



Summaries Programme International HRD Conference 2006

MONDAY OCTOBER 9, 2006

10.30-11.15: Plenary Keynote

Plenary Keynote: Tony Frost

Grote Zaal

Tony Frost, Chief Executive Officer WWF South Africa, Tony Frost is representing ITO Focus International. He is a plenary keynote speaker about the central theme: The learning society for sustainable development

Tony Frost is a fifth generation South African; educated at Queen's college, Queenstown and at the Universities of Natal, Cape Town, South Africa and Wits. After spending about five years in a Board level marketing position, he has worked at top level as Human Resources Director for 20 years and then ran his own company which specialised in assisting organisations to design, but more importantly, to implement their strategies. He served 2 years as President of the Institute of Personnel Management (Southern Africa) (1991 & 1992), the largest professional human resource management body in Africa. He is a member of the Advisory Boards of the Wits University School of Business Administration and the Global Forum of the International Society for Human Resource Management. He is also currently the Chairman of ITO Focus International (Pty) Limited and was appointed Chief Executive Officer of the World Wide Fund for Nature: South Africa (WWF-SA) in 2002.

Tony regularly delivers presentations at conferences, both locally and internationally, on the subject of strategies in organisations, and in, particular, the importance of people making the strategy work. Presentations have been made, amongst others, to annual conferences of the International Institute for Human Resource Management, the Society for Human Resource Management (USA), IFTDO, ASTD as well as many South African conferences, seminars and workshops. His key message will be about understanding the world we live in and why leadership is critical at this time



12.00-13.00: Keynote Lecture and Conference Sessions 2.1.

Keynotes: Pamela Boumeester & Eric Koenen

Learning and sustainable change (LSC)

Grote Zaal

Change management, two top managers leading important change processes in large companies share their experiences. They choose a unique form to talk about the things they faced. 'Art 'is one of the methods they use in this interesting session.

How to establish innovative competencies in organizations (LF)

Ton Dijkzeul, Pieter Stein, Boertien Training/ Dirkjan Stevens, Cendris, TNT

Kleine Zaal

We present a proven approach towards how young managers create new business opportunities by "learning from the future". Small groups of managers cooperate on innovative projects. Through sponsorship they seek to create a platform within the organisation. We believe that the younger generation has good access to future trends (optimum creative opportunity), whilst the senior managers hold the wheel (optimum managerial ability).

Issues to deal with are taking responsibility, entrepreneurship and organizational sensitiveness. Senior managers feel the need for innovation but are oriented towards short term results. Educating a group of younger managers in business innovation helps to develop a more innovative culture. The HR department plays an important interconnecting role in this.

Embedded learning in career transitions? (SLD)

Zjev van Dun, CINOP

Emmazaal

Social partners within the building and construction industry started a pilot to develop an approach for career development. Within a broad pilot, a general model has been developed. Five different phases assist the employee in transferring from one job position to another. Embedded learning is firmly connected with this career transitions. The pilot has been successful in its intentions: participants are in general satisfied and the project contributed also greatly in the prevention of them becoming disabled. Starting 1 July 2006, the project has been continued on a national scale. 28 Regional Career Centers for Building and Construction career officers in every center are equipped with all the facilities and instruments to act as an independent advisor.

'You can't live (with or) without them' – Professional participation as the key to organizational change (LSC)

Patrick Vermeulen, GITP

Clauszaal



Basically: organizational change means changing the behaviour of the individuals who form the organization. Participation in different aspects of organizational change is therefore a key-factor for success. The workshop presents a new conceptual framework, in which different types of organizations and their possibilities for participation are considered. The framework identifies the organizational elements that play a role in participation and the relationships between these elements. The framework also explores the effect of these organizational factors on individual participative behavior and its determinants.

Learning in the generation gap (D)

Barbara van der Steen & Aart Goedhart, Kessels&Smit

Bestuurskamer

In the workshop 'Learning in the generation gap' the experience of prejudices towards age-groups is shared. So are their effects on working & learning together. Stereotyping and polarization may jeopardize an open dialogue. Learning gets harder when the focus is on the differences and the misunderstandings. We invite you to join us in this interactive workshop to explore the dynamics between generations and reflect on the different perspectives between groups.

Perpetuum mutabile, vision or fiction? (LSC)

Ingeborg Rademakers, De Nederlandsche Bank

Raadzaal

The purpose of this interactive workshop is "to answer the question if organisations can create a mechanism that makes employees want to change permanently and with pleasure, in order to improve the organisations and their own performance". In other words, how can your organisation create a perpetuum mutabile, or would the pursuit of such goal be fiction rather than vision?

The expected learning outcomes are:

- Awareness of your own paradigm about (organisational) change
- Insight into some good and bad practices in creating change
- Input from other organisations, to further develop your

Research Platform

Coördinator: Dr. Lidewey E.C. van der Sluis, Vrije Universiteit Amsterdam

NH-Indonesië

There is a long tradition of research in the field in learning in organizations and human resource development and there is still a lot of interesting research in progress. The Research Platform at the conference is aimed to create a platform for sharing up-to-date knowledge and raise new research questions in this research field. By this we hope that this part in the program would spur not only new routes in the investigation of the learning and development in organizations but also contribute to the extension of your network. All conference attendees are invited for this easily accessible interactive session. Please stop by and join us in our conversations and discussions.



“Dia flektion” learning from future experience. (LF)

Drs. Rita Vermeulen, rcm training, coaching & advies

Mauritszaal

Wouldn't it be great if we could learn from the future instead of only from the past?

If you are an academic, HRD professional, manager or student and you are intrigued by the idea of learning from the future, in this workshop you can find out if it works for you!

- workshop activities are diverse and interactive e.g.: discussion, visualization, drama techniques
- conditions are created for an experiential learning process. You can explore the future as a source of learning, co-create knowledge on this subject; experience the future 'as if' it was here and now; harvest your own learning outcomes; formulate your next step
- come prepared: think about a future experience you'd like to have, to learn from
- be WELCOME!

Rebuilding the support (LSC)

E. Driessen, P. C. Hermans, A. Boer (CVZ), A. Gillert & C. Sprenger (Kessels & Smit)

NH-Suriname

In november 2005 a new management team was selected for a restructured CVZ, the semi-public organisation in the Dutch health insurance system. The restructuring was the starting point for a new way of working with stakeholders.

The managers designed a change programme based on development and learning. The unique points of this approach were to explicitly use personal interests for organisational development, and to focus change interventions around individually formulated core situations. These core situations were the 'moments of truth' in which the new organisation would prove true to its ambitions.

An invitation to share in our work in progress!



13:30-14:15: Lunch Sessions

Virtual projects: Sharkworld, dare to dive in (I) (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."

MANAGERS AND HRD: BUILDING BRIDGES. Integrating learning and organizational change: a performance based approach (WPL)

Jan D. Breejen, ISBW
Clauszaal

The current paradigm on learning is firmly centered on training and education. This is remarkable, since most experts on learning and management agree that profound learning only happens when a person is confronted with a real challenge and coached or supported in other ways on the job. Still, 'work & learn' programs are isolated successes because of current management practices. The objective of the round table discussion is to discover ways to successfully integrate learning experiences in work and change projects. How do we learning professionals deal with this challenge?

The generation gap: unleashing a great learning potential (D)

Joris Methorst/ Tjip de Jong/ Pepijn Pillen, Kessels & Smit
Bestuurskamer

This workshop examines the mounting organisational interest in learning and the generation gap. Members of different generations learn in different ways and therefore can learn from and with each other. HRD as a field is increasingly confronted with these differences and is challenged to utilize them in stead of emphasizing the gap and the barriers this brings. In this interactive workshop we will exchange successful experiences on learning from and working with members of different generations. Together we will explore what factors are responsible for these successful experiences. To conclude we will discuss how we are able to use these factors in order to encourage learning in organisations within and between different generations.



Corporate Governance: a multiple stakeholder perspective (CG)

Egbert Kinds, Core Commit

Mauritszaal

Corporations determine far more than any other institution the air we breathe, the quality of the water we drink, even where we live. Yet they are not accountable to anyone. Corporate accountability is rapidly becoming a more important topic for reputation and success in the business world

The lecture will show how different stakeholder perspective also means that conflicts might arise that have to be balanced by the CEO. In order to balance value conflicts the CEO must have identified the different stakeholder and bear a clear picture of the identity of his organization in his mind.



14:30-15:30: Keynote Lecture and Conference Sessions 1.2.

Keynote: Trude Maas (CG)

Grote Zaal

Being both a politician and a business person, I know that the human factor is the key factor in present-day society at large and in economic development in particular. By exploring and developing human talents we can make the world a better place for everyone.

It is my deep conviction that we learn every day in every situation, be it in the workplace or elsewhere. But very often we do not take the time to really reflect on what we have experienced and what we can learn from it. Nor do we really share those experiences. That is why the very concept of Open Innovation is in itself a problem. But it is still a key condition for sustainable development.

So I was very much pleased that this HRD conference would be focussing explicitly on sustainable development. The decision to participate on the Advisory Board did not need much reflection.

I see two focal points:

- well trained people are a sine qua non for developing our complex world and
- sustainable instruction and learning processes have to be developed to underpin the quality of our knowing.

One of the things we should learn at a young age is to reflect and to realize how experience sharpens our knowledge and our competencies and how we can share this learning with other people and other organizations.

It is also from this perspective that I am a strong advocate for life-long learning which however does not mean 'sitting in classrooms'. Teachers do not have a monopoly on creating a rich learning environment!

I believe that the foundation for our life-long learning is laid in schools and universities. But it only becomes real in our working life. The workplace is a rich learning environment and employers should be more aware of this. A good company develops human talent and invests in a sustainable society. It would be unwise to just rely on the received academic training for the entire life of our workforce.

People develop, society changes, demands change. New matters arise.

The very subject of my keynote speech is an example of the type of development I aim for. Governance has recently received much more attention. This is partly due to corporate scandals but it is also due to globalization, to sheer scale and to the demand for transparency from different stakeholders. And it is also due to a well-educated population which rightly asks questions and wants to participate.

None of the present-day business leaders have been prepared by training for this demand but they nevertheless have to find the right answers.



In the conference, I want to share my personal experience with the growing demand for accountability and transparency for both governments and for companies. Accountability of all sorts. In the banking sector, where I am working as a non-executive board member, globalization creates an ever stronger demand for legal compliance. Being a multinational means complying in many different countries and within many value systems.

Since being a multinational also means in many cases being a complex matrix based organisation, it becomes a very complex task to secure worldwide compliance.

It can and should be done through training, but creating a compliant corporate culture is of course the ultimate goal.

In my speech I will elaborate on the experience in the banking sector, on the role of the human factor but also on the role of ICT as a support technology. ICT makes our lives sometimes more complex, but it is also a very strong tool in solving the problems which globalization and modern society impose on us.

14:30-15:30: Conference Sessions 1.2.

Aligning HRD and Executive Development (SAL)

Wim Heine, Sara Lee/ Jan Versteeg, ABN-AMRO NV/ Willem van Baarsen, Corus Group plc/ Han van der Pool, Heineken University/ Rino Schreuder, Journal for Management Development

Kleine zaal

Executive Development seems to have taken an isolated position in HRD. Developing executives is often perceived as a separate, exclusive, and more customised activity.

This symposium aims to unveil the elements to improve the alignment between HRD and ED, through a careful analysis of the similarities and differences; and a closer look at the essence of management and leadership.

The debate during the symposium will work in the direction of a distinction between four development areas: professionals, managers, executives and leaders.

The development of managers and professionals does not greatly differ from other HRD-activities. The development of leaders and executives requires dedicated attention although not necessarily separate from other HRD-activities.

Coaching leadership in organizations (CPD)

Sari van Poelje

Emmazaal

Due to the rapid changes in the global market and increased competition there is less time for management decision taking and a greater need for out of the box thinking. Many organizations realize that developing their leaders is more necessary than ever. However the return on investment of most training programs in terms of behavioural change and creativity is very low.



Research into effective learning has shown that leadership is mostly learned through key learning experience, supported by coaching. In this workshop we will review the key learning process and show how coaching is an essential tool to support learning for leadership.

Brainlink: Neurocognitive science linked to learning principles (BBL)

Gerjanne Dirksen, Dirksen training Advies

Clauszaal

HRD-professionals, trainers and coaches can benefit from more insight in the functioning of the brain. So you can make more explicit choices in design and implementation of training courses and learning experiences. And make your interventions more effective. In this workshop you will get a short overview of the basic brain mechanisms and new neurocognitive scientific findings, relevant to learning and performance. These are linked to 6 learning principles. You will leave this session with practical tips how to apply these learning principles. And you will be (even more) curious what future developments in neurocognitive science will bring!

How to develop a centre for Talent Development and Training? (WPL)

Eelke Tuinstra & Ariaan van Sandick, Hogeschool Utrecht, Bureau Talent

Bestuurskamer

How to organise a centre for Talent development and training? We would like to share our experiences from the last few years with you. We will do a real time role-play, which will give you an inside in the way we take action to give HRD the place it deserves within our organisation.

We have found out that is helpful to:

1. first understand your own organisation so well that you're able to name the core qualities.
2. Secondly be aware of your own strength en competences.
3. Take action were the qualities of the organisation and your own competences come together.

Embedding Change in Organizations: Communities of Practice and HRD (LSC)

Drs. Donald C. Ropes

Raadzaal

Change in organizations is an ongoing process that is facilitated by learning. This paper suggests that creating learning ecologies, in the form of communities of practice, is one way of assuring that organizational change is an accepted part of a professional's work environment. Although fostering successful communities is a difficult task, one way may be to systematically develop HRD interventions specifically focused on learning at the individual and group levels. In this paper a model illustrating the development process for communities is shown and discussed.



Development of discourse. Free space and the liberal arts: philosophy at work (WPL)

Jos Kessels, The New Trivium

NH-Indonesië

Most concepts of organizational learning hinge on the development of discourse, i.e. on the art of systematic joint reflection on hot issues. This art presupposes an attitude and a set of skills that are hard to accomplish. We distinguish three requirements for realizing such discourse: a. 'free space', room to step away, temporarily, from the usual strategic stance; b. the proper command of the 'liberal arts' of dialectics, rhetoric and grammar; c. the willingness to investigate into what philosophers call 'the good life', i.e. to render account of personal perspectives on what the common good entails.

Corporate Governance for right action: a wake up call (CG)

Leo L. Sonneveld, HUMAN TREASURES

Mauritszaal

Today, our world and civilization are on the edge. Most sustainability policies lead to no more than a reduction of unsustainable behavior, which is nice but not enough. We are one system and therefore we need policies and should make choices that are good for the entirety. Preferably to be anchored in Corporate Governance.

In this workshop you will:

1. Learn what Sustainable Development implies beyond generally accepted definitions and how it can be linked to Corporate Governance
2. Learn why increasing complexity and stakeholder interaction require new perspectives and new competencies
3. Learn what competencies are required and how this will increase your organizations' potential to recruit, develop and retain the right people

This workshop is intended for Managers and HR-professionals working for medium and large sized organizations, including governments.

Innovative Practices in Individual and Organizational Learning: Perspectives from Chief Learning Officers (LSC)

John Weathers

NH-Suriname

What is organizational learning? How is it different from individual learning?

Is it a passing fad or is there something of substance in this focus on learning? In this session, faculty from the University of Pennsylvania (America's oldest university and the first university to offer a doctorate for Chief Learning Officers) will share their own work with Fortune 500 companies and a select set of exemplary not-for-profit agencies and charities to document current best practices in individual and organizational learning and the role of the CLO in facilitating these processes. The discussion of best practices is embedded within the contours of an evolving research and practice-based model of organizational learning. The presentation will lay the groundwork for a conversation around the development of learning



benchmarks for organizations interested in improving their performance vis-à-vis strategic learning at all levels.



16:00-17:00: Keynote Lectures and Conference Sessions 1.3.

Keynote: Chris Brewster (SLD)

Grote Zaal

Chris Brewster, Professor of International Human Resource Management Henley Management College, UK. Chris Brewster researches extensively in the fields of International and Comparative Human Resource Management. Drawing on over fifteen years of such research covering over 40 countries (22 of them in Europe), Chris will outline the way that key common trends in HRM and HRD can be seen in nearly all European countries; but will emphasise the fact that each country remains distinctive in its approaches to HRM in general and HRD in particular.

“One of the most fascinating topics in this research” according to Chris “is the area of human resource development”. He argues also that it is one of the most difficult to understand, and is looking forward to the conference as an opportunity to enhance his knowledge by talking with large numbers of specialists in the field.

In his presentation, Chris will show serious research evidence, based on a repeating survey of many thousands of organisations right across Europe that proves the similarity in trends across the continent but also the distinctive nature of HR practices in each individual country. Despite expectations, one of the areas where there is little evidence of similar trends is in HRD. “We have been trying to work out why for months now” Chris says “and this will be a great chance to see if the experts can help us to understand what is going on”. Further work on the same database shows that certain practices in HRD differentiate really successful companies from average and less successful companies in Europe – but not in every country. “Our research tends to reinforce at least some of our prejudices; which is lucky for us. HRD is clearly a vital aspect not just of the way that human resources are managed and of people’s well-being, but it is also a key contributor to firm performance – we knew that anyway, intuitively, but it is good to be able to prove it. But our evidence also indicates that HRD practices vary and have different impacts in different countries and that poses a real challenge to internationally operating organisations. It will be fun to explore these with such an audience”.

Keynote: Regina Mulder (WPL)

Kleine Zaal

Globalisation, ongoing technological developments and so on, have led to discussions about learning organisations, knowledge management, lifelong learning, etc. Such developments are motive for us to pay attention to implications on the individual and organisational level. I am especially interested in the interaction between the relations between individual characteristics, their actions and the content of jobs and the characteristics of learning environments. An important challenge for companies is that the employees are not (only) numbers and costs, but real human beings whose performance (also) depends on job satisfaction and continuous professional development. A lot has been written and assumed



about the development of employees. But not so many of these assumptions have been empirically researched. That is one of the reasons why I find it important that researchers and practitioners increase the opportunities to work and learn together. Therefore I was happy to accept the invitation to be a member of the advisory board of this conference, which I like to see as an opportunity to intensify this relationship between research and practice.

Cooperation between research and practice has always been important in my work. I have been, for example, working with vocational colleges in the Netherlands (as a researcher and project leader). Together with teachers, managers and students of school, companies, and other relevant actors, we have developed innovative forms of learning environment for better preparation of youngsters for the labour market and lifelong learning. I have started with similar activities in Germany. In vocational education in both countries, part of the time is spent on learning on the job and they have to be prepared for lifelong learning. Companies often neglect the importance of their future employees. How these students are educated has consequences for HRD in companies. Next to this target group, learning processes of employees in profit- and non-profit organisations have my attention. Examples of special foci in our research projects are the development of work identity, learning by older employees, feedback processes, needs for training, lifelong learning and evaluation of training in companies. These are also relevant aspects for the students we educate, since many of them will be working in HRD departments of large companies, or in non profit organisations specialised in the development of training.

In my key note contribution I would like to elaborate on opportunities of both formal learning and informal learning for lifelong learning in organisations, based on outcomes of our research projects. Different aspects will be paid attention to, such as reasons for not participating in continuing professional development and informal learning processes such as learning from errors and feedback processes in profit and non profit-organisations. Based on these findings I will try to formulate implications for the practice of HRD.

16:00-17:00: Conference Sessions 1.3.

Acknowledgement of Competencies Acquired Elsewhere (CAE or EVC in Dutch),
Development of a CAE course (SLD)

Joke Elzenaar, Nationale-Nederlanden/ Relinde Leijten, Schoevers
Emmazaal

How can we stimulate internal and external mobility of employees? Through the Acknowledgement of Competencies Acquired Elsewhere (CAE). In a CAE course, the competencies a person acquires in his or her work are acknowledged. Participants in a CAE course can be exempted from sections or subjects of certificate-orientated training by demonstrating that they satisfy the certificate requirements in practice. In other words: job creation through skill acknowledgement, followed by focused skill development.



Nationale-Nederlanden (an insurance company) has asked Schoevers (a training institute) to implement a CAE course in order to enable secretaries to obtain a Schoevers certificate Management Assistant based on their practical experience. We would like to share and discuss our experiences with the audience.

Learning by emotion in the context of training and development (BBL)

Theo van Dellen, University of Groningen

Clauszaal

Human learning is a complex matter. Numerous theories have seen daylight in the past decennia. They almost all focus primarily on the cognitive dimension of learning. Despite these numerous theories, we don't understand human learning too well. The reason for this seems to be the general lacking role of emotion in most adult learning theory and practice. Recent brainresearch shows however unquestionable that 'learning is emotion' in the first place. What does this mean to researchers, lecturers and practitioners attempting to define, explain and theorize HRD? Two central questions are addressed here: what do recent brainresearch results indicate precisely and what do these results mean for the HRD-professionals?

7 Brain Basics To Increase Performance (BBL)

André Vermeulen, Neuro-Link

Bestuurskamer

The only way that people and organizations will maintain their competitive advantage, is if they have the capacity to out-think, out-learn and out-create their competition. This makes brain power the number 1 determiner for success in this millennium. During this session, you will experience the unlimited power of the brain and learn how 7 brain-based principles can improve performance. You will learn that utilizing both brain hemispheres, all three systems, and all four lobes of the brain is no longer optional – it is mandatory!

Challenges of Creating a Learning Culture at Workplace – A Case Study of Independent Validation Solutions, a Unit of Infosys Technologies Limited, India (WPL)

Shishank Gupta, Dr. Bharathi Rao & Veda Srinivasan Suraj, Infosys Technologies Limited

Raadzaal

Infosys's Independent Validation Solutions group (IVS) is a fore runner in the emerging area of Independent Validation of Software. Creating a sustainable learning culture is complicated in IVS because:

1. Validation is a nascent industry
2. Shortage of trained workforce –predominantly of Fresh college Graduates
3. Strong growth from a team of 4 members in 2002 to an expected 4000 by 2006
4. Need for a workforce that understands business domains & possesses the necessary behavioral competencies



Our presentation shares how IVS academy has been instrumental in overcoming these challenges and has woven learning into the DNA of the Unit.

Learning and sustainable change & the art of pressure cooking (LSC)

Hans van Zanten, Martin van Brakel, Els Groenendijk, Wil Hoeijmakers, Ria Kauffman & Charlotte Roobeek, Projectgroup Personal and Organisational Learning and Development NVO2

NH-Indonesië

Workshop Learning and sustainable change & the art of pressure cooking

See your work-environment as the kitchen of Jamie Oliver, the famous English cook. It looks like a chaos, but looking inside you discover method and order.

Innovative cooking is not only creativity. You need ingredients as passion, being connected, competency, teamwork, mastery and above all, the ability to learn, to fail and to guide yourself into the unknown.

With pleasure we invite you to our high pressure cooking workshop. We promise you a wonderful experience about deep-level-learning for sustainable change and.....a nice learning recipebook. This is an exiting chance that only 40 participants can grasp.

Go where the action is! Implementing Coaching in a large international construction company (CPD)

Cécile Claessen, ABLE/ Richard van der Naald ABLE/ Peter Lapidaire BAM Civiel projecten B.V.

Mauritszaal

This session describes a process that was designed for a major Dutch International Construction Company. We will describe this process and evaluate the lessons learned from both sides: the client organisation and the consultancy firm.

This project is aimed at creating a coaching culture by introducing and implementing a permanent (voluntary) pool of coaches, actively contributing to the development of a substantial group (25% as a minimum) of the company's employees.

We will describe and explain the different interventions: hands on training, competency based 360 feedback instruments, intranet communication and surveys.

We will share our experiences with the application of surveys and how we used the principle of "go where the action is" in re-assuring and utilising commitment on all organisational levels.

Human Talent Development; From Talent to Competence. (CPD)

A. van Dongen, Schouten & Nelissen

NH-Suriname

With an increasing number of organizations practicing competence management the question of developability of aspects of competences is growing, because many PDP's seem to effect little in terms of sustainable development of competences. In this workshop we explore the aspects of competencies that are relatively easy to develop, and which are difficult, unethical



or impossible to develop. In the workshop an underlying framework is presented to help to identify the prospects of development of competences. The intended result of this workshop is that participants learn to identify what aspects of competences are hampering development and consequently, what the prospects are that development will be successful and sustainable.