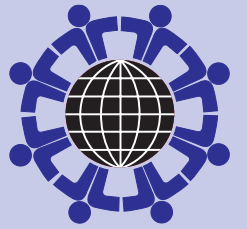


IFTDO News

Number 3 of 2015



IFTDO
International Federation of
Training and Development
Organisations

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Welcome Delegates

45th IFTDO WORLD CONFERENCE & EXHIBITION

Crown Plaza, Kingdom
of Bahrain

March 21-23, 2016

See page 10 and

www.iftdo2016.com

for more information



Under the Patronage of His Royal Highness Prince
Khalifa bin Salman Al Khalifa
The Prime Minister of the Kingdom of Bahrain



LESSONS FROM LEADERS

21 – 23 March 2016
Crowne Plaza, Kingdom of Bahrain

From the Chair



I am delighted to address you once again through this Newsletter, which helps to chronicle the immense progress and impact IFTDO is making to a knowledge-based society worldwide. This has been achieved through the active participation of our members in training, research, conferences, and professional networking. I encourage all members to continue the excellent work each one of you has been pursuing to support IFTDO's mission.

I am pleased of the progress made by IFTDO in linking education, human resource development, and technology to create a more effective role for the workforce in our companies, organizations and societies. The material, topics, and programs covered by previous conferences, newsletters, and practical work worldwide indicate IFTDO's commitment to fueling education and developing enhanced training practices. Our upgraded website and online forums are another

indication of the federation's efforts to leverage technology for various activities year-round.

In addition to our professional responsibilities, we have an obligation to train and guide others — especially the youth as they will shape the future. And, just as we would like to share our experiences and knowledge, we also need to learn from one another. The time is, therefore, opportune for us to learn "lessons from leaders," which is the theme for our 45th conference next year in Bahrain, hosted by the Bahrain Society for Training and Development (BSTD).

I invite all of you to participate and contribute not only through attendance but by speaking, delivering papers or presentations, or otherwise sharing your experiences and expertise with peers and colleagues. I look forward to seeing you at the 45th IFTDO World Conference where, together, we can chart a course toward a more prosperous future through training and development.

Nasser A. Al-Nafisee,
Chair of Executive Board

Secretary General's Report



Our revamped web site www.iftdo.net is now fully operational. In addition to the information available in the general section, there is further information in the Members area (including IFTDO AGM and Board Minutes, Annual Reports, summaries of Award winning entries). The log in ID and passwords to access Members Area have been communicated to all members along with the Guidelines to log in and how to edit members' information and upload their logos. Guests of members (such as their staff and members) can also access this area for which a separate set of log in ID and password have been sent. I would request all members to make full use of these facilities on our web site. In case of any problem, members are welcome to contact me.

The 44th IFTDO World Conference, organized by our Full Member the Malaysian Association of Learning and Development took place in Kuala Lumpur on August 24-27, 2015, with over 40 speakers and 600 participants from all over the world. The IFTDO Global HRD Awards 2015 were presented on August 26, 2014 at the Gala Dinner.

Meetings of the Executive Board and the AGM of IFTDO were held at the time of the Conference. Mr. Mohamed Mahmood from Bahrain Society for Training and Development,

the hosts for the 45th IFTDO World Conference to be held at Bahrain on March 21-23, 2015 was appointed IFTDO President. Mr. Ray Bonar, Hon. Treasurer, who has been the past chair and a member of the Executive Board for over a decade, was nominated as Honorary Member from January 1, 2016 after he hands over as Hon. Treasurer at the end of his term. Mr. Bob Morton will be the next Hon. Treasurer.

Entries for IFTDO Global HRD Awards 2016 have been invited. The deadline for submission has been extended to December 31, 2015. There will be no further extension of the date as the Awards have to be presented at the time of 45th IFTDO World Conference to be held at Bahrain on March 21-23, 2015, and the Panel of Judges have to give their decision by January 31, 2016. Members are requested to publicize to their members/staff so as to encourage submission of a maximum number of entries.

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

We look forward to your participation at the 45th IFTDO World Conference to be held at Bahrain on March 21-23, 2015. Please see page 10 of the newsletter and the Conference web site www.iftdo2016.com for further details.

Dr. Uddesh Kohli,
Secretary General

IFTDO 44th World Conference Report

Investing in People....Knowing the Value: Dr Jack Philips

A grim statistic underpinned the opening key note by Dr Jack Philips. Of the \$700bn of investment in learning and development between 60% and 90% is wasted. At the heart of the problem is not so much a failure to evaluate but a failure to address issues and questions beyond those of input measures, reactions and basic assessment of learning gain. Jack introduced delegates to The Learning Value Chain (Figure). Levels 0, 1 and 2 are not difficult to

The Learning Value Chain

	Level	Issue	Measures	Targets
* Can predict	0	Inputs	Volume, Hours, Convenience, Cost	100%
	1	Reaction	"Relevance," "Engaging," "Important, Useful," "New Content," "Intent to Use," "Recommend to Others"	100%
	2	Learning	Concepts, Trends, Facts, Contacts, Skills, Competencies	90%
↳	3	Application	Use of Content, Frequency of Use, Success with Use, Barriers, Enablers	30%
	4	Impact	Productivity, Time, Quality, Costs, Image, Reputation, Engagement, Compliance	10%
Executives prefer these	5	ROI	Benefit Cost Ratio or Return on Investment, Expressed as a Percent	5%

Notes: Level 0: This is easy, always measured. Level 1: This is easy, almost always measured. Level 2: Not difficult, usually measured. Level 3: Possible, often measured. Level 4: Not so difficult to connect, sometimes measured. Level 5: Possible for many programs, rarely measured.

Annotation: A red box between Level 3 and 4 says "Must take a step to isolate the Effects".

measure and indeed are often measured. It is Level 3 and beyond where real impact in reducing the level of waste can be made. Data at level 3, and particularly level 4 and 5, can ensure L&D is aligned with business needs and fit for purpose solutions proposed and designed. Importantly, and often the real challenge to the L&D professional, is to isolate the effects of any intervention and thus avoid the problem of attribution. In other words, ensuring a direct link between intervention and any measurable increase in productivity, quality, service provision, engagement etc. Jack argued that when properly implemented high ROI values can be obtained in relation to a diverse range of L&D interventions from sales training, supervisory training, through to business coaching and leadership development. In sum, Jack Philips offered delegates a persuasive insight into what is possible by way of assessing the value of the L&D effort. Two issues warranted further discussion. Whilst the Philips' model acknowledges 'intangibles' it remains unclear how the quantitatively oriented model does in fact seek to measure such outcomes. Put differently, the value and credibility of qualitative data warrants more considered attention in the context of advocacy of the Learning Value Chain. Secondly, estimates of the significance of informal learning within organizations are constantly being revised – upwards! It remains unclear if and how the ROI model can be adapted for use with informal learning or whether new and innovative approaches are demanded.

Jack Philips conference presentation can be downloaded here <http://iftdo2015.com/speakers/materials/>

The Future of HR: Peter Cheese (CEO, CIPD)

"We live in interesting times!". This was the title of Peter's first slide and he provided a perceptive overview of the challenging context in which today's HR professionals are working; whether in relation to rapid economic change; the impact of technology or workforce diversity and demographics, and often a complex interplay between all three. Peter highlighted a raft of

questions for the HR profession. They can be organised into three main themes. First is the growing imbalance in skills demand and supply. On a global scale this is huge: 40m the deficit of high-skilled workers in advanced economies and 90m the surplus of low skilled workers in advanced economies. Things become more complex when similar imbalances are found within national economies. Peter referred delegates to the recent CIPD report highlighting the underutilisation of graduates in the UK (see also page). A critical need is a better understanding of the changing nature of work and how HR might have a greater influence. Making a reference to Amazon Peter asked "Are we focused enough on the design of good jobs", particularly in the context of uncertainty as to the impact of increasing computerisation and automation on many middle ranking jobs.

Framework for Future of HR and People Development



A second bundle of questions related to the day – day practices of HR. How fit for purpose are these? Peter drew a powerful illustration arguing that it was finally time that the annual appraisal gave way to regular, ongoing feedback, coaching and continuous learning and other innovative practices – enabled by HR but implemented by the line managers and supervisor. "HR a key enabler, but developing manager is critical". Peter argued trust was increasingly a key issue as part of re-thinking working relationships.

Finally a set of questions related to moving forward. Professionalisation was key here. "We don't invest enough in ourselves" argued Peter. The L&D professional needs to be well informed in three key respects: the business they are in; the research base that they can draw upon (including neuroscience; behavioural science etc) and an understanding of and preparedness to use analytics.

Concurrent Paper Sessions

In the parallel sessions a number of the headline issues addressed by key note speakers were explored in greater depth. A cross cutting theme throughout were the challenges facing HRD.

Gender and Diversity: Dr Rajeshwari Narendran, Mohanlal Sukhadia University, India, shared the findings of her research on 81 women's organizations in Asia to highlight and explore the stubborn challenges facing women developing and progressing careers. Dr Narendran combined her research findings with powerful, and at times harrowing, examples of inequalities personally experienced. She questioned the value of initiatives such as positive succession planning or quotas. However, HRD had a key role to play in creating corporate environment in which empowerment could flourish. In a similar vein Dr Pauline Crawford, CEO, Corporate Heart Ltd, argued simply that business needed a new perspective on talent...one that deployed a "gender intelligent lens". She cited research which suggested that female leaders offer transparency, collaboration, genuine dialogue,

clear values and the alignment of words and deeds, which are cherished by employees and stakeholders. She questioned if it made sense at all for women to have 'compete' against men. Rather, business had to be more savvy in mapping business needs with gender attributes.

Ed Note: There is a commitment for the 2016 Conference in Bahrain to run a focused women's leadership development panel / workshop.

The nature of work: Dr Rick Holden, Liverpool Business School, drew attention to those organizations whose business model was based on competing on costs and utilising a low skilled, workforce. Such organizations are significant in the emerging hourglass economy in many countries. Drawing on his research in the food processing, call centre and retailing sectors of the UK economy Rick illustrated the nature of work in such organizations: low discretion; autonomy and few opportunities to upskill. The dilemma for HRD was clear. They were caught at the pinch point between the rhetoric

of HRD in terms of fulfillment through work (ironically Amazon's warehouses are called fulfillment centres) and responding to the needs of the business to reduce costs and de-skill.

Analytics in L&D: Glenn Bull, CEO Skilitics, addressed analytics, big data and the need for learning management systems to embrace the power of and insight that performance data could provide in respect of L&D interventions. However this needed a much better, more sophisticated, understanding of data and analytics and, critically, how this needed to be applied as part of learning design. He provided a compelling illustration, drawn from nurse training, of how recently developed e-learning software enabled rich data on performance linked to learning progression and which, he argued, mirrored and captured the complexity of the learning process with sophisticated, collection of data on performance levels achieved.

These and other papers from the Conference are available at <http://iftdo2015.com/speakers/materials/>

Conference Assistants reflect on their learning



The first objective of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future" (Nuranfira, Conference Assistant)

Thirty-nine conference assistants, recruited from the from Universiti Teknologi MARA (UiTM), Kuala Lumpur, ensured the 44th World Conference ran smoothly and to schedule; from helping delegates register to ensuring speakers were in the right room with appropriate IT support. Three months after the Conference six students provided a reflection to IFTDO News on their experience and the learning they felt that they had gained. Several students spoke of their pride in being involved in an event of this scale and prestige. Importantly, a real sense of camaraderie and team work emerges from their testimonies, together with a view that it was a most enjoyable experience. Mohamed Azam perhaps understates things when he says "we had some good times" !

For the Events Management students the day-day complexity of the conference provided important learning opportunities to complement their classroom learning:

- *a perfect platform for us to fully utilize all the learning we have done in class* (Nuranafira)
- *(The Conference) has taught us the realities of handling an event* (Mohammed Azam)
- *handling hour by hour problems and last minute changes* (Amiesha)

- *effective communication is essential in order to avoid impromptu issues* (Nuranafira)

The HRM students provided interesting insights into how the central theme of the conference and their attendance at some of the sessions had generated valuable insights in relation to different perspectives on L&D and its relationship to organizational effectiveness. Nurul, for example, explained the importance for her of the realisation that learning is a continuous process while Syamim noted the importance of learning through involvement.

Looking to the future, the students were unanimous that they that would be able to put their involvement as CAs to good effect. Most obviously this was felt to be in transferring learning back into their course, addressing the theory – practice tension. New interests had been engendered e.g. corporate communication (Amiesha), how to enhance presentations (Nurul) community involvement (Syamim). Beyond this, however, students indicated how important the event had been in re-affirming their career interests and in strengthening their career prospects, through an enhanced résumé and being able to draw on this experience in subsequent job interviews.

The conference undoubtedly created much positive energy amongst this group of students; something that can be harnessed to good effect in both their studies and future work. Haiqal captures this mood well. When asked about the best thing about his involvement in the Conference, his reply is: *Every leader starts somewhere !*

Ed Note:

Bee Leng , a key member of the Conference Organizing Committee, adds a final note: *The organizing committee was fortunate to have engaged this dedicated group of HR and Event Management undergraduates with the aim of providing them the exposure and experience in organizing event of such dimension. Several briefings and workshops were conducted to prepare them ahead for their individual roles, before letters of appointment were issued. Their enthusiasm and commitment were obvious during the event itself. It has won praises from numerous delegates, speakers, as well as, invited guests. As a token of appreciation, Certificates of Acknowledgement and Testimonials were awarded to these Conference Assistants during a special treat held after the conference.*

The 2015 IFTDO Global Awards were presented by the Hon Deputy Minister of Human Resources, Dato Sri Ismail bin Haji Abd Mutalibat, at the 44th World Conference Gala Dinner

Best HRD Practice

The winning entry for this category was the University of South Africa with their flagship Management



Development project. UNISA is South Africa's dedicated distance education institution. In order to meet its mandate and deliver on its goals, the University needs to attract and retain the right calibre of staff. It has therefore become imperative for UNISA to introduce innovative and robust talent management practices that will enable the institution to attract, develop and retain employees with the appropriate knowledge, skills and mind-sets to contribute to its success and long-term sustainability. The HE sector in which UNISA works provides a challenging context. Universities in South Africa face problems in attracting and retaining high performing academics and professionals. Higher Education is competing with the corporate world where the financial benefits are more lucrative and with better career opportunities. The submission captured the essence of UNISA's Integrated Talent Management initiatives towards a progressive people management system. It is underpinned by a philosophy of "Employees

First" and rests on 4 pillars, namely, Attraction, Development, Deployment and Retention. The Human Resource Development Directorate, under the leadership of Mrs Firoza Patel, took the lead in two of these pillars, development and retention of employees. Over a period of eight years it has developed and piloted 4 flagship programs – see Text Box.



Mrs Firoza Patel receives UNISA's award from Malaysia's Deputy Minister for HRD, with Dr Mohd Ahmed Bin Fahed, Dubai Police Authority and Prof Alias Masood, IFTDO President in attendance.

The Young Academics Program: A systemic and collaborative approach was sought to fast track academics in the areas of tuition, research and academic management, providing them with the knowledge and skills required to become high achievers, not only within the University but also the national environment and global stage. The project has also endeavoured to enable young academics to assume the role of leadership in their academic Departments or Colleges. Nine successful programs have been coordinated to date.

Building Tomorrow's Leaders Program: Building on the YA program this initiative has sought to develop promising and talented professional and support staff for the future in terms of management and leadership development. 4 successful programs have been coordinated to date.

Academic Management Capacity Development Program: Following the implementation of these two programs a serious gap was identified. Academics who have been professors for a number of years apply to become Chairs of Departments and Directors of Schools. They have the relevant Academic background but lack Management skills. This tends to cause problems in the implementation of their tasks and functions in their respective Departments / Schools and adversely affects the performance of their Departments and the University. As a result a program focusing on Academic Management skills was developed. It aims, firstly, to create an opportunity for middle management to engage, in an interactive manner, on management issues to create a common understanding of operational management in the UNISA context and, secondly, to engage in knowledge and information sharing that contributes to an enhanced culture of accountability and an enriched level of performance management. 3 successful programs have been coordinated to date.

Building Tomorrow's Labour Leaders Program: Higher Education in South Africa has a highly unionised work environment. Following on the success of the previous 3 flagship programs, a new leadership program was conceptualized and developed to meet this need. The program content has focused on self-mastery, negotiation skills, conflict management and various skills equipping labour leaders to be effective in their particular environment. Two phases of the program have been completed.

Outcomes: A range of positive outcomes across all areas of the University demonstrate the overall success of the HRD initiative:

- o Increased the number of staff members completing Masters and doctoral degrees.
- o Increased number of publications in accredited journals and presentation of papers at international conferences.
- o Improved communication and performance of managers which contribute to improved performance of Departments.
- o Increased number of promotions after participation and completion of the program.
- o Sense of loyalty and commitment towards the institution and team spirit
- o Heightened sense of 'self'. 'knowing' staff members and understanding their development areas.
- o Improved interpersonal skills resulting in improved relationships between management and organized labour; between colleagues, line managers and line reports and between academics and students.

Looking ahead Firoza Patel told IFTDO News that the flagship programmes will continue but as part of the quality assurance process. A review is conducted every 2 years. This is to ensure that the program is still relevant and contextual. This process has been invaluable thus far as through the review and evaluation process certain key issues have been highlighted and amendments made. She added that the participants of the Flagship programs are now part of the various Talent Pools - Succession Planning, Leadership, Management, Specialist - and form part of the implementation of Talent Management within the institution.

Quality of Working Life

Cathay United Bank, Taiwan, were judged winners of the Quality of Working Life Award. Ms. Yen-Ju Chen (Grace Chen), Chief Operating Officer received the award from Malaysia's Deputy Minister for HRD.



Cathay United Bank

Following a Mckinsey Organization Health Investigation in 2012 Cathay United Bank (CUB) sought to introduce a series of initiatives (entitled Project 'New Heights') to strengthen organizational leadership and enhance both its communication and L&D capability. A Project New Heights section



Ms. Yen-Ju Chen (Grace Chen), Chief Operating Officer receiving the award from Malaysia's Deputy Minister for HRD, with Dr Mohd, Ahmed Bin Fahed, Dubai Police Authority and Prof Alias Masood, IFTDO President in attendance.

was created within the company's intranet where details, progress, success stories and news about the project were shared. In addition, an opinion box was made available online, allowing employees to express their views. In parallel to enhanced formal lines of communication CUB established informal channels using social networking to facilitate two-way communication, through which employees were able to understand and participate in the change processes.

The notable L&D initiative was the creation and launch of an online learning platform. Cathay Learning Network (CLN) is a personalized solution to the diverse learning needs of the company. It features a rich collection of courses to complement what classroom sessions lack. The network offers managerial courses, for example in leadership. The courses, delivered via audio/video streaming, are summarized into EDMs and complemented with a list of recommended reading materials to encourage employees to learn on their own initiative. The CLN also features a powerful search function that enables employees to find answers quickly and precisely from blogs, documents and forums.

Mobile Learning is an important component of the CLN. It is the first mobile learning platform to integrate audios, videos, online courses, and online

exams in one system in the banking industry in Taiwan. Users can simply run the 'App' with their mobile devices (including smart phones and tablets) and learn online or download the materials to study at a convenient time. The 'App' delivers messages to remind managers of the courses they need



The mobile learning APP; accessible via smartphones or tablets.

to take as well as any new courses being made available, so that managers can use 'snatches of time' to learn more effectively in their busy schedules. Additionally, the digital learning platform also has DMs, e-books, a certification 'App' and learning resources on a variety of products from life insurance, property insurance, investment-linked insurance, to foreign currencies that employees may access anytime, anywhere. A mobile certification feature has been designed to monitor employees' study progress.

Feedback from users, to date, has been very positive, testimony to the fact that this initiative, along with other efforts to develop and enhance training and development within the company, is helping a culture of learning to flourish within the company. Looking to the future CUB anticipate technological developments will continue to affect the industry. They have initiated a digital banking research project in order to enhance the core competences of all employees. They are committed to developing new methods of digital learning, new methods of talent development, in order to create win-win outcomes for the organization and its employees.

Ed Note: Founded in Taiwan in 1975 CUB is the premier bank in Taiwan. 1 out of 2 Taiwanese people is a customer of Cathay Financial Holdings Co., Ltd. CUB is expanding beyond Taiwan in the Greater China and ASEAN regions. It has more than 12 million customers and 8,700 employees worldwide.

Research Excellence

There were joint winners of the Research Excellence Award:

- A research team of Sharon Mavin (Roehampton University), Jannine Williams (Bradford University), Nicola Patterson (Northumbria University) and Tricia Bryans (Sunderland University), received the Award for their paper addressing women elite leaders' career experiences.
- Dr Roland Yeo (Saudi Aramco) received the Award for his paper, published in HRDQ, addresses the interrelationship between action learning and experiential learning.

Women elite leaders' career experiences: The research team argue that women's careers are complex and multi dimensional, yet in practice operate in a single dimension – the male dominated organization. Despite decades of women working in organizations the dominant attitude remains as "think manager, think male....think leader...think man". Thus gender is critical to any understanding of the prevailing orthodoxy concerning the positioning of women in management and leadership and the challenges faced in terms of career development.

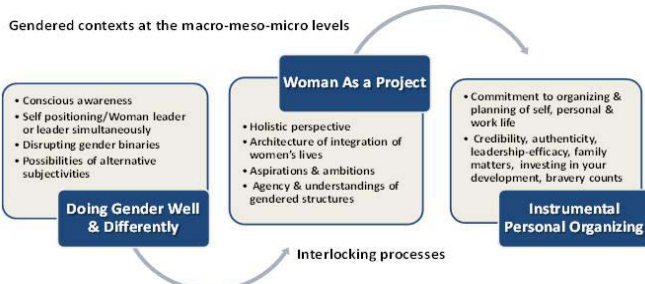


Dr Tricia Bryans (Research Excellence), Dr Roland Yeo (Research Excellence) and Firoza Patel (Best HRD Practice) at the Award Ceremony

The empirical research discussed in the paper is a part of a larger project exploring women elite leaders' relations with other women at work. The authors draw upon qualitative research and adopt a social constructionist approach where they see participants' stories as co-constructed, retrospective, partial accounts and where the researchers themselves play a role in this construction. Data was collected using semi-structured interviews to explore participants' experiences of social relations with other women, life/career history and experiences of becoming a woman moving into elite positions including friendship, competition, cooperation and ambition. Interviews with 81 women working in UK based organizations were conducted.

Six themes are identified as emerging from the research; six key issues for women who want to progress in their careers: 1) To be or not to be a woman... 2) Family matters 3) Becoming more authentic and building self-efficacy 4) Investing in your development 5) Outstanding credibility but not the solid lieutenant and 6) Bravery counts. They are interlinked, complex, at times contradictory and take place within gendered contexts against masculine norms. Detailed analysis lead the authors to conceptualize how women may wish to view themselves as their 'own project' grounded within gendered contexts and supported by two integrating features: a conscious awareness of "doing gender well and differently" and women's "instrumental personal organizing" (see Figure).

Here 'project' is understood as a conceptual, processual plan for women's awareness, outlook, preparation and decision making, which enables women to engage in contingency planning in their life course and to prepare for actions and alternative actions. 'Woman as a project' requires a commitment to self-awareness, understanding oneself, one's values, ambitions and aspirations, across and at key points, in their lives. In approaching their lives as a project, women commit time, effort and planning, over time and



space, in processes of holistic, instrumental, personal 'organizing' which requires commitment to the significant organizing of women's lives, aspirations, ambitions across their life and not just work context.

The authors argue the need for change, along with a commitment to gender politics for women managers and leaders, where women are more aware of and better prepared to learn 'the rules of the game' enabling challenge, disruption and the orchestration of change through various strategies. The paper also offers an opportunity for reflective learning for those responsible for HRD and talent management in organizations to enable revision of current gendered/gender neutral approaches to career development/planning and to integrate gender aware initiatives in practice.

Readers wishing to receive a copy of the full paper should e-mail Sharon.mavin@roehampton.ac.uk

The interrelationship between action learning (AL) and experiential learning (EL): Dr Yeo's research addresses two specific questions: How does the relationship of AL and EL contribute to a deeper understanding of action, learning, and experience? and What are the implications of an integrative framework of action, learning, and experience for HRD research and practice?

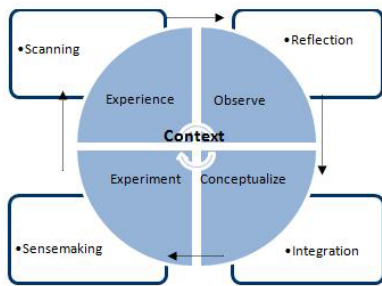
Drawing on the wider theoretical perspectives of HRD, the published paper has led to specific practical applications in Saudi Aramco and evident in a recent Training and Development (T&D) change initiative. The integrative framework introduced in the paper was implemented in the company over a 15-month period. Both qualitative and quantitative data from respondents working in Saudi Aramco reinforced the importance of creating the context for individuals and teams to grasp a higher awareness of 'self' and 'others' in managing change. In doing so, they become more adaptive as they develop learning strategies to help them overcome uncertainties from the internal and external environment.

The paper contributes to global HRD research and practice in three ways:

- It demonstrates a clearer understanding of contexts that facilitate AL and EL, illuminating the process of action, learning, and experience as operating at multiple levels. Yeo argues that contextual understanding is critical to HRD research on a global scale.
- It develops an integrative framework (see Figure below) which offers a deeper understanding of cognition, behaviour, and context in relation to learning based on three orientations: *contextual orientation*, *experiential orientation*, and *action orientation*. As organizations become increasingly networked, it is crucial to understand how global contexts present unique and multifaceted experiences that could influence learning and action between contexts.
- It recognizes tensions arising from emotional and power relations that occur during cognitive and behavioural participation in day-to-day activities. Working in global environments requires individuals to develop a direct and indirect understanding of their contexts in order to learn and respond to change continuously.

The framework is built on an integration of the micro and macro perspective of learning. It considers the importance of understanding the occurrence and interplay of experience, action, and learning as facilitated by an experiential learning cycle and supported by different subsystems within Saudi Aramco. These subsystems include environment scanning, goal reflection, information integration and cultural sensemaking, as represented in the four outer boxes. As a *diagnostic* tool, the framework not only reveals certain organizational constraints that prevent learning from occurring

An Integrative Framework of Action, Learning, and Experience



at different levels within individual units but also presents opportunities for gaining greater synergy between existing systems to enhance organizational learning. As a *developmental* tool, the framework offers training, coaching, and mentoring pathways to help individuals increase

their capacity to question assumptions, provide constructive feedback, engage in critical reflection, and develop adaptive strategies to embrace change as an inescapable part of organizational life. Thirdly, as a *strategic* tool, the framework provides a roadmap for aligning different values,

objectives, and goals of individual units to the strategic intent of Saudi Aramco through the transformation of five core areas as determined by T&D: (1) talent development, (2) organizational agility, (3) capacity building, (4) innovation and technology, and (5) safety culture. The framework also aims to increase the organizational learning capacity of Saudi Aramco by harnessing the competitive edge of their human capital. It integrates all three levels of learning, i.e. individual, group, and organizational, through a systems perspective to meet the Aramco’s “2025” strategic vision.

Yeo, R.K., & Marquardt, M.J. (2015), (Re) Interpreting Action, Learning, and Experience: Integrating Action Learning and Experiential Learning for HRD. *Human Resource Development Quarterly*, 26(1), 81-107.

STOP PRESS ! Deadline for Global Award 2016 Submissions extended to 31 December. See also <http://iftdo.net/global-hrd-awards>

CIPD Research

Deploying HR Analytics in Singapore, Hong Kong and Malaysia



In the context of Asia as a global economic powerhouse the growth of HR capability is requiring greater insights into the people aspects of organizations. This is where people measurement, or HR analytics, may be able to add significant value. The CIPD research sought to understand better how HR professionals in Singapore, Hong Kong and Malaysia are developing and applying HR analytics. A key finding is that while analytics has the potential to be transformative, HR professionals are finding it difficult to implement activity at the strategic and operational levels. Constraints such as investment, leadership understanding and overall HR maturity are holding back development at the strategic level, while at the operational level technology and the analytics skills gap are holding back development of the function. The report makes recommendations including:

- Attract new analytics talent into the profession
- Nurture the development of HR experts with a foundation of analytical understanding.
- Work across the business and externally with industry peers to establish standards for metrics and procedures.
- Champion better metrics and analytics to senior leaders and drive investment in HR analytics through evidence-based HR projects.

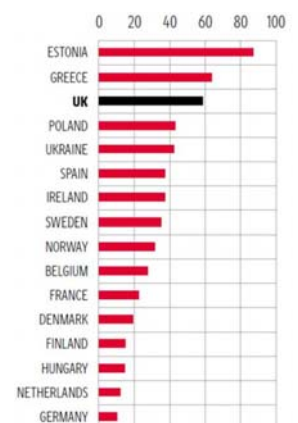
The CIPD conclude that whilst there isn’t one analytics strategy that will suit all organizations, it is clear that there are common challenges. Cross-organization learning is a key way of advancing HR capability in this area. The CIPD research findings were drawn from interviews with HR professionals from nine organizations across a broad selection of sectors, complemented by data from an online survey. The case study organizations included Axa Insurance (Hong Kong), KPMG (Malaysia); Nestle (Malaysia) and Johnson & Johnson (Singapore).

Evolution of HR analytics: perspectives from Singapore, Hong Kong and Malaysia, CIPD Research Report, 2015. Available at http://www.cipd.co.uk/binaries/evolution-HR-analytics_2015-middle-east-perspective.pdf

Increasing numbers of graduates ‘under-utilised’

Research commissioned by the CIPD suggests the mismatch between the number of university leavers and the jobs appropriate to their skills has left the UK with more than half of its graduates in non-graduate jobs, one of the

highest rates in Europe. Graduate over-qualification appears to have reached “saturation point” and is squeezing lower qualified workers out of jobs. The trend also has serious consequences for the UK’s already weak productivity performance. According to Peter Cheese, CIPD Chief Executive, the assumption that the UK can move to a more productive, higher-value, higher-skilled economy just by increasing the conveyor belt of graduates is proving to be flawed.



Drawing on data from the European Social Survey, the report charts a rise in many countries in the proportion of graduates deemed to be in non-graduate jobs. However, the figure for the UK, at 58.8%, is exceeded only by Greece and Estonia (Figure). In contrast, countries such as Germany, the Netherlands and Slovenia, which have a history of strong vocational training, have 10% or less of graduates in non-graduate jobs. The UK has the second highest graduation rate in the OECD group of mainly advanced economies, at 54%, with only Iceland having a higher rate. By comparison, Germany has a graduation rate of just 31%.

The CIPD said the findings raised urgent questions over getting better value out of the UK’s education system, raising the profile of alternatives to a degree such as apprenticeships. It also raises questions about the extent to which efforts to raise the demand for high level skills are working in the context of a sharpening hourglass economy. This is a critical issue globally.

The CIPD report is notable for one other development, relating to how skill levels are assessed and measured. It discusses a new approach paying more attention to discretion and influence as a measure of the skill required in particular jobs. Initial work using such a methodology reveals that while there are examples of occupations where jobs have been upgraded as graduates have moved into them in increasing numbers, many other occupations have simply experienced either job competition, where those with degrees simply replace non-graduates in less demanding jobs, or enter jobs where the demand for graduate skills is non-existent or falling.

Over-qualification and skills mismatch in the graduate labour market; CIPD Policy Report, 2015. Available at: <https://www.cipd.co.uk/binaries/over-qualification-and-skills-mismatch-graduate-labour-market.pdf>

Talent Development: Global Trends

This research is ATDs first genuinely global assessment of talent development “outlooks, resources and practices”. ATD



maintain that by looking at key metrics by global regions the research can aid talent development (TD) professionals in benchmarking their practices. “The data will allow TD functions in organizations with global and multinational staff to evaluate learning using statistics and insights from the each region, as well as tailor talent development offerings to each region’s unique learning environment.”

ATD surveyed over 1300 talent development professionals internationally. Key questions asked of respondents related to the main influences on organizational TD, where does talent development fit within the organizational structure, the resources organizations are able to offer their talent development teams and learning content and methods of delivery. The data is reported in relation to four main regions:

- Asia-Pacific: East Asia, South Asia, Southeast Asia, Australia, and Oceania
- Europe, the Middle East, and Africa (EMEA): Europe (including Russia and Turkey), the Middle East, and Africa
- Latin America: Central America, South America, and the Caribbean
- North America: Canada, Mexico, and the United States

Key findings include:

- * The need to link learning to performance. Respondents in every region agree that “building a culture that supports talent development initiatives is the most pressing challenge for talent development”.
- * Perhaps unsurprisingly the number of dedicated talent development staff is determined by organization size. The median organization worldwide has four full-time talent development staff, but large organizations with more than 10,000 employees have a median staff of 25
- * The average annual number of learning hours received per employee is not statistically different across regions. The worldwide average is 34.4 hours annually
- * The top content by region is:
 Asia Pacific: Managerial and Supervisory
 Europe the Middle East and Africa: Interpersonal Skills
 Latin America: Professional- specific or industry specific
 North America: Interpersonal Skills

Interestingly, differences across regions emerge when looking at expenditures, outsourcing activity, content, and delivery methods. ATD argue that these may reflect regional differences along factors such as government regulations, educational systems, globalization, industry mix, availability of technology, and economic conditions. The research, however, will enable users of the research report to better understand activities and practices in their own organizations and countries.



Global Trends in Talent Development; ATD Research, 2015. For more information contact: ATD Research; www.td.org/research

Involving leaders in the delivery of training and development

The context for this research is that of learning and development professionals seeking to expand training and development opportunities by engaging organizational leaders to share their expertise by serving as teachers. Such practice is not new but there is increasing interest in the question of whether and how such practice might increasingly be formalised in order to reap maximum benefit. The research examined a range of issues including:



Is there a preferred way to choose which leaders should be teachers? Who creates the content leaders teach? What does the role of leader-teacher look like, and which learning methods are most effective? and the need for formal training for leaders as teachers.

Whilst informality characterises many LAT efforts these are not restricted to specific groups of employees (e.g. new leaders); inclusivity is evident. At the enterprise level, LAT was seen as helping to promote and build a learning culture (cited by 59% of respondents), closely followed by aiding in the alignment of learning strategy to business strategy and aiding in organizational culture change. Furthermore the research reports strong testimony of the benefits for the leaders who do engage in such activity. Nearly half of

FIGURE 4: ORGANIZATIONS GAIN ADVANTAGES IN CULTURE AND STRATEGY
 To what extent does your organization view the following as benefits to the overall organization when leaders serve as teachers?



Percent of respondents indicating high or very high extent.

respondents indicated it enhanced a leader’s self awareness and over one third noted the benefits of being exposed to information or opinions not likely to be encountered otherwise.

Despite the strong messages of support and advocacy of LAT as an approach to organizational L&D the research highlights a note of ambiguity as to its overall effectiveness. It would appear that whilst many organizations are utilising their leaders as teachers (over half of those interviewed) “most of those companies struggle to gain traction and truly profit from the time and effort leaders invest in teaching. High levels of effectiveness are only happening in about one in five organizations using the leaders-as-teachers (LAT) approach”.

Leaders as Teachers; ATD Research, 2015. Contact ATD Research for more information; www.td.org/research

IFTDO President's Message



Dear Conference Participants,

Following the success in the last many years of the International Federation of Training and Development Organization World Conferences, we as Bahrain Society for Training and Development (BSTD) and the event manager Origin Group take the pleasure to welcome you to the 45th IFTDO World Conference & Exhibition which will be held from 21st - 23rd March 2016, at the Bahrain Convention Centre, Kingdom of Bahrain under the patronage of His Royal Highness Prince Shaikh Khalifa bin Salman Al Khalifa - The Prime Minister of the Kingdom of Bahrain.

The objective of this Conference & Exhibition is to explore life case leadership strategies from leaders around the world, demonstrate their success stories with particular emphasis on many lessons from the transformation change done in the human capital and in the business.

The focus in the conference will be on four mandatory functional areas fallen under the Leadership as main track with special attention to the

Transformational Leadership, which facilitates a platform for increasing the support for higher productivity and achieving a balanced work environment.

For this, we are pleased to have in this conference a very high profile distinguished speakers from Bahrain, GCC and international, who are very inspirational and motivators for uplifting the excellence of Leadership qualities at our Organizations from their lessons in leadership and best practices.

The event will also include an Exhibition that will act as a network to showcase products, services, exchange ideas and experiences of the participants and their respective organizations.

The 45th IFTDO Conference & Exhibition is an opportunity to refocus our attention and energy on this most vital Human Capital and Competency issue for Bahrain, the wider Middle East and the world. It is also an ideal opportunity to share best practices and meet key personnel within Bahrain and the MENA Region.

Eng. Mohamed Mahmood Al Shaikh
BSTD President
IFTDO45 President

IFTDO 's 45th World Conference Takes Shape

The Bahrain Society for Training and Development have issued a warm welcome to IFTDO members and interested colleagues to attend the 45th World Conference. 21st - 23rd March 2016, at the Bahrain Convention Centre, Kingdom of Bahrain under the patronage of His Royal Highness Prince Shaikh Khalifa bin Salman Al Khalifa - The Prime Minister of the Kingdom of Bahrain. Eng. Mohamed Mahmood Al Shaikh, BSTD and IFTDO45 President, told IFTDO News that the 45th IFTDO Conference & Exhibition "is an opportunity to refocus our attention and energy on this most vital

human capital and competency issue for Bahrain, the wider Middle East and the world. It is also an ideal opportunity to share best practices and meet key personnel within Bahrain and the MENA Region".

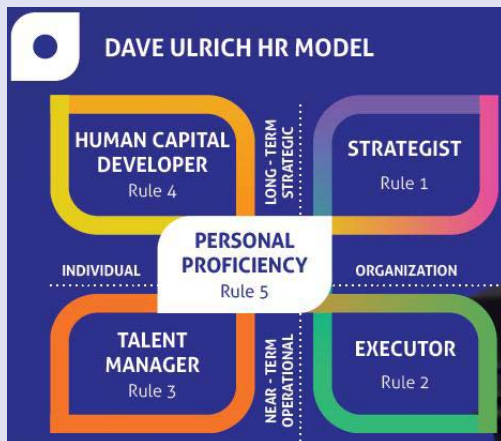
The Conference promises to adopt a rather different format from recent years. The conference is organized under the theme 'Lessons from Leaders' and will address practice accounts and insight from some the world's top leadership practitioners. According to the soon to be published Conference Brochure these are "hands on leaders with great lessons" who will reflect on the leadership challenges they have faced "in a highly engaging and compelling way". Conference organizers are adapting the model of David Ulrich (Figure) to provide a framework of four functional areas of leadership around which to select speakers and organise presentations and discussion.

To date speakers include: Mr. Hani Nofal NS Vice President GBM – UAE, Mr. Peter Cheese – CEO of CIPD – UK, Mr. Mohamed Akeel Managing Director - Coca Cola – Bahrain, Mr. Christian Zandonella General Manager - The Ritz-Carlton, Bahrain, Ms. Huda Al Ghoson Executive Director - Human Resources at Saudi Aramco – KSA and Ms. Muna Al Hashemi CEO - Batelco – Bahrain.

Alongside the main speakers the Conference will feature workshops, expert advisory panels, brainstorming activities and networking opportunities. The event will also include an Exhibition to showcase products, services, exchange ideas and experiences of the participants and their respective organizations.

Dr Ebrahim Al Dossary, BSTD Honorary President and IFTDO Board Member, issued this invitation via IFTDO News: "We warmly welcome you participate in this important and vital conference. We wish you a pleasant stay in the Kingdom of Bahrain and hope you will enjoy our hospitality. Looking forward to seeing you in March 2016!"

Full details of the conference, including how register etc will be available at the Conference web site: www.iftdo2016.com



What must every leader know, do and be?

Rule 1: They shape the future and make sure those around them understand as to where they are going.

Rule 2: They make things happen by translating strategy into action, make change happy, assign accountability, know which key decisions to take and which to delegate and make sure teams work well together.

Rule 3: They engage today's talent by identifying, building and engaging talent to get results..

Rule 4: They build the next generation by finding answers to the question, 'Who stays and sustains the organization for the next generation?'

Rule 5: They invest in themselves by learning from success, failure, assignments, books, classes, people and from life itself.



Through a formal report submitted to the UN in October IFTDO has confirmed its commitment to the ten principles of the UN Global Compact covering human rights, labour environment and anti corruption. IFTDO also pledged to take part in the activities of the UN Global Compact where appropriate; through for instance participation in UNGC events, Country / local networks, engagement and interaction with participating organizations.

The renewed commitment to the UN Global Compact coincides with the agreement and publication of the UN's Sustainable Development Goals. The sustainable development goals (SDGs) are a new, universal set of goals, targets and indicators that UN member states will be expected to use to frame their agendas and political policies over the next 15 years. The SDGs follow and expand on the millennium development goals (MDGs), which were agreed by governments in



2001 and are due to expire at the end of this year. There is broad agreement that, while the MDGs provided a focal point for governments, they were too narrow. The MDGs failed to consider the root causes of poverty and overlooked gender inequality as well as the holistic nature of development. The goals made no mention of human rights and did not specifically address economic development. While the MDGs, in theory, applied to all countries, in reality they were considered targets for poor countries to achieve, with finance from wealthy states. Conversely, every country will be expected to work towards achieving the SDGs.

Of particular relevance to IFTDO are Goal 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) and Goal 8 (Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all). Some of the targets relating to each of these goals are noted below.

Goal 4:

- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

Goal 8:

- Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services
- By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- By 2020, substantially reduce the proportion of youth not in employment, education or training
- By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization

IFTDO's ongoing work in Skills for Employability (see, for example IFTDO News 3, 2014), its research activities exploring comparative HRD practices and its leadership, promotion and dissemination of the best in HRD practices globally, offer the basis for an agenda which resonates comfortably with the new Sustainable Goals.

Ed Note: Goal 13 – Climate Action

Whilst Goal 4 and Goal 8 have an immediate relevance to IFTDO's work we should not ignore the significance and indeed the interrelatedness with other goals. Considering Goal 13 ("Strengthen resilience and adaptive capacity to climate related hazards and natural disasters in all countries"), for example, IFTDO Associate Member EMT CREED highlight the danger of climate change adversely affecting progress towards other Sustainable Goals. In their latest newsletter (Climate Times, Vol 2 November, 2015) they note: *Let us bear in mind that climate change could impede nation's abilities to achieve sustainable development pathways. It is very likely that climate change can slow the pace of progress towards sustainable development either directly through increased exposure to adverse impacts or indirectly through erosion of the capacity to adapt.* A key target relating to Goal 13 is "Improve education, awareness raising and institutional capacity on climate change mitigation, adaptation and impact reduction" and this is one of EMT-CREED's principal activities.

EMT-CREED's latest newsletter is available at: www.environmenttarget.com

Developing HRD in Africa: Proposed Regional Conference in Ethiopia

Bob Morton, Chair of IFTDO's Scientific Committee, reports on an important and exciting initiative.....

A key element of IFTDO's mission is to promote the concept of HRD as an effective tool across all sectors of society and to be an effective global resource for the HRD profession. We do this via our network of members, our partnerships and alliances and through our global and regional conferences. We are pleased to announce we are joining together with the Academy of Human Resource Development (AHRD) to sponsor the first Sub-Saharan regional conference on Human Resource Development to be held in Addis Ababa, Ethiopia in December 2016. The proposed theme of the Conference is "Employability and skills development: building systems at the national and enterprise levels"

The AHRD was founded in the USA to encourage scholarly research on HRD from multiple disciplines and from across the globe and has recently become a full member of IFTDO. The idea of the conference was born as a result of discussions in February this year at the AHRD Conference in St Louis. The contact with AHRD was made through Carol Panza, IFTDO's immediate past Chair and exploratory discussions were held with Professor Ron Jacobs, president of AHRD. Professor Jacobs provided a contact to Dr Gemechu Waktola in Ethiopia. Both Prof. Jacobs and Dr Waktola attended this year's IFTDO Conference in Kuala Lumpur where the concept of a regional conference in Ethiopia was developed. The conference involves close collaboration between three of IFTDO's board committees; the conference coordination committee (CCC), the Scientific Committee and the Developing Countries Committee.

The conference will be designed to encourage formal and informal knowledge sharing among participants and will feature expert presenters representing diverse settings, including:

- Regional and global scholars presenting their latest research
- Policy makers from African, European, and Asian nations reporting on advances in policy and lessons from their respective countries



From left to right: Bob Morton, Helmi Sallam Carol Panza, Ron Jacobs and Gemechu Waktola

- Skilled practitioners and consultants sharing best practices from regional and global organizations
- Business leaders of FDI's in the region sharing their experiences
- Global organizations providing region specific policy recommendations

Provisionally the conference presentations will be separated into four tracks:

- HRD and Workforce Development Policy
- Workplace Learning, Performance, and Strategy
- Knowledge and Technology Transfer
- Learning and Performance in Africa

The next stage in development of the conference is to secure an IFTDO member in Ethiopia to provide local organization and also to find sponsors for the conference. Professor Jacobs is working closely with Dr Waktola to achieve this and IFTDO are also seeking ways to provide support. More details will be forthcoming by the time of IFTDO's world conference in Bahrain (March 2016).

Acclaim for IFTDO Video

IFTDO's promotional video, launched the 44th World Conference has been acclaimed as a major success and a real boost to the promotion of IFTDO. The initiative, developed and driven by Christine Davies, Chair of IFTDO's Membership Committee, commenced early in 2015. The services of Jozefa Fawcett International were commissioned to assist in the design of the video.

The video features three critical messages, central to the aspirations of IFTDO as a

- Network and Collaborate with Experienced Professionals
- Global Awards and Certificates of Merit
- Publish and Present on a Worldwide Stage

These are referred to as the 'IFTDO Banners', two of which can be seen highlighted at the IFTDO Booth (Figure). The video formed a key part of the opening ceremony at the Conference and subsequently in IFTDO's Booth. The video will be used at all IFTDO hosted and sponsored events and also in

other workshop type events where IFTDO is making a contribution e.g. UN Skills and Employability workshops.

Members are finding the video an excellent means by which they can harness the benefit of IFTDO membership in their various activities. ATD, for example, are creating YouTube channel for IFTDO and will incorporate the video.

The video can be accessed from IFTDO's web site. Go to: <http://iftdo.net/about>



ISPI EMEA delegates address continuous improvement at IETT, Istanbul

A simulation, based on a real problem, continues to be the compelling centre piece of the ISPI EMEA Conference. Held this year in Istanbul the client was IETT, Istanbul's Public Bus Transportation Authority. IETT is a government agency providing public transit services for the city. It is an agency under the authority of the Istanbul Metropolitan Municipality. Representing IETT were Fatih Canitez, Manager of Business Intelligence and Project Management and Serhat Gumus, from HR and Training. IETT was a particularly appropriate and valuable client since public transportation is a service area with global relevance and one with relevance to all participants. IETT's willingness to participate in the Conference as the simulation client was driven by the organizations' commitment to quality and continuous improvement. Carol Panza's Conference Feedback Report (see also www.ispi-emea.org) notes their view that it "afforded them a valuable opportunity to look at their performance from a new perspective". IETT worked with ISPI EMEA prior to the conference to prepare background material and the

simulation brief (See Text Box). Five teams participated in the simulation. Reporting on the team preparation of the proposals Carol Panza notes that all five teams enjoyed a rich experience in working within multi-disciplinary and multicultural teams.

IETT have indicated they will carefully study and use all the proposals. However commenting on the winning proposal they told IFTDO News *the factor that differentiated the winning team from other teams is their taking our context as a base and developing their methodologies around it. They developed a multi dimensional perspective with regard to their suggested solutions. Their solution package was not temporary one-time solution, but actually it was like a solution-generating framework that we can utilize in the long term as well. Their solution also encompassed quite well the relationship of our company with various stakeholders.* IETT have congratulated ISPI EMEA on facilitating an exceptional resource and have indicated a commitment to participate in future ISPI EMEA and ISPI (global)

The IETT Simulation



IETT has an excellence focus; a commitment to customer quality and satisfaction. Its Voice of the Customer mechanisms include an annual survey and an ongoing Customer Relationship Management program designed to gather and analyze ongoing customer feedback in order to identify valuable improvement opportunities as they arise. IETT consider such measures are effective for gathering customer/ market intelligence. It would, however, like to solicit support for interpreting and using market intelligence to establish a prioritized list of improvement objectives and develop an actionable plan for achieving tangible and lasting results. IETT wishes to pursue and achieve



improvements based on Voice of the Customer guidance/drivers, measurable at the organization level including:

- increases in customer-satisfaction (scores) ratings,
- reductions in the number and value/cost of complaints
- increases in bus ridership and related revenue and
- contributing in a measurable way to economic growth and private sector opportunity in Istanbul.

IETT is seeking consulting support as summarized following:

"IETT is a large and complex organization. Implementing improvement actions, i.e.

attempting to capitalize on an opportunity or resolve even a single seemingly straightforward problem,

typically requires investment in the form of commitments from and coordinated action in multiple divisions and departments. Therefore, articulating and prioritizing improvement objectives from IETT's

comprehensive Voice of the Customer information, along with related achievable, cost/benefit defined

improvement action plans, is both critical and challenging. IETT is soliciting external support to assist its

executive management and internal performance improvement professionals in establishing a prioritized list of performance improvement targets and defining actionable plans, including cost/benefit information for achieving tangible and durable organization results."

conferences. Feedback on the progress made using the simulation proposals will be provided at next year's conference in Bonn.

Carol Panza's Feedback Report provides strong testimony to the value of the Simulation and indeed the conference as whole. Two feedback comments from delegates are highlighted below:

I first heard about ISPI from my professor.....to be honest I first thought "how different could a conference be?" However, from the beginning of the conference I started to realise that it was no ordinary event and there was so much to learn, participate in and enjoy. ISPI EMEA 2015 has been one of the greatest events I have attended...In fact the issues discussed inspired me so much that I have now decide to work on performance in my dissertation (1st time participant)

The client and its representatives were very open to looking at their organization from a different vantage point and shared their current situation and requirements in a clear/understandable and useful way.

Client representatives were enthusiastic, high energy and took the situation very seriously as a source of real value for their organization

IFTDO News also notes that Alia Farhat from Al Majmoua, the 2014 simulation client, attended this year's conference in a 'virtual' capacity and provided a presentation to the participants. Focusing on this particular aspect of the conference the following feedback effectively captures the real value of this conference based action learning process:

Alia's feedback / advice that (Al Majmoua) was happy with and actually used ideas from all of the 2014 proposals, was inspiring. She mentioned ideas / learning points from each and every one of the team proposals!

Ed Note: ISPI EMEA is the Europe, Middle East and Africa regional network of the International Performance Improvement Society; a Full Member of IFTDO. Their 14th annual conference took place in Istanbul from 1-3 October, 2015. The 2016 Conference will be in Bonn, Germany September 22-24.



Initial findings from the IFTDO and UFHRD jointly funded project comparing HRD practice across Europe, Africa and Asia, were presented by Sophie Mills, at the IFTDO Conference in Kuala Lumpur. The research team also comprises Professor Jim Stewart and Amanda Lee (Coventry University Business School). The latest phase of the research draws on themes and issues emerging from the focus groups conducted in India, Taiwan, Nigeria and Ireland. Both similarities and contrasts are noted within the three regions.

Key themes emerging from the Indian focus group highlight that responsibility for HRD and HRM lie mainly with HR departments. A coming together of these terms and functions is also observed. Training and Development is identified as the most important responsibility of HRD practitioners, and as such often benefits from heavy investment. Employee Development is supported by a combination of on and off-the-job training opportunities, and the opportunity for career advancement is considered a strong motivator. There does not appear to be any standardisation of HRD practices within the public sector and Central Government involvement is seen as bureaucratic. Within larger organizations HRD functions tend to include a range of interventions such as: succession planning; training evaluation; career development and organization development. Less attention is paid to the HRD function in smaller organizations, however, there is growing involvement from line managers.

The focus group in Taiwan predominantly comprised employees within the Civil Service and other public sector organizations. Discussions revealed the terms HRD, HRM, training and industrial relations are often used interchangeably. HRD is identified as leaning towards responsibility for learning and development, or training strategy. A range of on-the-job, off-the-job and self-development interventions are used and there is heavy engagement and investment in e-learning. Line managers are involved in the identification of development needs and social competencies, or relationships with others, are given significant value in Taiwanese organizations.

Some similar themes around the interpretation of HRD and HRM were observed in the Nigerian focus group, with little or no distinction being made

between these terms. Training activity is predominantly ascribed to the term HRD and it is the intervention utilised most by both SMEs and MNCs in Nigeria. There is a trend towards the devolvement of HRD to line managers. However, participants cautioned that line managers might not have the expertise to champion HRD activities. It was felt that management enabled HRD by providing the necessary financial resources, but could also inhibit delivery of development interventions by withholding them. Other enabling factors include organizational culture, market competition and line managers' support. Nigeria's 'collective' culture is thought to influence potential for favouritism in staff selection for training or HRD interventions.

As noted in other countries, the Irish focus group participants reported a merging of the HRD and HRM specialisms. However, larger organizations may have a stand-alone HRD function. Smaller organizations tend to refer to learning and development or training, whereas larger organizations use terms such as workforce development, competencies management, and organizational capability, to refer to HRD activities. In contrast to the other countries, HRD strategy is often aligned with business strategy and, in many organizations, a structured approach is taken to the evaluation of L&D. However, this is not universal. There is engagement with apprenticeship schemes and a rise in the use of graduate programmes. Reverse mentoring (where younger staff members mentor older staff members), with new technologies is also identified. In common with other countries, line managers are involved in learning and development.

Detailed analysis of the data is on-going, but these initial findings provide a useful and revealing snapshot of HRD activity internationally. Differences in terminology and the influence on strategy exist between the participating countries, and the nature of 'Global HRD' needs further consideration. The study was limited to just a few countries in the respective continents and participants were drawn from mainly public sector sources. As such, there is a need for further research and scope to widen this study to include additional countries within these continents, and other continents. Data analysis will be complete by December and the final research report will be produced in January. These findings, together with a full summary of the research project, will be presented at the 45th IFTDO World Conference in Bahrain.

IFTDO partners with UFHRD to launch new HRD Journal



An agreement has been reached between IFTDO and UFHRD to launch a new journal. This will be the International Journal of HRD Practice, Policy & Research. The target is to launch Issue 1 at the World Conference in Bahrain. The aim of the Journal is to bring



together international practitioner and academic expertise to promote and support the understanding and practice of Human Resource Development. Much is discussed about bridging the academic practice divide. It is in many ways a false distinction but a challenge nonetheless. Critically, the International Journal of HRD Practice, Policy & Research will seek to approach this challenge from first and foremost a practice perspective. It is a practice journal which nonetheless provides the opportunity to synergise practice with theory to develop further insights to inform both disciplines. It will offer the critically reflective professional practitioner insight, ideas and understanding on the contemporary issues and challenges facing HRD, its impact and influence.

The Editor in Chief will be Dr Rick Holden, currently IFTDO News Editor.

The Editorial Board will be made up of Rick along with Dr Jamie Callahan, Drexel University, Dr Mark Loon, Worcester University, Dr Jan Myers, Northumbria University, Dr Roland Yeo, Saudi Aramco and Ann Rennie, who until recently was Deputy Director General at the Asian Development Bank. Representatives from UFHRD Council and IFTDO Board will be invited to be part of a wider Editorial Advisory Board whose role is to add integrity and standing to the journal. It is composed of a group of subject-matter experts and interested professionals and who act as advisers to the Editorial Board on matters of journal development, as well as reviewers of papers submitted to the journal.

The Editorial Board are working on Issue 1. It is hoped that this will feature, in part, contributions from one or more of the IFTDO Global Award winners. Although the intention is that the journal will be available online, via the journal's web site, a small print run will feature for at least the first two issues. This will help in the marketing and establishment of the Journal. A cover design is being created by Change International, IFTDO Associate Member and a journal web site is being constructed by JCM WebDesign, based in the UK.

New Members of IFTDO

Two new members of IFTDO in 2015 are highlighted below:

HRDF, Malaysia

The Human Resources Development Fund (HRDF) is an Agency under the Ministry of Human Resources to help fulfill the nation's aspiration to attain the status of developed country by the year



2020. Its mission is to enhance workforce knowledge, skills and capabilities through effective management of its 'Fund'. Under Malaysian law, certain categories of employers are liable to pay a Human Resource Development levy for each working employee at the rate of 1.0% of the monthly wages of the employee. The HRDF administers Malaysia's HRD Levy thus providing the necessary resources to enable the HRDF to fulfill its principal objectives to encourage employers covered by the legislation to retrain and upgrade the skills of their employees, apprentices and trainees in line with their business needs and the development strategy of the country.

Public Utilities Board, Singapore

As the national water agency, PUB is responsible for the collection, production, distribution and



reclamation of water in Singapore. PUB has a workforce of over 3000 people. Its people are seen as the driving force behind PUB's progress in water management. An important initiative introduced in 2012 was its Key Domain Expertise Framework (KDE) to help PUB retain engineering expertise and develop new capabilities. Under the KDE Framework, specialists are grouped into domain areas, each led by a Chief Specialist. There are currently 11 of such KDE teams working to implement PUB's technology roadmap and lead in knowledge sharing. This year PUB introduced The PUB Engineer Scheme which aims to better attract, develop and retain their engineers by providing better career progression and development opportunities for them. The Scheme will also strengthen the recognition of their contributions and capabilities on the job. It merges the graduate and non-graduate officers into a single career track based on skills and competency, and the merger will involve some 2,100 non-graduate engineers and 600 graduate engineers.

IFTDO News Editor provides training for Malawi child health project

During his recent visit to Malawi Rick Holden, IFTDO News Editor, facilitated a day's workshop for the supervisors on an Inter Aide* project in child health. The project works with local rural communities in the southernmost region of Malawi to promote and encourage healthy behaviours. This includes, for example, working with the community to ensure every household has a latrine and hand washing facilities. Diarrhoea is one of the main killers of children under five in Malawi.



The workshop provided a basic introduction to first line management, looking at the qualities of good people managers, effective communication and performance management. Working in small groups the supervisors worked

through a range of workplace scenarios requiring formal and informal one to one meetings with staff reporting to them in order to equip them with both the skills and confidence to handle these personnel management issues effectively.

Project manager Anna Hosking highlighted the lack of resources for such training. "Training such as this would normally be beyond our budget. But it can equip our staff with some really useful knowledge and skills to help them perform their supervisory roles more effectively. It also gives them a real boost to know that the project is taking an interest in them and is committed to enhancing their personal and career development". Rick Holden said it was an honour to be able to help in this way. He reflected on both the project and the specific training provided in the context of the recently announced UN sustainable goals (see also page 11.). It highlighted the interrelatedness of goals linked to education, workforce training and health. In many ways these are somewhat remote to NGO project managers working on the ground and who face a myriad of difficult challenges on a day to day basis. However provision of such training and in a context such as this, does make a difference and provides for some "connect" between the rhetoric of ambitious targets about access to vocational training and the realities of working life at ground level.

*Inter Aide is a French charity funded by donations and government aid. It has been working in Malawi since 1991.

Call for new people centric model of growth



The latest World Economic Forum Human Capital Report finds that a world where “nobody is left behind” remains a distant prospect, even in advanced economies. The index takes a life-course approach to human capital, evaluating the levels of education, skills and employment

available to people in five distinct age groups, starting from under 15 years to over 65 years. The aim is to assess the outcome of past and present investments in human capital and offer insight into what a country’s talent base will look like in the future. The Forum hope the report will support business leaders, policy-makers, civil society and the public in taking the informed, data-driven decisions that are needed to unlock human potential. The index shows that all countries – both rich and poor – have yet to optimize their human capital and calls for a new people-centric model of growth,” said Saadia Zahidi, Head of the Employment, Skills and Human Capital Initiative and co-author of the report.

Globally, Finland tops the rankings of the Human Capital Index in 2015, scoring 86% out of a possible 100. Norway (2), Switzerland (3), Canada (4) and Japan (5) make up the rest of the top five. They are among a group of only 14 nations that have crossed the 80% threshold. Among other large advanced economies, France is in 14th position, while the United States is in 17th position, scoring just under 80%. The United Kingdom holds the 19th spot and Germany 22nd. Among the BRICS, The Russian Federation (26) scores highest with a score of 78%, with China next at 64, having optimized 67% of its human capital. Brazil is in 78th place, followed by South Africa (92) and India (100). **Sub-Saharan Africa**, with the exception of Mauritius (72) is characterized by chronically low investment in education and learning. Seventeen countries from Africa rank below 100 in the index. The region’s most populous country, Nigeria (120) is among the bottom three in the region, while the second most populous country, Ethiopia, is in 115th place.

“Talent, not capital, will be the key factor linking innovation, competitiveness and growth in the 21st century. To make any of the changes necessary to unlock the world’s latent talent – and hence its growth potential – we must look beyond campaign cycles and quarterly reports. Dialogue, collaboration and partnerships between all sectors are crucial for the adaptation of educational institutions, governments and businesses,” said Klaus Schwab, Founder and Executive Chairman of the World Economic Forum.

In addition to the index, the report provides the latest available information on the numbers of current and recent graduates in major fields of study in each country and detailed information on the population’s workforce activity as well as levels of education.

The full report can be downloaded here <http://reports.weforum.org/human-capital-report-2015/>

Gallup and ILO join forces to conduct global poll on women at work

The ILO together with Gallup, a leading analytics and advice firm, have joined forces to work on the Global Women at Work Project. The partnership is expected to bring fresh insights on the needs and aspirations of working women



around the world. Under the agreement, the two organizations will work together to get new insights on gender equality and the world of work through the Gallup World Poll. Using rigorous, standardized methodology for collecting data worldwide and covering countries that are home to more than 99 per cent of the world’s population, the Gallup World Poll data represent the largest globally comparable data set. It covers a representative sample of women and men aged 15 and older, in all regions, and across urban/rural, education and income divides, and migration status. The new questions in the World Poll are intended to find out what women want in the world of work, what is helping or stopping them from getting it and the support of or the negotiations with men that are essential to achieving this. ILO and Gallup will design survey items addressed to women and men to elicit their views on complex gender issues.

HRD in Oman: Re-visiting ‘Omanisation’

Doctoral Student Ali Al Harthy (Liverpool Business School) draws on his research into Omani public policy with this reflection on ‘Omanisation’.

Replacement of foreign labour with local labour is central to national HRD strategies in several of the Gulf States. Oman provides an interesting example. Demographically, the total population of Oman has reached 4.1 million as of April 2015, while expatriates constitute 43% of the total population. Since the renaissance of the Sultanate of Oman in 1970, the realization of the importance of developing national human resources has been a priority of His Majesty Sultan Qaboos Bin Said’s government. In response to particular economic challenges, most notably the ‘oil revolution’ a policy of Omanisation has been in existence since 1988. The Omanisation policy and related programme works toward replacing expatriates with trained Omani personnel. The programme sought also seeks to reduce unemployment among the indigenous population

Initially the policy was focused upon the public sector and resulted in considerable success. The percentage of Omanis employed in the range of governmental departments and offices reached over 82% in 1999. Since that time a diversification of effort into the private sector has been evident.

In terms of the supply side impressive progress has been made. Basic education in Oman has been transformed; from only three formal schools before 1970 to more than 1000 schools by the end of 2014. The total registered students at general education exceeding 520,000 students. At the tertiary education, there are more than 52 public and private higher education institutions, while more than 120,000 Omanis student registered

(000)	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Omanis	98	114	132	147	158	178	174	172	182	198
Non	425	511	638	794	874	955	1.115	1.316	1.471	1.510
Total	524	625	770	942	1.033	1.133	1.289	1.488	1.653	1.708

Source: National Centre for Statistics and Information-Oman

at higher education (in and abroad) in the academic year 2013/2014. Importantly, the government has also established seven colleges of technology, six vocational training centres, two fishermen's Training institute and various training programmes, which are geared towards enhancing the supply of skilled and semi-skilled labour.

However, considerably more challenges have been faced in enhancing demand for local labour in the private sector. The table (see above) represents the government's achievement regarding employment in the private sector for the last ten years. Whilst important sector differences are evident – for example the Oil & Gas, Banking and Telecom is a preferred sector amongst Omani job seekers compared to less preferred sectors such as construction - overall the achievement of Omanisation, in the private sector, remains somewhat limited. Understanding this state of affairs is complex. It appears that a mix of factors is at work. These include:

- The lack of desire from Omani job seekers to join the private sector, in part explained by relatively inferior employment terms and conditions.
- a mismatch between the skill requirements in certain sectors and the Omani based supply
- a concern that in some sectors the private sector companies are not welcoming of Omani recruits

A lack of robust data inhibits the drawing of clear picture about the difficulties being faced in achieving the established targets. Oman Vision 2020, whilst reaffirming the general policy of Omanisation acknowledges the need for a re-assessment of the nature of the private sector and the supply of and demand for skills in the context of Omanisation. Consideration needs to be given to:

- a clearer determination of labour supply, demand and gaps to be filled by either direct employment and/or training and development and with the involvement of all sectors and VET providers
- the establishment of a national centre for human resources development (other than public authority of manpower register) responsible for aligning the national human resources development programmes with the labour market in Oman and
- the development of a public policy evaluation framework to evaluate all the national initiatives and programmes at regular basis

Ali Al Harthy is a doctoral student at Liverpool John Moores University. His doctorate is Public Policy Evaluation in Oman, the case of the national training programme at the Ministry of Manpower.

One third of UK Board positions to be held by women by 2020

The UK's "Davies Review" has set a new target for a third of all board members at Britain's biggest listed companies to be women. The new

recommendations mark a significant step up from Davies's first report on gender diversity in the boardroom in 2011, which urged FTSE 100 boards to target for a minimum of 25 per cent female representation by 2015. The Davies's report also stresses the need to increase the numbers of female executives as well as what more should be done to improve the so-called pipeline of future board members, but the report will make no specific recommendations for additional targets or gender-based ratios. Ann Pickering, HR director for O2, described the news as a welcome step forward. "But, as with the 25% target, it's crucial that these new targets are viewed not just as the finishing line but as a stepping stone to achieving that much bigger goal: true workplace diversity," she said. "While there has been significant progress in improving boardroom diversity, the harsh reality is that there are thousands of women who are yet to see this progress in their own place of work, with the vast majority of board-level roles still being given to men. The only way that we will create sustainable and long-lasting culture change is if we look beyond those already at the top and focus our efforts on nurturing the potential of women at every level, in every business."

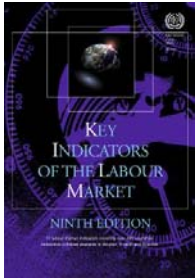
A new standard for HR

IFTDO News, 2015, reported developments towards a new HR standard being developed by BSI, the UK National Standards body which may pave the way for an international HR standard to come into being. The new standard has now been published. Named 'BS 76000 Human resource - Valuing people - Management system – Requirements' is based on the premise that people, as an organization's biggest asset, are inherently valuable and should be treated as such. By respecting this basic principle, both organizations and the people who work on their behalf can benefit from a more equal and sustainable working relationship. As a management system standard, BS 76000 provides a framework for organizations to put processes in place which will help catalyse that relationship. The standard is relevant for an organization with employees, volunteers or temporary staff - not just those who employ HR professionals, says the BSI. "Businesses that demonstrate this understanding are increasing their attractiveness as employers. Not only is this a great way to draw and keep the best talent, it raises the bar and boosts reputation. BSI 76000 was developed following a 100-day public consultation that involved employers, academics, and industry bodies such as the CIPD, Chartered Institute of Management Accountants (CIMA), Federation of Small Businesses, University Forum for Human Resource Development and TUC.

Go to: <http://www.bsigroup.com/en-GB/about-bsi/media-centre/press-releases/2015/july/New-people-management-standard-is-published-/#.V17A5uNUAcw> for more details.



Global workforce becoming more educated but not always finding suitable jobs



The educational level of the labour force is improving worldwide but access to a higher education is not leading to lower unemployment at the global level, says the 9th edition of the ILO's "Key Indicators of the Labour Market" (KILM). According to the latest edition of the KILM, but two of 64 countries with available data have registered an increase in the share of the labour force with a tertiary education over the past 15 years. The biggest increases were seen in Canada, Luxembourg and Russia. At the same time, there has been a drop in the share of labour market participants with only a primary-level education or less. The ILO highlight this positive development at the national and global levels, as there is a strong correlation between educational levels of the workforce and national levels of labour productivity. However, this does not mean that workers with tertiary-level education automatically have a better chance of finding a job. While they are less likely to be unemployed in most high-income economies, tertiary graduates in low- and lower-middle-income economies are actually more likely to be among the unemployed than workers with lower educational levels. The education level of the labour force is improving worldwide but access to a higher education is not leading to lower unemployment at the global level. "This reflects a mismatch between skilled persons and the number of available jobs matching their competencies and expectations, and unless addressed may work to put a limit on economic growth and development," says ILO economist Rosina Gammarano.

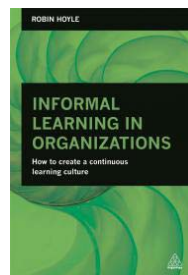


A Video explaining KILM is available at: <http://www.ilo.org/global/statistics-and-databases/research-and-databases/kilm/lang-en/index.htm>

See http://www.ilo.org/global/about-the-ilo/multimedia/maps-and-charts/WCMS_422568/lang-en/index.htm for data mapped country by country.

Informal Learning in Organizations

There are different responses to the statistics and arguments which tell us that most training & development is wasted effort. One is to ignore and carry on with doing what has been done for decades. Another is to heed the advice of the likes of Jack Philips and pay more attention to the process of evaluation so as to find out what is working and what less so. Yet another is to question more fundamentally organization's stubborn preference for formal, classroom based, training and development interventions. This is the position adopted by Robin Hoyle but he is quick to point out that his central thesis is that "we need good formal learning and effective informal learning". Indeed he goes a step further



arguing that "effective formal trainers encourage, harness and enable informal learning to happen".

Based on a series of interviews with managers involved in what Hoyle calls the middle ground of informal learning – those who integrate learner directed activity alongside more formal approaches – the book addresses where and how organizations can seek to manage and support informal learning and thereby maximise the opportunities it provides and draw more of the benefits it offers. So, Hoyle attempts to analyse some of the ways in which informal learning happens and draws a critical perspective "seeking to identify the optimum conditions for informal learning within a myriad different workplace challenges". A strength of the book is that Hoyle situates his analysis within the realities of workplace learning, helping the reader to reflect upon their own experience.

The book is divided into three sections: firstly an overview to make sense of informal learning at work; secondly a critique of the rise of technology as a driver and enabler of informal learning and thirdly, a section devoted to tips and hints about integrating learning and work. It is section 2 which ensures this text makes a real contribution to the growing literature on informal learning. Hoyle is not afraid to confront the rhetoric of the technology led learning revolution. "We are so far away from addressing the various barriers to enable effective engagement with online content that we must start from some fairly basis principles...". Through well informed case studies Hoyle teases out the need to focus our considerations on better application of our understanding of social learning, engagement and collaboration. He draws on the MOOC phenomena, for example to explore the potential – so far largely ignored – to address collaborative technology (blogs, wikis, learning communities, communities of practice) and concludes "there is significant work to do if these technologies are to become mainstream in organizational learning.

The question of whether informal learning can be strategic is a question addressed in the book's final section. Emphasis is placed on firstly ensuring learning can become a normal part of daily work and secondly, developing "fit for purpose" ways of knowing and understanding that our formal *and* informal training and development efforts equip the organization for change. The strategic link to informal learning becomes somewhat implicit rather than overtly explored. Nonetheless it is encouraging to hear the author critically questioning the obsession with measurement. Of much greater value to facilitating a organizational sense of confidence in dealing with change are the "individual stories of what learning is, when it happens and how it delivers benefits" and where informal learning may be the critical component.

Informal Learning in Organizations: How to create a continuous learning culture; Robin Hoyle; Kogan Page

Experiential Learning in Yahoo



Although work experiences are recognized as important mechanisms for developing leaders in organizations, existing research has focused primarily on learning through work rather than on human resource development (HRD) systems that promote experiential learning of managers. The primary goal of this study was to develop an HRD model for facilitating experiential learning by examining the case of Yahoo Japan, which has

transformed its HRD system based on experiential learning theory. The results indicate that Yahoo Japan has promoted experiential learning at the individual level by introducing new HRD systems consisting of four elements: reflection support (one-on-one meeting and coaching training), assignment support (HRD meeting and job rotation), assessment support (360-degree appraisal and one-on-one meeting assessment) and visionary support (a vision and values). Although these elements are closely associated with each other, reflection support plays a key role in the HRD system.

Matsuo, M., Human resource development to facilitate experiential learning: the case of Yahoo Japan, International Journal of Training and Development, Vol 19, Issue 3, 2015

Assessing 'bottom-line' benefits of employee learning

There remains considerable debate on how best to demonstrate the contribution of employee learning to the organization's bottom line, with approaches varying from industry to industry and from organization to organization. Focusing on the professional services sector, an industry sector that has garnered little attention in terms of HRD measurement research, this paper draws on the analytical techniques from Grounded Theory to explore how 15 professional service firm (PSF) decision-makers who are responsible for their firm's learning and development strategy measure the business impact of professional employee learning. The unifying theme emerging from the study is Win Rate, a composite of multiple quantitative measures that include direct as well as indirect contributors to the firm's bottom line. Implications of the findings for HRD research and practice are also addressed.



Williams, S. and Merkebu, J., Measuring the Business Impact of Employee Learning: A View From the Professional Services Sector, Human Resources Development Quarterly, Vol 26, Issue 3, 2015

Creating a high skills society in recessionary times

This research addresses the skill formation policies adopted by policy makers in Greece in order to create a high-skills society. The article examines the demand side of the skill creation process within 300 small enterprises in order to understand how far supply-side measures have influenced the demand for well-trained staff within small businesses. The article draws on empirical data from 650 interviews with workers and small firm owners that explored owner demand for higher level skills and training. The study questions the effectiveness of the measures put forward by policy makers in order to encourage an up-skilling strategy in the country. The analysis reveals that this policy agenda has been supported predominantly by various skills supply-side initiatives including investments in higher education and subsidized accredited company training. Yet the empirical evidence indicates that such initiatives have not so far influenced owner demand for higher level skills and training, suggesting a new agenda for policy intervention may be necessary. The study provides valuable lessons for policy makers across the advanced capitalist world on the development of a high-skills society.



Panagiotakopoulos, A., Creating a high-skills society during recession: issues for policy makers; International Journal of Training and Development, Vol, 2015

CALENDAR

45th IFTDO World Conference and Exhibition
"Lessons from Leaders" 21 – 23 March, 2016, Bahrain
More details at: www.iftdo2016.com

CIPD Workshops and Conferences

Employee Engagement Conference and Workshop, 13 – 14 Jan, London
 HR Analytics Conference and Workshop, 9 – 10 Feb Recruitment, 23 – 24 February More details at: <http://www.cipd.co.uk/events>

Learning Technologies, 3 – 4 February, Olympia, London. Europe's leading showcase of organizational learning and the technology used to support learning at work. - See more at: <http://www.learningtechnologies.co.uk/#sthash.45wavbBM.dpuf>

Training 2016 Conference & Expo, 15 – 17 February, Orlando, USA, The industry's leading train-the-trainer event, sponsored by Training magazine, http://www.trainingconference.com/2016/about_training_magazine.cfm

AHRD, International Research Conference in the Americas, 18 – 20 February, Jacksonville, USA Key Note: Dr. Laurie Bassi, CEO of McBassi & Company, a leading human capital analytics firm. http://www.ahrd.org/?page=2016_conf_central

18th International Conference on Information and Knowledge Management, 15 – 16 February, Barcelona, Spain. More details at: <https://www.waset.org/conference/2016/02/barcelona/CIKM>

HR Leaders Egypt, Conference and Expo, 14 – 17 March, Cairo, Egypt. More details at: <http://www.hrleadersegypt.com/>

5th International Conference; "Action Learning in Challenging Times: Questioning Insight, Challenging Practice"; 21 – 23 March, Ashridge, UK. More details at: www.ashridge.org.uk/alrp

International Society for Performance Improvement (ISPI), 10-12 April, Philadelphia. More details from <http://community.ispi.org/events/event-description?CalendarEventKey=c0da80ba-6f93-42ef-ac97-fa38720359c6&Home=/home>

CIPD, Learning and Development Show, Olympia, 11 – 12 May. More details from: <http://www.cipd.co.uk/events/learning-development-show>



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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.

Call for Members to upgrade Profiles on new web site

All IFTDO members are invited to visit the web site and add to or upgrade their member profile. This is a straightforward exercise. Sue Hung, IFTDO Board member, has recently done this for She explained to IFTDO News the steps required

How to update membership details

1. All member organizations will receive a custom administrative ID and Password for accessing all parts of the IFTDO website.
2. To login as a member by clicking on the Member Login button in the upper right corner of our website (<http://www.iftdo.Usingnet>) and enter the above administrative ID and Password.
3. After login, you can access and update your organization's Member Profile by clicking on the Member Area button in the upper right corner, and then scrolling down to the bottom and choose the Member Profile button.
4. You can now begin to update your organization's Member Profile starting with - Email, First Name, Last Name and a Save button. This information will provide a contact person and email for your organization.
5. Then scroll down to the Logo section, click on the Browse button under the words "Or upload a file here" in order to upload your logo from your computer in .png or .jpeg format.
6. Keep on scrolling down, check and update the rest part of your organization's profile. When you have made all of the additions and/or corrections that are required, click the blue Save button.
7. You will get a message saying "Profile Upated". Congratulations, you are now successfully updating your Member profile.

WELCOME NEW MEMBERS

Full Members:

1. Professional Institute of Environmental Practitioners, Nigeria (August)
2. African Institute of Environmental Practitioners, Nigeria (August)
3. HRDF, Malaysia (October 2015)
4. Origin Consulting Group (November 2015)- Shifted from AM
5. Academy of Human Resource Development, USA- (Nov 2015)

Associate Members:

1. Oodak Consultants, Nigeria (Sep 2015)
2. Al Maliki for Training & Development, UAE (Sep 2015)- shifted from FM
3. Innate Thought Ltd, UK (Nov 2015)
4. Grand Royal Training Institute. UAE (Nov 2015)
5. i-Capital Institute, Ghana, (Nov 2015)

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 _____

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