



Summaries Programme International HRD Conference 2006

WEDNESDAY OCTOBER 11, 2006

10.00-11.00: Keynote Lecture and Conference Sessions 3.1.

Keynote: Judy Whittaker (LF)

Grote Zaal

I was delighted to receive an invitation from NVO2, the Dutch Association of HRD professionals, to participate in the Advisory Board for the International HRD Conference with a central theme of "the Learning Society for sustainable development."

The Chartered Institute of Personnel and Development, (CIPD) for whom I work, is the professional body for HRD specialists in the UK and Ireland, and one of its central aims is to advance the management and development of people to the benefit of individuals, employers and community at large, so this theme has great importance for us. The CIPD undertakes research to develop the body of knowledge in our profession and disseminates this through a wide range of publications, courses and conferences, and so is very pleased to participate in this international conference.

The opportunity to speak at the international conference was also of great interest, since my current role for the CIPD is to assist in the development of HR specialists in many parts of the world using CIPD'S professional standards and qualifications.

I have worked as an HR specialist throughout my career, first as a practitioner in industry and retail distribution, then as a university lecturer. But for almost 20 years now I have worked for CIPD and its predecessor organisations in providing professional qualifications for HRM and HRD specialists which enabled them to develop their organisations and the individuals working in those organisations.

Learning from the future, the sub-theme and context for my presentation, is a challenging concept! In my presentation I will be exploring the need to learn from the future at 3 levels: the level of the profession as a whole, of the organisations in or for which we work, and of the individual. At all three levels, I will be exploring the theme of continuing professional development, how we as individuals ensure that we keep up to date, as this has been a development priority for me and for CIPD for most of the last 20 years.

In this era of globalisation, and particularly at an international conference, there is a particular challenge to learn from the future if we are operating internationally, where contradictory assumptions and objectives produce so many learning opportunities!

By the end of my session, I will try to reflect on the implications of all these issues for the future of the HRD profession.

Judy Whittaker

Senior Consultant CIPD



10.00-11.00: Conference Sessions 3.1.

Challenges in Training Jobseekers to become Competent Technicians (D)

Dr Mohamed Abdulla Sharif, Zamil Industrial Investment Company
Mauritszaal

The paper addresses the challenges in developing the skills and the attitudes of jobseekers to become competent technicians. It starts by outlining the diversity of the educational and social background of the jobseekers and their effects on developing effective training programmes that meet the employers' requirements. The procedure followed in developing and delivering effective and relevant training programmes are outlined and a typical example of an effective programme is described. The paper concludes by summarising the role and the characteristics of an effective trainer as well as outlining the training function.

A performance based approach to HRD at the San Camillo Forlanini Hospital in Rome Italy (SLD)

Pauline M. Voortman, Ceseco International/ Bureau Zuidema B.V.
Emmazaal

In this good practise presentation we will the Leonardo project 'The added value of Human Performance Technology (HPT) in Life Long learning'. We will illustrate the findings of the state of the art research on HPT in Italy and present the results of a pilot training on HPT at the San Camillo Forlanini Hospital in Rome. The findings will be interesting from three points of view:

- Does the performance based approach really turn training efforts into value adding results for organization, employees and society?
- What is the effect of an American methodology as HPT on employees working in an Mediterranean culture? And does this difference of culture influence the results of the pilot?
- Which is the influence of the fact that all the participants are medical doctors, with only a parttime role in HRD?

The shift from teaching to learning – Effects of trainer personality and learning atmosphere (BBL)

Karen Blümcke, PERSPEKTIVwechsel – Institut für Bildung und Beratung
Clauszaal

"Brain-friendly" circumstances to stimulate effective learning can be forged easily by the trainers personality and by the figuration of the learning environment. This workshop stresses the importance of intrinsic and extrinsic attribution for learning processes and shows how to modify them with playful easiness.

The expected learning outcomes for participants:

At the end of this workshop participants

- experienced how to stop obstructive persuasion
- experienced how to inspire new positive suggestions



- use peripheral incentives consciously for the creation of "brain-friendly" circumstances for learning
- experienced "Learning can be fun AND efficient!"

Increasing effectiveness of multicultural teams (D)

Eva Jordans, Bas Arends, Schouten & Nelissen

Bestuurskamer

As a result of globalisation we increasingly work in multi-cultural teams. When well managed, cultural diversity becomes an asset. However, many organisations experience a disappointing effectiveness of multicultural teams. Among managers and HR professionals there is an increased realization that support for multicultural teams is needed. However, what are effective ways to support the management of cultural diversity in these teams?

Our experiences working with multi-cultural teams indicate that awareness, mutual respect and the aim for synergy are key.

In this workshop we will present and demonstrate constructive ways of supporting multicultural teams in dealing with their cultural diversity.

Beyond the learninggroup: Personal learning as an innovative tool for organisational development (CPD)

M.J. Kauffman, K-Consult, E.H. Nabben & C.H.L. Sigaloff, Nyenrode Business University

Raadzaal

This workshop is about new ways of learning and facilitating learning processes to a deeper level of sustainable change for the employee/manager and his organisational context. We discuss, explore and learn about the principles that are leading for the learning behavior of the individual, the group and the network he/she organizes as part of sustainable change. We differentiate traditional methods as action learning from the intervention methods we use. We look at important criteria for learning behavior and for facilitating and coaching the learning process. As an outcome you'll know more about the concepts, competences and conditions for tripleloop learning and the dilemma's and burning questions that go along with it for you as facilitator.

Highly intelligent and gifted employees – key to innovation? (LSC)

Frans G.P. Corten, Werk en Waarde/ Arnolda P. (Noks) Nauta, Centre of Excellence, Neth. Soc. Of Occupational Medicine

NH-Indonesië

Highly intelligent people think critically and outside conventional frameworks. Consequently, they are typical innovators. However when working for linearly managed and model-based organisations, they might not show their capacities. In HRD, the capacities and needs of giftedness are often not recognised. Surprisingly little is published on this subject. As a result, innovative powers are left untapped. In an interactive presentation we share with you experiences of coaching dozens of gifted people at work. What are the circumstances and



tasks in which they perform best? We propose carefully constructed experiments. Leadership and cultural innovation will play a key role.

USG people e-Campus; learn to know, learn to do, learn to be. A complete and integrated new way of learning for a European top 5 player in Europe in staffing & HR solutions

Rob van Baarsen, USG People

Kleine zaal

USG people wants to position the right (new) talent in the right place. With approximately 100 new employees each month, training and development is a department with a strategic attention.

One of the ways USG People exploits their developments is by further expanding e-learning activities, facilitate workshops and formalising informal learning by FSR's e-campus; this is an innovative electronic platform where internal personnel can acquire new knowledge, organise learning and share experience, when and where they prefer, at their own pace.

Virtual projects: Sharkworld, dare to dive (II) (WPL)

Peter Smulders, OTIB, Marcus Vlaar, Ranj Serious Games

Emmazaal

'Virtual projects' focuses on the approach of serious gaming as a tool for work place learning. In a lunch session on the 1st conference day, the participants are invited to participate as a project leader in the online virtual project of Sharkworld, a theme park that is being built in south-east China. In the following days they will be contacted at random intervals by their project team for decisions on problems that arise. They must then interact with the team by e-mail, chat and internet. For this purpose internet access will be available to them during the whole conference. A best practice presentation on the final conference day will address the experiences of the participants. The scope and content of Sharkworld will be clarified in a framework of competence based learning and social constructivism. The workshop concludes with a debate on the use and further possibilities of serious gaming in HRD."



11:30-12:30: Plenary Keynote Lecture

Plenary Keynote: Joseph Kessels
Grote Zaal

Towards a Learning Society for Sustainable Development.

Our society is rapidly moving towards a knowledge economy. Individuals, teams, and organizations therefore need to develop the necessary competencies to participate in a working life that is mainly based on the construction and application of knowledge. Traditional approaches to management, training and development probably will not provide the learning environment that is required for improvement, innovation and sustainable development. This slow but dramatic change in our society will have a tremendous impact on organizing work and on the meaning of learning.

The knowledge economy offers the possibility of prosperity to those who can join the new elite of knowledge workers. It also inherently creates new social imbalances. Therefore, the learning environment should help individuals – regardless their great or small talents - to develop these talents and take part in various forms of meaningful work. As a consequence, professionals in the domain of human resource development will have to reconsider their role and their potential contribution to a 'knowledge productive' work environment.

The Learning Society is the basis for sustainable development and forms one of the cornerstones on which the development of a modern cooperative Europe is founded. Then, lifelong learning will not only be focused on technological advancement, but also on co-operation, coherence and solidarity. Creativity and responsibility are closely related, as are efficiency and the quality of life. Leaders and professionals will work on the continuous development of human as well as social capital. In a learning society, HRD can play a key role when it comes to sustainable growth. But then, practitioners, executives, politicians, academics and artists, should collaborate in an atmosphere of curiosity and professional enjoyment. HRD might play the role of catalyst in such a learning society.

Human Resource Development is not an exclusive corporate interest. More than ever before, individuals want to master their own lives and expect to contribute to the economy and society. Learning opportunities and decent work underpin individuals' independence, self respect and well-being, and, therefore, are the key to overall quality of life. Investing in people, is the focal point in the European Union's policies, not only to play an important role in the knowledge economy, but also to resolve existing social problems of unemployment, social exclusion and poverty. Economic growth, innovation, social cohesion and lifelong learning and sustainable development are considered as inseparable. These policies put Human Resource Development at the core of a learning society and a knowledge economy.