

# IFTDO News

Number 2 of 2016



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**46<sup>TH</sup> IFTDO**  
WORLD CONFERENCE & EXHIBITION  
MUSCAT, SULTANATE OF OMAN

## ORGANISATIONAL TRANSFORMATION BEYOND 2020

9 – 11 APRIL 2017  
MUSCAT, SULTANATE OF OMAN



VENUE: SHINGARELLA HOTEL



IN PARTNERSHIP WITH



## PRESIDENT MESSAGE

On behalf of the board of directors and members of Omani Society for Human Resource for Management (OSH-RM), I would like to welcome you to the 46<sup>th</sup> IFTDO World conference & exhibition to be held in the year 2017 for the first time in the Sultanate of Oman.

The theme of the conference is "Organisational Transformation Beyond 2020" we selected this theme due to the importance of organisational transformation and the serious paradigm shifting of many organizations are exercising now and we expects this will grow to go beyond 2020.

I would like to urge all of you and your organizations to maximize the utilization of our conference as well as the taste Omani Hospitality and view of Omani culture.

Dr. Ghalib Al Hoani  
46<sup>th</sup> IFTDO President

Last date for submission of paper proposals:

**SEPTEMBER 30, 2016**

Please contact [info@origin.com.bh](mailto:info@origin.com.bh) for any further information

## IFTDO PRESIDENT'S MESSAGE



It is a privilege to be appointed as President of the prestigious world organization IFTDO.

IFTDO's most important event the 46th IFTDO World Conference & Exhibition 2017, which will be held at Muscat, Oman on April 9-11, 2017 will bring us all together, providing us an excellent opportunity for interaction and networking. I welcome you all to this conference. It makes me

honored indeed to be at the helm of our Federation at the time of the World Conference which would bring out the professionalism and dedication of all IFTDO members. Their contributions towards achieving IFTDO's Vision, Mission and Values are indeed appreciated.

OSHRM (Omani Society of Human Resources Management), looks forward to welcoming you to Oman and providing the hospitality for the Conference. The Omani Society, also, has taken the initiative of organizing the first Non-Profit Human Resources Society recognized by the Ministry of Social Development in Oman, which targets talented Human Resources Professionals, Students pursuing the study of Human Resources and local business's interested in taking their Human Capital Management to the

next level. OSHRM's key objectives are to achieve more consistency in Human Resources Management between employers, and between the public & private sectors, to raise standards of Human Resources Management overall. Being the OSHRM and IFTDO's president will compliment the two organization objectives and aims. We are working as society to add value to IFTDO and making this upcoming event a remarkable one.

Therefore, we are making all efforts to make it a memorable occasion for you all, by experiencing the warm Omani hospitality and meeting the top HR leaders in the globe. Kindly, IFTDO Members I request you to support to publicize the Conference and recruit a large number of delegates from their countries.

I wish to whole heartedly thank all IFTDO members in advance for their generous support to the Conference in general and to me as IFTDO President, in particular. I extend my gratitude to all the partners who are working hard to make this Conference a grand success. I once again invite one and all to participate in 46th IFTDO World Conference and Exhibition in Muscat, Oman.

**Dr. Ghalib Al Hosni**  
President, IFTDO

## From the News Editor....



Earlier this year I taught a Master's programme on Leadership and Change Management in both Malawi and Swaziland. I was struck by how difficult it was to get the students to think and embrace ideas about leadership that did not sit firmly within a view that leadership was about 'great men' (and sometimes women!), 'heroes' and the 'traits' of particular individuals - usually in very senior organisational positions. I had somewhat similar feelings after the IFTDO world conference (Lessons from Leaders) in Bahrain. There were exceptions of course and perhaps the ideas of Tim Murray (Boss v Leader), Peter Cheese (21st century leadership styles) and Beverley Metcalf (relational leadership) - see Conference Report - give us glimpses of alternative ways of thinking; ones that offer enormous benefits for organisational development. But the challenge is undoubtedly a tough one. In June I interviewed David Fairhurst, Chief People Officer for McDonalds. We discussed his ideas about the 'democratisation of leadership' - investing in and empowering leadership behaviours at every level in the organisation.

He illustrated how HRD in McDonalds was seeking to develop leadership 'as practice' within its restaurants worldwide. I hope that an article based on my interview with David will appear in the next issue of IFTDO's new journal, The International of HRD Practice, Policy & Research helping to highlight new strategies and practices about leadership development beyond the elite of an organisation. In the same vein allow me to refer you to the ongoing search for human capital metrics (see CIPD News and Research). This clearly needs to embrace 'leadership' and if fit for purpose measures can be developed to assess the 'democratisation of leadership' we really will be making progress. I also refer readers to the report on 'inclusive' leadership research (page 9) and the publications by Joseph Raelin and John Knights (page 17) which are well worth a closer look. Of course there is a lot more in the newsletter than this theme - and I am indebted to all contributors for their material - but if there are stories out there about leadership development and which challenge a prevailing orthodoxy that continues to restrict organisational development then IFTDO News, and indeed the journal, would be delighted to hear from you.

**Dr. Rick Holden**  
Liverpool Business School

## SECRETARY GENERAL'S REPORT



The 45th IFTDO World Conference held at Bahrain on March 21-23, 2015 was a great success. IFTDO Global HRD Awards 2016 were presented during the Conference. Information on the Conference and Awards appears elsewhere in this Newsletter.

The meetings of the Conference Coordination Committee, Executive Board and AGM were held at Bahrain. The elections of IFTDO President, Chair,

and 5 Members at Large were held at the AGM. Dr. Ghalib Al Hosni, President, Omani Society for Human Resource Management, the host of 2017 Conference in Oman, was appointed President of IFTDO for one year until the next Conference. Mr. Raj Auckloo, Director of Human Resource Development Council, Mauritius was elected Chair (he will be Chair-Elect during 2016) and the following five as Members at Large for a 2-year term starting January 1, 2017: Abdulhadi Al Mansouri, ASHRM, Saudi Arabia; Abdel Bari Durra, DCTD, Jordan; Guido Betz, Change International, Germany; CM Vignaesarvan, HRDF, Malaysia; and Sinead Heneghan, IITD,

Ireland. Dr. Sunil Gupta was nominated by Board as Associate Member representative for Asia Pacific for remaining period of 2016 in place of Marie Dayton who has resigned.

The 1st Announcement Brochure of the 46th IFTDO World Conference to be held at Muscat, Oman on April 9-11, 2017 was released at the World Conference at Bahrain. A copy was sent to all members. The last date for receipt of paper proposals is September 30, 2016.

Full Members are invited to send proposals for hosting the IFTDO World Conferences from 2018 onwards.

Members are requested to send to the Editor, IFTDO News, brief write-ups on their major events/ activities for publishing in the Newsletter/ uploading on the web site. I hope, our members have logged in at our revamped web site [www.iftdo.net](http://www.iftdo.net) and accessed the Members and have also edited their information and uploaded their logos. In case of any difficulty, members are welcome to contact me.

**Dr. Uddesh Kohli**  
Secretary General

**Lessons from Leaders: 45<sup>th</sup> World Conference Report**

Over 600 delegates attended the 45th IFTDO World Conference and Exhibition Bahrain, 23 – 25th March. Twenty-two two key note speakers addressed the theme of the Conference: Lessons from Leaders. The opening key note was provided by Dr. Abdul-Hussain bin Ali Mirza, Minister of Energy. The Minister set a useful context for a number of the more challenging themes as regards contemporary organisational leadership and which were developed by subsequent speakers.

**Leadership Behaviours**

Tim Murray, CEO Alba, stressed the importance of communication and in particular highlighted what he called direct communication. Tim and other senior colleagues regularly hold direct communication sessions with staff (and their families). The Boss vs Leader poster (see Figure) illustrates a key message Alba are seeking to communicate as regards leadership and which was used in one of their offsite meetings. It highlights the behaviours Alba see as fundamental to leadership. A Boss: “demands”, “relies on authority”, “says I”; “uses people” whilst a leader “coaches”, “generates enthusiasm”, “says we”, “gives credit”, “develops people”



In a similar vein Huda Al Gohson, HRD Director of Saudi AramCo – and the first woman to be appointed to this executive role - argued the need for “people conversations”. Organisational leadership needed to regularly communicate expectations and discuss performance and development with others. This was one of four “critical (leadership) behaviours” identified by Saudi Aramco to underpin a culture in which effective and sustainable leadership could flourish. The other three were: Empowerment: “give people responsibility to achieve results and help them overcome major issues; Collaboration: “commit to and work towards shared goals with colleagues across the organization and Decision Making: “be disciplined and clear in your thinking for important business decisions”.

Peter Cheese identified a distinct shift in prevailing leadership styles, amongst the more successful organisations. There was now an emerging consensus

	Late 20th Century	21st Century
Motivation	I influence you : Self → Other	We influence each other : Other → Other
Beliefs	<ul style="list-style-type: none"> <li>• People need me...</li> <li>• I must provide answers...</li> <li>• Individuals are responsible...</li> <li>• I must set the directions...</li> <li>• I must set certainty about the right course of action.....</li> <li>• Information is power; use it strategically.....</li> </ul>	<ul style="list-style-type: none"> <li>• We need each other</li> <li>• We don't need to know all the answers</li> <li>• The group is accountable</li> <li>• The group must self direction</li> <li>• The group must learn to be flexible and to manage paradox</li> <li>• Information is power; disperse it widely</li> </ul>
Actions	<ul style="list-style-type: none"> <li>• Provide vision.....</li> <li>• Direct other skillfully.....</li> <li>• Coach and cheerlead.....</li> <li>• Make decisions.....</li> </ul>	<ul style="list-style-type: none"> <li>• Co-create and share purpose</li> <li>• Strive for mutuality</li> <li>• Stimulate questioning and dialogue</li> <li>• Share decisions with others</li> </ul>

Slide from Peter Cheese’s presentation

that a leadership style based on more collaborative behaviours was fit for purpose in terms of the challenges facing organisations in the 21<sup>st</sup> century (see Figure)

**Trust**

Whilst all three of the keynotes noted above referenced the importance of fostering values of trust in leadership roles and positions it was the specific focus of Dr Naji Al Mahdi, UAE Advisor. He drew on recent findings from the 2016 Edelman Trust Barometer - see <http://www.edelman.com/insights/intellectual-property/2016-edelman-trust-barometer/>

which reveals growing ‘trust gaps’ in respect of those in leadership positions. The Barometer reveals that respondents are increasingly reliant on a “person like yourself” who, along with regular employees are significantly more trusted that a CEO or government official. Integrity (e.g. behaving in ways that are ethical, open and transparent) and engagement (e.g. communication frequently and honestly about the state of the company) showed some of the biggest ‘gaps’ between perceived importance and actual performance. Other key findings from the Edelman Barometer reveal that respondents want to see a shift in CEO focus from short-term results to job creation and positive long-term impact. They also want business leaders to be more visible in discussions on income inequality.

**Ed Note:** In this context readers are also referred to the item on Developing Ethical Leadership (Page 17).

**Diversity**

It was encouraging to see several key notes drawing on the strong research base that now exists demonstrating the relationship between business success and integrative diversity policies, measures and practices. Christian Zandonella, General Manager of the Ritz Carlton in Bahrain, presented a case study of how the hotel has sought to implement its policy of diversity throughout the organisation. “Diversity is the collective make-up of any group”, Zandonella argued, “and includes many dimensions in which people are different”. Inclusion is making the mix work. “It is creating an environment where all feel they are respected and valued and have the opportunity to achieve their aspirations. With 51 nationalities and 28 languages in the organisation, education and training to ensure the company’s key values became lived experiences was critical to their success in developing what Zandonella called “cross cultural competences”.

- a) Systems premised on gender mainstreaming HR benchmarking tool
- b) Women only management and leadership programmes and provision of access to mentor and coaches
- c) Collaborations with local Chambers of Commerce
- d) Facilitation of women’s networks for professional skills
- e) Collaboration with global partners (for example GPIC)
- f) Family friendly HR policies

Figure: Slide from Beverley Metcalf’s presentation

Professor Beverley Metcalf, University of Manchester, focused her attention on the position and role of women in the Middle East. She highlighted the significant rise in the numbers of educated women in the Arab states but questioned if enough was being done to utilise such skills within employment. She argued there was a need to “re-imagine” the roles of men, women and leadership within a context of relational leadership (a dynamic interactive process and which includes the ‘relations’ of leaders and followers). A partnership model was proposed involving international agency, government, corporate HRD and the individual. The implications for HRD included women only leadership programmes and the possibility of quotas (see also Figure).

### HRD and Leadership

Ron Jacobs, Professor of HRD at the University of Illinois, looked at how HRD could ensure it played a leadership role in organisational development. Titled “Leading HRD through Research” and drawing on seven case studies Jacobs provided an evidenced presentation demonstrating the value of partnership (academic and practitioner) research within HRD more generally. To develop HRD needs to be based on “reflective practice”. Knowledge and action, Jacobs argued, were two sides of the same coin. A dynamic interactive relationship between theory and practice offered organisational leadership a pathway and to ensure continuous development of benefit to both organisation and the individuals.

### Student participation in conference

The Conference was enhanced by a strong level of student participation. Alongside a number of BSTD sponsored students there was a contingent of 55 from Manchester University’s HRD (International Development) programme. Attendance at the Conference is classed as ‘fieldwork’ and the students have to incorporate ‘findings’ from such fieldwork into their HRD and Leadership module. The group, along with other IFTDO members, visited the Gulf Petrochemical Industries Company (GPIC) (see also page ); one of the leading energy companies in the world and also visited the *Supreme Council for Women* (SCW), responsible for women’s empowerment and development planning in Bahrain. Beverley Dawn Metcalf, Programme Director, told IFTDO News that the group felt that the fieldwork had been an amazing development experience, as they acquired practical knowledge of HRD systems in practice in the Middle East, and also learnt about a cultural environment none had experienced before. “The benefits of the fieldwork are perhaps best represented by the fact that several students will be exploring/taking up the opportunity to work in Bahrain in various HRD roles after they graduate.”



Manchester University students at work during Conference

## IFTDO Global Awards 2016

The 2016 Global Awards were presented by The Bahrain Minister of Energy, Rd. Abdul-Hussain bin Ali Mirza at the Opening session of the 45th World Conference.

### Best HRD Practice

#### GARMCO: The ‘Handshake’ initiative

GARMCO, the Bahrain-based international aluminium rolling mill and one of the largest downstream aluminium facilities in the Middle East, received the Best Human Resources Development Practice Award during the 45th IFTDO World Conference. The Handshake initiative was introduced in 2014 as a strategic initiative focused on applying best practices in Human Resource Management to bring about change, develop skills and encourage leadership in the work environment. Key outcomes of the initiative include



an increase in human capital utilization, significant savings and above all production levels have improved noticeably reaching 97% of target levels. The award recognizes GARMCO’s proactive initiatives that illustrate the successful implementation of the Company’s strategy to continuously invest in human capital development. The Award was received by Jean Baptiste Lucas, CEO of GARMCO (See Figure).



### Quality of Working Life

The winning entry for this category (and the overall Global Awards Winner) was from The Industrial Training Fund (ITF), Nigeria



**INDUSTRIAL TRAINING FUND**  
FEDERAL REPUBLIC OF NIGERIA  
...Developing the Nation’s Human Resource

IFTDO Board member Tayo Rotimi collected the Award on behalf of the ITF (Figure). The entry reported on how the ITF had developed and managed an initiative addressing Technical and Vocational Skills Training for Youth Empowerment. In response to an obvious need for data on manpower requirement in the Nigerian economy for the purpose of policy formulation and national development, the Industrial Training Fund (ITF) and the Nigeria Employers’ Consultative Association (NECA), conducted a study on the manpower requirements of the Nigerian economy. The result of the survey pointed to a clear deficiency of technical vocational skills in the Nigerian economy. Mounting unemployment, and the influx of more competent technical manpower expatriate from neighbouring countries, ITF-NECA realized the imperative of meaningful interventions to enhance the technical and vocational base of the Nigerian economy. Two closely interrelated sub-projects formed the main thrust of the intervention.

#### The National Industrial Skills Development Programme (NISDP):

One of the specific objectives of the NISDP was to train and develop highly skilled entrepreneurial workforce for SMEs in areas where we have competitive and comparative advantage. The programme was implemented twice between 2013 and 2015 for a duration of 3 months in each run and the targeted participants were Secondary School leavers. Among the trade areas covered by the NISDP were Garment Making, Cell Phone Repairs, Shoe Making, Fish Farming, Plumbing & Pipe Fitting, Aluminium Fabrication,



Tayo Rotimi receives Best HRD Practice Award on behalf of the Nigerian ITF

Cassava and Yam Processing, Hair Dressing & Styling, Carpentry and Furniture Making, Refrigeration & Air-Conditioning, Welding & Fabrication, Tie & Dye, Bead Making etc. During each run, 1000 youths were enrolled in each of the thirty-six (36) States of Nigeria and Abuja the Federal Capital Territory (FCT); in all, 74, 000 young people were enrolled with 65,796 graduating successfully. ITF evaluation and tracking suggests that as of 2015 55% of the graduands of the programme have been engaged through paid employment or self-employment.

**The ITF-NECA Technical Skills Development project:** This project was aimed at developing skilled middle-level manpower capable of meeting maintenance needs in industry in specific trade areas such as Electrical and Electronics Maintenance, Auto Mechatronics, Automation and Processing Control and Instrumentation. A one-year vocational training was provided combining classroom training (70% practical and 30% conceptual and an Industrial Attachment for real work-place experience. The programme utilized the training facilities of participating companies such as Truckmasters Nigeria Ltd, Ikeja, Lagos, Nigerian Breweries PLC, Lagos, and Lafarge Cement WAPCO Nigeria Plc. The initiative provided opportunity for 1,159 Nigerian youths to acquire vocational and technical skills training. Most of the graduates have been engaged by their training organization. Furthermore, this particular project is considered to have contributed significantly to Instructors' Capacity Building and the training of trainers in the field of technical skills areas identified above.

## Research Excellence

Dr Bart Tkaczyk, Fulbright Scholar (UC Berkeley) received the Research Excellence Award for his paper 'A Playbook for Positive Organizational Change: Energize, Redesign, and Gel (ERG)', published in a special issue of the journal *Strategic Change* focusing on new strategies for innovative performance.

To lead positive organizational change, be catalysts for adaptability, and be continuously change-ready, change management practitioners today need new dynamic capabilities and skills that go beyond managing: namely, they should be 'change energizers' and 'change designers.' Dr Tkaczyk's paper champions a clear and effective research-based and practice-informed playbook for executing successful transformations. Specifically, it informs leaders how to lead positive organizational change in a rigorous *as well as* a creative way.



Figure: Research Excellence Presentation to Dr Bart Tkaczyk

The paper highlights that many (possibly over 70%) of change initiatives fail or are derailed. The paper argues that the 'playbook for change' provides a proven, disciplined method for leading positive organizational change in a methodological *as well as* experimental way. It is composed of 3 'positive strategic change phases' ('Energize', 'Redesign', 'Gel') and 15 associated 'dynamic actions' that leaders should continuously cycle through, when executing organizational change. Critics might argue that this bears a similarity to Lewin's and Weick's classic models of change. This has engendered considerable criticism in recent years. Grey, 2013, for example, argues powerfully that organizations are rather more complex than a 'block of ice'. Dr Tkaczyk agrees identifying a number of what he calls 'design bugs' in the classic models. For example, he argues that in terms of Lewin's 'unfreezing' many organizations today are already in a state of change – 'the system is already unfrozen'. Similarly, he maintains that 'freezing' is not adequately 'agile' for today's organizations. With respect to the Weick's model, 'freezing' and 'unfreezing' are troublesome too. Specifically, it is argued that, in reality, you cannot completely 'freeze' time to eventually take part in sense-making, due to existing complex and accelerating internal and external dynamics. Likewise, by further 'unfreezing' the system, you could actually disrupt what is already working well.

Thus the focus of the paper is on 'positive' factors (e.g., energizing the workplace, organizational health and renewal) and 'design' (e.g., employing collective design thinking and appreciative future search), so as to deliver the desired future and results for the enterprise.

The simple but powerful ERG change model positions and provides results-driven HRD leaders with an alternative way to think about organization development and change as well as with a shared language for thinking about it within an enterprise, which serves as a filter and a foundation from which they can strategically decide and execute professional practice.

*Tkaczyk, B 2015, 'A Playbook for Positive Organizational Change: Energize, Redesign, and Gel (ERG)', Strategic Change, Vol. 24, Iss. 6, pp. 527-540.*

**Ed Note:** DrTkaczyk can be contacted at bart.tkaczyk@cal.berkeley.edu and follow on Twitter: @DrBTkaczykMBA

## GLOBAL AWARDS 2017

An announcement about IFTDO's Global Awards 2017 will be made shortly. Please see web site [www.iftdo.net](http://www.iftdo.net)

## Oman to host 46<sup>th</sup> IFTDO World Conference & Exhibition

IFTDO News is pleased to announce that the Sultanate of Oman will be hosting the 46<sup>th</sup> IFTDO Conference and Exhibition between 9<sup>th</sup> – 11<sup>th</sup> of April 2017. The Sultanate of Oman is located in the south-eastern coast of the Arabian Peninsula. It holds a strategically important position at the mouth of Arabian Gulf which serves as the principal trading port of the Gulf Region and Indian Ocean. The event will be organized by the Omani Society for Human Resource for Management (OSHRM). OSHRM is a non – government organization that aims at building Human Resources (HR) in the Sultanate by providing the tools, the knowledge and standards for HR professionals to excel at their roles.



The current President of IFTDO, Dr.Ghalib Al Hosni, extends his heartfelt gratitude on behalf of OSHRM towards the organizations who will support this Conference.Dr.Ghalib Al Hosni told IFTDO News that the theme of the Conference will be “Organisational Transformation Beyond 2020”, and which will emphasize the importance of the serious paradigm shifts that many organizations are addressing as they look to the medium and longer term future.

The Conference is being designed around four main tracks:



The majority of the speakers will be representing international ‘best practice’ organisations as well as regional and local companies and drawn from Europe, USA, Asia, Middle East and local cultures.

The Conference and Exhibition has been designed to address the following key issues:

- Converting HR/HRD strategies and initiatives into tangible assets to align with organizational objectives
- Ensuring fit for purpose HR/HRD infrastructure and service delivery to create a solid foundation of organizational capabilities
- Securing senior stakeholder buy-in to manage culture change and sustain transformation
- Delivering consistent and enhanced end user experience and leveraging technology to enhance service delivery and encourage cross organisation networking and collaboration
- Increasing the value of human capital with data analytics.

The importance of the Conference lies in the opportunities for its participants to exchange their knowledge and expertise in human resource development, talent management and leadership development. There will be a large supporting Exhibition which will offer professional programs, brainstorming activities, workshops and discussions to enable participants to gain knowledge and skills for achieving the future goals of their organizations and to foster a high level of networking.

Conference proceedings and the exhibition will take place at the Shangri – La Hotel, Muscat, Oman.

### Ed Note: Call for Papers, Registration etc

Papers should be communicated to the Origin Group, (c/o info@origin.com.bh) by 30 September. Registration details will be announced shortly and will be available on the Conference web site ([www.iftdo2017.com](http://www.iftdo2017.com)) AAny queries about the Conference should be addressed to Origin who have been appointed as Conference managers.

## IFTDO engagement with UN

### 66<sup>th</sup> UN DPI/NGO Conference

IFTDO is affiliated as an NGO to UN DPI and UN ECOSOC. Dr.UddeshKohli, Secretary General, IFTDO participated in the 66<sup>th</sup> UN DPI/NGO Conference held on May 30-June 1, 2016 at Gyeongju, South Korea. The main theme was ‘Education for Global Citizenship- Achieving the Sustainable Development Goals Together’.

Over 2000 delegates, representing over 600 NGOs from over 80 countries participated. 46 Workshops were organized. The NGO participants of the 66th United Nations DPI/NGO Conference, adopted an Action Plan so that all may realize the aspirations of the 2030 Global Agenda for Sustainable Development. Education is a human right, essential to well-being and dignity, and is key to achieving Agenda 2030. Further, an ethos of global citizenship is required in order to fulfil this bold, people-centred, universal, and planet-sensitive. It was agreed that the people gathered at the 66th United Nations DPI/NGO Conference, will continue to work in furtherance of the 2030 Agenda for Sustainable Development with a particular emphasis on promoting education for global citizenship.

More information is available at: <http://outreach.un.org/ngorelations/conference-2016>. The Gyeongju Action Plan can be seen at: <http://outreach.un.org/ngorelations/files/2016/05/FinalAA.pdf>



— THE 66<sup>TH</sup> —  
**UN DPI / NGO**  
**CONFERENCE**

### UN Global Compact Leaders Summit 2016

IFTDO is a signatory to the UN Global Compact; the world’s largest corporate sustainability initiative. It is a



call to companies and other organizations to align strategies and operations with universal principles on human rights, labour, environment and anti-corruption, and take actions that advance societal goals. It has over 12000 signatories from 170 countries, representing business/corporate sector, international bodies, government bodies, NGOs, labour, etc.. The UN Global Compact believes it’s possible to create a sustainable and inclusive global economy that delivers lasting benefits to people, communities and markets. To make this happen, the UN Global Compact supports companies to:

1. Do business responsibly by aligning their strategies and operations with [Ten Principles](#) on human rights, labour, environment and anti-corruption; and
2. Take strategic actions to advance [broader societal goals](#), such as the UN Sustainable Development Goals, with an emphasis on collaboration and innovation.

The UN Global Compact has been organizing Leadership Summits every 3 years. The latest Summit held in June 2016, focused on 17 Sustainable

Development Goals which were adopted by the United Nations in September 2015. Dr. Uddesh Kohli, Secretary General, IFTDO participated in the Summit. It explored how the Global Goals (SDGs) can be advanced by business over the next 15 years. During 20 sessions, eminent experts outlined the vision for future, followed by discussion with the participants. A highlight of the summit was the unveiling of the Local SDG Pioneers, where 10 individuals were recognized for their work with turning SDGs to sustainable and responsible business opportunities. They are all connected by a common thread: they are committed to accelerating sustainable transition that can be delivered.

Detailed information on Summit is available at: <https://www.unglobalcompact.org/take-action/events/leaders-summit>

## ATD News and Research

The latest ATD Research reports provide data-driven insights and best practices related to three of the biggest challenges that today's talent development professionals must deal with: evaluating learning programs, building a culture of learning, and developing leaders. Here are highlights from three reports.



**Experiential Learning:** Without highly skilled leaders, organizations cannot build and execute sound business strategies, create and maintain competitive advantages, attract and retain qualified talent, or achieve and sustain peak market performance. However, most executives say their companies aren't successful at developing leaders. That gap between importance and effectiveness has talent development professionals leading the charge to discover the most effective methods of training leaders across organizational levels. Providing those leaders with relevant content and data they can readily apply in their daily work is driving talent development's exploration and deployment of learning through direct, hands-on experiences that are likely to produce immediate, high-performance results.



Experiential learning is an umbrella term encompassing learning that occurs through action learning, on the job, using simulations and serious games, or by other means that provide experiences from which participants derive new knowledge or skills. The research seeks to address:

- o How extensive is the use of experiential learning?
- o Which approaches are effective?
- o Do some methods produce better results for senior leaders, while others work better for those on the front lines?
- o Are talent development organizations leveraging the latest technologies that enable use of virtual simulations to train leaders?

Although three-quarters of organizations use experiential learning to develop some of their leaders, most organizations find their leadership development

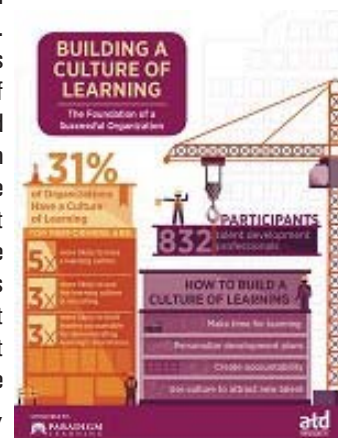
efforts, as a whole, not as effective as they could be. Investment in managing and designing of experiential learning and its implementation with both frontline and senior leaders are amongst the best practices identified.

**Measurement and Evaluation:** The ATD surveyed 199 talent development professionals with knowledge of their organization's learning evaluation efforts. Of those, only 44 percent think their evaluation efforts are helping them reach organizational learning goals. An even smaller percentage, 36 percent, think their learning evaluation efforts help them meet organizational business goals. Recognizing the need for more effective evaluation efforts that drive the success of learning programs and the



business overall, *Evaluating Learning: Getting to Measurements That Matter* takes a closer look at the state of evaluation in organizations today and what distinguishes organizations with successful evaluation efforts the report presents recommendations for overcoming these roadblocks and maximizing the impact and effectiveness of evaluation efforts

**Building a Culture of Learning:** A workplace in which learning is a valued way of life, knowledge is readily shared, and performance steadily improves—at both the individual and organizational levels—is the vision that drives companies to establish and expand cultures of learning. However, despite the obvious benefits, only 31 percent of organizations have well-developed learning cultures. Research from ATD and the Institute for Corporate Productivity (i4cp) reveals that robust cultures of learning are distinct hallmarks of organizations that consistently produce the best business results—companies that lead the world's markets in revenue growth, profitability, market share, and customer satisfaction. Through the lens of high performance, ATD and i4cp explore the practices talent development leaders are applying to drive vibrant learning cultures at Marriott International, SAP, Merck, and other successful organizations. The research identifies actions business leaders in top companies take to support those cultures, examines the roles played by employees, and pinpoints the constructive contributions to be gained from effective talent management processes.



### ATD China

For nearly two years, the Association for Talent Development's China office has been up and running, providing valuable services for the country's growing talent development industry. China's demand has increased heavily in the past five years, and ATD's local office in Shanghai can now provide timely service and more resources to professionals looking to expand their

talent development knowledge. This is an expansion of programs that ATD has provided for China during the past decade. Now, with a dedicated on-the-ground staff resources for the country's fast-growing talent development demands are much more accessible and a local point of contact for any questions. "The establishment of our China office demonstrates ATD's commitment to support the talent development professionals in China and the surrounding countries. Since the opening of the office, we have brought more and more content and services to the region," explains Wei Wang, director of ATD's International Department. "Based on the members' feedback, we are definitely on the right track."

ATD's world-class programs brought to China are translated to Chinese for ease of use. Quarterly workshops in the country attract ATD members, who can work with practitioners and listen to inspiring speakers. And the fifth annual China Summit, which will be held in Beijing in October, brings in hundreds of talent development professionals from around the region. This year, the China office will have three focuses:

- o A partnership with local training provider 51Job that will run on-site and public programs that use the ATD Competency Model. Programs will be held in cities including Beijing, Shanghai, and Chengdu.
- o The China Summit in Beijing, which will include a two-day program focused on innovation.

The launch of a new ATD China website that will provide more relevant content to ATD members and customers in China.

### **Conference Key Notes tackle leadership challenges**

The opening and closing key notes at the recent ATD Conference provided thought provoking responses to key leadership challenges faced in many of today's organisations.

#### **The Physiology of Leadership; Simon Senek**

"We don't have a good standardized definition of what a leader is"—that's how Simon Senek, author of several bestselling books on leadership began his key note. "Leaders set the conditions for trust and cooperation," he said. Get those conditions wrong, and the opposite—cynicism, paranoia, mistrust, and self-interest—will prevail. Creating a "circle of safety" is what leaders ought to do, Senek explained. That's accomplished by focusing on the physiology of leadership, which comprises endorphins, dopamine, serotonin, and oxytocin. Endorphins mask physical pain, Senek said. We persist when it feels good; this applies to activities such as exercise and also applies in organizations. Dopamine contributes to the elation you feel when you accomplish a task, score a goal, or win a game. Because we seek that sense of accomplishment, dopamine enables people to stay focused on their goals. "We're no good with the amorphous or abstract," Senek said. That's why leaders should provide concrete goals to their employees. Moving on to the two physiological chemicals that consistently have a positive effect in the workplace—serotonin and oxytocin—Senek said that both help to foster relationships between leaders and their employees. Senek considers serotonin the "leadership chemical." When employees feel that their leader has their backs, employees, in turn, will take care of their leader, the company, and each other. "Leadership is not about being in charge; it's about taking care of those in your charge," he said.

#### **Innovation: Jeremy Gutsche**

In the closing key note Jeremy Gutsche, CEO of Trendhunter.com, argued innovation is the pursuit of the new and the ability to adapt. He suggested people overuse the word "innovation" to apply to all sorts of different

things. It's often seen as some big, huge, humongous eureka moment that they need to discover or find. But actually most breakthroughs are simple iterations of what has happened in the past. "No one single person invents an iPhone; it's a better Blackberry.....ultimately adaptation is the easiest way to think about it." Gutsche argued that most companies aren't structured to adapt. They're structured to set up rules, policies, procedures, brand standards to protect the status quo effectively. "In the 1950s, that worked out fine; that was great because the world wasn't moving so quickly. But now, as we experience the highest rate of change, it means companies and successful people are struggling to adapt and struggling to identify their true potential." Focussing on the role of L&D Gutsche indicated that one of the core components of the L&D curriculum is about adapting to change and finding new ideas. Innovation isn't most successful when it's some tiny group of senior leaders in your organization, but rather when it's institutionalized throughout. "Companies that have adapted and conquered adversity or change have done so by enabling and training everybody to realize that it's their job to innovate and find new ideas".

**Advance Notice**  
**ATD 2017 International Conference & Exposition**  
**May 21-24, 2017**  
**Atlanta, Georgia USA**

### **CIPD News and Research**



#### **Valuing Talent: research highlights need for enhanced human capital reporting**

According to CIPD research, along with Valuing Your Talent partners the Chartered Institute of Management Accountants and the Chartered Management Institute, a third of FTSE 100 companies are withholding relevant information from their annual reports and painting an inaccurate picture of opportunity and risk. In response, the partnership is calling on organisations to measure and disclose the impact and contribution of people on business performance so both they and key stakeholders can make informed decisions based on an accurate picture of opportunities and risk. Using a variety of methods, the report assesses the current standard of human capital reporting by FTSE 100 companies by measuring if and how corporate reports have evolved between 2013 and 2015. It found that:

- The space dedicated to people welfare in some reports has reduced significantly with 2 in 5 companies scaling back the amount information they report on.
- The quality and quantity of reporting on human capital issues is improving – with an increase in reporting across ethics (up by 22%), diversity (up by 39%) and human rights (up by 127%)

There is also evidence that suggests that in relation to knowledge and skills are becoming more interested in understanding the capabilities of their workforce, for example in relation to skills development and skills shortages. A key part of the partnership's work has been the creation of the Valuing your Talent framework (see Figure), a tool which recommends a common language for people reporting and includes consistent human capital measures



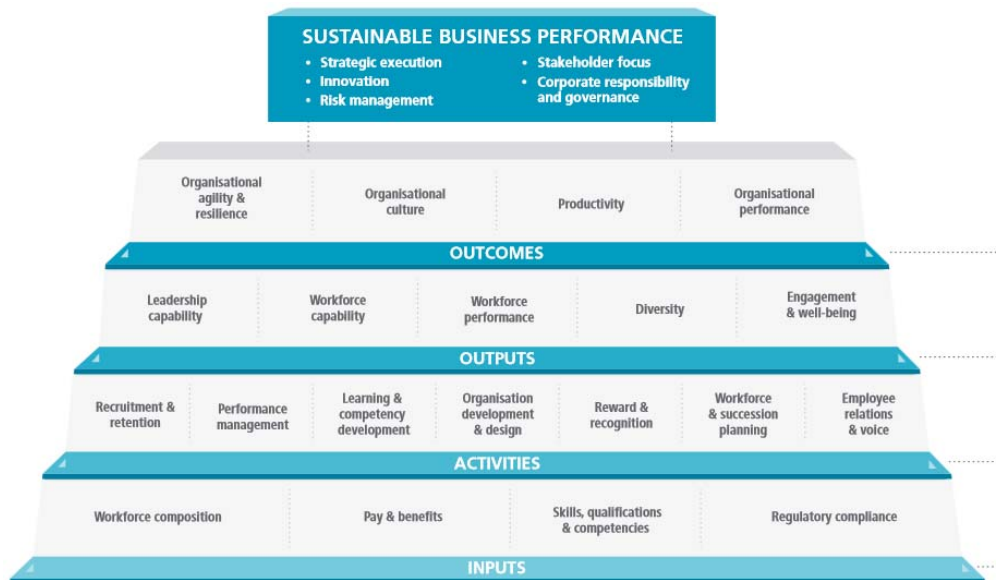


Figure: The Valuing Your Talent Framework (CIPD)

that organisations can use to achieve greater transparency on their workforce (See also IFTDO web site within 'Resources'). However, much work remains in relation to this. Peter Cheese, CIPD CEO comments: "With many more questions being raised about corporate cultures, diversity, engagement and wellbeing, as well as the changing nature of the workforce and how these impact productivity and risk, we need greater transparency and consistency of human capital reporting. We need more common definitions of key people and organisational metrics, and for businesses to better articulate how they are using these measures to provide consistent insight for all stakeholders. This is now vital in building trust, in understanding the real drivers of productivity, in understanding critical risks, and in helping to create better work and working environments for all."

The report concludes along such lines. The Valuing Your Talent Framework is advocated as a foundation for HC reporting in the future. The CIPD feel this offers a solution to the challenge of communicating critical HC issues as regards organisational performance. Visit the CIPD VyT part of their web site at: <https://www.cipd.co.uk/research/valuing-your-talent/default.aspx>

### Progress towards Employee-led, integrated learning

Launched at the CIPDs L&D Show held at Olympia, London, in May, the latest Outlook Survey (with over 2000 employers) indicates that employees are most likely to have received on-the-job training (28%), online learning (26%) and learning from peers (20%), creating a culture of ongoing knowledge-sharing and collaborative working. The three methods of training rated most useful by employees are training from peers (95%), coaching (92%) and on-the-job learning (91%). However, despite the popularity of coaching, just 9% of employees said they had actually received it over the last 12 months. This trend continues with job rotation, secondment and shadowing, rated as useful by 88%, even though only 5% have taken part in the last year.

Andy Lancaster, CIPD Head of Learning & Development Content commented "It's interesting to see a conscious movement towards learning in the flow of work in this year's survey and the benefits in terms of teamwork, knowledge-sharing and longer term employee satisfaction are significant" However he acknowledged that there were some mismatches - "between the kinds of learning methods employees want and what organisations are actually providing, which highlights the importance of listening to employees

and understanding what they want to learn and how they want to learn it. By putting employees at the heart of the design process, we will empower them, and by measuring what works and what doesn't, organisations can move with the times and deliver learning that brings considerable business benefits, over and over again."

Despite some evidence suggesting changing trends in learning and development, the survey also found that over a third (36%) of respondents said they did not receive any of these types of training. Similarly, 30% disagreed that their organisation provides them with

opportunities to learn and grow and over a quarter (27%) said they were dissatisfied with the opportunity to develop their skills in their job. The survey also highlights that the number of employees feeling over-qualified for their roles has increased by a third, compared to less than a year ago (autumn 2015: 29%). The number who say they are unlikely to fulfil their career aspirations in their current organisation has also risen (36% compared to 32% in autumn 2015).

### CIPD sponsor 'Inclusive' leadership research

The research commissioned by the Employers Network for Equality & Inclusion (ENEI), looks at organisations' understanding of Inclusive Leadership, the perception of its practice in the 11 participating organisations and links between the perception of Inclusive Leadership and self-ratings on performance, productivity, satisfaction and well-being. Opening the Conference at which the research report was launched Peter Cheese, CIPD CEO, argued the research highlighted the importance of tackling unconscious bias in organisational decision making and set out a valuable framework to assist in charting a model for inclusive leadership and identifying the core competencies essential for a leader in the world of today and tomorrow.

The research, conducted by Buckinghamshire New University, involved 966 surveys and 61 interviews with individuals across 11 organisations. For a long time, command and control leadership has dominated organisations but a change in thinking is forcing a rethink as to the optimal style in a changing and increasingly diverse world. This prompted the ENEI to undertake a study into the prevalence of Inclusive Leadership (IL) and its perceived effects in ENEI member organisations. The research found that inclusive leaders demonstrated 15 core competencies (See Figure) and identified, for the first time, a conclusive, evidence based definition of Inclusive Leadership. Employees in an Inclusive Leadership culture were more productive, satisfied and engaged than those working with non-inclusive leaders. The research found that, whatever one's status in an

organisation, respondents agreed a number of key benefits of Inclusive Leadership to both organisations and individuals, including enhanced performance and productivity, greater loyalty and better services to clients, customers and service users. Critically, for the greatest effect to be seen, Inclusive Leadership must be role modelled at the top of the organisation. Inclusive Leadership positively impacts on the advancement of under-represented groups and increases the diversity of the organisation's talent pool.

1. **Individualised Consideration** - showing individual interest and offering one-to-one support for people
2. **Idealised Influence** - providing an appealing vision that inspires others
3. **Inspirational Motivation** - encouraging others to develop ideas and to be challenging
4. **Intellectual Stimulation** - encouraging creative thinking
5. **Unqualified Acceptance** - showing acceptance of everyone without bias
6. **Empathy** - being able to appreciate the perspective of others and endeavouring to understand how others feel
7. **Listening** - truly listening to the opinions of others
8. **Persuasion** - having an influence on people's actions without force or coercion
9. **Confidence Building** - providing positive feedback to boost people's self-efficacy
10. **Growth** - providing opportunities for all employees to realise potential, make autonomous and unique contributions and progress with the organisation
11. **Foresight** - being able to consider the views of others about possible outcomes
12. **Conceptualisation** - being able to focus on how employees contribute to long-term objectives
13. **Awareness** - having self-awareness of how preconceived views can influence behaviour towards others
14. **Stewardship** - showing a commitment to leading by serving others for the good of everyone rather than for self-gain
15. **Healing** - showing a respect for the wellbeing of all employees

Figure: The 15 'Inclusive Leadership' Competencies (Source: ENEI, 2016)

The report "Inclusive Leadership: driving performance through diversity" can be downloaded at: [https://www.cipd.co.uk/binaries/inclusive-leadership\\_2016-driving-performance-through-diversity.pdf](https://www.cipd.co.uk/binaries/inclusive-leadership_2016-driving-performance-through-diversity.pdf)

## HRDC Mauritius: Graduate training for employment scheme

IFTDO Member, the Human Resource Development Council (HRDC) of Mauritius has been charged by the Government with implementing a new graduate training for employment scheme. Data on the job market for the 4000 + graduates of the two main universities reveals it is becoming increasingly difficult for graduates to find work after university. The Mauritius Tertiary Education Commission's (TEC) graduate tracer study indicates that a minimum of two years is required, on average, for the majority of graduates to find jobs. A lack of work experience and low demand within the labour market are among the factors behind the difficulty in securing employment among the graduates. Many graduates find themselves in work in areas that have little or no connection with their studies.

The main objective of the training scheme is to enhance the employability prospects of these unemployed graduates by endowing them with skills as per the requirements of the job market through relevant tailor-made



conversion courses. The expected outcomes after the completion of the training programmes will be for these graduates to be endowed with employability skills and find employment outlet/opportunities in enterprises. The programme will be provided by the University of Mauritius (UOM) and other qualified Tertiary Education Institutions (TEIs). Training will last up to 12 months inclusive of placement and programmes should satisfy the accreditation/approval criteria of the Mauritius Tertiary Education Commission (TEC) and the Mauritius Qualifications Authority (MQA). Employer/Business Organisations will participate in the process of identifying TEIs and TIs, mounting of courses, and selection of unemployed graduates for subsequent placement and eventual employment.

The Mauritius Government is covering the cost of training fees up to a maximum of MUR 80,000 (about 2300 USD) per student. A monthly stipend of MUR 3,000 (about 100 USD) is provided to each student through the Human Resource Development Council during the training and placement period.

**Ed Note:** The HRD Council operates under the aegis of the Ministry of Education and Human Resources, Tertiary Education and Scientific Research and became operational in 2003 as per the HRD Act, 2003. Thanks to Raj Auckloo, Director, HRDC, for the submission of this item.

## EMT CREED drive climate change education and training

IFTDO associate member, EMT CREED, have launched a new project and programme. This is a climate change knowledge communication programme which is geared towards building human and institutional capacities towards a climate change knowledge economy that supports innovative thinking, creative research, learning and development. The programme aims to help bridge the knowledge gap and skill deficit to climate change adaptation, climate change risk management and the need to build resilience.



This Programme is facilitated under the auspices of Environment & Millennium Targets Ltd. (EMT) which operate as a distinct organisation within EMT CREED. Its mission is to promote and sustain environmental sustainability through delivering and

facilitating of interactive and innovative trainings, research and publication of outstanding informative and educative journal on environment and development.

Also to create a better impact, EMT have commenced the establishment of "Climate Change knowledge sharing and innovation centers" across selected schools and institutions of learning in Nigeria. These are efforts to implement the UNFCCC article number 6 which is focused on education, awareness and training about climate change. According to UNFCCC "It is not only about studying climate change, but also about understanding it. It is critical to include it in curricula, but it needs to be embedded in the DNA of everyday education. It is not just another course; it is about how everything else we study or do is affected by climate change. It is about understanding the transformation to be able to act on it."

Visit the UNFCCC Article 6 web site at: <http://newsroom.unfccc.int/lima/article-6-climate-education-and-training/> and download the latest Climate Times publication from EMT CREED at <http://www.environmenttarget.com/publications.php>

## Journal launched at IFTDO and UFHRD Conferences

IFTDO's new journal the International Journal of HRD Practice Policy & Research was launched at the conferences of its two principal partners. At Bahrain Dr Rick Holden, Editor, spoke briefly at the end of one of the main plenary sessions, whilst at Manchester he addressed the "Meet the Editors" session. The IFTDO stand at Bahrain and the UFHRD stand both made complementary copies available, together with calls for contributions.



Issue 2 is in preparation. It will feature an article on Leadership from IFTDO Global Award Winner Dr Bart Tkaczyk, a model of Australian learning and development practice, an article addressing the support needed for self-directed learning and an article based on an interview with David Fairhurst, Chief People Officer for McDonalds.

The Editorial Board are keen to encourage more submissions from IFTDO members. One possibility is for winning submissions to IFTDO Global Awards being developed as accounts of practice. An appeal is thus made to the likes of the HRD Fund Malaysia, Bahrain National Gas Company, Taiwan Workforce Development Agenjcu, Piaggio Vehicles (India) and Oil India Ltd, all of whom won certificates of merit for interesting and innovative HRD practice initiatives.

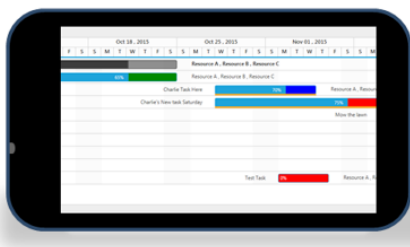
The web site [www.ijhrdpp&r](http://www.ijhrdpp&r) features all the content of Issue 1 and each and every article can be downloaded from the web site.

## IFTDO Membership enables free use of gap analysis and project management software

As another benefit to members, IFTDO has recently accepted the no-cost offer from Proofpoint Systems enabling any member and any affiliate of an IFTDO member to access two of Proofpoint's software applications.

**Proofpoint AM:** this is a gap analysis manager. Proofpoint maintain this offers "super-fast analysis.....if you can define (1) the problem you're trying to solve and (2) how the work is done (a simple task list), you can analyse any issue in just a few minutes".

### ProofpointPM Project Manager



**Proofpoint PM:** for project management.

Here Proofpoint say if you know (1) your project goal and (2) the general timeline or list of activities, you can easily build a project plan in just a few minutes.

A number of other benefits are identified:

- Auto-generate summary reports you can share with others – your team or clients

- Makes it easy to collaborate and share
- Helps show your progress...and your value
- Based on organizational performance science.

Proofpoint director Jim Hill gave IFTDO News some application examples (see Text Box). The tools offered through AM and PM are not simply based on theoretical models and have been developed based upon extensive research. The analysis side of the application initially came from IFTDO Member International Society for Performance Improvement framework, which came from the Handbook of Human Performance Technology and other publications. This was complemented by 4,000 surveys across industries and job roles in which Proofpoint asked people about the primary causes of performance issues and which drew on the classic 'Behaviour Engineering' model by Thomas Gilbert. The project management side of the application comes from a review and dissection of many PM methods. That was followed by extensive collaboration with users in government and private sector. For example, the global manufacturing and supply chain group at Moen (a fixtures company) and the Navy's Human Performance Center were important pilot users for Proofpoint in helping get the process correct.

For analysis: The US Dept of Defense and State Department used the Proofpoint Analysis Module to conduct a 139 country comprehensive assessment relating to improving security assistance practices. The alternative was to deploy a large set of consulting teams that would have taken years, created inter-rater reliability issues, and cost way too much. Once the app was setup for their use, logins were sent to US military, US in-country civilians, and host country nationals. The actual analysis – including the production of various reports – took less than 3 weeks and was fully approved soon after by the senior DOD decision board. As an aside, the project came in \$600K under budget; pretty much unheard of in the government contracting arena.

For project management: The US Department of Housing and Urban Development used Proofpoint's Project Manager across all 68 of its field offices to manage upwards of 35,000 projects and related tasks. Their use of the applications led to their receiving the 2013 Federal Deming Award.

Industry specific: Healthcare: We've developed 15 modules for healthcare management based on our core modules. Popular modules include patient feedback, emergency department flow, infection control, handwashing audits, compliance preparation, and quality/performance project management. As one example, a Midwestern US hospital used the Emergency Department Flow Module to reduce admission delays from 43% to 9%.

### Getting Started with AM/PM?

This is easy and has already been tried and tested by a number of IFTDO Board members.

1. Go to this link: [http://www.ops1.com/ft\\_registration.aspx](http://www.ops1.com/ft_registration.aspx) (Get started)
2. A box will appear requiring some simple registration details
3. Enter the required registration info.
4. Use this promo code: IFTDO.

Once you are in the application, just click "Start" under the project management or analysis sections. Users will find representative example projects in each section. AM/PM also includes easy to follow "How to Use" guidance and FAQs under its Help section.

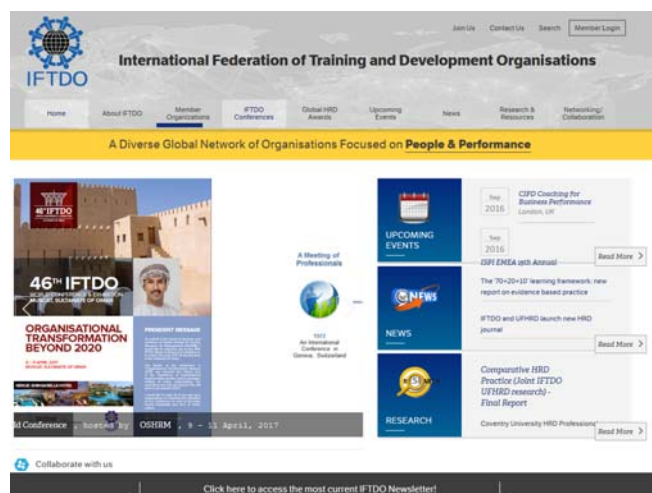
Many IFTDO members are likely to be involved in activities seeking effective performance improvement and are encouraged to take advantage of this membership benefit. Any tool that supports and encourages “front-end analysis,” rather than seeking an immediate solution is to be welcomed. Proofpoint are interested to hear from any IFTDO member using the software and feedback can be sent directly to Jim Hill at jim.hill@proofpoint.net.

Reference: Gilbert, T. 1978, Human Competence: Engineering Worthy Performance, McGraw-Hill

**Ed Note:** Proofpoint is a Silicon Valley cloud applications provider. Its president, Dr. Jim Hill, is a former president of the International Society for Performance Improvement, itself an IFTDO member.

## Guest Access to IFTDO Web Site

Feedback to IFTDO indicates that the new web site is a real step forward in terms of the provision of a resource to aid in the dissemination of HRD news and research and to assist in networking and collaboration amongst members. A look at the Home Page (see Figure) captures the diversity and



depth of what is available to members. However, there is a concern that use may be restricted to a handful of people in any one member organisation. The potential of the ‘guest access’ facility, therefore, warrants promotion and wide dissemination.

All IFTDO Members were issued a member “administrative” ID (for example: abcadmin123) and Password (e.g. 456xyzadmin) when the new site went live. They were also issued a “guest” ID (e.g. abcguest123) and Password (e.g. guestdef456) that could be shared with their own members, giving them full access to the resources available on the iftdo.net website, but no ability to edit or add to any member profile data.

Any user of the web site is encouraged to have a look around and see what is contained under the various sections. Hopefully you will be pleasantly surprised. Alternatively make use of the Search facility on a topic of interest to you and see if useful hits are made. Let us know how well it meets your needs so that we can continually improve the web site service.

One further note. All new members, who have joined since the new site went live, have been provided with an administrative ID and Password to be used by their representative(s) and a guest ID and Password that can be shared with their members.

**Ed Note:** Note that all members have been provided with a detailed and very visual job aid designed to help them build a profile for their organization

which will then appear in the Member Organizations section of the website in both a list and a grid (table) format. The Figure below provides an illustration.

180 Professionals Corporate Management Company (Training & Development)				
NAME AND LOGO	CONTACT INFO	ORGANIZATION TYPE & MEMBERSHIP CATEGORY	AREA OF OPERATION	PRIMARY PRODUCTS AND/OR SERVICES
	M&T Consulting - M&T1 Step II Certified Elite Tower, Floor 17th, Office 3 & 4, Newell City, P. O. Box 1125, Desman 15462, KURNAIT Phone:	Training Providers (Associate Member)		<ul style="list-style-type: none"> <li>CONSULTANCY - 180 Professionals Corporate can help tailor an HR training solution that is exactly right for your organisation.</li> <li>IN-HOUSE SOLUTIONS - All 180 Professionals Corporate courses can be provided on an in-house basis.</li> <li>PERSONAL COACHING - Dr. Moose Al-Jawahir, M&amp;T1 Step II<sup>SM</sup> Certified provides one on one coaching to enhance your</li> </ul>

## AHRD joins IFTDO: shared beliefs on developing people



IFTDO News issues a very warm welcome to The Academy of HRD who have recently joined IFTDO. Founded in 1993, the AHRD is a global organization made up of, governed by, and created for the Human Resource Development (HRD) scholarly community of academics and reflective practitioners. The AHRD have for some time been partners with the UFHRD in promoting HRD research and good practice either side of the Atlantic and in AHRD’s case into Asia and MENA. In a recent article (see below for details) Ron Jacobs, immediate past President of AHRD and Carol Panza, IFTDO Board member and immediate past chair of IFTDO offer their perspectives on “the promise that holds for the relationship between AHRD and IFTDO”. Ron asks what can AHRD and IFTDO do better together? and argues that a compelling rationale is that “more informed practice comes from sound research”. Collaboration here offers the prospect of unique and innovative developments; one example being that AHRD and IFTDO are now engaged with partners at Addis Ababa University and some regional private companies in planning an HRD research conference in Ethiopia for emerging scholars, reflective practitioners, and policymakers. This would be the first of its kind; a conference addressing regionally relevant HRD topics and, in addition, providing guidance on scholarly writing and using research for making more informed organizational and policy decisions. (See also back cover for Conference feature).

From the IFTDO perspective Carol Panza points to the existing “diverse global network” which is embodied in IFTDO and its unique consultative status with the UN. For the AHRD to join only further adds to IFTDO status and credibility as a worldwide network. More specifically, Carol highlights the work of IFTDOs Scientific Committee enabling IFTDO to foster scholarly-practitioner research and fit for purpose dissemination and application. Here the IFTDO Global Awards, IFTDO News and its new research / practice journal, the International Journal of HRD Practice, Policy & Research, offer clear value to any prospective new member. Additionally, Carol notes IFTDOs changing strategy as regards conferences. Noting that the ‘marketplace for large annual conferences is changing the Federation also supports smaller and more focused regional conferences with the potential to make a real difference in the practice of HRD and the performance of organizations. Reinforcing Ron’s example above Carol highlights the exciting prospect of a joint AHRD IFTDO regional conference in East Africa.

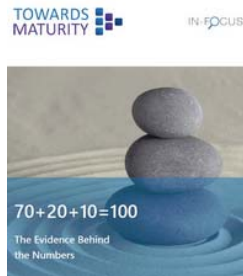
Ron and Carol conclude that whilst it is important that the partnership be judged by what outcomes that might not be accomplished together, the AHRD and IFTDO partnership is based on the “shared belief that developing people is crucial for advancing societies and organizations. No other variable seems quite as important in the long term”

*Jacobs, R.L. and Panza, C.M. (2016), AHRD joins IFTDO: capturing new opportunities to advance human resource development; Human Resource Development International.*

... continued on page 19

## Research shows impact of the 70:20:10 model

Uncertainty about the efficacy of new learning models – such as 70:20:10 – is stopping organisations from adopting approaches more suited to the way that modern workers learn what they need to do their jobs, according to latest research from Towards Maturity. 90% percent of employees in this study say that collaboration is essential or very useful to do their job, versus 37% rating formal learning. However, only 47% of L&D professionals say their approach is shaped by models such as 70:20:10, that support collaborative learning directly in the flow of work. Furthermore, many L&D heads remain sceptical of 70:20:10 because it implies formal learning doesn't work and that the model was simply a way to justify cutting training budgets. Survey results also showed that some L&D heads felt the ratio numbers were set in stone. However, Towards Maturity said such negative or restrictive perceptions were "myths":



Towards Maturity said that better learning outcomes are gained using this model because the ratio enables a culture of continuous learning to flow. It

found organisations who stick to this methodology are four times more likely to encourage managers to support learning, and eleven times more likely to help staff find what they want through content curation. Towards Maturity data shows that the organisations applying new models such as 70:20:10 are consistently reporting more benefits than those who are not. They are at least:

Four times more likely to respond faster to business change (30% vs. 7%); three times more likely to report improvements in staff motivation (27% vs. 8%) and twice more likely to report improvements in customer satisfaction scores (42% vs. 18%).

The study found that those implementing 70:20:10 as a strategy are not only redefining the way they are supporting formal education, but are also actively encouraging staff to learn through experience and exposure to wider networks. Furthermore, organisations adopting 70:20:10 are balancing their learning delivery across all three activities as outlined in the model.

## Executive Learning and Development....and business success

Executive learning and development is one of the most important factors in the long-term success of a company, according to the University of St Gallen's Executive Education Report. The influential Swiss university report identifies the success factors of executive learning & development (L&D) and analyses how the most successful firms differentiate their executive L&D from others. The research found that 57% of executives view executive L&D as the highest priority for their



companies, but that resource constraints and short-term focus hold investment back. Limited resources were cited as a challenge for 77%, short-term business goals by 67%, the changing expectations of a newly incoming management generation by 65%, and the absence of an overarching learning architecture by 62%. The report also revealed that 60% disagreed that their organisation was unlocking the full potential of executive L&D, and 54% were not satisfied with the state of executive L&D in their workplace.

The research suggests that the most important driver for executive L&D effectiveness is C-level commitment, i.e. the extent to which executive L&D is understood and appreciated as a strategic management challenge. Without C-level commitment, achieving executive L&D effectiveness proves to be a herculean task. The report also reveals that technology-based learning is not the silver bullet in executive L&D but that it can generate substantial value if - and only if - employed in the right sequence and in the right way. "C-level commitment trumps new technology-based learning formats: Once firms have achieved high C-level commitment and formulated their executive L&D strategy, they benefit most from initially developing more traditional, face-to-face learning formats. Technology-based learning

### Case Study: O2

O2 is a leading digital communications company. Its business sales team were seeing revenue from traditional mobile sales declining. Each Account Manager was faced with a massive challenge: handling a huge number of accounts, coupled with the fact that they didn't have sufficient time to have conversations about their non-mobile portfolio, despite this being the new revenue stream that the business was banking on, to offset declining mobile revenues. The decision was made to give time back to the Account Managers to have deeper more strategic conversations by halving the number of accounts they were responsible for, whilst setting targets higher than the previous 150 accounts level. To enable this to happen, the team was restructured and the capability of the Account Managers reassessed. The Field Based team was converted to be desk based and called Digital Advisors. L&D's role was to build a sustainable program that changed the way their people sold, and to build the confidence and support available to our people so that they could effect this change. To do this they let the team stick up pictures on the office walls of people around the particular sector or product they knew lots about. They also ran a mass Tetramap (sorts people into four types of personality preference) for the whole team to get to know each other better and how best to approach different people. They also used Yammer (a business social networking tool) to report on the key sales stories, and pull out the successes people were having in this new way of selling. They did this to underline successes in selling in this way and highlight tips and practices that worked. Finally, every two months they summarised and shortlisted their best sales story finalists, got the team to vote for their winner and then videoed and shared their stories so people can see how they did it and again know who to go to for advice. Importantly, at the heart of the approach to bring about transformation was 70:20:10 framework: that learning occurs through a range of approaches, being roughly 70% from real-life and on-the-job experiences, tasks and problem solving, 20% from feedback and from observing and working with others, 10% from formal training.

Source: Towards Maturity, 2016

formats only become effective after companies have secured top-level strategic ownership and implemented traditional learning formats.”

The research examined over 110 variables and involved over 350 executives and managers from 13 countries. The full report can be downloaded at: <https://www.es.unisg.ch/seer>



Related research by Corporate Learning Pulse, the UK's Financial Times and IE Business School Corporate Learning Alliance, raises some interesting questions about corporate learning and its

perceived impact. Whilst the research confirms a perceived importance - a majority of the senior professionals surveyed believe that investing in executive education and training is critical to drives organisational change and innovation - a gap exists between the perceived value and importance of corporate learning and the ability for organisations to make a direct link to the business.

According to the report corporate learning to date has focused too much on basic tools and not enough on how the learnings from programmes translate to strategy delivery and holistically support organisations. Corporate Learning Pulse argue the findings “cry out for the learning and development delivery sector to ensure that the programmes it creates are fit for purpose and tailored to each organisation”. Additionally, it is noted that proving value – not just claiming value – will be the key to making an investment in learning a priority among European business leaders, and ensuring it is managed as a strategic rather than tactical function. “They believe it works, but to invest more and deliver transformative programmes, we need to demonstrate how it works.”

The partnership surveyed over 600 business leaders drawn from France, Germany, the Netherlands, the Nordic countries, Spain and the UK and included C-suite executives, HR and learning and development leaders and senior managers at small, medium and large organisations who have led or participated in corporate learning programmes in the past five years

Details at <http://www.ftiecla.com/2016/05/25/corporate-learning-is-a-priority-say-european-business-leaders-but-measuring-business-impact-is-a-challenge/>

## Open University identify seven key learning trends to watch out for



Launched at the CIPDs report Learning and Development Show in May the OU Trends in Learning report examines how the learning experience is being influenced by rapidly advancing technology, changing the way people engage with education. It also looks at how these developments can be capitalised on, to maximise the effectiveness of learning delivery in the workplace. Based on original research from the OU's Institute of Educational Technology (IET), Trends in Learning 2016 examines how learning can be enhanced through technology, opening up a wealth of new opportunities to engage with learners – something that is having a huge impact on the learning and development (L&D) landscape. It reasons that learning delivery could become more effective, more efficient and more responsive to the changing needs of people and organisations if these trends were embraced. The report identifies seven key learning trends:

- Incidental learning
- Adaptive teaching

- MOOCs (Massive Open Online Courses)
- Accreditation badges
- Learning analytics
- E-books
- Mobile learning



and explores their implications for workplace L&D, in terms of learning design, delivery and measurement.

Mike Sharples, Professor of Educational Technology, IET, commented: “There are a number of notable trends that we’re seeing emerging in the learning and development space. One of the most interesting is learning analytics. The application of data, not just to monitor progress and to demonstrate the return on investment of staff training programmes, but to also improve learners’ results could have a significant impact on learning design.” In an era of rich data the report argues, there is an opportunity to understand exactly how people learn by capturing the data that comes with online learning. Having a greater understanding of the challenges faced by learners at certain points in their study can prompt appropriate interventions to stimulate progression, which could ultimately lead to success. The report notes that whilst a few global players are known to be using learning analytics effectively – e.g. Nestle, Coca-Cola, Unilever and PwC – many L&D functions lack the analytics skills required.

Ian Howell, Chief Operating Officer, Open University Worldwide, said: “As technology is evolving the way we work and learn, L&D professionals can stay ahead by ensuring they are equipped with the right digital skills to increase their confidence in harnessing technology. By becoming digital learning role models, L&D professionals then put themselves in the best position to inspire staff and influence leaders to put L&D at the heart of their organisation.”

Register to receive a copy of the report at: <http://www.open.ac.uk/research/main/news/trends-learning-2016-report>

## Technology transforming industries critical for growth and jobs in ASEAN



International Labour Organization

The UN's International Labour Organization (ILO) published has revealed the challenging impact of disruptive technologies and automation on jobs in member states of the Association of Southeast Asian Nations (ASEAN). “While mass job displacement is not imminent, the technology to replace mainly lower-skilled jobs in ASEAN will increasingly be adopted as its cost declines and innovations become accessible to even small-sized enterprises,” the ILO reported in a statement.

The report, *ASEAN in transformation: How technology is changing jobs and enterprises*, found the potential for growth and employment presented by advanced technologies, such as robotics and the Internet of Things (IoT), are considerable. More than 60 per cent of enterprises surveyed see these technologies as a positive for increasing sales, labour productivity and employment of highly skilled workers. However, in labour-intensive sectors such as textiles, clothing and footwear, which provide more than 9 million jobs in ASEAN, the majority of whom are young women, the situation is different. Here, lower skilled jobs are particularly vulnerable to disruptive technologies, like additive manufacturing and automation. This could reduce export growth as destination markets in Europe and the United States bring production back home. The subsequent social consequences could be

particularly significant for some ASEAN economies such as Cambodia and Vietnam.

According to the study, the robot age is already a reality among ASEAN manufacturers who have been incrementally introducing



robotic automation to improve productivity, quality, consistency, and workplace safety. Critically, widespread use of robots does not automatically lead to job replacement. Current trends reveal robots being deployed in a human-centric, collaborative way to raise the productivity of higher skilled workers, rather than replace them.

The report recommends that workforces have to be appropriately trained with sound core skills that allow them to adapt as well as strong technical skills to handle new technologies and to work effectively alongside digitalized machines. However, according to the research, while enterprises across the region are increasingly seeking workers with science, technology, engineering and mathematics (STEM) qualifications, young people – in particular young women – are not choosing to study STEM subjects. Only 17 per cent of female students surveyed indicated they were doing STEM courses. The research underlines the challenge facing policymakers, enterprises, and workers in navigating the transformative changes in labour markets, particularly in developing systems for skills and training that can prepare the future workforce with the technical and core skills they need to cope with the coming changes.

The research is based on two ASEAN-wide surveys of more than 4,000 enterprises.

## Innovative global and regional partnerships essential for youth development

Millions of young people worldwide are having difficulty finding a decent job. Many in the informal economy are facing poverty and few prospects for a brighter future. At a High-Level World of Work Summit at the 105th International Labour Conference, ILO Director-General Guy Ryder told delegates that investment in young people is investing in the future of entire societies. At the Summit, delegates heard a number of concrete steps to bring more young people into the world of work including building strong national and international partnerships that promote green jobs, focus on young people in rural areas and create opportunities to enhance digital skills

Under the leadership of the ILO and in collaboration with 20 other entities of the United Nations, the Global Initiative brings together the vast resources and convening power of the UN and other key global partners. It is the first-ever, comprehensive system-wide effort to address the youth employment challenge worldwide - see *Creating Opportunities for Young People*



Everywhere available at: [http://www.ilo.org/global/topics/youth-employment/publications/WCMS\\_488464/lang-en/index.htm](http://www.ilo.org/global/topics/youth-employment/publications/WCMS_488464/lang-en/index.htm)

Four of the recently announced projects are noted below with links to more details on each.

- ["http://www.ilo.org/global/topics/cooperatives/projects/WCMS\\_496744/lang-en/index.htm"](http://www.ilo.org/global/topics/cooperatives/projects/WCMS_496744/lang-en/index.htm) Promotion of Organizations and Mechanisms of Social and Solidarity Economy ('PROMESS') in Tunisia
- ["http://www.ilo.org/empent/units/cooperatives/WCMS\\_457099/lang-en/index.htm"](http://www.ilo.org/empent/units/cooperatives/WCMS_457099/lang-en/index.htm) ILO's technical and financial assistance on Youth-Employment Support Programme ('PAJE') in Algeria
- ["http://www.ilo.org/global/topics/youth-employment/projects/evaluation/lang-en/index.htm"](http://www.ilo.org/global/topics/youth-employment/projects/evaluation/lang-en/index.htm) Taaqem Fund for Evaluation in Youth Employment in the Middle East and North Africa
- ["http://www.ilo.org/colombo/whatwedo/projects/WCMS\\_415191/lang-en/index.htm"](http://www.ilo.org/colombo/whatwedo/projects/WCMS_415191/lang-en/index.htm) Support to Implement Youth Employment Policies and Coordinating for Youth Employment in Sri Lanka

## New Skills Agenda for Europe adopted

The EU Commission has adopted a new and comprehensive Skills Agenda for Europe. The aim is to ensure that people develop a broad set of skills from early on in life and to make the most of Europe's human capital, which will ultimately boost employability, competitiveness and growth in Europe. The new Skills Agenda for Europe calls on Member States and stakeholders to improve the quality of skills and their relevance for the labour market. According to studies, 70 million Europeans lack adequate reading and writing skills, and even more have poor numeracy and digital skills. This puts them at risk of unemployment, poverty and social exclusion. On the other hand, a large number of Europeans, particularly high-qualified young people, work in jobs that do not match their talents and aspirations. At the same time, 40% of European employers report that they cannot find people with the right skills to grow and innovate. Furthermore, too few people have the entrepreneurial mindset and competences to start their own business and keep adapting to evolving requirements of the labour market. Increasing skills levels, promoting transversal skills and finding ways to better anticipate the labour market's needs, including based on dialogue with the industry, are therefore essential to improve people's chances in life, and support fair, inclusive and sustainable growth as well as cohesive societies.



The Commission proposes 10 actions to be taken forward over the next two years. The following will be launched immediately:

- A Skills Guarantee to help low-skilled adults acquire a minimum level of literacy, numeracy and digital skills and progress towards an upper secondary qualification.
- A review of the European Qualifications Framework for a better understanding of qualifications and to make better use of all available skills in the European labour market.
- The "Digital Skills and Jobs Coalition" bringing together Member States and education, employment and industry stakeholders to develop a large digital talent pool and ensure that individuals and the labour force in Europe are equipped with adequate digital skills.
- The 'Blueprint for Sectoral Cooperation on Skills' to improve skills intelligence and address skills shortages in specific economic sectors.

Other actions to be launched later this year and in 2017 include:

- A “Skills Profile Tool for Third Country Nationals” to support early identification and profiling of skills and qualifications of asylum seekers, refugees and other
- Making Vocational Education and Training (VET) a first choice by enhancing opportunities for VET learners to undertake a work based learning experience and promoting greater visibility of good labour market outcomes of VET.
- An initiative on graduate tracking to improve information on how graduates progress in the labour market.

**High Performance Apprenticeships and Work Based Learning:** Work based learning figures prominently in the new Skills Agenda. There is strong evidence that work-based learning helps to equip young people with the skills that can improve their employability and ease the transition from school to work. On behalf of the European Commission CEDEFOP have launched a report which presents 20 guiding principles for high quality apprenticeships and work-based learning. The rationale is that promoting work-based learning, including apprenticeships, can help young people make a smoother transition from school to work, improve their employability and hence, contribute to reducing youth unemployment. The guidance principles respond to four policy challenges that are important to address in the promotion of apprenticeships and other forms of work-based learning:



- national governance and social partners’ involvement;
- support for companies, in particular SMEs, offering apprenticeships;
- attractiveness of apprenticeships and improved career guidance; and
- quality assurance in work-based learning.

Work based learning (WBL), a key aspect of VET, is directly linked to its goal of helping learners acquire knowledge, skills and competences with direct relevance for the labour market. WBL can have different forms (e.g. school-based VET with on-the-job training or work-based learning in school including simulation), but this document focuses primarily on apprenticeships. Apprenticeships formally combine and alternate company-based training with school-based education, and lead to nationally recognised qualification upon successful completion. Most often, there is a contractual relationship between the employer and the apprentice, with the apprentice being paid for his/her work.

The 20 guiding principles complement each other by addressing various challenges at the national system level as well as the VET provider and company levels. For each principle, examples from the Member States are presented for inspiration as they show how certain elements of apprenticeships and work-based learning can be put into place. The examples in this publication are not an exhaustive list of all possible measures, and similar measures and organisational structures can also exist also in other countries not presented here. This is why the European Commission has called upon governments, social partners and education and training providers to promote apprenticeships and other forms of work-based learning.

The report also includes how different countries have successfully introduced some of the principles. These examples of good practices will be especially valuable for governments, business, social partners, VET providers and other relevant stakeholders looking for inspiration on how to develop work-based learning and apprenticeships systems. The report can be downloaded at: <http://www.cedefop.europa.eu/en/events-and-projects/projects/apprenticeships-work-based-learning>

## Overcoming gender inequality: research based insight from UK public sector

With a near-equal gender mix at the top of their organisation, Lewisham Council, one of London, UK, local authorities, has successfully overcome the continuing gender pay and position inequality that still persists in many organisations across the UK. A new Institute for Employment Studies (IES) report investigates how Lewisham, with 56 per cent of those in senior grades female and a pay gap slightly in favour of women, has achieved this. Despite the proliferation of equality and diversity policies in major employers and passage of supportive employment legislation over the past 40 years, the UK still has a significant gender pay gap of almost 20 per cent. A major contributor to this is the so called ‘glass ceiling’ effect evidenced by a lack of women in the most senior positions. Fierce debate continues over how effective policies such as Unconscious Bias Training actually are.



The IES report offers evidence based insight of real value to other public sector and indeed private sector employers seeking to address similar issues. The IES report suggests that Lewisham’s success is down to a number of factors. The council’s ability to show in word and deed that talent really is promoted and supported throughout the organisation, regardless of background, seems to have been particularly important. Likewise a combination of history, culture and leadership were shown to be crucial to their success. HR and diversity policies were seen to play an important supporting role, as were training and the monitoring of diversity statistics. Equality targets are not rigidly enforced but the data is monitored closely and regular equal pay audits have been acted on. Another significant aspect of the Council’s approach has been to ‘grow your own’ senior talent, with 12 out of 26 of the most senior roles currently held by internal appointees. In terms of the academic debate over the impact of HR and diversity policies and their ‘hard’ or ‘soft’ application, here again in Lewisham a balance of informal activities (such as mentoring) and formal policies (such as flexible working and recruitment methods and monitoring) appears to have been important, varying to suit over time. Early in the process these policies played perhaps a more important role in signalling and supporting the desired cultural shift, with dedicated gender development programmes for example, (which all the female managers IES consulted now react against). Once the appropriate behaviours became ingrained, the policies could be relaxed. Management and talent development programmes continue to be important aspects of the Council’s HR and diversity approach.

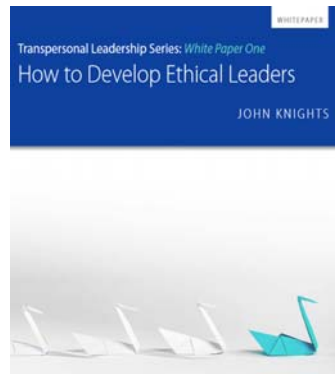
The research report “The Power of Parity” can be downloaded at: <http://www.employment-studies.co.uk/resource/power-parity>

**Ed Note :** The Institute for Employment Studies is the UK’s leading independent centre for research and evidence-based consultancy in employment, labour market and human resource policy and practice.



## Developing Ethical Leadership

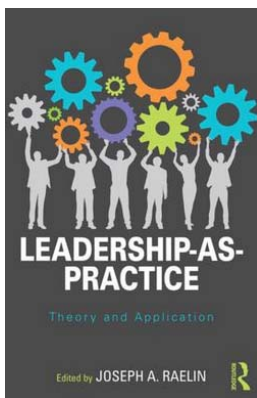
Routledge, in partnership with LeaderShape Global have announced a series of quarterly White Papers around the subject of Transpersonal Leadership and which will culminate in the publication of a book entitled “Becoming a Transpersonal Leader” in January 2018. Inspired by the use of the word in “transpersonal psychology” (Bynum, 2010) “Transpersonal Leadership” is defined as



“operating beyond the ego while continuing personal development and learning”. Transpersonal leaders are radical, ethical, and authentic while emotionally intelligent and caring. The first White Paper in this series is on the subject of “Ethical Leadership: How to Develop Ethical Leaders” and is written by John Knights. The paper first clarifies what Ethical Leadership is and then explains its principles and practicalities and how we develop ethical leaders utilising the concepts of awareness and consciousness. In contrast to much of the Western literature Knights argues that anyone can and should look to be a leader wherever they are in an organisation. “Leadership is becoming more distributed, more informal, more shared”. In this context, on the one hand the role of senior Ethical Leaders is pivotal and on the other, every single employee should be thinking of themselves as an ethical leader. This can only be achieved, Knights concludes, by creating an ethical culture. In terms of the development of ethical leaders Knights draws on Zohar and Marshall’s (2004) hierarchy of intelligences (Level 1: Intellectual; Level 2: Emotional and Level 3: Ethical. The key ‘intelligence’ is the second level, that of emotional intelligence. The combination of thinking (intellect) and being (spiritual), the White Paper argues, “is useless to a leader unless they can be translated into behaviour, as behaviours are the outcome of how we manage our emotions”. Whilst the right behaviours can be learned this is only achieved as a result of the individual leader becoming more aware of how their behaviours impact not only their own performance as well as the performance of the people around them.

The White Paper is available to download at: <https://www.routledge.com/posts/9951>

## Leadership as ‘Practice’

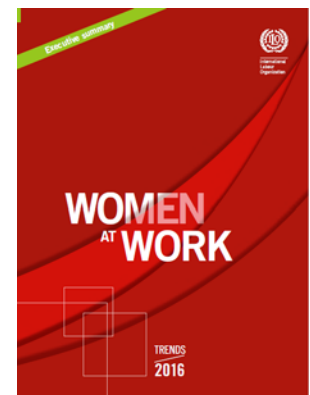


This book develops a new paradigm in the field of leadership studies, referred to as the “leadership-as-practice” (L-A-P) movement. Its essence is its conception of leadership as occurring as a practice rather than residing in the traits or behaviours of particular individuals. Leadership-as-practice is less about what one person thinks or does and more about what people may accomplish together. It is thus concerned with how leadership emerges and unfolds through day-to-day experience.

The leadership-as-practice approach resonates with a number of closely related traditions, such as collective, shared, distributed, and relational leadership, that converge on leadership processes. These approaches share a line of inquiry that acknowledges leadership as a social phenomenon. The book is a collection of papers with Joe Raelin providing an excellent editorial ‘scene setting’. One section focuses specifically on leadership development. Befitting the overall approach attention in leadership development needs to be given to the day-day practice of leadership and where much activity may be unspoken or unconscious. There is also a need to study instances of failure, dissonance, crisis, obstructions and even surprises that spur leadership practice interventions. The book provides a rich alternative to the traditional views of leaders and how they can be developed. **Joseph Raelin (ed); Leadership as Practice; Routledge, 2016**

## Women at Work, Trends, 2016

IFTDO News 1, 2016 provided a detailed look at women’s development, highlighting remaining gender gaps in the labour market and discussed outstanding progression issues. This report provides the latest ILO data on women’s position in labour markets, examines the factors behind these trends and explores the policy drivers for transformative change. It argues that an integrated policy framework is needed to promote women’s access to more and better quality jobs. Despite their recent advancement in educational achievement



– in many countries there are now more women than men graduates – women face multiple barriers to their equal access, participation and progress in the labour market. Institutions and policies are established based on traditional gender roles, including the expectation that men should be the sole or the main earner in a household and the continued undervaluation of care work. This continues to shape and inhibit labour market opportunities and incentives for women.

The achievement of the 2030 Agenda for Sustainable Development requires the implementation of an integrated framework of transformative measures guided by ILO Conventions and Recommendations, which places the elimination of discrimination and the achievement of gender equality at home and at work at the heart of policy interventions. This blueprint is also embedded in the ILO Women at Work Centenary Initiative, with the aim of marking the constitutional commitment of ILO constituents to gender equality as the ILO moves towards its second centenary in 2019.

[http://www.ilo.org/gender/Informationresources/Publications/WCMS\\_457317/lang-en/index.htm](http://www.ilo.org/gender/Informationresources/Publications/WCMS_457317/lang-en/index.htm)

## CIPD Factsheets

**Management Development**

**The role of the Line Manager in HRD**

The first provides introductory guidance on what management development is, ways of identifying needs, various techniques which are used and the importance of evaluating programmes.

**CIPD**

The second addresses the critical role of the line manager in delivering HR and L&D processes and practices to support their teams, and the qualities and skills they need to be successful.

Both Factsheets include:

- A CIPD viewpoint
- Useful contacts
- References and
- Further reading

Membership of IPD is not required to access these resources. It is possible to register as a guest and download the resource. Go to <https://www.cipd.co.uk/hr-resources/factsheets/>

## Journal of Professions and Organization

This journal aims to be the premier outlet for research on professional organizations, including their work, management and their broader social and economic role. The editors of the journal have selected a number of articles showcasing some of the most topical research published in recent issues. Click the article titles below to read them in full for free.



Which path to power? Workplace networks and the relative effectiveness of inheritance and rainmaking strategies <http://jpo.oxfordjournals.org/content/1/1/33.full> for professional partners

Forrest Briscoe and Andrew von Nordenflycht

Journal of Professions and Organization (2014) 1 (1): 33-48.

Market fundamentalism, cultural fragmentation, post-modern scepticism, and the future of professional work <http://jpo.oxfordjournals.org/content/3/1/103.full>

Kevin T. Leicht

Journal of Professions and Organization (2016) 3 (1): 103-117.

Getting ahead in professional organizations: individual qualities, socioeconomic background and organizational context <http://jpo.oxfordjournals.org/content/2/2/122.full>

Elizabeth H. Gorman

Journal of Professions and Organization (2015) 2 (2): 122-147.

Scripting professional identities: how individuals make sense of contradictory institutional logics <http://jpo.oxfordjournals.org/content/3/1/17.full> Frans Bévort and Roy Suddaby

Journal of Professions and Organization (2016) 3 (1): 17-38.

## Training and Development in Africa

This Special Issue of the IJTD presents a symposium on training and development in Africa. It comprises two empirical research articles and three notes reporting innovation in the spheres of policy or practice. The reported research comes from Botswana, Uganda, Sierra Leone and Africa as a whole (via the UN). The relationship between education and



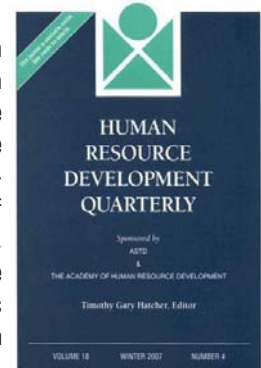
the labour market, which has been the subject of study across many countries, is confirmed here as a major issue. Graduate unemployment and the need to make graduates more employable is a theme in three of the works reported. Innovative policies and practice is also a theme within the special issue, confirming important role training and development has in building

or rebuilding capacity, particularly in the aftermath of war or natural disasters such as drought.

*International Journal of Training & Development, Volume 20, Issue 2, June 2016*

## Diversity Training Programme Outcomes: A Systematic Review

This article analyses the scholarship on diversity-training outcomes utilizing a systematic literature review (SLR) and provide insights for future research. The article advances our understanding of diversity-training outcomes through the integration of three perspectives: the business case, learning, and social justice perspectives. The SLR revealed: (a) a literature that is fragmented and diverse in terms of publication outlets; (b) researchers conduct diversity-training outcomes research in a diverse range of organizations, sectors, cultural and training contexts; (c) studies primarily reflect the business case or learning perspectives; and (d) existing studies have significant methodological limitations. We argue the need for future research to adopt multiple perspectives ensure better cross-fertilization of perspectives and make use of more sophisticated methodologies *Alhejji, H; Garavan, T; Carbery, R., O'Brien F and McGuire, D., Human Resource Development Quarterly, Vol 27, Issue 1, 2016*



## Career in Training and Development

As careers in training and development (T&D) continue to evolve, almost no human resource development (HRD) research has investigated personality traits in today's T&D occupations, despite evidence linking personality with work success. To fill this gap the authors identify four Big Five personality traits and four narrow traits with content matching T&D competencies. Based on person-career fit theory, they hypothesize that the trait profile would differentiate T&D from other occupations, and the traits would correlate with T&D career satisfaction. The T&D personality profile was significantly elevated, with greatest differences on the narrow trait *empathy*, closely followed by *assertiveness* and *customer service orientation* plus *optimism* (small difference), and significant differences on Big Five traits *extraversion*, *openness*, and *agreeableness* (small difference), but no difference on *emotional stability*. T&D career satisfaction correlated significantly with five traits in the profile, most strongly with emotional stability and optimism. Also, emotional stability correlated more highly with career satisfaction for T&D than non-T&D occupations. The distinctive T&D personality profile raises questions for further HRD research and carries practical value for training and development of T&D personnel.

Sundstrom, E.D., Lounsbury, J.W., Gibson, L.W. and Huang, J.L., *Human Resource Development Quarterly, Vol 27, Issue 1, 2016*

Ed Note: At the time of IFTDO News going to press both these HRDQ articles were available to be downloaded free from <http://onlinelibrary.wiley.com/doi/10.1002/hrdq.2016.27.issue-1/issuetoc>

## Calendar

CIPD Coaching for Business Performance, 13 September, London, UK. A one-day conference exploring coaching for performance, succession planning, coaching for wellbeing, executive coaching, the business case for coaching. More details at: <https://www.cipd.co.uk/events/coaching>

ISPI EMEA Performance Improvement Crossing Boundaries: Innovative Approaches, Lessons Learned, New Opportunities; 22-24 September, 2016, Bonn, Germany. A key feature of the conference is a simulation, based on real performance improvement opportunities within an organization, running throughout the conference. More details at: <http://www.ispi-emea.org/conference-overview/>

World of Learning Conference and Exhibition, 19 and 20th October, Birmingham, UK. The event will feature organisations such as including Philips Lighting, GSK, Marks & Spencer, McDonalds, KPMG, Reed Smith, Travis Perkins More details from: <https://www.learnevents.com/index.php>

ATD China Summit, 27 – 28 October, Beijing, China. A two-day talent development event, part of ATD’s growing regional presence in, and commitment to, China. More details from: <https://www.td.org/Events/China-Summit-2016>

AHRD Asia Conference; “Promoting Intangible Capital for Economic Growth: National and Organizational Perspectives”, 2 - 4, November, 2016 Ifrane, Morocco. More details from: <http://www.ahrd.org/events/EventDetails.aspx?id=747601>

CIPD Annual Conference & Exhibition, 9 – 10 November, Manchester UK. More details at: <http://www.cipd.co.uk/events/annual/conference>

IFTDO – AHRD Joint Conference: Employability and Skills Development: Building systems at national and enterprise levels; 15 – 17 December, Addis Abbaba, Ethiopia More details at: <http://www.icapitalafrica.net/iftdo-ahrd-africa-2016-conference.html> (See also back cover)

## WELCOME NEW MEMBERS

### Full Members (FM):

1. Omani Society for Human Resources Management, Oman
2. Gulf Aluminium Rolling Mills Co., Bahrain

## HRD News and Research .....

*continue from page 12*

## GPIC Host IFTDO Visit

IFTDO visited the Gulf Petrochemical Industries Company (GPIC) in Bahrain, one of the leading energy companies in the world. GPICs main products are ammonia, urea and methanol. It employs 480 employees at its Bahrain plant. IFTDO members were provided with insights into GPIC’s strategies for HRD by Lulwa Isa Abdullah Al Mualli, the HRD Training Officer for GPIC and a graduate engineer on secondment to HR. Training and development programmes receive top priority at GPIC. This is offered at all levels with staff and on a continuous learning basis. A centre piece of the company’s T&D organisation is the GPIC Academy of Leadership and Learning. The Academy utilises competency based training in its approach to T&D. This assists in the creation of individual training plans for all employees within an annual training plan. The Academy now includes an e-learning centre;

offering over 50 programmes in a wide range of topics such as communication skills, self-development skills, computer applications, leadership skills and project management skills. Usage of the centre has grown consistently year on year since its launch in 2008. In 2014 the number of eLearning users was 272 well over 50% of the company’s workforce. HRD is a key feature of GPIC’s corporate social responsibility. It offers two month periods of work experience for school and university students to raise awareness of the real work environment and actively participates in UN initiatives



surrounding education for sustainable agriculture and world food security. The Figure shows the IFTDO group at GPIC, including the Manchester University delegation to IFTDO Conference.

**Ed Note:** GPIC received the IFTDO Global Award for best HRD Practice for its competence based training initiative in 2013.



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



15-17 December 2016  
Addis Ababa, Ethiopia

IFTDO - AHRD Joint  
CONFERENCE



## Employability and Skills Development: *Building Systems at National and Enterprise Levels*

Local  
Organizers



A first conference focusing on human resource development research and practice in Africa. Invited papers from university faculty and students, government officials, business leaders and company staff members, consultants, and members of international organizations will be presented. Presentation will focus on topics relevant to the region and ranging from workplace learning, national and organizational issues, workforce development policy, technology transfer, productivity and performance improvement, leadership and change, technical and vocational education and training, and related issues and challenges. Conference presentations will be in four tracks:

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

And will feature: pre-conference workshops; relevant research sessions and informed practice sessions. More details at: <http://www.icapitalafrica.net/iftdo-ahrd-africa-2016-conference.html>

### 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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