident through a diverse audience working in different industries, roles and from different backgrounds.



This four day conference featured world class keynote speakers such as Andrea Jung (the first female CEO of Avon), Sugata Mitra (professor of Educational Technology, Newcastle University, UK), and Erik Wahl (the renowned graffiti artist and entrepreneur), who spoke on topics such as characteristics of successful leaders, self-directed learning environments, and innovation. Along with the keynote sessions, there were 300+ educational sessions under 10 different content tracks and 4 industry tracks including Global HRD, Human Capital, Learning Technologies, and Learning Measurement & Analytics. In the Global HRD track, which offered 25 sessions, developing global leaders and developing a global mindset were popular topics of discussion. Globalization means there is a need to fill the global leadership pipeline with leaders who can demonstrate effective cross-cultural communication and handle remote teams and talent management. Other popular topics ranged from corporate universities to building successful global learning programs. Some sessions were oversubscribed, including many sessions relating to the science of learning and training delivery. Other notable trends and popular topics related to technology. On the first day, ATD CEO & President Tony Bingham, emphasized the importance of mobile learning. Millennials make up more than half of the workforce and in order for [global] organizations to remain competitive, they must incorporate mobile technologies into their talent development initiatives.

ATD developed some new ideas for attendees at this conference. For example, the new “instant insights” networking area welcomed delegates to meet with speakers and mentors to discuss projects they were working on in their organizations. More traditionally there was the ‘Global Village’; the centre of networking and rest for international attendees. It is a

comfortable home-away-from-home where attendees from all over the world can relax, reunite with colleagues, and network for new opportunities.

ATD report considerable success for the Conference; noting a rising attendance year on year. The conference achieved its ambition of providing a superb learning opportunity as regards current and future trends, and sharing global best practices. “Delegates leave with more contacts and ideas to apply immediately on the job when they return home”.

**Nan Kim, Wei Wang; ATD International**

### ATD Research

#### *The Mobile Landscape 2015*

The strap line of this research report is ‘Building Toward Anytime, Anywhere Learning’. There is considerable interest in the use of mobile devices (smart phone, tablet etc) but limited research on its actual use in practice and more importantly its effectiveness ...where can it make most of a contribution? Previous research conducted by ATD, and in association with



Institute for Corporate Productivity, has suggested a delivery approach ‘poised on the brink of expansion’. However, there is limited data to suggest that the revolution is underway. The report indicates that significant growth appears to be “on the immediate horizon”. Indeed there are parallels with the emergence of e-learning a few years ago; a tension between the apparent potential and the challenges and constraints of actual application. A level of scepticism that it is possible to ‘learn on the phone’ remains. A third of organizations represented in the survey had mobile learning programs although considerably more were actively considering utilising such learning in the short or medium term. Of some interest is the fact that most existing applications are described as informal; the content did not have specific structure or specific objectives. It remains unclear, though, in precisely what ways mobile learning is being used in this informal capacity. According to the research it is the Sales function which is most likely to be supported by mobile learning – perhaps unsurprising given the amount of time many in such a function spend away from the office. The report provides limited insight into the effectiveness of mobile learning although the report does conclude that correlations to mobile learning were present for most functions.

The research took a blended approach combining a survey to which over 400 learning and business professionals responded with subsequent interviews with learning leaders experienced in applying mobile technologies to support organizational learning.

#### *Instructional Design Now: A New Age of Learning and Beyond*

Design and delivering training remains one of the most fundamental aspects of HRD. In discussion and debate about HRDs role and contribution there is a danger this particular activity becomes sidelined. A welcome piece of research by the ATD revisits the “pivotal role instructional designers have

within the field of talent development". The research was guided by the questions: Have the behaviours, skills, and knowledge that ID relies on changed, or should they change? What skills are needed by ID professionals to succeed in a fast-paced, changing environment? How has ID evolved over the past few decades?



The research suggests that there has not been a major shift in the competencies required to be an effective instructional designer. Technological changes are influential but at its core the job is still about identifying and understanding learner needs, the context within which they appear and working through fit for purpose design. Importantly, the soft skills of working with diverse stakeholders remain a bedrock of the effective instructional designer. This said, there are very real challenges of harnessing the best of the technological developments and other innovations. Game based learning, for example, used by about 50% of respondents, requires

instructional designers to be innovative, think critically and produce content that is fun, engaging and memorable. Social media also presents instructional designers with the challenge of constructing appropriate design whilst harnessing new tools for delivery.

Beyond responding to technological opportunities respondents felt a major difficulty they faced was finding time to focus on developing a course; in part because of an array of different calls on their time. A number of respondents regarded themselves a 'jack of all trades' reflecting a view that an instructional designer must also serve as organizational development consultant, coach, communications specialist etc. Findings as regards evaluation reveal some similar problems as identified by CIPD research. A significant number of respondents reported that there was a lack of evaluation post training that could inform future design practices.

The research was conducted via 5 focus groups and an on line survey with over 1300 respondents. It was conducted in association with the International Association for Continuing Education and Training and Rothwell & Associates.

For more details on both reports see ATD Research at <https://www.td.org/Publications/Research-Reports>

## Trust and HRD feature at UFHRD Conference

In the first key note of the UFHRD Conference held at University College, Cork, in June, Sandra Robinson, University of British Columbia, shared some of her research findings around Trust and HRD. Most research had addressed the benefits to be gained from generating employees trust in the organization and its leadership.



However, Sandra argued that it was critically important to also address employees being trusted. Her presentation clearly identified not only the wide applicability of trust – individual, group, unit,

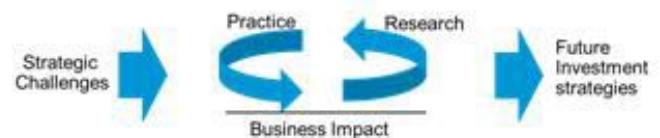
organization – but also its inextricable link with HRD, again at all levels. Whilst trust violations were often the focus of attention there was real value in looking at building trust and repairing trust. She argued that it was a myth that managers try to build trust when it is lacking; identifying a real HRD need. However the nature of this need is

- Apologies best but only for competence violation
- Denial is most effective option for integrity based violations
- Penance works
  - Especially for competence violation than integrity violation
- Reticence doesn't usually work
  - Even when appropriate

complex. Sandra provided insight on the extent to which managers may over-estimate the level of trust they have built or simply not know their level of trust is poor. She argued also that different types of violations may need different responses. It was a myth that the apology always helps!

Sandra's presentation is available from the UFHRD web site at: <http://www.ufhrd.co.uk/wordpress/conference-2015-key-note-presentations/>

Aidan Lawrence, Worldwide Learning and Organization Development Director for the Hewlett Packard Personal Systems and Printing Business, provided a passionate case for an enhanced relationship between HRD research and practice. The context was clear: a need for higher return on investment in L&D and which presented a clear opportunity for research to inform and influence strategic HRD interventions. Aidan identified the need for practice-research "learning cycles" to function faster but which nonetheless provided developmental opportunities for both academic and L&D practitioner. Ideas for strengthening research practice collaboration included: more dynamic interchange as equal strategic partners; internships for researchers and



academics and more 'practice' input into academic research topics (both students and academic staff).



This, the 16th International Conference on Research and Practice Across Europe, took place at University College, Cork between the 3rd and 5th of June. Sponsored by the Irish Institute of Training and Development (IITD)



the conference was attended by 360 delegates; 50 from Ireland and 310 international delegates. The picture shows IITD President, Nicola Neil hosting the Awards Ceremony at the Conference Reception.

Ruth Stuart, Research Adviser Learning & Development at the CIPD draws IFTDO members' attention to the following recently published research.



### CIPD Annual L&D Survey:

Three aspects of the findings are highlighted:

**Alignment:** The CIPD report positive developments in terms of the alignment of L&D with business strategy. L&D strategy is extremely aligned with the needs of the business in a quarter of organizations and a further two-fifths report that they are broadly aligned. Just 6% report no alignment. The most common barriers are L&D practitioners' lack of clarity regarding the business strategy and lack of resources, but also lack of interest or understanding of the purpose and capability of L&D from business leaders. Closer integration is predicted over coming years and further devolvement of responsibility to learners and line managers is also anticipated to be among the top changes.

**L&D Interventions:** In house methods remain most common. Coaching, for example, is currently offered by three quarters of respondents and is expected to increase further. Interestingly, despite the proliferation of available L&D material, most L&D content is developed from scratch. There is little change in the prevalence of Talent Management, with nearly three –fifths undertaking TM activities; most likely in larger organizations. Coaching, mentoring and buddy schemes are identified as the most commonly used and most effective TM activities.

**Capability Gaps:** One of the highlights this year is L&D capability gaps. Many report a lack of confidence in using learning technology and yet also predict growth in areas such as e-learning, virtual classrooms and social learning. Importantly, capability gaps extend to analytical skills using technology. Data is only exploited fully by approximately one-third of respondents. Continuing variable practice is evident specifically as regards evaluation. One in seven do not evaluate the majority of their L&D, whilst over a third limit their evaluations to the satisfaction of those that take part in formal training. The report can be viewed at: [www.cipd.co.uk/Learninganddevelopmentsurvey](http://www.cipd.co.uk/Learninganddevelopmentsurvey)

### Learning and Development: evolving roles and capabilities

In a further development of the CIPD research reported upon in IFTDO News 1, 2015 ("L&D New Challenges, New Approaches") this research demonstrates that mature practice within the top performing L&D teams leads to significant business benefits. L&D roles are evolving, but not always at the pace needed. There are signs that roles are becoming increasingly multifaceted, with this set to continue in future, necessitating a blend of skills and capabilities. In this context agility and versatility are essential, as L&D professionals need to play multiple roles. A key shift is a move away from learning delivery to performance consultancy, underpinned by the need for L&D to be aligned to the business and deliver tangible organizational and individual impact. There is also increasingly a need for L&D to support

PwC is a network of firms in 157 countries, providing professional services. The organization employs over 195,000 people across 758 locations. PwC have created a digital learning academy for L&D professionals. The academy builds blended learning skills, alongside how to consult, build relationships and have challenging conversations. The L&D team also have a dedicated research arm, so they can continually scan the horizon for new developments.

Barnardo's is the UK's largest children's charity. The charity employs over 8,000 people and 14,000 volunteers. The IT L&D team have developed an adaptable way of working which means they can respond quickly to business needs while continually keeping their own skills up to date. Their focus has shifted from learning delivery to increased use of learning technologies and embedded performance support.

McDonald's is a leading global food service retailer. McDonald's UK has introduced a new development programme designed to build performance consulting skills across the business. This is complemented by an L&D skills framework which focuses on the need to build relationships and work strategically.

social learning.

The report draws upon six case studies from Barnardo's, Mattel, McDonald's UK, The Ministry of Defence, PwC and University Hospital Southampton NHS Foundation Trust. These document in detail how the L&D function is changing and developing and outline the initiatives which have been undertaken to ensure L&D can both lead and respond to strategic business issues (see box for illustrations). They indicate powerfully the value of L&D looking inward to ensure its skills, and the way it is positioned, are fit for purpose. The report uses the case study evidence to explore and illustrate four key areas to challenge the thinking of the L&D profession – alignment and resources; evolution of roles; capability and driving change. It provides a foundation for L&D professionals to drive evidence based change.

The report and case studies can be downloaded at: <http://www.cipd.co.uk/hr-resources/research/l-and-d-roles-skills.aspx>

### Developing the next generation

This report explores how best to develop the next generation to meet business and learner needs. It highlights a range of considerations, both for HR/L&D professionals and business leaders. The report explores methods of developing 16–24-year-olds in the workplace. It identifies what works and why; which skills do young people enter the workplace with and what's the most effective way of building their capability? For organizations the report explains how to build the business case for broadening access to employment as well as investment in development to drive organizational performance. It is relevant for anyone working in HR, L&D or a line management role seeking to understand how they can best meet the development needs of the next generation. : <http://www.cipd.co.uk/hr-resources/research/developing-next-generation.aspx>



## Upskilling Talents for Employability in the Global Market: Developing Countries Committee to lead World Conference Forum

Following on from the successful IFTDO led panel discussion on skills for employability during the last United Nations NGO Conference (New York, August 2014) Tayo Rotomi, Chair of the Developing Countries Committee, will lead a forum at the upcoming World Conference.



### Background

Employability weaknesses continues to be a key obstacle to nations' development. Yet at the same time there are concerning high levels of youth unemployment globally. The issues are not country specific, though the impact of inaction or policy failures are clearly more serious and fundamental for developing countries. Many employers, particularly in the developing world, face a challenge of non alignment of the products of the education system and the practical demands of industry. It is critical to create an environment where employers are fully engaged in skills

development and youths have the skills needed to meet changing demands and support both entrepreneurial and economic growth. The theme of skills, or talent, in respect of employability is therefore unique in the way it creates strong links between education and industry.

### World Conference

The objective of the session at Kuala Lumpur is to bring together global experts in skills development from both developed and the developing countries, including multilateral organizations to discuss skills shortage challenges and practical solutions. The dialogue is expected to draw upon best practice from across the globe and be an important step toward bringing representatives of key stakeholder groups together toward constructive discussions and work sessions in the future, facilitated and supported by the IFTDO Developing Countries Committee. Indeed, it is hoped that discussions at Kuala Lumpur will pave the way for a full IFTDO summit in the near future.

## Joint IFTDO - UFHRD Journal

Development work to establish and launch a journal which is associated with and supported by IFTDO continues. The idea for a journal originally emerged from the ongoing partnership between IFTDO and the University Forum for HRD (UFHRD). Led by Bob Morton (Scientific and Technical Committee) and Jim Stewart and Jan Myers (on behalf of UFHRD) discussions have been held with publishers and a mapping exercise to position the new journal undertaken. The text box below illustrates extracts from the draft business case that has been drawn up to progress the initiative.

The primary market is HRD practitioners and researchers/academics. The journal will be inter-disciplinary in nature although will encourage an action-research focus linked to changing and developing existing knowledge and practice. Potential subscribers include: individual practitioners, individual researchers, professional bodies, and academic institutions. This will include those already members of IFTDO and UFHRD as well as attracting institutional and other subscribers not included in these networks.

Further consideration of the particular area the new journal might occupy will be undertaken both within IFTDO and the UFHRD. Importantly, 'in principle' commitments are required for an Editorial Advisory Board. This is regarded by publishers as an important statement of intent, commitment and credible support. This is being pursued, through the officers of both IFTDO and the UFHRD.

### "International HRD: Theory and Practice"

The Journal will provide an international and independent review of human resource policy, practice and research. The aims are to bring together international academic and practitioner expertise to support the development of Human Resource Development practice and academic discourse, to build a body of knowledge, and to create a peer-reviewed depository for theory informed practice and practice-based research.

The journal presents the opportunity to synergise practice with theory to develop further insights to inform both disciplines. It is envisaged that case studies of innovative practice will form the focus and platform for academic and practitioner review and discussion, followed by related academic (conceptual and empirical) articles. A broad editorial board will allow for special editions which can be themed by countries and/or by specific areas of interest. Within HRD, there are a number of subject disciplines that form a rich mine of possible features. The UFHRD conferences have, for example, developed a number of themes: training and development, cultural contexts and complexity, gender specific interventions and research, skills and competencies. IFTDO has global conferences that move from country to country each year, as well as regional conferences. This will also ensure an international, rather than a European or North American, focus.

## Training Workshop to mark UNEP World Environment Day

In June the management of IFTDO member EMT-CREED facilitated a seminar and training workshop on "sustainable consumption pattern" to the students of JMC college in Port Harcourt, Nigeria. This event was organized to mark the 2015 United Nations Environment Programme (UNEP) world environment day with the theme "Seven Billion Dreams, One Planet, Consume with Care". While presenting to the students and their teachers, the principal consultant for EMT, Patrick Chinemerem, emphasized the need for every one to make ad, begin to align to sustainable lifestyles. He demonstrated several practical personal actions that could be taken to improve sustainability. These included



simple actions like water saving and energy conservation at homes, waste sorting, appropriate thinking and sustainable choices of what we eat, waste reduction and deliberate actions to avoid food wasting. The day's presentation also focused on the need to conserve forest resources and biodiversity. The seminar ended with a direct link of our consumption patterns to the 8 millennium development goals (MDG's) which are to be replaced by new 17 sustainable development goals (SDG) in September this year and the menace of Climate Change. The seminar had the slogan: *We can create a sustainable world through safe, sound and sustainable consumption patterns.*

Neuroscience is a hot topic in our profession at the moment. But do the research developments in this field add anything substantially new to our understanding of the *practice* of learning and development? This feature will endeavour to distil the key points from such research and provide the opportunity to investigate further through further reading.

### Neuroscience or Neurononsense?

The CIPD offer this definition and explanation of neuroscience. "Neuroscience is the scientific study of the brain and nervous system. In the last 20 years there have been significant advances in the field because of technological developments, such as functional magnetic resonance imaging (fMRI) technology. This enables scientists to accurately depict brain activity through changes in blood flow." However, cognitive psychology has a long history and hence the important point in this definition is the potential of technology to enhance our understanding of how the brain is central to the learning process. Perhaps understandably such potential is often seized upon and 'sold' to the practitioner as the dawn of a new age of learning. Such claims are misguided. It is important, first, to dispel certain myths before looking more closely at what developments in neuroscience may have to offer (see also OECD, 2007).

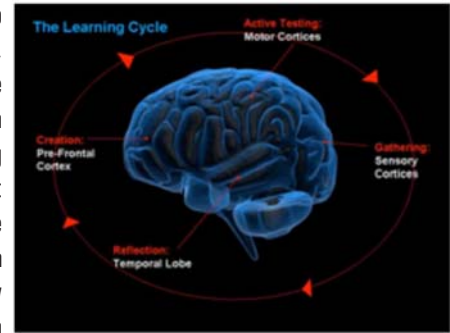
In a fascinating piece of recent research (Weisberg et al 2008) adults who knew little about neuroscience were assigned into two groups. They were presented with good and bad explanations for psychological phenomena. The group that were given irrelevant neuroscience in their explanations rated the bad explanations just as positively as the group given sound implications! Three 'myths' about the relationship between the brain and learning are highlighted here:

- **The brain is static, unchanging and set in childhood.** As expanded upon below one of the most widely accepted conclusions of recent research in neuroscience is that our brains grow, change and adapt throughout our lives.
- **Learning Styles - individuals learn better when they receive information in their so-called preferred learning style (e.g. visual, auditory, kinaesthetic).** Research evidence does not support this; nor does it support other commonly held assumptions i.e. that some people are left-brained and others right-brained with impact on learning. This notion suggests that people who are logical and analytical are left-brain dominant, whereas creative and artistic people are right-brain dominant. According to Fischer (Harvard University) this is total nonsense unless you have had half your brain removed.
- **Brain Use: Most adults only use 10% of their brain.** On the contrary brain imaging which is now possible has yet to produce evidence of *any* inactive areas in a healthy brain.

### New cognitive neuroscience research insights

Four areas of real interest are the following:

**Neuroplasticity.** Up until the 1980's, scientists thought the structure of the brain developed during childhood and that once developed there was very little room for change. We now know that the brain



possesses enormous capacity to change. People's ability to process widely varied information and complex new experiences with relative ease can often be surprising. The brain's ability to act and react in ever-changing ways is known as neuroplasticity. One celebrated study of brain plasticity reported on the effects of professional experience amongst London taxi drivers (Woollett et al 2009). Their *posterior hippocampus*, a region associated with the type of visual-spatial memory processing required to navigate around a large city, was shown to increase with the number of years' experience the taxi drivers had accrued.

Educator and biologist Zull proposes a learning cycle (pictured) that links ideas about experiential learning with neuroscientific research. The cycle begins with gathering information followed by reflection, creating and active testing. Zull's argument is that each step of the cycle is associated with a different region of the brain—those areas associated with sensory, associative and motor functions (Zull, 2002; in Hendel-Giller, 2010). While this alignment with parts of the brain is oversimplified, as these functions are more networked and less hierarchal than this picture would suggest, it provides a useful way to appreciate the full use of the brain in terms of a comprehensive understanding of learning.

Source: Howard-Jones, 2014

**Reward and Reinforcement.** Reward and reinforcement have been features of discussions on effective learning since the days of Pavlov and Skinner. More recently ideas about reinforcement learning involve the tight coupling of reinforcement strategies with reward-associated behaviour and which are considered to produce positive outcomes. Neuroscience is shedding more understanding of how such processes work. Of particular interest is the research surrounding the motivating role of uncertain reward. The ability of computer games, for example, to intensely engage their players may derive from the rapid schedule of uncertain rewards they present to the player and the potential of such a schedule to stimulate the reward system in the midbrain (Howard-Jones et al 2014).

**Technology in learning.** The future impact of neuroscience upon learning may be most significant when combined with technology. The enormous growth in IT based learning is beginning to reveal insight of value to practitioners more generally. For example in relation to our 'working memory', when young adults undertook a

19-day computer-based training programme that focused on developing working memory for 30 minutes a day, it was found that not only their working memory improved but also their 'fluid intelligence', that is, their ability to solve problems in new situations (Jaeggi et al 2008). Relatedly, Howard-Jones indicates that off-the-shelf action video games have shown themselves surprisingly effective

Brain imaging research together with work with educators and developers has now produced software informed by our understanding of the brain, and that helps turn almost any PowerPoint-based training session into an engaging game in which all learners compete together in teams. Learners respond to multiple-choice questions (either by putting their hand up or by using any Internet connected device) in return for escalating numbers of points. However, winning requires both learning and luck and this creates a roller-coaster ride of emotion that supports learning. It also generates the type of motivational talk more often observed in sport, including the attribution of loss to bad luck and gains to skill. This is an exciting future avenue of neuroscientific research which can impact learning in the future.

Source: Howard-Jones, 2014

at developing a range of cognitive skills. They appear able to enhance performance on many visuomotor tasks, switching of visual attention, suppression of visual distraction and inference of an action's probable outcome. Importantly these improvements appear to transfer beyond the training task itself. Howard-Jones, 2014, notes the research of Rosser, 2007, which purports to suggest that surgeons with a history of playing video games made 37% fewer errors in test of their surgical skills and suggests that neuroscience is helping to unravel some of the mysteries around games and providing a principled basis for the 'gamification' of learning.

**Insight and Intuition.** Many might question if the "aha!" moment when the light bulb in one's head suddenly switches on, can be part of learning and development. Creativity and innovation are key 'employability' skills but a lack of understanding of their cognitive processes has hampered efforts to teach and transfer the thinking skills involved. Neuroimaging of the creative brain is generating images that extend our understanding of the underlying processes and is also helping to demystify and 'concretise' insight, intuition and creativity. For example, research with board game experts suggests there may be specific brain circuits which are implicated in intuitive pattern perceptions.

Research also indicates that the ventromedial region of the brain's frontal cortex (the VMPC) is responsible for infusing affect (that is, feelings) into what otherwise might be an overly cold and calculated process. Sadler-Smith's, ground breaking work (2014) argues that neuroscience is beginning to add to our understandings of the biological bases of intuition and insight. He explores what intuition and insight are, their distinctions and how they contribute towards idea generation and problem-solving. He indicates how HRD practitioners can use processes of mental preparation, incubation, illumination and verification to create learning environments which

can facilitate the development of insight and intuition and to test and refine ideas.

## Applications in Practice

### Test Yourself: Answer yes / no...

Learning Interventions should be:

- challenging but not threatening
- stimulating but not stressful
- small chunks of input, frequent breaks, physical movement and time for quiet reflection
- highly learner led; lots of choice and flexibility
- activity-based, so learners are processing information and practicing new skills
- lots of stuff around peer to peer work e.g. coaching trios.

Understandably it is the application of neuroscience research within 'everyday' practice that most interests L&D practitioners. Here, though, the rhetoric tends to outstrip reality. Try this little exercise. Consider the points in the text box Test Yourself. How many of these points would you say are part and parcel of your existing approach to managing and delivering learning and development? Four or five? All?

Would it surprise you to learn that these very points appeared in a CIPD blog titled "Applying neuroscience to L&D initiatives"? The six points were prefaced by the words "A learning intervention informed by neuroscience would be:

- challenging but not threatening
- etc

Two points are important here. First, some caution must be exercised in relation to desires to apply the lessons of neuroscience into practical applications. The process of translating the research into proven practical learning and development interventions is uneven and requires considerably more empirical evidence. The Royal Society (2011) concluded their review of neuroscience research as regards

### Gamification

*Lee, one of the brightest graduates you recruited to the Hong Kong office last year, is on a conference call. But he's not talking business; he's talking tactics to colleagues in Mumbai and London. They are trying to outsmart Jane, a talented analyst on secondment to your marketing department in New York. Lee's team are excited; if they can successfully predict Jane's next move, they will move up two levels on the game. They make a move and Jane smiles. She's got it covered. Or so she thinks!*

The 'game' has been devised and implemented by an L&D team who wanted to engage its talent in creative, collaborative learning that 'games' key business insights and lessons. And it's a game with developmental benefits: it provides them with instant feedback that reinforces positive behaviours and answers the question "how am I doing?"

Source: Bowman, 2014

learning with the words “We urge caution in the rush to apply so-called brain based methods....there are inspiring developments in the science but practical applications are still some way off”. Secondly, there is the danger of misrepresenting existing understanding about effective learning as a product of new neuroscience research. So, anyone seeking easy solutions or ‘magic bullets’ are likely to be disappointed. This said, a number of threads of the research are sufficiently compelling to be interpreted in the context of practical actions within the management of learning.

**Brain plasticity:** learning can be acquired at any time. Many older people fall back on the adage “I’m too old to learn”. The neuroscience research offers anyone involved in adult learning a sound basis for dispelling such doubts and concerns. The research offers a basis for creating the conditions which will enhance learner self belief.

**Uncertain rewards:** design of learning environment to incorporate uncertain rewards has sufficient evidence to be a basis for experimentation and trial in a range of learning settings. Whilst most obviously this might be in IT based training any training input might benefit from a consideration as to how uncertain rewards might be used as part of the design and delivery. The prospect is both enhanced learning and transfer of learning into work practice.

Like elements into class activities can generate excitement, anticipation and engagement with both course content and other learners. Recent studies in neuroscience show that adding an element of chance and risk to classroom learning games can have a positive influence on learning. “Games build skills” (McGurk, 2014 )

**The Social Context:** It is important to note that the ‘Gamification’ illustration takes place in a team or social context. Social learning theory (Bandura and others) has argued for many years that we learn principally from the behaviours in others. (For a highly compelling video of this see [www.youtube.com/watch?v=KHi2dxSf9hw](http://www.youtube.com/watch?v=KHi2dxSf9hw).) There is nothing in the neuroscience research that dispels the importance of the social context in learning. Indeed, as we see in this example, there is an integration of ideas from both neuroscience and social learning theory. Furthermore, it is in interpersonal or social contexts that are likely to be most fruitful in terms of encouraging the development of insight and intuition.

Sadler-Smith, 2010, for example, develops a strong argument for the ‘intuitive coach’ and offers ideas and suggestions as to how HRD practitioners might develop such skills.

**Awareness and Approach:** Perhaps most significantly the neuroscience research is having an impact, or renewed interest, in what might be called ‘fit for purpose’ L&D. In other words, the research effectively reminds that there is a science of learning. It is not just a rag bag of ideas and practices implemented in largely haphazard manner. Any learning intervention will involve learners using their brains; learning is rarely effective if it just focuses on information transmission. Any learning need warrants consideration as to how different aspects of what we know about learning might be used to best effect in any one particular scenario. Above all, this might be thought of as a ‘thinking’ approach to learning and which works both for the trainer and the learner. Teaching metacognitive strategies—how to learn more effectively based on the way that brains learn—can optimize learning by creating more conscious learners. To be metacognitive is to be constantly “thinking about one’s own thinking”—and, in the process, deepening learning. By helping learners consciously adopt more effective learning strategies and giving them insight into the power of those strategies we can affect the quality of day-to-day workplace learning. As McGurk (in Howard-Jones, 2014) notes: Neuroscience is producing many insights with genuine relevance for L&D. But, rather than being directly applied to L&D programmes, they offer complimentary data to be used alongside other perspectives in the ongoing development and evaluation of new approaches to L&D. We should see neuroscience as offering insights “to be carefully combined with those from other perspectives, rather than a silver bullet solution to all the issues within L&D”.

Two organizational case studies are illustrated. Both claim that neuroscience is influencing their approach to L&D but it is clear that the influence is more apparent in terms of approach rather than in the use of any - very specific – neuroscience research finding. In both it is more of an evolution of existing knowledge, rather than a revolution. Indeed, it is more of a reinforcement of what we already understand to be sound principles of learning and good learning design and upon which the neuroscience is building.

### Case 1: Volvo

Volvo Group UK and Ireland, identified a need to evolve its approach to learning and development to ensure that people really did learn. Learning effectiveness was frequently measured on the number of days of training completed, rather than the quality of the experience, and most courses were heavily PowerPoint based. Louise Stevens, Learning and Development Manager, explains: ‘we didn’t have the follow-up and embedding. We were just constantly delivering sessions.’ Volvo used brain-friendly principles to transform their approach to classroom training, starting with their trainers. ‘The trainers have been our starting point because they need to understand what the difference between training and learning is and what their role in the classroom is.’ Greater focus is now placed on understanding how people learn and using tools and techniques to make learning as engaging as possible, for example using pictures, videos and grounding training in the relevant context. Volvo considered that Neuroscience could be really helpful, especially with the engineering designers and technicians. In effect Volvo were saying ‘This is how a brain is engineered.’. If you understand how a brain is engineered, you will understand how people learn better.’ Volvo is seeing greater engagement with learning as a result of the changes. They note had 9,000 hits on a new short “YouTube”-like technical video, ensuring that their technicians can access just-in-time learning at the point where it matters most and translating into vehicles being better fixed.

Source: Stuart, 2014

## Case 2: BT

BT embarked on a programme of work to transform the leadership style across the business. Hugh Hood, Director of Organizational Development at BT, explains why:

'The character of business has changed....we're changing from a more bureaucratic approach....looking at changing behaviour as well as knowledge and skills over a period of a number of years.' BT initially focused on developing the executive committee and the top 300 leaders, using principles from neuroscience to inform the approach. 'Neuroscience was one of the things that we chose to expose our leaders to.' A key concept shared was the importance of social connection, and the relationship between seniority and perception of threat. 'If you want people to influence or think through complex challenges, you need to pay attention to how you set up each interaction. You may need to play down being the boss, you need to be aware of your impact and be in enough self-control to decide how you can and want to react to get the right result.' Aside from incorporating neuroscience into the content of leadership development programmes, BT has also used it to influence learning designs: 'We looked at neuroscience when we were structuring learning experiences, for example how much people will take on, creating an "aha" moment of inspiration, making it social, the amount of reflection that they need to consolidate learning.' Most of the time was dedicated to reflection in small groups, in planning and practising and turning what they'd heard into personal sense, skills, and plans. Hugh explains that this approach was based on 'learning about the conditions under which the brain makes, new connections and how you reinforce those connections'.

Source: Stuart, 2014

## Conclusions

Four points can be made in summing up this discussion:

- We must be wary of misinterpretation and, however well intentioned, over simplification. Neuromyths abound.
- Certainly we must avoid seeing neuroscience as the answer to all the questions of training design and intervention. The value of the research around uncertain rewards, for example, is surely of best value as offering additional insight to what we know and might seek to apply about reward and reinforcement. Classical behavioural theories continue to provide sound principles of learning. Social learning theory provides us with crucial insights as regards modelling behaviour – highly appropriate, for example, in learning customer service skills. If the rhetoric and newness of neuroscience diverts us from an integrative view of research from varying disciplines we risk impoverishing our understanding of and approach to organizational learning and development.
- A stronger evidence base addressing the relationship between research and practice within organizations is a fundamental requirement. In particular we need to see neuroscience applications in areas where the record of training impact is weak e.g. leadership and in areas which are becoming increasingly important i.e. what does neuroscience offer the managers of informal learning? And as regards classic training problems such as the transfer of learning.
- Finally, we should be mindful also of a stubborn resistance to change amongst many L&D professionals (see, for example L&D annual survey data at <http://www.cipd.co.uk/hr-resources/survey-reports/learning-development-2014.aspx> ). A research question for neuroscience perhaps? It is to be hoped the interest generated by neuroscience, and behavioural science more generally, can be channelled into a more energetic review of practice more widely within the profession.

## References and Further Reading

- Bowman, 2014, It's all in the game, Training Journal, [www.trainingjournal.com/articles/feature/its-all-game](http://www.trainingjournal.com/articles/feature/its-all-game)
- Hendel-Giller, R., 2010, The Neuroscience of Learning: A New Paradigm for Corporate Education, The Maritz Institute
- Howard-Jones, P., 2014, Fresh thinking in L&D: Neuroscience and learning, CIPD Research Report
- Jaeggi, S.M. et al, 2008 Improving fluid intelligence with training on working memory. Proceedings of the National Academy of Sciences (USA). Vol 105, No 19. pp6829–33.
- Organization for Economic Co-Operation and Development. [Understanding the Brain: The Birth of a Learning Science](http://www.oecd.org/education/understanding-the-brain-the-birth-of-a-learning-science/). Paris: OECD Publishing, 2007.
- Woollett, K, Spiers, H.J. and Maguire, E.A, 2011, Royal Society of Philosophical Transactions, Talent in the taxi: a model system for exploring expertise [http://www.fil.ion.ucl.ac.uk/Maguire/Woollett\\_PhilT.pdf](http://www.fil.ion.ucl.ac.uk/Maguire/Woollett_PhilT.pdf)
- Royal Society, 2011; Neuroscience: Implications for Education and Lifelong Learning, available at <https://royalsociety.org/policy/projects/brain-waves/>
- Sadler-Smith, E, 2014, Fresh thinking in L&D: Insight and Intuition, CIPD Research Report
- Sadler-Smith, E. 2010, Teaching and Learning Intuition: some implications for HRD and coaching practice, in Holden, R. and Griggs, V. (eds) Innovative Practice in the teaching and learning of HRD, Journal of European Industrial Training, Vol 34, 8/9
- Stuart, R. 2014, Neuroscience in action: applying insight into L&D practice, CIPD Research Report

Investors in People to launch new framework in drive towards internationalisation of people standard

Investors in People is a management framework for high performance through people, established in 1991 by the UK Government to help organizations get the best from their people. Two decades later its standards have been recognised in over 15,000 organizations across 75 countries. In September the 6<sup>th</sup> generation framework will be launched. Head of liP Marketing, Thomas Bale, told IFTDO News that whilst liP has been international for a number of years in terms of its delivery model (see for example MTN Swaziland illustration) the new framework was deliberately seeking to move away from a UK centric model and develop the international take up of the standard. "The new framework will ensure that the standard is available and positioned in a way that is less country specific...because organizations are increasingly moving and developing across geographical boundaries."



New liP Framework; Investors in People, 2015

The new standards focus upon key principles of people management in terms of leading, supporting and improving. Four levels of accreditation are possible: Developed, Established, Advanced and High Performing (see also Figure). Nine indicators are used alongside these accreditation levels for assessment and accreditation purposes: Leading and Inspiring People; Living the Organization's Values and Behaviours; Empowering and Involving People; Managing Performance; Recognising and Rewarding High Performance; Structuring Work; Building Capability; Delivering Continuous Improvement; Creating Sustainable Success. So, for example, in relation to Indicator 1 Leading and Inspiring People the Figure illustrates the relationship between the Maturity model and the assessment indicators.

1 Leading and inspiring people

Leaders make the organisation's objectives clear. They inspire and motivate people to deliver against these objectives and are trusted by people in the organisation.



Themes	Developed <i>In place and understood</i>	Established <i>Engaging and activating</i>	Advanced <i>Creating positive outcomes</i>	High Performing <i>Embedded and always improving</i>
Creating transparency and trust	Leaders provide clarity around the organisation's purpose, vision and objectives	There is clear and regular two way communication between leaders and people at all levels	Leaders ensure that there is a consistent level of trust at all levels of the organisation	Leaders are active role models, leading by example and trusted by people in the organisation
Motivating people to deliver the organisation's objectives	People understand the organisation's objectives	Line managers support people to deliver the organisation's objectives	Leaders are passionate about delivering the organisation's objectives and motivating people to deliver against them	Leaders motivate and inspire people to achieve results above and beyond what is expected of them
Developing leadership capability	Line managers know what is expected of them to lead, manage and develop their people effectively	People know what to expect from their line manager and provide feedback on how they are managed and developed	People have confidence in the leadership and management capabilities within the organisation	Future leadership capabilities are defined in line with the organisation's values and leaders meet these challenges

The Framework: Sixth Generation Pilot; Investors in People, 2015

But he argued one of the liP's unique selling points was how it had sought to address and manage this tension. He pointed out that significant changes had been introduced to assessment and that these now "combined quantitative and qualitative methods to build



Incorporated in 1994, MTN Group Limited is a multi-national telecommunications group offering voice and data communications products and services. MTN Swaziland subscribes strongly to Jack Welch's views that 'there are three measurements that tell you nearly everything you need to know about your organization's overall performance: Employee engagement, customer satisfaction, and cash-flow'. In an attempt to get these three areas right, at the beginning of 2014, the Swazi leadership team decided to strategically focus on creating a culture of putting people first and investing in them.

This was driven by the understanding that only engaged employees can give the business a competitive advantage and create a distinct customer experience thus resulting to healthy cash flow and returns. Seeking liP accreditation was timely, providing focus, independence and objectivity. IIP has changed the way in which all leaders and managers in the business view their people. It has created a culture where people are now viewed as a priced resource in the business that has to be well natured and handled with proper care.

Source: Investors in People at <http://www.investorsinpeople.co.uk/accreditation/whos-accredited/case-studies/mtn-swaziland>

an overall evidence picture". Sixty organizations including, for example KPMG Cyprus, are currently involved in piloting the new standards. All have been involved in the development of the new standards framework.

Regarding liP's future aims for international accreditation, liP are working to 15% year-on-year growth of accreditations outside of the UK over the next two years. This will result in approximately 740 accreditations by March 2016 and 850 by March 2017.

### Towards a BSI Standard in HR

The development and international growth of the liP standards model raises interesting questions as regards development elsewhere in terms of HR standards. As reported on the IFTDO web site (<http://www.iftdo.net/news/towards-an-hr-hrd-standard>) in 2011 an ISO committee to work towards an international standard for HRM was established. However, to date no International standards for HR have been developed and agreed. In 2013 A BSI 'mirror committee' to work towards a British standard for HRM was formed and which, if successful, may pave the way for an international standard to come into being. Represented on the Committee are both the CIPD and the UFHRD. A draft Management System Standard, BS 76000 was released for public consultation in December 2014. All issues raised by UFHRD in response to the consultation opportunity were incorporated, to some extent at least, by the drafting panel in revisions to the standard. It is anticipated that BS 76000 will be published during July, 2015. BSI is provisionally planning for a launch event for the standard to take place during w/c 28 September

which will take the form of a workshop and will be held in Manchester, UK. The BS 76000 is an 'overarching standard' and the intention is to develop further National Codes of Practice in relation to specific features of Valuing People in Organizations. The first Code to be developed will be 'Diversity and Inclusion'.

Asked about any potential conflict between Investors in People and the BSI developments Thomas Bale of liP noted that liP supported "anything that creates better workplaces....and the greater involvement of people." He also pointed out that liP in many organizations sat comfortably alongside ISO standards such as ISO 9000. He speculated that such a scenario might be similarly possible with any new BSI HR standard; noting that the strength of liP was its ability to get beyond simply the existence of a process (e.g. appraisal) and address complex constructs of leadership, values and purpose. "Critical to liP is the strategic alignment of people with organizational outcomes. Assessing this is challenging and requires far more than the existence of a process of formal policy".

More details on the BSI HR standard can be found at: <http://shop.bsigroup.com/ProductDetail/?pid=000000000030298953>

**Ed Note:** IFTDO are indebted to Thomas Bale, Head of Marketing at liP for his contribution to this article. The Investors in People web site provides further details on the new framework and standards and additionally a portfolio of HR resources which are available free of charge to anyone interested in human resource development; <http://www.investorsinpeople.co.uk/about>

## Youth employment and development: OECD Skills Outlook 2015



More than 35 million young people, aged 16-29, across OECD countries are neither employed nor in education or training (NEET). Overall, young

people are twice as likely as prime-age workers to be unemployed. Governments need to do more to give young people a good start to their working lives and help them find work, according to a new OECD report. The OECD Skills Outlook 2015 says that around half of all NEETs in the OECD are out of school and not looking for work and are likely to have dropped off the radar of their country's education, social, and labour market systems. OECD Secretary-General Angel Gurría, launching the report, said "Too many young people leave education without having acquired the right skills and, even those who do, are prevented from putting them to productive use."

The report expands on the findings of the first OECD Survey of Adult Skills (PIAAC), published in 2013, and creates a detailed picture of how young people acquire and use their skills, as well as the potential barriers they face to doing both. It shows that 10% of new graduates have poor literacy skills and 14% have poor numeracy skills. More than 40% of those who left school before completing their upper secondary education have poor numeracy and literacy skills. Work and education are also too often separate worlds: less than 50% of students in vocational education and training programmes, and less than 40% of students in academic programmes in the 22 OECD countries and regions covered were participating in some kind of work-based learning at the time of the survey. Young people in work can also face institutionalised obstacles to developing their skills. For example, one in four

employed young people is on a temporary contract and so tend to use their skills less and have fewer training opportunities than workers on permanent contracts.

To help more young people into work, the OECD recommends:

- High-quality pre-primary education for all children in order to help mitigate disparities in education outcomes and to give every child a strong start to their education.
- Public employment services, social welfare institutions and education and training systems should offer some form of second-chance education or training. In return for receiving social benefits, young people could be required to register with social welfare or public employment services, and participate in further education and training.
- Education providers and the business sector should work together to design qualifications frameworks that accurately reflect the actual skills of new graduates.
- Work-based learning should be integrated into both vocational and academic post-secondary programmes.

**Ed Note:** The OECD web site at <http://www.oecd.org/education/governments-must-step-up-efforts-to-tackle-youth-unemployment.htm> includes a 'Compare your Country feature' enabling comparisons on various skills measures against the OECD average.



## A new look at talent management? Professor of Management Practice, Paul Turner, talks to IFTDO about 'making people before making products'

Paul Turner is Professor of Management Practice at Leeds Business School UK. His corporate experience includes President of Europe, Middle East and Africa, Employee Care for the Convergys Corporation of Cincinnati; Group HR Business Director for Lloyds TSB; and General Manager for Plessey in both the UK and Asia Pacific. He has professorial positions at the universities of Birmingham, Nottingham and Cambridge. He has been a Vice President of the CIPD and is currently a Companion of the CIPD. IFTDO News Editor Rick Holden interviewed Paul to learn more about his recent book "Make Your People Before Your Products" and the distinct approach to talent management which the book embraces.



Editor (RH): *Let's start if we can with your current position at Leeds - Professor of Management Practice. I've not come across that title before. How does it capture what you are doing now and maybe also reflect where you've come from?*

Paul Turner (PT): The Professor of Management Practice role at Leeds Business School is an innovative way of combining academic research and business practice. In my case it means being able to apply research into subjects such as leadership and talent management in the context of some insights gained from a long career in business.

RH: *Turning to the book "Make Your People Before Your Product" what was the principal driver...the principal need that you felt it could meet?*

PT: Writing the book provided the opportunity to look at some of the terms we use in people management. The book puts forward the point of view that people aren't human capital, human assets or human resources, they are people. People design, make and deliver; they develop intellectual property and create wealth. I hope that this is the prevailing philosophy. It will determine how much investment an organization puts into its workforce. In an age when the traditional sources of competitive advantage are less advantageous, then perhaps people are the only source of advantage. Effective, inclusive talent management is a way of delivering this.

The book tries to reflect recent changes I've seen in talent and talent management working with organizations around the world. Talent management in the 21<sup>st</sup> century is different to talent management in the 20<sup>th</sup> century. The book is in response to this perception. Most people accept the need for organizations to be agile but there are other forces at work that provided the rationale for the book. Multi-generational workforces for example and how to manage the talents of generations Y, Z and Alpha; how to attract, retain and engage the organization's talent in a dynamic labour market; plus the challenges of transparency of information and the growth of social media. It seemed to my co-author and I that there was a convergence of forces that prompted another look at talent and talent management and this led to the approach we took in the book.

RH: *Although "Talent" isn't in the book title, talent is clearly your focus. So, reflecting on this term many would regard it as a bit of a slippery concept; others might see it as just a new fad...old wine in new bottles...etc. What is it about the concept that you feel makes it viable as a concept around which to base this book?*

PT: Yes the book is about talent management. But it tries to add value in dealing with some of the questions that have been around for so long that they seem to get in the way of progress. For example is talent an exclusive

or an inclusive concept? We say in the book that it has to be both simultaneously. On the one hand it's important to have succession plans; development of high potentials and the creation of talent pools in key positions; but on the other it's equally important to recognise that everyone has talent and success will come from harnessing all of the talent in the organization wherever it resides. Now this is a really difficult thing to do. It has implications for all aspects of the people process from attraction through to development and retention and of course for the people management development budget. We tried to address some of these issues in the book.

Another challenge is how to deliver effective talent management in different organizational designs. Talent management in a traditional hierarchy- where talent pools are set up to address the needs of the next level or two levels up and the 9 box grid is used as a way of calibrating who is where; can be different to talent management in the networked organization where the skilled project worker is as critical to success as the Head of Department in the hierarchy or in a matrix organization with multiple roles and accountabilities. How can organizations set up their talent management approach and put in place effective processes for its delivery in ways that are relevant to different types of OD?

And then we looked at some of these processes in the context of making your people before making your products. The need to regard the workforce as a community rather than an audience; the need for the CEO to become Chief Talent Officer; the need to create meaning as a means of engagement and retention and the need to have multi-faceted L&D with combinations of learning activities as part of the development process.

RH: *Following up on your point about inclusivity – exclusivity. Your challenge is for organizations "to do both brilliantly". But why isn't a focus on exclusivity...key positions – not a broadly fit for purpose strategy as regards talent development. The theme of IFTDO Conference is "The Performance Pipeline – Beyond HR". In the book you use same analogy. But everyone cannot fit into the pipe. The examples you cite seem to me to focus on fairly exclusive groups of employees e.g. management trainees and how they can be prepared for the pipeline. Can the pipeline analogy hold with an equal focus on inclusivity?*

PT: That's a really good question. Of course organizations have to develop a pipeline of talented people for key positions. Many of our case studies show excellence in these areas. And this has been the focus of talent management for some time. But we argue that, in addition, there are advantages for organizations in getting the most out of the potential of the talent that resides outside of this pipeline. For example, the traditional pipeline might consist of successors to senior executives and their direct reports plus high potentials (including graduates) in a series of talent pools. It's absolutely essential that organizations get this right. But in total this may only represent a small percentage of the workforce. The challenge and opportunity is to ensure that everyone else has the chance to contribute their talents. And we believe that if organizations have this philosophy then they increase their chances of succeeding in their chosen businesses.

RH: *Thinking about Learning and Talent Development. A few years ago there was a lot written on the learning organization, also corporate universities. Indeed I think Lloyds TSB, where you were Group HR Business Director claimed such a title. Are these failed ideas about organization learning? Is inclusive Talent Development the new learning organization?*



PT: Learning takes place at all levels of the organization. There is a continuum between the learning of the individual and that of the organization as a whole. Individual learning will ultimately contribute to the ability of the organization as a whole to adapt and change. So the idea of the learning organization has been around for a while and I still think that it's a relevant concept. But what does this mean in practice?

As we see it, the challenge for organization is to create an environment in which the contribution of all of its talented employees is maximised and the organization is able to harness this to deliver its objectives. In the book we noted that the sum total of all of the potential of individual talent in an organization is the theoretical competitive position; if these potential outputs are sufficiently different and ahead of the outputs of competitor organizations then that will be a theoretical competitive advantage. But if these potential outputs are converted to real outputs then that will be the organization's competitive success over time. To achieve this will require that the organization 'learns' from its experiences and has the ability to adapt accordingly; that teams learn, building on the total knowledge and contribution of their members and that individuals learn as a normal part of their roles and responsibilities. Learning takes place at all levels. The challenge is to make sure that the learning is converted into meaningful strategies and actions.

How to do so evolves. Corporate Universities are a good example of this. They were set up to try and achieve the convergence between individual learning and that of the organization as a whole and many were successful. But the idea has moved on. Changes in organization structures (to more devolved entities); new technologies and the different ways in which individuals learn has meant that organizations have had to respond to new challenges. This evolution has been a constant feature of talent management over the past few years. Perhaps inclusive talent development is a manifestation of this.

In addition to these points we drew attention to the need for a 'Sunao' or open mind on the part of the organization's managers. This means that learning through being open to new ideas and concepts is a key part of the way the organization goes about its business.

RH: *Roles and responsibilities are inevitably critical to any organizational strategy /policy / ways of working etc. You place some importance on the CEO. But what about HR?*

PT: Yes, we talk in the book about the Chief Executive Officer becoming the Chief Talent Officer. The reason for this is the criticality of people to the success of the organization's strategy. For this to succeed then we believe that the CEO has to be instrumental in all aspects of talent management. At Board level, this means regular talent reviews and at individual level this means direct involvement in the processes of talent management. But most importantly it means that talent issues have to be seen as of equal importance to the other drivers of the organization's success. The Chief Executive Officer will be one of the architects of this approach.

But this shouldn't sideline HR. They have a crucial role to play alongside the CEO in terms of their expertise in processes and practices of talent management. And I should add that I am very encouraged by the new generation of HR professionals emerging into the field. I do believe they have the capability to step up to the challenge of taking a strategic role in relation to learning and talent management within organizations.

RH: *Could we finish by looking ahead.....what's on your agenda?*

PT: Well, linked closely to theme of the book I have an ongoing research interest in talent management evaluation but also strategic workforce planning. And I should emphasize my interest in HR Analytics. I really think this will be a critical, perhaps the most critical issue, in the field of HR and HRD over the next few years. It has the potential to make such a difference to strategic HR work. Perhaps we might write something together that looks at strategic workforce planning in the context of HR analytics. What do you think?

RH: *Definitely – let's do it !*

#### Ed Note:

Publication details: Turner, P. and Kalman, D. *Make People Before You Make Your Products; Using Talent Management to Achieve Competitive Advantage in Global Organizations*; Wiley; ISBN 978-1-118-89958-8

Paul's other publications include: *Workforce Planning (2010)*, *The Admirable Company (2008)*, *Talent Strategy, Management and Measurement (2007)*, *Organizational Communication (2003)* and *HR Forecasting and Planning (2002)*. He has written articles for academic and business journals and the International Press.

## Widespread Insecurity in Global Labour Market

Only one quarter of workers worldwide is estimated to have a stable employment relationship, according to a new report by the International Labour Organization (ILO). The World Employment and Social Outlook 2015 (WESO) finds that, among countries with available data (covering 84 per cent of the global workforce), three quarters of workers are employed on temporary or short-term contracts, in informal jobs often without any contract, under own-account arrangements or in unpaid family jobs. Over 60 per cent of all workers lack any kind of employment contract, with most of them engaged in own-account\* or contributing family work in the developing world. However, even among wage and salaried workers, less than half (42 per cent) are working on a permanent contract.

The first edition of the new, annual flagship report, entitled *The Changing Nature of Jobs*, shows that while wage and salaried work is growing worldwide, it still accounts for only half of global employment, with wide variations across regions. For example, in

the developed economies and Central and South-Eastern Europe, around eight in ten workers are employees, whereas in South Asia and Sub-Saharan Africa the figure is closer to two in ten.

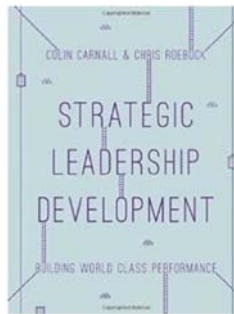
Such work patterns limit and constrain opportunities for training and development. Indeed the very nature of the work undertaken by many of those on temporary or short term contracts requires minimal levels of skill and very little by way of training to reach satisfactory levels of performance.

The full report can be viewed at <http://www.ilo.org/global/research/global-reports/weso/2015-changing-nature-of-jobs/lang-en/index.htm>



**Strategic Leadership Development; Colin Carnall and Chris Roe-buck; Palgrave**

Another book on leadership development? Haven't we already thousands; few of which stand the test of time? Well yes, this is another book on leadership but this starts out with the clear goal of being different. One clue is in the title – it has a focus on strategic decision making. But there is another more discrete quality to this book which makes it worthy of attention. This is its attempt to focus less on characteristics of the individual leader, and more on unpacking what works in leadership; the processes and complexities of leadership within an organization's leadership team. The authors are particularly interested in 'reading forwards', in other words not using the past to guide the future in a simplistic way of 'that worked' 'that didn't' but rather to draw on history to lay the foundations for a broader understanding of the complexity of strategic decision within the environment of the day. The authors aspire to provide a text which can help leadership in organizations keep up with the changing world.



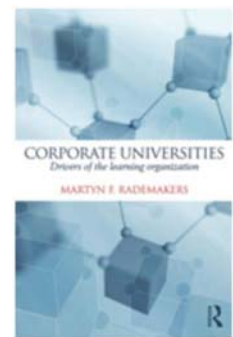
So, how does it seek to meet this challenge and does it succeed? There are two key strands. First is a sound critique of competence models. Such efforts are often backed with considerable investment of time and money, conducted by HR/HRD, and sit at the core of leadership activities be they appraisal, selection or development. But, the authors argue, they are limited and partial. A proper understanding of leadership and leadership development must go beyond understanding today's behavioural competencies into understanding how leaders think about events and challenges and build for the future". The second strand, therefore, and indeed the bulk of the book, seeks to address this 'understanding' of leadership thinking, leadership risk taking, and leadership decision making. The authors ask "can leadership be developed?" – Indeed this is the focus of Chapter 4. They argue "yes" but not through conventional, competence based approaches. Leadership development is a "critical enabler" but it needs to go "up and gear" and, importantly, it needs to reclaim the territory of on job development.

This provides an underpinning for the various chapters which move away from an overt focus on *leadership development* and which consider the complexity of leadership in today's organizations. So, for example, there is excellent analysis devoted to understanding what the authors call the 'architecture' of change and the related road maps of change. Learning is central here and the authors present a powerful argument of how an enhanced, sophisticated understanding of the inextricable relationship between learning and change can assist leadership address strategic organizational change. Ethics of leadership are not ignored, nor the issue of power and politics, although it was a little disappointing here that the authors only penetrated the dark side of organizational life to a limited extent.

The book draws on some excellent case studies, for example, UBS, Toyota, the UK's National Trust. There might have been more. Those included enable the authors to stay true to their ambitions throughout the book to develop an enhanced understanding of leadership as the premise for leadership development. To some extent they are between a rock and a hard place. Rightly rejecting simple models and simple answers to leadership development they face the task of making something which addresses complexity sufficiently accessible to an audience whose circumstances, paradoxically, often constrain such an interest. Ultimately this is a challenging read but one well worth the effort. Certainly it succeeds in offering something of considerably more potential than the normal diet of leadership texts.

**Corporate Universities: at the forefront of HRD or on the decline?**

*Corporate Universities*, published by Routledge, puts "smart learning" at the forefront, with strategies to secure alignment between organization and environment. According to author Martyn Rademakers, Managing Director of the Center for Strategy & Leadership, corporate universities have emerged as vehicles of such strategy-driven learning. Corporate Universities, he argues, bridge the gap between the disciplines of strategic management and corporate learning, combining general strategy with the concept of corporate universities, which, to date, has predominantly been an HR topic.



However the authors of a recent article in Human Resource Development International suggest corporate universities may be on the decline. They argue this is somewhat puzzling given the increasing emphasis and investment in training and development (T&D). The article seeks to understand the historical growth and development of CUs and certainly do not dismiss CUs as a passing fad. Rather, these changes illustrate the evolution and transformation of traditional T&D departments into new institutional forms over time. They generate a discussion on the ongoing challenges and future trends for T&D and present implications for HRD research and practice.

*Alagarajaa, M. and Lib, J., Utilizing institutional perspectives to investigate the emergence, rise, and (relative) decline of corporate universities; Human Resource Development International; Volume 18, Issue 1, 2015*

**HRD in Pakistan**

Human resource development (HRD) is an ever-changing field. The concepts and the underlying principles of HRD may be similar throughout the globe, but its practice differs due to contextual factors such as culture, technology, resources and national policies. This

article describes the development, current status and future trends of HRD in Pakistan. After analysing HRD in corporate, non-profit, education and community development settings, this article outlines the important role of HRD for the social and economic development of Pakistan.

*Asrar-ul-Haqa, M., Human resource development in Pakistan: evolution, trends and challenges, Human Resource Development International; Volume 18, Issue 1, 2015*

### Team Learning and Feedback

Human Resource Development Quarterly Volume 26, Issue 1

The first two articles in this issue of HRDQ, by Raes et al. and Rasheed et al., address two very important issues within the HRD field: team learning and feedback. In a sample of 44 teams, Raes et al examine the learning that occurs as teams pass through varied developmental stages. Findings suggest that the later stages of group development are characterized by more team learning as a result of higher levels of psychological safety and group potency. In Rasheed et al's survey-based study of 225 matched supervisor-subordinate pairs within a health care



setting, the impact of feedback orientation on in-role performance is examined. Based on the study's findings, the authors offer insights on performance management practices that may assist HRD professionals and managers with developing and improving feedback orientation among employees.

### Forthcoming New CIPD Publications

Jim Stewart and Pat Rogers at Coventry University, UK, are editing a series of books to be published by the CIPD to support learning and teaching of their new Level 5 L&D qualifications. It consists of a number of core modules; in this case three; and a number of option modules; in this case a wide choice of thirteen. Students can study a single module for a CIPD Award, or any combination of core and option modules to the required number of credits for a Certificate or Diploma. A certificate requires the three core plus any two option modules and a diploma the three core plus any four option modules. This configuration set new challenges for producing publications. No student would want to buy a single book covering thirteen modules when the maximum they will study is just four. But, each single option module is too small in credit size to financially justify a print book. So, the solution arrived at is a single 'traditional' print book to cover the three core and compulsory modules, and a new form of E-booklet for each of the option modules. Author teams have been assembled for chapters in the print book and for most of the E-booklets. All authors are connected in some way with the UFHRD network.

## CALENDAR

### IFTDO Regional Conference; Amman, Jordan; 11-12 October, 2015

Organised by Global Center for Training and Consultations (GCTC)

#### ***International Conference on Human Resource Development in the Public Sector, 5 – 6 October, Taipei, Taiwan***

Organised by IFTDO member The Civil Service Protection and Training Commission the theme of the conference is "Strategic Human Resource Development in the Public Sector under Globalisation. More details from [http://www.csptc.gov.tw/\\_HRD/2015/2015.pdf](http://www.csptc.gov.tw/_HRD/2015/2015.pdf)

***International Society for Performance Improvement Europe, Middle East, Africa (ISPI EMEA) Annual Conference, 1 – 3 October, Istanbul, Turkey.*** Conference theme: Focus on People and Performance: Beyond Training to Organization Results. A distinctly interactive conference with a track record of high value and open exchange of knowledge, experience and innovative ideas in the field of human and organizational performance. More details from: <http://ispi-europe.blogspot.co.uk/>

#### ***Architectures for apprenticeship: Achieving economic and social goals 6th International INAP Conference, 1 – 2 September 2015, Ballarat, Australia***

In cooperation with Federation University Australia; Department of Industry, Australia; Research Network in Vocational Education and Training (VETNET), TVET Research Group (I:BB), University of Bremen, Germany, and University of Zurich, Switzerland. <http://www.inap.uni-bremen.de/dl/call%20for%20papers%202015.pdf>

#### ***18th Annual Irish Academy of Management (IAM) Conference 'Towards Socially Responsible Management? 3 – 4***

#### ***September 2015***

Hosted by the National University of Ireland, Galway, Ireland (NUI Galway). More details from: <http://iamireland.ie/annual-conference/2015-annual-conference-nuigalway.html>

#### ***CIPD Annual Conference and Exhibition, 4 - 5 November, 2015, Manchester, UK.***

Key note speakers include Professor Sir Cary Cooper who will speak on Mental Capital and Wellbeing at Work. Details of all speakers is available at <http://www.cipd.co.uk/events/annual>

#### ***International Conference on Human Resource and Enterprise Management (HREM 2015)***

20-22 November, 2015; Guilin, China

All the accepted papers will be published by "Open Journal of Social Sciences" (ISSN:2327-5952), a peer-reviewed open access journal that can ensure the widest dissemination of your published work. Full details from <http://www.engii.org/ws/Home.aspx?ID=658>

#### ***Africa Academy of Management 3rd Biennial Conference; 5-10 January, 2016; Nairobi, Kenya.***

Hosted by Strathmore Business School. Conference theme: Managing Africa's Future: Prospects and Challenges. More details at: <http://www.africa-aom.org/conference2016/default.asp>



### Executive Board 2015

#### PRESIDENT

Alias Masod (Malaysia)

#### PRESIDENT ELECT

Mohamed Mahmood (Bahrain)

#### PAST PRESIDENT

Mohd. Ahmed Bin Fahad (UAE)

#### CHAIR

Nasser Al-Nafisee (Saudi Arabia)

#### HONORARY TREASURER

Ray Bonar (Ireland)

#### MEMBERS-AT-LARGE

Ebrahim Al'Dossary (Bahrain)

Abdulhadi Al-Mansouri (Saudi Arabia)

Raj Auckloo (Mauritius)

Marie Dayton (Australia)

Abdel Bari Durra (Jordan)

Rhona Howley (Ireland)

Sue Hung (Taiwan)

Christine Marsh (UK)

Bob Morton (UK)

Kayode Ogungbuyi (Nigeria)

Carol Panza(USA)

Tayo Rotimi (Nigeria)

Helmi Sallam (Egypt)

Wei Wang (USA)

#### REPRESENTATIVE TO UN

Tayo Rotimi (Nigeria)

#### SECRETARY GENERAL

Uddesh Kohli (India)

S-50, Greater Kailash-1

New Delhi 110048, India

Tel: +91 11 41619842  
(office)

Fax: +91 11 2645 1604

[sgiftdo@gmail.com](mailto:sgiftdo@gmail.com)

[ukkohli@yahoo.co.in](mailto:ukkohli@yahoo.co.in)

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

#### EDITOR

Rick Holden (UK)

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

## IFTDO – UFHRD Research: Comparative Analysis of HRD Practices

Instigated by IFTDO's Scientific Committee and in collaboration with the University Forum for HRD, the project to explore HRD professional practice across three continents - Africa, Asia and Europe - is taking shape. The project is being led by Professor Jim Stewart, Sophie Mills and Amanda Lee (all academics based at Coventry University, UK). The guiding research questions addressed in the study involve the scrutiny of the roles, strategies, contribution and driving forces of HRD in each of these three regions. Unfortunately, the online survey request distributed earlier this year to IFTDO members failed to stimulate an adequate response rate. A huge thank you, however, is extended to those who did take the time to complete it – and their contribution will be included in the research. On a more positive note, focus groups were organised with the valuable support from key IFTDO member organizations and have taken place in Ireland, India (picture shows focus group organised by the Indian Society of Training and Development), Nigeria and Taiwan. Participants engaged very positively with this stage of data collection; the results from which are in the process of being analysed. The hospitality provided to Sophie Mills and Jim Stewart during their travels is greatly appreciated. Preliminary research findings will be presented at the IFTDO World Conference in Kuala Lumpur in August.



## WELCOME NEW ASSOCIATE MEMBER

CareerX, India

## IFTDO MEMBERSHIP APPLICATION

### Category of Membership applying for:

- FULL MEMBER** (USD\$1200)  
Subscription is less for small professional societies. See below
- ASSOCIATE MEMBER** (USD\$420)

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  
S-50, Greater Kailash-1  
New Delhi 110048, India

Scan and email to: [sgiftdo@gmail.com](mailto:sgiftdo@gmail.com),  
or [ukkohli@yahoo.co.in](mailto:ukkohli@yahoo.co.in)

Fax: +91 11 2645 1604 Phone +91 11 41619842