



Summaries Programme International HRD Conference 2006

TUESDAY OCTOBER 10, 2006

09.00-10.00: Plenary Keynote

Plenary keynote: Roberto Carneiro

Central theme: The learning society for sustainable development

Grote Zaal

I am very honoured to be able to address the International HRD Conference 2006 on 'The Learning Society for Sustainable Development'. This is a high profile event that elicits a crucial theme to the future of our societies and to the realisation of a Europe of Knowledge and Learning. As a member of the Advisory Board I am encouraged to bring a modest contribution by highlighting some main concerns arising from the domain agendas of public policy, education research, and lifelong learning. However, first and foremost, I regard my participation in this forum as a unique learning journey, an opportunity to further my personal understanding on the future shapes of our economies, societies and learning systems.

If knowledge is the engine of our modern societies than learning must be its fuel. Moreover, both are integrated into meaning-making processes that constitute the fabric of our emerging learning societies. After all, the quest for meaning and wisdom is an integral part of the human predicament. The better we intertwine learning and meaning the more sustainable will turn out our learning societies. This is why lifelong learning – for the enhancement of sense and interpretation – is a fundamental lever for the delivery of human advancement and societal well-being. Cultivating humanity, building community, and finding accrued purpose in lifelong learning, are central topics to my interest in 'Learning for Meaning' and priority themes in my current research endeavours.

Thus, in short, my keynote presentation will focus on the overall theme of 'Lifelong Learning for Sustainability'. I shall begin by explaining the value chain that roots on data processing and leads up to enhanced meaning and inclusion: data-information-knowledge-learning-meaning. 'Learning, The Treasure Within', the UNESCO much heralded report on Education for the 21st century, will provide the cue to the four pillars of learning and to the combined matrix of four vertical learning processes and six horizontal learning purposes that constitutes one of my research agendas. I will then refer to the centrality of people in the knowledge and learning society, in regard both to the corporate world and to the realm of community sustainability. Considerations on the changing landscape of teaching and learning will lead to highlighting two closely related challenges: inclusive knowledge and self-regulated learning.



My presentation will conclude with a submission of scenarios on a Learning Society for All that are complemented by a vision on a New Social Contract designed to serve the purpose of a lifelong learning adventure that is both meaning-making and inclusive.

Roberto Carneiro, Lisbon, 17 August 2006.



10:00-11:00: Keynote Lectures and Conference Sessions 2.1.

Keynote: Monique Bolung (CPD)

Grote Zaal

The world is changing at a faster rate than ever before. Organisations are therefore also changing faster than ever before. The management of organisations must act promptly and decisively: indecision leads to lagging behind. Key words are: fast, active, quantity.

Training and development seem to be about learning a great deal in a short time and seem to be aimed at action and interaction.

People must have more ability, must know more and be able to do more. People must be able to work autonomously and at the same time be good at working together.

In a context where more, better and faster are what count, what do coaching and personal development have to offer?

What coaching and personal development have in common is that people form the point of reference. Key words are: rest, reflection, pause.

In order to take part in this fast world, it is important to take the time to know who you really are:

- who am I?
- what do I want?
- what is important to me?
- what can I achieve and what do I want to achieve?
- what do I do?

These are the questions which people ask themselves in personal development and coaching.

In its coaching sessions and courses, the SVC School for Coaching concentrates on the interaction between the person and his or her work context.

In addition to the above questions, the following questions are also considered in coaching:

- what identity does the organisation have?
- what is the mission of the organisation?
- what are the core values of the organisation?
- what does the organisation want to achieve?
- what is the ambition of the organisation?
- what are important competencies of the organisation?

So in addition to self-examination, examination of the organisation is also necessary. In coaching, people examine how, in a meaningful way and based on their own possibilities, they can allow their environment to grow.

Coaching is therefore aimed at the issue of how people, with their own possibilities and potential, can contribute to the world or to organisations.

In my view, personal development by itself is not sufficient to contributing to the world.



Personal development itself is mostly directed towards oneself. In my opinion, every person is now needed in order to make this world 'a better place to live and work'.

In my presentation, I will let you experience the paradox between the noise of a dynamic examination and the silence of a self-examination, between fast and slow, between learning and pausing, between alone and together.

Monique Bolung

10:00-11:00: Conference Sessions 2.1.

Corporate Governance: HRM has a role to claim (CG)

Martin Groot Wesseldijk, Robeco Group

Kleine Zaal

Corporate Governance has become a business-issue of utmost importance nowadays. Financial disasters like Enron and Ahold were eye catching events. Although the impact of those events can not be underestimated, there is more background to the importance of Corporate Governance than just financial mismanagement. Yet sound business management seems only to be a playground for departments like Compliance and Audit. HRM seems to neglect the magnitude of the developments and does not claim any role. Meanwhile integrity, sustainability and social responsibility have become commercial KSF's for business. Since on the other hand 'learning' has grown into an individual subject matter, a coordinating contribution from HRM/ HRD is needed.

T-Mobile's key attributes of young generation learning (D)

Bart de Bock/ Selma Spaas, T-Mobile the Netherlands

Emmazaal

T-Mobile's workforce is young and ambitious. In this Good Practice Presentation we describe the characteristics of how this young generation would like to learn and develop. We explain the key attributes of learning that are used as a basis of our learning activities and tools. Best practices are given to illustrate how programs and tools can be designed to fulfil the learning needs of a young work force. The best practices are related to management development, self service concept for learning and development, and workshops on self management, work-life balance and career development.

Leadership for sustainability (SAL)

E. Cavagnaro, G.H. Curiel, CHN

Clauszaal

The workshop presents a new understanding of the role of leadership in the process to develop sustainability and lasting improvement in quality of life. Authors distinguish and connect in a framework three levels of sustainability, i.e. the individual, organizational and societal. By exploring the interconnectedness of the three levels of the framework and their



interrelated dimensions, the critical role of the individual level is revealed. Authors argue that an effective approach to sustainability starts from the inside, i.e. from the individual level. This not only implies a decisive role for personal leadership in the change path towards sustainability but points also in the direction of new possibilities for human resource development.

Diversity at first sight – diversity at second sight (D)

Yvonne van der Pol, Luz azul Trainingen

Raadzaal

Diversity contains those differences between people that have social consequences, such as gender, age, ethnical background, sexual preferences and the state of health of people. Working with diversity always means dealing with the tension between equality among people on one hand and with diversity of people on the other hand. Being equal and being different at the same time!

Methods of creative thinking can help us in exploring the existing diversity and in finding creative approaches for possible improvement. This workshop challenges you to make the step from watching diversity at first sight towards watching diversity at second sight!

Self-knowledge and leadership: Towards sustainable leadership in a changing environment (SAL)

Ria van Dinteren, Doreen Admiraal, Fontys University of Applied Sciences

NH-Indonesië

In this practical workshop you are challenged to make your own self-portrait as a sustainable leader. You will experience and gain deeper knowledge about your own basic attitudes. In combination with ones owns talents it will provide you with tools you can use in your own practice.

People are driven by passions and act from basic attitudes. In the basic attitudes you can see a personal pattern This is the start for talent development. As a leader you have to recognize both: passion and the basic attitude from yourself and the people in your organization in order to develop the acquired competences.

Coaching and Personal Development Competencies in a Learning Organization (CPD)

Jean Barbazette, The Training Clinic

Bestuurskamer

The impact of those who coach others can dramatically improve when coaches can agree on competencies and work toward developing themselves and others in a systematic way.

Participants will be able to:

- Identify how competencies are built from knowledge and skill
- Identify what constitutes basic and advanced coaching competence
- Identify how to measure coaching competencies
- Identify steps to set up a competency assessment process for coaches



- What's the difference in certificate and certification programs?
- How to set up a personal improvement and coaching plan?

2015: Successful organisations make the best use of talent by being sensitive employers: creating loyalty by offering freedom (LSC)

Ester de Bruine, Yolanda Buchel, GITP International B.V.

NH-Suriname

Only organisations that are able to establish a sympathetic long-term relationship with their staff will be able to develop innovative power. Like loving parents, they must continue to challenge their employees to make the most of their abilities, let go of the familiar and try new roles. The uncertainty that this entails demands a safe environment: a highly committed organisation, offering a lot of latitude and strong social cohesion. How can employers integrate the revival of sensitivity in business and the new emphasis on long-term relationships in a context in which short-term considerations and actors, such as shareholders, seem to dominate? A debate between a top employer, a politician, a scientist and a young high potential will help you to refine your vision of your own role as an employer in 2015.

Creative Action Methods. Improve your facilitator skills to enlarge the learning (BBL)

Drs. Jitske Kramer, HumanDimensions

Mauritszaal

Real learning takes place if people not only see an event differently, but are also able to be different and act differently. Mental learning, which provides insights and gives a theoretical framework, should therefore be combined with experiential learning. Creative Action Methods stimulate this learning process: exploring through action, playing out roles and scenes, and experimenting with new behaviours in a safe environment.

This presentation consists of:

- an overview of Creative Action Methods
- how to integrate these methods into training programmes
- the use of psychodrama techniques
- skills and roles needed to facilitate and support effective experiential learning.



11:30-12:30: Keynote Lectures and Conference Sessions 2.2.

Keynote: Åsa Skogström, CEO, The Hunger Project, Sweden (D)

Grote Zaal

The traditional top-down development approach of foreign aid treats people as passive beneficiaries and undermines the most important resource which is the creativity of hungry people themselves. Despite increased rhetoric about gender inequality, most traditional aid resources continue to go to men.

It is easy to speak about empowerment, but to truly work with empowerment is much more difficult. Through the many years of The Hunger Project working in partnership with people at grassroots in Africa, Asia and Latin America, trying to develop effective bottom-up strategies, three critical elements have been discovered. 1. Mobilizing grassroots people for self-reliant action 2. Intervening for gender equality 3. Strengthening local democracy. When combined, these elements empower people to make rapid progress. Building empowered communities in which people play an active role in their own cultural environment is one of the main goals of The Hunger Project.

Many parallels can be drawn with the corporate world. A manager whose leadership is founded on self-insight, a strategic and a holistic view can, by supporting and challenging co-workers to develop their unique and full potential, create a successful business. Focusing on the added value of diversity stimulates sustainable development.

Keynote: Ruud van Ommeren, President of the Zuidema Groep (BBL)

Kleine Zaal

How to close the gap between non-sustainable and sustainable learning and training

A lot of ideas, concepts and training models come and go. Is the same happening in other applied sciences like e.g. applied medical science or are their applications of theories and models more consistent? If we have to conclude that the application of different theories of learning and development are not consistent enough to pass "the bar of science", how can we close the gap between solid and consistent scientific theories and the practice of training and development? May be that the cognitive neurosciences and specially Brain based learning can bridge the gap. This presentation will open the discussion about what has to be done to cross the small and fragile bridge between biogenetics and cognitive neuroscience on one side and a solid and sustainable learning- and development practice on the other side.



11:30-12:30: Conference Sessions 2.2.

Leadership and the Art of Life (SAL)

Nina Lazon, Wim Galjee, Academia Aemstel, Joep Dohmen, philosopher
Emmazaal

In the post-modern complex world business leaders not only need business competences. As people spend a major part of their life in organisations, there is a growing need to build organizations in which people feel connected, organisations that are attractive to live and work in.

This workshop focuses on Art of Life Leadership: the art of living the good life as a person and as a leader. For that leaders need to define an attitude towards their life and make deliberate choices about a meaningful life in which authenticity, autonomy and connection play an important role. They have to obtain practical wisdom. This can be found through the worlds of philosophy, art and science.

EuroOccupations workshop: gaining insight into the comparability of occupations within the EU. (LF)

Judith de Ruijter & Esther de Ruijter, Arbeid Opleidingen Consult
Clauszaal

Differences in occupational structures within the EU exist and are recognised. However, insight in similarities in occupational structures and how these may differ between national contexts is lacking.

In order to facilitate HRD professionals and researchers to obtain insight in how occupations compare across countries and how problems of incomparability of occupations can be tackled, the EU funded project 'EUROOCCUPATIONS' aims to build a detailed European occupations database. This database will include information on e.g. required education, credentials, tasks and required competencies for a large number of occupations.

The objective of this workshop is to inform experts and users about the occupations database: how it is built, what occupational information it will include and how it can be applied.

The impact of training and personal development on work attitudes: Three cross-sectional studies in the public sector. (CPD)

R.C. Visser/ Dr. E. C. van der Sluis, Free University Amsterdam
Bestuurskamer

This study examines the impact of facilities for training and personal development on work attitudes of employees in the public sector. The main finding of our three sample study is it is not the facilities themselves but the perception of organizational support for training and personal development that determines commitment, job satisfaction and the intention to leave. Also the perceived benefits of training and personal development seem to relate to commitment. Besides, this study suggests that the actual training participation has a positive effect on job security and internal and external work security. Based on these findings we



argue that facilitating and creating a supportive learning environment is an effective way to stimulate the work attitudes of employees and to enhance their employability.

Leadership in Professional Organisations (SAL)

Ir. Marcel J. Wanrooy, GITP International B.V.

Raadzaal

The management of professional organisations is inherently problematic. The best professional is often promoted to become a manager... consequently we lose a good professional in exchange for a bad manager. Excellent professionals are content-driven, they are perfectionists and they have big egos and that is exactly why they fail as a manager. What to do?

Sometimes a 'real manager' is recruited from outside. However colleagues don't accept leadership from the outsider. Based on PhD research among 58 professional organisations and six case studies the author answers the questions: (1) Why do professional organisations choose a manager from outside? (and why not?) and (2) What makes the outside manager fail or succeed?

Another solution is to identify professionals - being respected but not necessarily prima donna's - with management potential. HRD officers are challenged to develop special MD activities for those high-level professionals!

Talent Spotting at Nederlandse Spoorwegen (Netherlands Railways) (CPD)

Martijn Rengers, Netherlands Railways

NH-Indonesië

Can we spot future leaders by assessing present performance alone?

Can we predict performance at future competencies on the basis of mere talent?

We don't think so.

The definition of talent for leadership depends on the definition of future business. That's why leaders have to spot talent themselves, and need to share their definitions with other leaders. This way a common sense of what leaders want to see in high potentials arises.

This workshop will make people aware of the different angles with which they look at high potentials, and will make them share and align these angles.

Homework assignments in Coaching (CPD)

Cora Smit, Kessels & Smit

Mauritszaal

The coach can substantially enhance coaching effectiveness in between sessions. The coach and coachee agree on focussing on a specific new behavior, that will have the most impact on certain ineffective behavior. The coach gives support in between sessions by commenting on daily coachee-e-mail reports. The most effective coach-interventions to e-mails are appreciative comments, questions, suggestions and positive attributions. The brain is plastic and does remodel itself. A new strong pattern is formed in 40 days.

The coach and coachee work together to build strong new neurological patterns that can survive for a long time after coaching.



HR managers and environmental management in Thai business organizations (CG)
Busaya Virakul, The National Institute of Development Administration (NIDA)
NH-Suriname

The environment is a critical issue affecting many business organizations in terms of their corporate social responsibility (CSR) and good governance. Should HR managers be involved in the environmental management activities of their companies? If so, what form should this involvement take? This paper is a survey research examining the opinions of HR managers in Thai business organizations listed on the Stock Exchange of Thailand (SET) in 2005. The presentation will report the research findings (response rate of 41.1% from a total 472 companies) with particular focus on how Thai HR managers rate their company performance and their role in environmental management.



13:00-13:45: Lunch Sessions

Lifelong learning: strategy and self-organization (CPD)

Kas Burger, participant in EU Grundvig project/ Schouten & Nelissen
Emmazaal

Policymakers consider Lifelong-learning (LLL) crucial to realise the ambition to become the most competitive economy. Despite all the correctly sounding political intentions lifelong learning is complicated. Do not focus only on lower educated people. The issue is also how to make better educated people more aware about the urgency of permanent learning? Competency management, personal development plans, informal learning are only part of the story. To be competitive means to link external changes to needed competences. LLL is about strategy, it means commitment of topmanagement. Should we wait for them? Employees have also a responsibility. How can we strengthen self-organization of people?

The acknowledgement and the rational use of Power in Human Resource Development

Joachim Koch, JFK-Consulting Coaching Training International
Clauszaal

Actually the use and misuse of power in work and business is getting a growing importance. But the daily exertion and suffering of power happens mostly silently and secretly. A similar situation can be observed on the side of human resource development. Although the need of professional support to cope with power and its consequences seems to be considerable, there are no generally established and standardized approaches, tools, standards and common experiences to refer to.

The round table discussion shall deliver a forum for management and leadership professionals and human development professionals to establish an opportunity of systematic exchange of experiences and to outline some requirements for professional consulting and training to deal rationally with power in work and business.

Manage your competences! Career management and the role of accreditation of prior learning (WPL)

Erik Kaemingk, Martine Maes, Knowledge Centre APL - Kenniscentrum EVC
Bestuurskamer

The accreditation and validation of competences (accreditation of prior learning - APL) is a powerful instrument to enhance competence development at the workplace.

This round table discussion focuses on the question: What is needed for individuals to manage their own career?

How can individuals increase their employability throughout their working life? They should be able to work on their own competences, update their competence profile once every few years and change workplaces independent from structures, systems or financing regulations. Speakers representing both the personal and the system perspective will discuss the topic with the audience.



Strategic Learning Governance: Towards a Framework for Managing Innovation and Learning in the Knowledge Economy (WPL)

Drs. D.T. (Daan) Assen MBA, Siennax Learning Services

Raadzaal

In today's knowledge economy learning capabilities of organizations are crucial for the creation of sustainable competitive advantage. But, learning aligned with strategy and focused on generating innovations is difficult to realize. In management theory several practices are described from knowledge management, via human talent management to corporate universities. But, no integrated framework for managing learning in organizations is available and practical guidelines are missing as well. This round table discussion will be based on a project aimed at developing a framework for Strategic Learning Governance. The project was based on interviews, literature research and a questionnaire. The discussion will focus on the main findings from this study.

Brain in Movement. The Application of Brainbased Learning in the Corporate Environment (BBL)

Leonore Stollwerk, ABP

Mauritszaal

Emerging scientific insights into how the human brain functions offer exiting opportunities for HRD-professionals to redesign traditional training courses into activities that appeal to people's natural ways of learning. Teaching and learning according to the brains natural learning paths stimulates all our senses and opens the gateway to the rediscovering of the sheer joy of learning. This may help to encourage older employees, in particular, to start learning again.

This workshop presents the key elements of Brain-based Learning and the scientific research on which these elements are based. Participants will experience a part of the Learning how to learn course which is designed according to these key elements.



14:00-15:00: Keynote Lecture and Conference Sessions 2.3

Keynote: Manfred van Doorn (SAL)
Grote Zaal

Images of sustainable leadership

1. More growth with less pollution is only possible if we create an experience economy and a learning oriented society which can generate money in a meaningful way. And which can be meaningful in a money generating way. It is necessary that we strive for an experience based society where having contact with neighbours and appreciating your surroundings is more valuable than the new car or the long trip. Where death and infirmity are not pushed away or denied but are integrated and accepted as a real part of life.
2. Leaders of the next decade will need to deal with bigger crises and greater possibilities than ever before. The birth of the hydrogen economy will come at a price and the shift of power away from the U.S.A. to China and India will not be painless. More than ever, the world needs visionaries.
3. Sustainable leadership implies that the personality of the leaders themselves is in balance between short and long term needs and drives. That they have and are renewable resources. That they can turn inward to radiate outward. And that they know how to decrease and delegate their power when their time has come.
4. Training and helping sustainable leaders to develop demands new approaches, both didactic and moral. It requires global networks of trainers and trainees, best practices and hands-on project-based learning.
5. One aspect of sustainable and global oriented leadership development is helping leaders reconcile opposing trends, interests and cultures. This is why the concept of the paradox is so important.
6. Related to this reconciling approach is the ability to make a connection between right and left hemispheres (both geographically and neurologically). Leaders should learn to think and communicate in images and metaphors.

Manfred van Doorn trains leaders to recognize the bigger picture and larger cycles by showing them the structure of movies and stories. He teaches them using film excerpts which are part of a bigger idea. In his lecture, Manfred will show some powerful paradoxical leadership excerpts and will discuss them with the audience.



14:00-15:00: Conference Sessions 2.3

European Policy, practice from Leonardo da Vinci projects and needs from companies (2 hours: 14:00-16:00) including keynote speaker João Delgado (SLD) Joop Nafzger (consultant), Siegfried Willems (head National Agency), Anne Potters (consultant), Dr. Hans-Dieter Schinner (Leonardo Project Leader), Mag. Brigitte Zoerweg (Leonardo Project Leader)

Kleine Zaal

The National Agency is responsible for the implementation of the European action program for vocational training in The Netherlands on behalf of the European Commission and the national authorities

The goal of this session is to clarify the European approach towards sustainable learning and development. Policies, like the Lisbon objectives 2010 and the Maastricht Communiqué, focus on the needs from economical sectors and companies. European policy and projects from Leonardo meet professionals from the HRD community.

Mr. João Delgado, Head of the Unit Leonardo da Vinci. of DG Education and Culture of the European Commission, will be key note speaker on Competences and Skills in Companies and Lifelong Learning and the goals and ambitions of the European Commission. This will be accompanied by short presentations of best practices by project promoters from successful Leonardo da Vinci projects in which company skills and lifelong learning are key elements. Additionally, a round table discussion will be held between participants in the conference on what companies and sectors need for staff training and development and what the European Union can do to help.

João Delgado, responsible for implementing the Leonardo da Vinci programme in Europe. Leonardo da Vinci is the European Programme for Vocational Education and Training (VET). From 2007 on, Leonardo will continue as a sub programme for VET in the new European Lifelong Learning Programme (2007-2013). Lifelong learning encompasses learning for personal, civic and social purposes as well as for employment-related purposes. It takes place in a variety of environments in and outside the formal education and training systems. Lifelong learning implies raising investment in people and knowledge; promoting the acquisition of basic skills and broadening opportunities for innovative, more flexible forms of learning. The aim is to provide people of all ages with equal and open access to high-quality learning opportunities throughout Europe.

The essence of the Lisbon Strategy and of the follow-up to the Copenhagen declaration focuses on two main priorities:

- 1) The development of the European labour market (...Europe to become the most competitive knowledge based economy...)
- 2) The transformation, modernisation and adaptation of the European Education and Training systems (... for them to become a world reference...).

Instruments to achieve these goals include the Europass, the single Community framework for the transparency of qualifications (in particular the certificate supplement) and the



European Qualifications Framework (EQF). The Leonardo da Vinci programme plays an important role in preparing European citizens for entering the labour market, thereby reducing unemployment. Taking companies' needs into consideration, the programme helps build a skilled European workforce in an increasingly competitive world. The involvement of sectors and branches in developing education and training is essential.

Within this framework, it promotes mobility, innovation, and quality of training through transnational partnership - cooperation between various players in vocational training, such as training bodies, vocational schools, universities, businesses, and chambers of commerce.

A great number of Leonardo projects aim to find solutions on issues concerning skills in companies (particularly SME's). Others are developing innovative approaches to life long learning in companies.

In a Leonardo project, these various players work together in an international partnership where 4 up to more than 10 countries are involved. This vast network of projects with international partnerships is spread throughout 32 participating countries in Europe, whereas National Agencies implement the Programme at national level. It is a source of innovation and opens opportunities to disseminate and exploit results and good practices in a perspective of sustainable learning and development.

The Leadership Lessons from India's Software Companies: Creating Leaders in a changing milieu. (SAL)

K. Jayshankar, Empowered Learning Systems
Clauszaal

It is a well known fact that the Indian economy has been booming in the last decade at about 8% per annum. One of the key sectors that has fueled this growth is the Information Technology (IT) sector. This paper examines the initiatives in this sector and inter alia enquires whether the Leadership displayed in this sector is the traditional command & control model that was so prevalent in the old social order or is there the flavor of the new global economy? Besides, the presentation examines instances of HR practices from the leading IT companies of India.

The workplace as powerful learning environment within a knowledge productive organisation. (WPL)

Lenny Vleugel, Marlo Töller, Humanitas & ValentRDB, organisations for healthcare
Bestuurskamer

Work organisations within the knowledge economy are rapidly evolving into systems of knowledge production and application.

If working and learning are merging into a single process, what are the implications of this for the roles of all participants? A shift is needed in the way in which participants roles are perceived and how design principles are applied.

During the workshop we will explore the consequences of the shift in roles within the workplace.

Using a specific example from our work environment, participants of the workshop will respond and participate in the further design and development of the aforementioned roles.



We share knowledge regarding how to apply new convictions and experiences acquired in these new roles in an international context.

The rationality of a sex segregated labour market: a life course perspective (D)

Judith de Ruijter, Arbeid Opleidingen Consult

Raadzaal

Western labour markets are strongly segregated by sex. This sex segregated structure of the labour market reflects the traditional life courses of men and women. The changing life course patterns of both women and men have diminished the rationality of the sex segregated structure of the labour market. Nonetheless, the sex segregated structure of contemporary Western societies still remains intact.

This paper examines the role of the educational system in understanding the persistence of the sex segregated labour market. Therefore, the Dutch case of gender specific 'colouring' of educational programs will be investigated, by analysing the gender neutrality of occupational competence profiles. These competency profiles will constitute the basis of educational programs for vocational training in the Netherlands.

Taking up the personal challenge: empowering myself! (2 hours: 14.00 - 16.00) (LF)

Ruud Duvekot, Foundation European Centre Valuation Prior Learning

NH-Indonesië

People invest in themselves, often without realising this. Valuation of Prior Learning (VPL) is an instrument to recognise and value all this learning that not only takes place in formal education but also in other learning environments. VPL paves the way for made-to-measure development of the individual.

The workshop focuses on:

1. demonstrating that each individual and organisation could use the opportunities VPL offers for people to learn and develop their competences always and everywhere.
2. 'hands-on' working on your own documentation of learning experiences by filling in your own integral portfolio on the basis of the 10 steps-model of VPL.

Culture shock within cultural diversity? (2 hours: 14.00 - 16.00) (D)

Rick Blokhuis, Phil Robson, Boertien Training

Mauritszaal

"We both speak English, work for the same organization, know why we are here, and what needs to be done. Then, why is there misunderstanding?; why doesn't he use his initiative?; why does he say 'yes' when he really means 'no'?; why does he miss deadlines?" Why, why, why.....?

Sound familiar?

This workshop is dynamic and interactive. Intercultural trainers and training actors from the Boertiengroep provide the opportunity to experience a culture 'shock' for yourself. You'll



experience the effect this has on your behaviour, and the psychological process that we go through when confronted by norms and values that differ from our own: another culture! We provide you with 'food for thought' as to where you and the organization stand regarding cultural diversity. You will gain an idea of the competencies needed to manage the differences.

Join us and step into another world!

Understanding your staff's intercultural competences: Insights from the cultural Readiness Check (D)

Ursula Brinkmann, Intercultural Business Improvement

Emmazaal

Intercultural competences are a key topic in international HR management. The better professionals can assess differences in intercultural competences, the better they can design effective learning interventions. I will report on my company's research based on the Intercultural Readiness Check (IRC), a valid and reliable questionnaire that assesses vital intercultural competences.

Our research, conducted with Dr. Dianne van Hemert, University of Amsterdam, is based on answers from more than 5,500 respondents from diverse cultural/professional backgrounds. It provides new insights into factors affecting the development of intercultural competences, in particular, previous experience abroad, cultural and gender differences, and differences between industries.

The role of trans-national cooperation in promoting workplace learning partnerships (WPL)

Pekka Kämäräinen, Alan Brown, M'Hamed Dif, on behalf of the Leonardo da Vinci project "Workplace learning partnerships"

NH-Suriname

The symposium is based on the work of an ongoing European project. The introductory paper ("Workplace learning partnerships between education, training and HRD") by Pekka Kämäräinen & al. gives an overview on country-specific issues and on the development of the project. The second paper ("Supporting Workplace Learning Partnerships") by Jenny Bimrose & al. discusses the use of web-based learning spaces to provide rich learning experiences for practitioners who are guiding adult learners. The third paper by M'Hamed Dif ("The role of regionalisation, internationalisation and networking in promoting workplace learning partnerships") presents insights into cross-border cooperation viewed by the French partner.



15:00-16:00: Learning for Sustainable Development

Learning for Sustainable Development

Grote Zaal

Education is a key factor for change. Therefore the Dutch Program 'Learning for Sustainable Development 2004 –2007 picks up precisely at this point. Part of the program is aimed at the learning organization, with focus on government(s) and policy-making. The objective here, is to implement more sustainable decisions, making sustainable development an integral part of governmental decision making processes. In this focus-area, national, provincial and local governments learn how to deal with integral policymaking, the participation of citizens and organizations and how to improve the quality of their own structure and performances.

Learners at all levels will be encouraged to use systematic, critical and creative thinking and reflection in both local and global contexts. Because education for sustainable development aims at a shift in people's mindsets we aim at functional 'triangles' in organisations: initiators, (middle-)management and organisational staff like HRD-professionals.

In the masterclass you will meet members of the 'triangle' :

Lonneke Roerdinkholder (HRD province Flevoland)

Wiebe Brandsma (manager Environment Province Zuid Holland)

Jan Poulissen (manager internal organisation Ministry of Foreign Affairs)

Facilitator is mr. Cees Anton de Vries.



15:30-16:00: Conference Sessions 2.4.

A European Case Study in Performance Improvement (SLD)

Diane Fryman, Performance Technology Solutions

Bestuurskamer

Whether you are new or experienced in the performance improvement and training field, you will go away with information regarding this real Call Center client and a clear idea how to best monitor any performance intervention you like. We will show you how we took the basics of evaluation theory and built it into our intervention to guarantee results. We will provide an overview of the case and a chance for you to interact in some problem solving issues related to it.

By attending this session you will learn the following:

- How performance problems were identified within the call center
- How the training and organizational solutions to the performance problems were applied
- What results were obtained from the various interventions based on monitoring process

The Role of HRD in the Retention of Employees (LSC)

John H. Cox, Cox Learning Group

Raadszaal

The role of HRD practitioners is expanding to include both organizational learning as well as performance improvement in an effort to help their organizations solve performance problems...such as improving the retention of Human Resources talent.

Organizations speculate about why employees decide to stay or leave their jobs. Two major field-based research studies, one funded by The Coca-Cola Retail Research Council and the other by a major hospitality firm provide a systematic and validated process to answer this speculation.

Learn how to utilize an evidence-driven, performance-focused four step model for identifying specific organizational and management practices that drive employee retention.



16:00-17:00: Plenary Keynote Lecture

Plenary keynote: Karin Jironet
Grote Zaal

The Art of Personality

The notion of leadership is currently undergoing sharp scrutiny, whether consciously undertaken or not. This is a necessary result of transformations which our society is experiencing; changes which have been underway for quite some time and which are now accelerating, e.g. globalisation. One effect of these developments is that interdependencies, between economies for instance, become more visible. At the same time, the role of the individual is emphasized – how much impact can the individual exercise and in what way?

Obviously there is no single answer to such a question. Furthermore, I believe it can only be meaningfully approached in a cross-disciplinary way – sustainable development, in whatever area, is a matter of relatedness.

Examining the question of leadership and sustainable development, I draw on my expertise in the areas of Sufism, theology, psychology and cultural communication. This obviously places the individual leader and his or her personal development at the centre. And it is around this vantage point that my presentation revolves.

Leaders who invest in self-development, development of consciousness and of conscience, share a view of themselves as instruments for leadership. They also see the value of their leadership as intimately linked to their performance as leaders. Hence their wish for the amplification and fine-tuning of this instrument.

Contrary to the view on development with connotations of growth, progress, accumulation and consolidation, I argue that development comes with passive reflection, renunciation and unlearning.

This is not to say that leadership, let alone sustainable leadership is a passive thing - quite the opposite. Sustainable leadership requires consciousness and personality – to merge these is an art.

You will be invited to think along these lines and to reflect on your own personal view on leadership during the course of my presentation.