

# IFTDONews

Number 1 of 2018



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**ANNOUNCEMENT** 48th IFTDO World Conference at Kuala Lumpur in 2019.

## Chair's Message



Dear members

Welcome to the 47th IFTDO World Conference in Dubai! Our Full Member Dubai Police Academy has taken great pains to ensure that it becomes a memorable event. They had earlier organised IFTDO Conferences in Dubai in 2008 and 2014 and we still carry fond memories of those conferences. IFTDO Global HRD Awards 2018 will also be presented at this Conference.

IFTDO has been facing many challenges. An exercise for restructuring of IFTDO in view of the changing global scenario was initiated during 2017. The Board had a relook at the Vision, Mission, Role, Functions and Structure of IFTDO. Several ideas for reshaping the future of IFTDO were discussed. A business development and marketing strategy was prepared and it was decided to engage a person for business development and marketing

function and to make use of social media to create wider awareness regarding IFTDO and its activities. A legal firm in UK was engaged to review and redraft IFTDO's Articles of Association so as to be fully compliant with latest legal and regulatory requirements. The revised Articles of Association will be discussed at the Annual General Meeting to be held in conjunction with the World Conference.

IFTDO is a Federation-an organisation of organisations. The main strength of IFTDO lies in its membership base. While we are making all efforts to increase the value proposition for our member organisations, I would seek their support and involvement in IFTDO activities to derive maximum benefit. Members can take full advantage from our web site, IFTDO News, IFTDO's International Journal of HRD Practice, Policy & Research, and through participation in IFTDO World Conferences. They are welcome to join and contribute to our Committees. IFTDO will grow to become as strong and productive as members make it.

**Raj Auckloo**  
Chair of the Executive Board

## Message from the Editor



This, the first issue of IFTDO News in 2018, coincides with the 47th World Conference and Exhibition. A key theme of the Conference is 'creating happiness in the workplace'. This is most welcome. Well-being at work has not always been at the top of the HRD agenda yet there remains a real opportunity for the HRD profession to engage

with and influence the psycho-social work environment to create a healthy, mentally focused workforce that provides their organization with a significant building block for organisational effectiveness. There is no doubt in my mind that HRD professionals should be concerned with employee well-being and the quality of working life and it is hoped the conference can help raise the profile of how HRD can impact on this agenda.

This will be my last newsletter. It is now 5 years since I took on the role and it is time for a change. Reflecting on my 'end of term report' I feel I have been able to ensure that, through the newsletter, a key aspect of IFTDO's communication, internally and externally, has been placed on a

sound footing. IFTDO News does what it can to record and highlight the engagement of IFTDO in HRD practice internationally and to disseminate news and research about HRD as it played out across the globe. A disappointment is my limited success in getting IFTDO members, wherever they may be located, to engage with IFTDO News through their case studies, their research, their stories. Perhaps the time has come to move solely to a web based IFTDO News. A dynamic, well used web site may help develop a virtuous cycle in terms of readership, engagement and contribution. What is clear, I feel, is that IFTDO's positioning and influence on a global stage can only be sustained and indeed developed by its ability to help shape how HRD responds to the various challenges it faces. It can only do this by both leading and drawing upon the collective efforts and actions of its membership.

My thanks and best wishes to all who have helped me fulfil this role over the last five years.

**Dr Rick Holden**  
Liverpool Business School

## Secretary General's Report



After the 47<sup>th</sup> IFTDO World Conference, being hosted by Dubai Police Academy at Dubai on March 20-22, 2018, on the Theme: "**The Future is today. Creating Happiness at work place**", the next 48<sup>th</sup> IFTDO World Conference will be held in Kula Lumpur in 2019. The details are being worked out and the 1<sup>st</sup> Announcement Brochure is expected to be distributed at Dubai. The 49<sup>th</sup> IFTDO World Conference will be held in India in 2020. Full Members are welcome to send proposals for hosting IFTDO World Conferences in future.

IFTDO representatives have been participating in the activities of UN DPI and the UN Global Compact. I had participated in Leaders' Summit organized by UNGC in September 2017 in New York.

Hon. Treasurer Bob Morton resigned in November 2017 after a long association with IFTDO in various capacities such as President IFTDO, Chair and Member of the Board. His contribution to IFTDO's functioning and growth has been invaluable.

Several members have not yet logged in at our revamped web site [www.iftdo.net](http://www.iftdo.net) and accessed the Members area (which also has IFTDO AGM and Board Minutes, Annual Reports, summaries of Award winning entries). The log in ID and passwords to access Members Area were communicated to all members along with the Guidelines to log in. Members are requested to visit our revamped web site [www.iftdo.net](http://www.iftdo.net). They can edit their information and upload their logos. As stated in the guidelines, guests of members (such as their staff and members) can also access Members area for which a separate set of log in ID and password were sent. I would request all members to make full use of these facilities on our web site and give us their feedback. In case of any problem, members are welcome to contact me.

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

**Dr. Uddesh Kohli**  
Secretary General



**Conference 2018**

The 47<sup>th</sup> IFTDO World Conference and Exhibition takes place from the 20<sup>th</sup> to the 22<sup>nd</sup> March in Dubai. It is hosted by the Dubai Police Academy. It will be held in the Westin Hotel, Al Habtoor City. The theme of the Conference is The Future is Today: Creating Happiness at Work. In the United Arab Emirates 2018 is the “The Year of Zayed”, marking 100 years since the birth of the founding father of the UAE, Sheikh Zayed bin Sultan Al Nayhan. The Conference and its main theme sit comfortably with a range of initiatives

**President Message**



I extend my welcome to you all to the 47<sup>th</sup> IFTDO world conference, on the theme “The Future is today. Creating Happiness at work place”, being hosted by Dubai Police Academy at Dubai during March 20<sup>th</sup> -22<sup>nd</sup>, 2018. The conference, I am confident, will provide platform for cross-cultural, multi-disciplinary and interpersonal experience to the participants. It brings together experts from all over the world to discuss latest trends and developments in HRD. At this conference, the meeting of great minds will bring out meaningful and constructive ideas and the conference will really be a great learning experience.

As we all know, IFTDO as an international organization with special links to several UN intuitions, endeavors to promote learning and understanding. Today, at a time, when dissemination of information and greater understanding is of paramount importance, this conference will play a vital role in bringing people from different walks of life together to share knowledge and develop networks.

Dubai is truly an international cosmopolitan city where east meets the west. The participants will have an opportunity to experience tradition and modernity, desert and skyscrapers including the tallest in the world Burj-Khalifa, vibrant malls, commercial and shopping centers. A visit to Dubai is a memorable experience.

I wish to whole heartedly thank all IFTDO members for their support to the conference. I extend my gratitude to all the partners who are working hard to make this conference a grand success. I once again invite all IFTDO members to participate in 47<sup>th</sup> IFTDO world conference and exhibition in Dubai.

**H.E. Maj. Gen Prof. Mohammad Ahmed Bin Fahad**  
President, IFTDO, 2018

and events across the UAE that promote values of tolerance, progression, environmentalism and leadership, as well as charity.

**Speakers include:**

- Colmon Elridge, USA, International Coach Federation
- Aruna Ladva, India; author of Time to Meditate
- Dr Mohamed Bouhji, Bahrain, Change management and Knowledge management
- Dr Mona El-Sholkamy, Egypt, Foreign Aid Management and Sustainable Development
- Dr Chien-Chung Sheng, Taiwan, Performance Management
- Dr Amer Awad Al-Rawas, Oman, CEO of Tasneea Oil & Gas Technology Group
- Dr Askok Balyan, India, Director HR and Training, Oil & Natural Gas Corporation
- Hussein Al-Fardan, Head of Innovation, UAE, Dubai Customs

**Conference Framework**



Eight tracks feature as part of the overall Conference Framework leading off with happiness at work and its effect on Productivity (1) and including also the interactive relationship between happiness and positivity (2), the future of work and happiness (3) and government’s role in achieving happiness (6) – see Figure. <http://www.iftdodubai2018.com/>

## Global Awards 2018

### Best HRD Practice

A 'virtual training' initiative developed by Dubai Police Authority wins the 2018 IFTDO Best HRD Practice Award. The project was developed by the Authority's Virtual Technology Center. Prior to the launch of the 'virtual training initiative' learning methods employed by Dubai Police were largely non-



interactive and with a one-size-fits-all approach. In a radical departure from such traditional methods Dubai Police has employed cutting-edge video games technologies to create virtual incidents ranging from crime scenes to traffic accidents to hostage scenarios in an engaging way that mimics real-life situations. This allows trainees to learn-by-doing to harness his skills in a safe and practical environment. Interactive learning depends on learning by doing and forcing the learner to employ several senses compared to passive learning which depends on a single sensory channel (hearing). Utilising advances in technology learning events are now being customized to the very specific needs of the learners and in an engaging and motivating way.

Developed in house but drawing on research and expertise from a range of external sources implementation began with traffic accident investigation and has subsequently been replicated in other fields such as crime scenes, assessment of body language, etc. To overcome anticipated barriers of resistance to the new approaches extensive consultation was held with concerned departments to understand fully the required knowledge and skill demands for working officers. The training that is now offered is practical in nature, varies in complexity and above all provides an environment that resembles real scenarios and which requires trainees to react and respond to these different situations and events.

Learning impact has been proven in the classroom as well as in the field. For example, in the field for crime scene investigation, crime scene investigators who trained using virtual environments



performed better in real cases than those who didn't by an average of 57.2% (evaluated on 17 tasks on real crime cases). Moreover, the performance of the group who trained using CSI virtual program increased by 32.8%. Dubai Police also point to a significant reduction in the cost of training, although it must be remembered that there were significant upfront costs involved in the development of the technology.

**Ed Note:** The Dubai Police force strives to be the most progressive of all Arabic police forces and aims for high education standards amongst its personnel. The force was the first to use many new law enforcement techniques, including electronic finger printing and DNA testing. The force was also the first to use GPS systems to locate stolen vehicles. It employs over 15,000 officers.



### Research Excellence

Ron Jacobs, University of Illinois and Past President of AHRD, wins IFTDO's Research Excellence Global Award. The focus of Ron Jacob's winning research article is knowledge work; published in a paper in the Human Resource Development Review. He argues that the nature of work is changing, and that the trend is toward greater complexity; one key criteria of what has become known as 'knowledge work'. "There can be no doubt that these trends will continue, challenging employees to use greater cognitive skills to meet job requirements". However, Jacobs notes that it is disappointing there has been little or no discussion about knowledge work in the HRD literature. "HRD would seem to have a unique perspective on knowledge work given that understanding the nature of work is a major aspect of its scholarship and professional practice." The winning article addresses two key questions related to knowledge work and, in the process, seeks to advance discussions and practice about the topic:

- What are the characteristics of knowledge work that make it unique from other types of work behaviours?
- How should organizations develop employees to perform knowledge work?

The article proposes a definition of knowledge work using the term knowledge-based tasks to describe instances of knowledge work and presents an employee development system that helps individuals learn to perform knowledge-based tasks. Importantly the article demonstrates the critical importance of connecting theory and practice to advance the field. Jacobs stresses that the article could not have been written without it first being grounded in practice. There is an acknowledgement that the conceptual understanding of knowledge work as presented in his article could not have been possible without opportunities to engage in practice within several global organizations.

In Jacobs's concluding discussion he captures the tensions between broader, longer term questions and the immediate challenges facing HRD: "How does knowledge work affect employees' perceptions of job quality? Are there moral questions involved when some employees perform lower value routine work while others engage in higher status knowledge work? Can there ever be precise ways of identifying

knowledge work, a construct that some observers argue might not even really exist? Regardless, the immediate challenge is how the HRD field might help organizations respond to these challenges, for the benefit of the organizations and employees as well”.

In discussing the evidence as regards the impact of the article two developments are worth highlighting. Firstly, a video interview conducted on knowledge work for management and customers on knowledge at Huawei Technologies.



This can be viewed here: [http://mp.weixin.qq.com/s?\\_\\_biz=MzA4OTQwNzgwMA==&mid=504565469&idx=1&sn=648ebe2a23c3819aab6c1b99cdf199dc&chksm=0bfcc68a3c8b4f9c7a6b7bb37](http://mp.weixin.qq.com/s?__biz=MzA4OTQwNzgwMA==&mid=504565469&idx=1&sn=648ebe2a23c3819aab6c1b99cdf199dc&chksm=0bfcc68a3c8b4f9c7a6b7bb37)

Secondly, and testimony to the ongoing nature of the work, Ron will co-edit (with Richard Torraco) an issue of *Advances in Developing Human Resources*. This will be published in the Spring of 2018 and the working title is *Knowledge Work and Implications for Human Resource Development*.

## IFTDO Global HRD Awards 2018

### Certificates of Merit Awardees

1. Workforce Development Agency, Taiwan- ‘The Integrated Industry Talent Cultivation Hub Program’,
2. Workforce Development Agency, Taiwan- ‘Industry-University Cooperative Training Program’,
3. Saudi Aramco, Saudi Arabia- ‘Developing Home Grown Talent: Operations’ Manpower’,
4. Saudi Aramco, Saudi Arabia- ‘Building Future Leaders: Saudi Aramco Talent Essentials Program (STEP)’,
5. ShahidBeheshti University, Iran- ‘Designing the training and development of excellence model and its application in the evaluation of Iranian organizations’,
6. Rane Holdings Ltd, India- ‘Developing leaders for achieving profitable growth’,
7. Orpic, Oman- ‘Leadership Development Programme’,
8. First Solar Malaysia SDN BHD, Malaysia- ‘Deployment of Internal Talents and Capabilities to Successfully Champion First Solar Malaysia’s Change and Transition Management’,

## Marielle Velander - IFTDO’s UN Youth Representative - Reports on 2017 Activities

As a Youth Representative to ECOSOC for IFTDO I have had several rewarding experiences during 2017.



First, I note first my attendance at a UN SDG Learning and Practice Session sponsored by the Women Thrive Alliance and NGO CSW/NY, which provided targeted training on boosting grassroots participation in SDG Implementation. Participants built skills in

gender equality advocacy and strategic thinking around engagement with government on the implementation of SDG5, focused on gender equity. We were also introduced to tools to understand the deeper landscape of U.N. decision-making processes. These skills and tools are meant for civil society organizations and stakeholders to share and train their peers and partners to reach the UN targets for greater gender equity, with the ultimate goal of integrating grassroots groups into U.N. decision-making.

Not all events have been as hands-on, but have been equally engaging. I attended a side-event on “Making Development Smart and Inclusive: How Access to Information Can Deliver on the SDGs”, sponsored by the International Federation of Library Associations and Institutions (IFLA) and Article 19. It involved a really engaging discussion on the importance of intermediary institutions like libraries to motivate civic engagement, battle inequalities in information access, and build community-driven initiatives to spread learning. Afterwards I stopped by the UN DPI/NGO Resource center to learn more about IFLA’s work.

I highlight participation in two further major events in my time as youth representative: organised by the Commission for Social Development and the Commission on the Status of Women. The former was a high-level panel on poverty eradication at the UNHQ, in which I heard about new initiatives from various governments around the world to reduce poverty in their respective countries. I also attended a series of side events; for example, a discussion on “Implementing the Sustainable Development Goals: Ensuring No One is Left Behind” organized by the NGO Committee on Social Development and WorldWIDE Network Nigeria which tackled how we support the populations that are hardest to reach.



The ECOSOC Council Chamber

The second was a high-level ministerial panel on “Informal and non-standard work: what policies can effectively support women’s economic empowerment?” in which I heard about various initiatives around the world to create social policies that safeguard women’s rights in informal sectors, such as domestic work or waste collection. I also attended NGO-organized side events on responses to violence against women, addressing initiatives to build capacity in police forces to process and address cases of sexual assault or domestic violence, and on women’s role in the global refugee crisis, in which I heard a Sudanese refugee tell her story in person, and a panel ranging from a UNCHR Director to military veteran discussed concrete solutions to the current refugee crisis.

**Ed Note:**The Economic and Social Council (ECOSOC) is the United Nations’ central platform for reflection, debate, and innovative thinking on sustainable development.

Marielle Velander is an ethnographer at Reboot, where she designs and conducts research dedicated to inclusive development and

accountable governance. Previously she worked on crowdsourcing and peacebuilding initiatives in London, Washington DC, and Jordan. Originally from Sweden, Marielle is a graduate of George Washington University and holds a Master's in Anthropology and Development from the London School of Economics.

## ATD News and Research

### Conference News

The ATD International Conference and Exhibition takes place from the 6th - 9th May, in what is ATD 75th anniversary year. It promises to be a very special event with President Barack Obama providing one of the three key notes. According to its web site "ATD 2018 brings the talent development industry to life by gathering together the game changers, the individuals who are shaping the industry; the legends, those who defined best practices; and the practitioners, you—the lifeblood of this profession! Learn and grow with us, because when you reach your fullest potential, you can effectively develop the talent around you, giving your organization the ultimate competitive advantage."



More than 300 education sessions—in 10 content tracks and four industry tracks—will be offered from Sunday through to Wednesday. The overall schedule is designed to provide maximum time for sessions, visiting the EXPO, and networking throughout the day. Speakers are encouraged to deliver education sessions that focus on immediate application of learning back into the workplace.

### Research

ATD's Annual State of the Industry Report reveals that organizations continue to make "healthy investments in employee learning". According to the report organizations spent \$1,273 per employee in 2016 on direct learning expenditure. This represents a 1.8% increase from 2015, when the average spend per employee was \$1,252. ATD place this in context by noting that in 2016 the average inflation rate for advanced economies (as defined by the International Monetary Fund; IMF) was 0.8%. Confirming organizations' commitment to learning, there was also growth in the average number of formal learning hours reaching 34.1 hours in 2016, up from 33.5 hours in 2015. This is the fourth consecutive year that has seen an increase in both the direct learning expenditure and the number of learning hours per employee.



The three content areas with the largest share of the learning portfolio in 2016 were managerial and supervisory (14%), mandatory and compliance (11%), and processes, procedures, and business

practices (10%). Together, these areas—which were also the top three in 2015—made up 35% of the portfolio of learning programs. Sales (not including product knowledge) was the fourth-ranked area, accounting for 9% of the portfolio, and new employee orientation ranked fifth with 8%. Other research by ATD suggests that managerial and supervisory content will remain a top priority; a poll of talent development executives conducted by ATD in mid-2017 found that 43% expected funding for frontline manager development to grow in the next six months, and another 48% expected it to hold steady.

Traditional instructor-led face-to-face classroom was still the delivery mechanism for 49% of learning hours used in 2016. However, this number continues to drift downward; in 2011, it was 10 percentage points higher at 59%. In 2016, 45% of learning hours used at the average organization were delivered using technology-based methods, up from 41% in 2015.

Importantly the ATD acknowledge that formal learning hours do not capture time spent learning while working and attempt to provide a picture of on-the job learning, which can happen during such activities as employee knowledge sharing, coaching by peers and managers, stretch assignments, job shadowing, and rotational training. Noting the inherent difficulty in 'measuring' such learning the Report focuses upon "commitment to on-the-job learning". For many organizations, on-the-job learning is a priority: "65% emphasized it to a high or very high extent in 2016. A mere 3% did not emphasize it at all."

**Mentoring:** ATD research has sought to examine the hype surrounding mentoring. Interestingly their research reveals that the rhetoric may be outstripping reality.

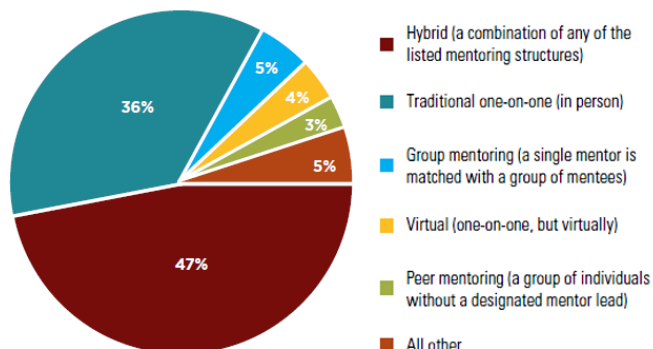


Less than a third of participants reported that their organization had a formal mentoring program in place (29%), although 37% said their organization had an informal one. The remaining third did not have any type of mentoring program—formal or informal. This said the key findings (based on responses from the participants whose organizations had formal mentoring programs)

suggest mutual benefits; mentees, mentors and organizations. (n = 285). The top three benefits mentees received from participating in mentoring programs were professional development (36%), a better understanding of organizational culture (30%), and developing new perspectives (27%). The top three benefits mentors received from participating in mentoring programs were developing new perspectives (59%), developing leadership skills (49%), and gaining insight into the organization (38%). The top benefits organizations received from mentoring programs were higher employee engagement and retention (50%), supporting growth of high-potential employees (46%), stimulating creation of intra-organizational relationships and collaboration (37%), and knowledge management and transfer (37%).

For the purpose of the present study, mentoring is a relationship in which a mentor with insights, knowledge, or experience that can benefit the mentee guides him or her. This is often a mutually

beneficial relationship for long-term development. The research revealed that the most common mentoring program was a traditional one-on-one style, where the participants meet in person. Virtual programs are also relatively popular, according to approximately four in 10 respondents. Just less than a third of participants indicated that they have a hybrid program that combines two or more mentoring structures. However, it was the hybrid mentoring programs that were considered the most effective (47%) (See Figure).



The report stresses that mentoring is not coaching, which is a formal relationship focused on improving a specific behaviour or performance area to resolve work issues or handle aspects of the job. The coach is often an external individual or an individual's direct supervisor.

**Mentoring Matters: Developing Talent With Formal Mentoring Programs;** 2017, ATD. The research and report is sponsored by MentorcliQ; an award-winning mentoring software solution. MentorcliQ supports mentoring programs in more than 65 countries across six continents ([www.mentorcliq.com](http://www.mentorcliq.com)). More details on both reports can be obtained from ATD Research at [www.atdresearch.com](http://www.atdresearch.com)

**Ed Note: Global Training - New ATD book;** A new ATD book 'Destination Facilitation' looks at learning insights and tips about how to facilitate learning with people from other countries – see review in Resources & Publications.

## Memorandum of Understanding signed between the Institute of Public Administration in Jordan and Knowledge Kingdom



A memorandum of understanding was signed between the Institute of Public Administration in Jordan and IFTDO member, Knowledge Kingdom, in which the two sides agreed to cooperate in the field of training and development through short, medium and long term training programs for the public and private sectors inside of Jordan. The MoU includes workshops for the public and private sectors,



local, regional and international specialized conferences, and agreement to deliver training programs in administration empowerment field for public and private sectors.

From the Institute of Public Administration side, Her Excellency Mrs. Majd Shweikeh Minister of Information and Communication Technology and Minister of Public Sector Development, assigned the agreement and Mr. Mohammad J. Al Shujaieh General Manager assigned from Knowledge Kingdom side.

Training and development resulting from the agreement will help ensure the needs of public sectors employees, based on high quality standards, are addressed and met. The agreement is a strong example of Jordan's efforts to achieve co-operation between public and private sector. Dr. Abdullah Alqudah IPA Director-General assured that the agreement was in line with the Institute's guidance, to applying the participatory approach to private sector institutions and to achieve its future strategies related to the development of its work, programs and training methods.

## Special Issue on HRD Impact



The International Journal of HRD Practice, Policy & Research has launched a call for expressions of interest in a Special Issue focussing firmly of the issue of the impact and influence of HRD. It is proposed that the Special Issue be published in late 2018/early 2019. Whatever the site of practice the HRD community is increasingly expected to demonstrate the impact of their professional activity. This trend is global. Organizations require evidence of the benefits of their HRD investment and activity as governments are increasingly under pressure to show a 'return on their investment' on research funding, and universities themselves are keen to demonstrate that their research is making a difference to their local, regional and even global communities.

So what is impact? From a HRD perspective, impact may be viewed from multiple levels, including but not limited to: the individual, professional/ occupational, organisational, and economic policy levels. At the individual level, impact may involve improving learning and skills for specific individuals e.g. disabilities. Impact may also be demonstrated at the professional/ occupational level whereby insight to innovative HRD practices lead to improved development of a professional activity e.g. simulation gaming for surgeons. Organisations are also key beneficiaries of research as impact can show how a verifiable link with organisational performance e.g. specific HRD initiatives with organisational ambidexterity. Finally, at policy level research may be the catalyst of the establishment of HRD-related agencies and inform industrial policies through the enhancement of specific skills base.

It is hoped the Special Issue will:

- provide an outlet for collaborators to publish their initial findings from the case studies.
- publicise best practices, therefore enhancing the reputation of organisations and institutions
- promote the research and impact that it has made, and attract

other practitioners and policy-makers to apply the research findings.

**Ed Note:** The first article in the new volume of IJHRDPP&R is now published online. The article examines the experiences of members of an HR professional group in one part of the UK national health service. By offering development beyond current job roles the professional group contributes to talent development within the organization. *Griggs, V. and Allen, J., The Value of an HR Professional Group for Organizational Learning*; Details: <https://www.ijhrdppr.com/value-hr-professional-group-organizational-learning/>

### IFTDO Board Member develops integrated model in context of Arab leadership

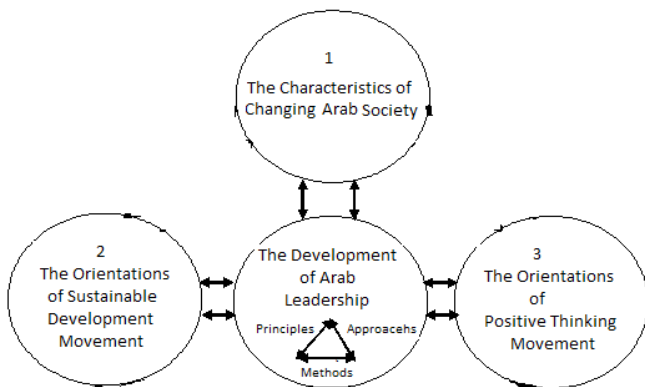


Professor Emeritus Abdel Bari Durra of The Middle East University, Amman, and IFTDO Board member, presented his thinking on leadership in a changing Arab world context at the 23rd Arab International Conference organized by Team-International in Cairo, 14-16 November 2017. The conference theme was “The Positive Organization: The Road to Achieve Sustainable Development”.

In his paper the author outlined his integrated conceptual model which drew on a number of the subthemes of the Cairo conference. He took the development of contemporary Arab leadership case interacting with three forces: the characteristics of changing Arab society, the orientations of positive thinking movement and the orientations of sustainable development.

Professor Bari Durra addressed the interrelationship and synergy of the three variables mutually interacting with leadership development. (See Figure). He shed light on the turbulent, changing environment of Arab leaders. He dealt also with sustainable development as a type of development which balances the satisfaction of people’s immediate interests and the protection of future generations’ interests. Lastly, he discussed the power of positive thinking as an outcome of the contemporary positive psychology emphasizing happiness, optimism and hope in organizations.

Prof. Durra highlighted the role of Arab administrative leadership in building and executing strategies for HRD in their organizations. He



academician in this regards. He also discussed the concepts, competencies, approaches, principles and methods of leadership development as they are treated in his new book *The Development of Arab Administrative Leadership in A Changing Society*.

**Ed Note:** Readers interested in seeing a full copy of the paper: *An Integrated Model of The Development of Arab Administrative Leadership in a Changing Society and in the Context of the Orientations of Sustainable Development and Positive Thinking Movements* should contact Prof. Durra at [abdel.durra@gmail.com](mailto:abdel.durra@gmail.com)

### Welcome New Members

IFTDO welcomes two new full members:

#### *Malaysian Association of Professional Trainers and Coaches (MAPTaC)*



An organisation run “by trainers and coaches for trainers and coaches”. MAPTAC’s mission is to:

- protect the interest of trainers and coaches by strengthening the quality, economy and unity of trainers and coaches
- build a strong community of trainers and coaches by sharing knowledge and resources
- accelerate the progress of Malaysia towards a developed nation status through human capital development

Their web site is <http://www.maptac.org/>

#### The Botswana Human Resource Development Council



The Botswana Human Resource Development Council (HRDC) is responsible for planning and funding of the education and training as well as advising the Government of Botswana on all matters related to human capital development. HRDC is responsible for implementation of the National Human Resource Development Strategy (NHRDS). Their web site is: <http://www.hrdc.org.bw/>

A further new full member is the *Ab'aadCenter for Knowledge Building* in Sudan – a fuller profile of this organization will appear in the next newsletter.

### Mauritius Sectoral Skill Development Scheme

Assisting employers through the provision of the right skills and ensuring that employees acquire the skills they need is key to addressing skills needs at firm level. Enterprises operating within the same sector of activity usually have similar skills needs. Given



*Contd.. on page 13*



## Learning & Development: Where are we now?

Towards Maturity, a leading UK based body researching 'what works in learning', take stock of Learning & Development at the start of 2018. Based on their research with over 700 L&D leaders they indicate that the current learning landscape reveals a well-resourced, technology-enabled profession, lacking in some of the essential capabilities they need. The top priorities for companies this year are:

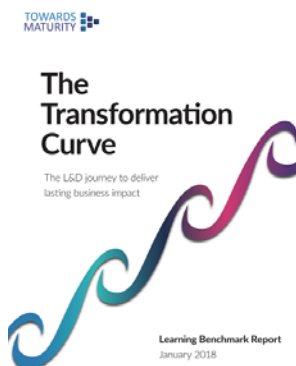
- Improving organisational performance (98%)
- Increase productivity (97%)
- Increase learning access and flexibility (97%)
- Increase self-directed learning (96%)

In order to achieve these priority areas L&D professionals need to look at what is stopping them achieve this and work towards creating a learning culture that can be maintained and developed. Once they do these they will be on the road to becoming a high performing organisation.

Towards Maturity report on what their research indicates were the top 5 barriers in 2017

- Cost of set-up, development and maintenance (66%)
- Lack of skills amongst employees to manage their own learning (65%)
- Reluctance by line managers to encourage new ways of learning (58%)
- Lack of skills amongst L&D staff to implement and manage technology enabled learning (53%)
- Unreliable ICT infrastructure (52%)

"When we look at the 'Top Deck' - those companies that are achieving the best results from modernisation of their learning strategy - they are continually evolving their learning strategy in line with business needs. Regardless of size or sector, their transformation journey has highlighted common characteristics that we define as the New Learning Organisation." Towards Maturity suggest that 'New Learning Organisations' constantly evolve as they respond to change and this, in turn, enables performance, growth, productivity and business transformation. Their evidence, gathered over recent years, indicates that the "journey towards maturity" is not a simple one – getting there is not a single stage process.



Based on their benchmarking research a new resource has been launched by Towards Maturity. This report – The Transformation Curve - maps out the destination and the roadmap of how to get there. A series of transformation curves are identified; four distinct stages that signpost the journey towards organisational learning maturity:

- Stage 1 – Optimising training
- Stage 2 – Taking control
- Stage 3 – Letting go
- Stage 4 – Sharing responsibility

The resource aims to help those in L&D navigate the journey across the 4 stages of transformation, recognise the counter-intuitive pivot points of change and take the next step towards effective learning transformation provides guidelines to help identify what needs to be done, why and how to make the change.

It can be accessed here: <https://towardsmaturity.org/2018/01/31/transformation/>

**Ed Note:** The Towards Maturity Benchmark Study is an internationally recognised longitudinal study on the effective implementation of learning innovation based on the input of 6000+ participants and 40,000+ learners gathered since 2003. Towards Maturity continuously surveys and studies how people learn at work and the impact this has on organisational performance. By turning data into insights and insights into action, this research is used to help L&D leaders assess and improve the appropriateness, effectiveness and efficiency of their learning provision.

## Upskilling SMEs: ILO assess the effectiveness of SME training schemes

In most countries, four out of five citizens work in a small or medium-sized enterprise (SME). Unfortunately, once employed,



the staff of these SMEs rarely receive formal training. As a result, a large proportion of the population are not regularly refreshing their skills in order to remain productive and employable as they age. With this in mind, many governments have set up programmes to incentivize SMEs to invest in training, including more than 100 countries that run national training levy schemes. Despite the investment, there is little evidence as to whether these schemes are spurring more training. Anecdotal evidence suggests that some training schemes have succeeded in delivering demand-driven services in a business-friendly way, while others have developed a poor reputation for being bureaucratic and inefficient. **Stephan Ulrich**, ILO's Regional Programme Manager for Asia, reports on a study assessing design questions and issues as regards training in SMEs.

In the ILO's 'Sustaining Competitive and Responsible Enterprises (SCORE)' Programme, partnerships are established with public and private SME training schemes in many countries. How does one design a good training scheme? The ILO reviewed the set-up, funding and functioning of four established SME training schemes in Singapore, Malaysia, Ireland and the United States, (See Table)

	Type of Government Support	
	Grants to Intermediary Institutions that serve SMEs	Grants Directly to SMEs
General Revenue	Manufacturing Extension Partnership (USA)	SPRING Singapore – ICV Scheme
Source of Government Funds	National Training Levy	Skillnets (Ireland) HRDF (Malaysia)

and it was clear that there is no single right way to run such a programme. Different countries found success with different solutions.

Five main findings emerge from the study:

**Advantages and disadvantages of different funding models:** Most SME training funding schemes are funded either by general tax revenues or by training levies. The advantage of funding schemes from general revenues is that funds can be allocated more flexibly. Training levies require setting up dedicated funding procedures to collect contributions from employers. Their advantage is that once they are in place, they are more likely to insulate training funds from competing demands that arise in the normal public budgetary process. However, the instrument is less appropriate for countries with weak economies, large informal sectors, and poor administrative capabilities. Where training schemes are not effective, they become unpopular with employers and some have been abandoned as a result.

**Reaching large numbers of SMEs is challenging:** The SME training funding schemes reviewed in this study reach between 7,000 to 20,000 SMEs per year. Despite the sizable reach, this still only represents 2 to 10 % of SMEs in each country. At such a scale, outreach is determined by availability of funding and marketing efforts. With a substantial investment in resources required, working through intermediary institutions like employer organizations can facilitate business outreach.

**Investments per enterprise vary considerably:** Two schemes reviewed in this study priced their services at market rates, one



scheme offered a small subsidy while one scheme fully subsidized its services. The right strategy will depend on the objective of the scheme. It can be helpful to undertake research to determine how enterprises are likely to react to different prices. The cost of training per business of schemes covered in this study range between 800 USD (for programs funding training) to 24,000 USD (including consulting) per enterprise in a year.

**Pros and cons of working via intermediary institutions:** Two schemes reviewed in this study interact with enterprises directly while two schemes work through intermediary institutions. Schemes interacting directly with enterprises need dedicated staff to reach out and interact with enterprises which can be challenging for bureaucracies (bureaucrats don't always like to admit that). Schemes that fund intermediary institutions outsource this function to third parties that are more accustomed to interact with businesses. However, intermediaries need to be managed as well and come with their own administrative costs.

**There are different paths to ensure quality of services:** All four schemes reviewed in this study offer services to enterprises via specialized training and consulting service providers. Two schemes select providers through competitive bidding processes which helps ensure that service providers are qualified and cost-effective. One scheme leaves it up to firms to select the training provider, while one scheme registers and certifies training providers to ensure quality. The latter might be more effective assuming that standards are well designed, certification procedures are reliable and transparent, and the system is understood and accepted by enterprises. Building such a system comes with considerable cost for development and maintenance.

**Ed Note:** HRDF, Malaysia, which featured in the ILO research is an IFTDO full member.

More details from ILO at [http://www.ilo.org/empent/Publications/WCMS\\_609267/lang-en/index.htm](http://www.ilo.org/empent/Publications/WCMS_609267/lang-en/index.htm)

## Skills mismatch: Cedefop data highlights worsening problem

CEDEFOP report that their labour market data increasingly identifies a combination of skills shortages and skills mismatches across Europe; issues which need urgent policy attention. Four in 10 EU employers report having difficulty finding people with the right skills, while unemployment rates peaked. Yet, despite worries of increasing skill shortages and gaps, about 39% of adult EU employees are over skilled and trapped in low quality jobs. CEDEFOP's Research reveals that these growing labour market imbalances have seeped into higher structural unemployment rates leading to heightened concerns that skill mismatch is worsening in the EU. Shifts in skill demand and supply have been reflected in the stated inability of employers to fill their vacancies with people that have the right skills.



When looking to the future, further concern arises that Europe may be unprepared for the evolution of a new digitalised economic reality. Rapid digitalisation and technological skills obsolescence has raised concerns about the extent to which the EU workforce is adequately

prepared for the fourth industrial revolution. For example, Cedefop's European skills forecasting model projects that by 2025 about 48% of all job opportunities in Europe will need to be filled by individuals with tertiary-level qualifications. The ESJS also shows that about 85% of all EU jobs need at least a basic digital skills level. It is visible, even to the untrained eye, that unripe technological advances, such as machine learning, big data analytics, the internet of things and advanced robotics, together with restructuring in global value chains, are reshaping the world of work as we know it today. Existing research on skill mismatch has revealed that there are sizeable differences in the magnitude and economic costs of the many different types of skill mismatch. One-size-fits-all policies are unlikely to be effective as EU countries tend to suffer from different forms of the problem but it is clear that undertaking policies to reduce skill mismatch can result in sizeable efficiency gains. Cedefop estimate that the existing skills of the EU's workforce fall about one fifth short of what is needed for workers to carry out their jobs at their highest productivity level. This calls for concerted action to stimulate further adult learning in Europe.



But it is against this profile that a sizeable share of the EU workforce, typically four in 10 adult employees, feel that their skills are underutilised and close to a third of tertiary education graduates are overqualified for their jobs? Indeed, some recent research suggests that overkilling of the workforce is a more prevalent form of skill mismatch than skill gaps (McGuinness et al., 2017)? Cedefop's response is to argue that good understanding of the level and type of skills needed in people's jobs is paramount and that, ultimately, skill mismatch highlights tensions between the demands of workers' jobs and their own skills and attitudes. Acknowledgment of sectoral differences is also critical. CEDEFOP data suggests that one third of workers in the hospitality and catering sector and a quarter in the transport sector have not experienced any change in the need to learn in their jobs since they were hired; this compares with 15% in the finance sector and 17% in ICT. With stagnant skill demands in some industries and jobs, it is no surprise that some graduates may feel that their skills exceed what is needed; for others, typically lower-skilled individuals, the challenge is to upskill and avoid skills obsolescence.

CEDEFOP also point out that qualifications are an imperfect signal of skills and that policy efforts to validate informal skills may go a long way towards mitigating skill mismatches.

In terms of additional policies for tackling skill mismatch, it is clear that further expansion of higher academic education attainment rates may not always be the right recipe for employment. By contrast, good-quality and labour-market-relevant vocational

education and training, which argues for more work-based learning, has proved its worth. It is also widely accepted that strengthening key competences and soft skills within education curricula is desirable, given that a significant part of employer recruitment difficulties reflect such skill deficiencies. The empirical analysis underpinning Cedefop's arguments make it clear that the challenge of mitigating skill mismatch is dependent on ensuring responsive feedback loops between VET and the labour market. The best way to accomplish this is by striking closer stakeholder partnerships, building trust and engaging in coordinated actions between VET institutions and labour market actors.

### Talent Strategies not fit for Fourth Industrial Revolution

A Deloitte Insights research report suggests that a large number of company executives don't believe their organisations have the right talent to succeed in the fourth industrial



revolution. Deloitte's report, *The Fourth Industrial Revolution is Here – Are You Ready?*, surveyed 1,600 C-level executives across 19 countries. It explored their readiness to capitalise on 'Industry 4.0': defined by Deloitte as 'the marriage of physical and digital technologies to benefit customers, employees, communities and other key stakeholders'. Only a quarter of executives surveyed are highly confident they have the right workforce composition and skill sets needed for the future, despite 84% saying they are doing everything they can to create a workforce for Industry 4.0 As a result, 61% of executives globally envision their organisations making greater use of temporary or contract workers in future. 56% said that the fourth industrial revolution will instigate a complete rethink of social and labour contracts.

**Societal impact:** Executives overwhelmingly (87%) believe Industry 4.0 will lead to more equality and stability, and three-quarters say



business will have much more influence than governments and other entities in shaping this future. However, executives doubted their ability to influence key

societal factors that would help achieve this. Less than a quarter believe their *own* organizations hold much sway over issues such as education and learning for employees, environmental sustainability, or social and geographic mobility. This gap is echoed by the expectations of Millennials, who believe multinational businesses are not fully realizing their potential to alleviate society's biggest challenges.

**Business Strategy:** Deloitte's research found that while Executives see new business or delivery models as the biggest threat to their organizations, they are largely using Industry 4.0 technologies as a tool to make existing operations more efficient and cost-effective. That leaves untapped tremendous opportunities to pursue innovative business models that may not only drive value for direct and indirect stakeholders, but better protect them from disruption.

**Talent:** Many executives don't seem to feel the urgency of tackling the challenge of the future of the workforce—even though only a quarter are highly confident they have the right workforce composition and the skill sets needed for the future. This may be explained by the findings that a vast majority of executives believe they are doing all they can, that they can rely on existing education systems, and that their current employees can be retrained. Put simply, they are concerned but also don't believe radical changes are necessary to ultimately get them where they need to go. While historically technology creates more jobs than it destroys, these newly created jobs should be encouraged by effective workforce development.

Deloitte's conclude that executives, globally, understand Industry 4.0 will bring dramatic changes, and they need to prepare. Yet they are less certain as to how to take action, acknowledge that time is limited. In this age of unprecedented global social and economic connectivity, the fourth industrial revolution is happening quickly, in ways large and small. If leaders choose to think more broadly and act decisively, their organizations may play a leading role in ensuring Industry 4.0 acts as a positive force.

### Apprenticeships: Problems loom with UK Apprenticeship Levy

Introduced in 2017 the UK apprenticeship levy was designed to counter the long-term decline in employer investment in training in the UK. From April, 2017, all employers in the public and private sector with a pay bill of over £3m have to contribute to the apprenticeship levy (0.5% of their annual pay bill). However, a Chartered Institute of Personnel and Development (CIPD) survey of employers warns of unintended consequences as nearly half (46%) of employers paying the levy expect their organisation to simply rebadge existing training.



Main findings of the survey indicate that more than a half (53%) of employers who pay the apprenticeship levy want to see it replaced with a training levy. Among those already paying the levy, just one in five (17%) support the existing system. The survey of more than 1,000 employers also shows that nearly half (46%) of levy-payers will be encouraged to simply re-badge current training activity in order to comply with the new regulations. Among that group, more than half (52%) will re-badge existing training activity into level 2 apprenticeships, equivalent to five GCSEs. In addition, a fifth (19%) of levy paying firms, including 35% of SMEs, don't plan to use the levy at all to develop apprenticeships, but will simply write it off as a tax.

The CIPD state that "our research shows that the straitjacket of the apprenticeship levy is forcing many firms to re-badge a lot of their existing training as apprenticeships, as they seek to claw back the levy they pay. In many instances this is not adding any additional value and is creating a lot of additional bureaucracy and cost. Apprenticeships are extremely important, but other forms of training are equally valuable and often more flexible and better suited to the needs of organisations. A move to a more flexible training levy would

have the effect of continuing to prompt greater employer investment in skills, including apprenticeships, but in a way, that is much more responsive to employers' needs". The research also found that more than a fifth (22%) of employers still don't know whether they are paying the apprenticeship levy, and one in eight (13%) who know they will have to pay have still not calculated what the levy will cost them.



The findings, from the report, come after a sharp decline in the number of apprenticeship starts, with just 48,000 new apprenticeship starts between May 2017 and July 2017, a 59% drop on the same period in 2016. Evidence from the CIPD report, together with the latest official statistics suggest the levy will also continue to drive the creation of too many level 2 apprenticeships, which offer much poorer returns to individuals in terms of future wages and often provide limited progression opportunities. The levy was hoped to help promote apprenticeships at higher skill levels including at degree level. According to the CIPD "The UK Government needs to seriously review the levy to ensure it is flexible enough to respond to employers' needs and to drive the greater investment in high quality training and workplace skills needed to boost UK productivity".

The report also raises concerns about apprenticeships within SMEs and calls for better support both for those that pay the levy and those that don't, to help them to design and implement effective apprenticeship schemes. Too many SMEs are either not planning to use levy funding to invest in apprenticeships or are planning to write the levy off as a tax." The CIPD call on the UK Government to invest £13m a year to provide HR support to small businesses in order to give them the capability to respond positively to Government initiatives such as the apprenticeship levy.

*Assessing the early impact of the apprenticeship levy; CIPD, 2017*

### Graduates value soft skills for the future

Graduates believe that technological advancement will have a positive or very positive impact on the



future of business Half of graduates consider soft skills the key capabilities they will need for the future, according to research from CEMS (the Global Alliance in Management Education).

The survey of 433 CEMS graduates found that more than half (56%) consider either social skills (33%) or the ability to manage people



(23%) the most important skills to develop as technology makes inroads into the workplace. They rated these soft skills more highly than teachable hard skills (7%), technical job-specific content skills (7%), or process skills such as critical thinking (12%).

In contrast to the dystopian vision often depicted, 97% of respondents also believe that technological advancement (including automation/AI) will have a positive or very positive impact on the future of business.

Roland Siegers, executive director of CEMS, said the “human touch” will increase in importance in the workplace of the future. “Technological disruption is clearly at the forefront of the minds of our graduates. However, rather than having a bleak vision they see

this as a fresh opportunity to get ahead if they can develop the right approach and skills. This new generation of leaders will display high cultural intelligence as they operate globally; able to move through the initial stages of small talk and fast-forward to connecting at a deeper level. These skills will mean they will have high potential to successfully lead international teams and thrive in a technological age.”

The research suggests that future leaders are keen to seize opportunities presented by technological disruption, but that this will require a skills revolution. Rather than relying on high levels of technical proficiency, exceptional people skills will help them navigate this uncharted territory.

**Ed Note:** CEMS was founded in 1988 and the network includes 30 schools across 5 continents, 74 Corporate Partners (multinational companies) and 7 Social Partners. The programme unites international-calibre professors from leading universities and business schools, multinational companies and non-profit organisations, jointly designing and delivering both theoretical knowledge and practical know-how through the CEMS Master’s in International Management. Upon graduation, students’ careers take a truly international path in a great variety of sectors and in many cases within multinational companies:

- 97% are employed or continuing their studies
- 49% cent are living outside of their home country
- 75% work for multinational companies/

More details at CEMS’s web site: <http://www.cems.org/>

..... contd from page 8

## Mauritius Sectoral Skill Development Scheme

this premise, support institutions can also come together at the sector level to address skills requirements. Adopting sectoral approaches helps to focus attention on shared



needs. As skills needs change, different sets of skills will be required over time. Sectoral approaches help to look at what must be done to develop the technical skills of existing workers in the sector to allow organisations to perform well, and keep people’s skills updated and upgraded.

The Human Resource Development Council, Mauritius, has developed a Sectoral Skills Development Scheme (SSDS) to better structure and develop such type of demand-led projects. The SSDS is a bottom up approach targeting industry associations to meet the technical skill development needs of their members, by providing them an opportunity to mount, develop and implement specific skill development programmes based on common needs through a clustering approach. The primary objectives of the SSDS are:

- To address the specific skill development needs of employers by

supporting industry associations in funding, supporting and monitoring technical skill development programmes;

- To boost technical skills development sector-wise;
- To reduce the skills gaps, under-skilling, up-skilling, skills obsolescence and skills shortages of employees through the skill development programmes;
- To encourage organisations to gauge clustering opportunities for technical skills development in their sector of activity;
- To motivate organisations to identify new trends and innovative practices in skills development and apply these to their context; and
- the future technical skills needs in their industry.

Projects emanating from the SSDS will be based on a co-funding philosophy. The HRDC will provide funding for eligible applicants up to 80% of the total amount disbursed on skill development. The remaining 20% is incurred by the applicant whether in cash or in kind (venue, logistics, etc). A refund of the expenses are effected upon submission of respective receipts for eligible expenses from the industry association(s). Illustrative pilot projects include:

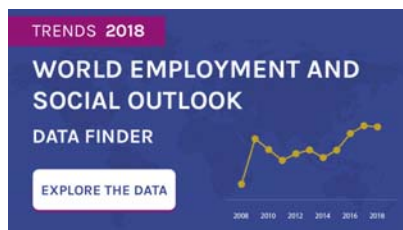
- Mauritius Export Association – Micro-mechanics for the jewellery, watch and diamond sector
- Association of Mauritian Manufacturers and Business Mauritius – National Energy Efficiency Programme

Further details can be found on the HRDC web site: <http://www.hrdc.mu/index.php/projects/sectoral-projects>

## RESOURCES, PUBLICATIONS & CALENDAR

### World Employment Social Outlook

The International Labour Organization (ILO) has launched its flagship report, *World Employment and Social Outlook: Trends 2018*. According to the report the global unemployment rate has been stabilizing after a rise in 2016. It is expected to have reached 5.6 per cent in 2017, with the total number of unemployed exceeding 192 million persons. As the long-term global economic outlook remains modest despite stronger than expected growth in 2017, the report attributes the positive trend between 2017 and 2018 mainly to the strong performance of labour markets in developed countries, where the unemployment rate is projected to fall by an additional 0.2 percentage points in 2018 to reach 5.5 per cent, a rate below pre-crisis levels. In contrast, employment growth is expected to fall short of labour force growth in emerging and developing countries, but has nevertheless improved compared to 2016.



This year's edition highlights the challenges for the coming year in jobs and the labour market and looks at global and regional employment trends. The report also focuses on

efforts that need to be put in place to improve the quality of work for jobholders, paying particular attention to working poverty and vulnerable employment.

Resources made available linked to the report include a 'Data Finder' which enables users to Explore the ILO's set of estimates on employment around the world. See:

<http://www.ilo.org/wesodata/>

### The gender gap in employment: What's holding women back? ILO 'Info Story'

Around the world, finding a job is much tougher for women than it is for men. When women are employed, they tend to work in low-quality jobs in vulnerable conditions, and there is little improvement forecast in the near future. The InfoStory provides a easy to use, highly visual resource (see illustrative web extract) which enables the user to get the data behind the trends and learn more about the different barriers holding women back from decent work. It includes data on the issue from a range of different countries worldwide.

<http://www.ilo.org/infostories/en-GB/Stories/Employment/barriers-women#header>

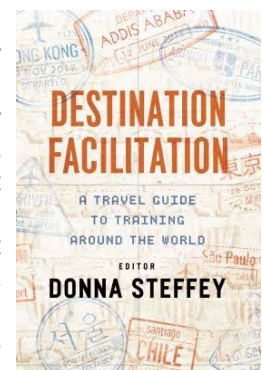
**Ed Note:** The ILO's "InfoStories" provide an innovative and in-depth look at key issues in the world of work. They allow users to delve into a broad range of multimedia content on particular themes, such as child and forced labour and discrimination in the workplace. In

InfoStories, readers can navigate through videos, data visualizations, illustrations and other interactive elements that present complex concepts and the results from ILO research in clear, jargon-free language.



### Training in a global context

The world may seem to be getting smaller and more familiar, but that doesn't mean the same instructional techniques or training styles work everywhere. Organizations worldwide need talent development professionals who can design and deliver learning content that meets the needs of diverse workforces. A new book from the ATD, *Destination Facilitation*, edited by Donna Steffey, is rich in tips for creating incredible training experiences around the globe. This book brings together a team of 16 expert trainers to share their knowledge and wisdom on productive training results, whether you're in Abuja or Zurich. These explorers present the best techniques for needs assessments, design processes, facilitation, and classroom management in whatever country or region to be visited.



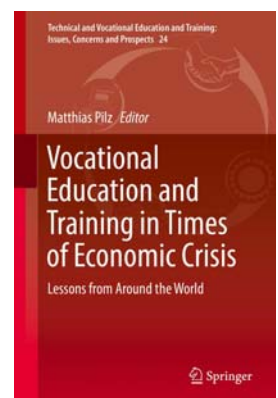
Key messages are "get to know your audience", "master body language dos and don'ts" and "avoid the cultural mistakes that interfere with learning transfer". Also it advises the need to plan for the logistics and technology constraints of training abroad. The opportunities to design and deliver training in another country should not be missed. *Destination Facilitation*, enables such opportunities to be grasped with confidence.

Donna Steffey is an international trainer, author, adjunct faculty at both Lake Forest Graduate School and DeVry University, USA.

Steffey, D. (Ed), *DestinatiuonFacilitration*, ATD; 2017 <https://www.td.org/books/destination-facilitation>

### VET Around the World

This book brings together a broad range of approaches and methodologies relevant to international comparative vocational education and training (VET). Revealing how youth in transition is affected by economic crises, it provides essential insights into the strengths and weaknesses of the various systems and prospects of VET in contexts ranging from North America to Europe, (e.g. Spain, Germany or the UK) to Asia (such as China, Thailand and India).



Though each country examined in this volume is affected by the economic crisis in a different way, the effects are especially apparent for the young generation. In many countries the youth unemployment rate is still very high and the job perspectives for young people are often limited at best. The contributions in this volume demonstrate that VET alone cannot solve these problems, but can be used to support a smooth transition from school to work. If the quality of VET is high and the status and job expectations are good, VET can help to fill the skills gap, especially at the intermediate skill level. Furthermore, VET can also offer a realistic alternative to the university track for young people in many countries.

**Mathias Pilz, Ed; Vocational Education and Training in Times of Economic Crisis: Lessons from Around the World 2017, Springer**

### Developing Line Managers as People Managers

Human Resource Development (HRD) within an organizational context continues to face challenges to demonstrate impact and contribution to business success. This article provides an account of HRD practice in a large Indian manufacturing company. A difficult business and industrial relations context in the early 2010s provided the stimulus for HRD to take a more strategic role within the organization. The article focuses upon HRD's initiative with the company's line managers. Fundamentally managers needed to take greater responsibility for managing their people. The approach followed and the interventions made to equip managers with a set of new capabilities are critically assessed. The initiative reflects how, appropriately positioned and supported, HRD's impact can be significant in terms of business performance.



**Pinisetti, N. et al Developing Line Managers as People Managers: HRD Impact in DFPC, India; IJHRDPP&R, Vol 2, No 2.**

### National HRD in Oman

This paper is set within the context of Oman, where National Human Resource Development (NHRD) has been utilized to develop the knowledge and skills of the indigenous population, create job opportunities for a greater number of job seekers and reduce the nation's dependency on expatriate labour (Omanization). The National Training Programme (NTP) is the key initiative that aims to achieve Omanization and which provides the context for this paper. This "training mingled with employment" commenced in 2003 and has provided training for more than 36,000 individuals, in areas as diverse as commerce, industry, and craftwork. However, despite these encouraging figures, produced by the Ministry, there is a lack of empirical research that surfaces the voices of the other stakeholders involved in the NTP policy implementation. This paper addresses this void and illustrates how the key stakeholder groups: the Ministry of Manpower, Training Providers, Employers, and Trainees viewed the implementation of the NTP policy. In doing so, the paper highlights the complexities of the relationships involved and illuminates an emerging 'blame culture', which, if left unacknowledged, will hinder

the implementation of the NTP, and impact negatively on Omanization.

**Al-Harthy, A. et al; 2017, National HRD in Oman: a Stakeholder Perspective on the Implementation of the National Training Programme; IJHRDPP&R, Vol 2, No 2.**

### Calendar

ATD 2018 Middle East Conference and Exhibition; 9 April, Dubai. Theme: 'Evolutionising Learning In A Disruptive Environment'. More details at: <http://atdmiddleeast.com/>

Africa HR Summit, 11-12 April, Johannesburg, South Africa. Unlocking Growth Through HR. More details from: <http://www.mercersignatureevents.com/africahrsummit/agenda.shtml>

CIPD, Learning & Development Show, 25 – 26 April; Olympia, London. 30+ conference sessions, 50+ expert speakers and a wide range of L&D providers and suppliers. More details at <https://events.cipd.co.uk/events/landd/>

ATD International Conference and Exposition; 6 – 9 May, San Diego, California. One of the world's largest talent development events. More details at: <http://atdconference.td.org/>

Digital Learning Summit; 16 – 17 May; live online event. Organised by the eLearning Guild the Summit will explore ideas, technologies, and strategies being leveraged in preparation for a disruptive new world. More details at: <https://www.elearningguild.com/summits/content/5341/digital-learning-summit-2018-home/>

Women into Leadership. Now in their ninth year, the annual Women into Leadership conferences have established themselves as the key events for all those interested in seeing leadership opportunities for women enhanced; 22nd May, Glasgow, Scotland; 28th June, Belfast N. Ireland; 11 September, London. More details from: <http://www.womenintoleadership.co.uk/about>

University Forum for HRD; Annual Conference 2018; 6 – 8 June, Newcastle Business School, Northumbria University. The theme of the UFHRD 2018 Conference is: "Power and possibility: unleashing the potential of HRD ". More details from: <https://www.northumbria.ac.uk/about-us/news-events/events/2018/06/university-forum-for-hrd-annual-conference-2018/>

15th International Conference on Human Resource Management; 13 – 15 June, Madrid Spain. This conference has been held biennially since the 1980s in venues all over the world. The theme for the 15th Conference is Managing People in a Changing Global Environment More details at: <http://www.ihm2018.org/>

18th EURAM Conference (European Academy of Management, 20 – 23 June, Reykjavik, Iceland.

Main theme: Research in Action – Accelerating knowledge creation in management. More details from: <http://euramonline.org/annual-conference-2018>

ATD 2018 India Summit; 18 September, Mumbai; 20 September, Bangalore. ATD returns to India for the sixth annual ATD 2018 India Summit. The theme of this year's event is creating a culture of learning and innovation. More details from: <https://www.td.org/2018-atd-india-summit>

ISPI EMEA 17th Annual Conference; 20 – 22 September, Göteborg, Sweden. More details at: <http://www.ispi-emea.org/>



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UddeshKohli (India)  
S-50, Greater Kailash-1  
New Delhi 110048, India  
Tel: +91 11 41619842 (office)  
Fax: +91 11 2645 1604  
sgiftdo@gmail.com  
ukkohli@yahoo.co.in  
Website: www.iftdo.net

#### EDITOR

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

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For details, visit <http://atdconference.td.org/>

### IFTDO appoint Business Development & Marketing Consultant



Following a Board decision taken at Kuala Lumpur in October last year IFTDO have appointed Talha Shabbir to take on a role as Business Development and Marketing Consultant. Talha is currently CEO of a Karachi based online eatery. He has also considerable experience working with Terra Biz; a leading training, conference and exhibition provider in Pakistan.

As Business Head and prior to this Business Development Manager Talha played a key role in establishing Terra Biz as a leading player in Pakistan's corporate event management arena. Talha holds a Masters of Business Administration degree. His main tasks will to begin to drive and develop a number of IFTDO's strategic commitments as regards membership growth, membership engagement and participation, and developing the value proposition of IFTDO as a federation. It is expected he will look closely at the role of social media to help achieve these goals. He commenced work in this role on 1 March.

### IFTDO MEMBERSHIP APPLICATION

#### Category of Membership applying for:

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

Official Organisation Title

Address

Telephone

Fax

Website

Name & Title of Contact Person

E-mail

#### Payment Choice:

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

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

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

Dr. Uddesh Kohli, Secretary General, IFTDO  
S-50, Greater Kailash-1  
New Delhi 110048, India

Scan and email to: [sgiftdo@gmail.com](mailto:sgiftdo@gmail.com),  
or [ukkohli@yahoo.co.in](mailto:ukkohli@yahoo.co.in)  
Fax: +91 11 2645 1604 Phone +91 11 41619842