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Sustaining Development – The IFTDO Approach **Paper Prepared by Anthony J. Twigger, Executive Director, IFTDO**

Introduction

1. **IFTDO** is the global umbrella organization for the training and development industry worldwide. It is a global federation of organizations engaged in training and development. Its affiliated organizations are located in more than 50 countries. It is a worldwide network committed to identifying, developing and transferring knowledge, skills, and technology in order to enhance personal growth, human performance, productivity, and sustainable development.

Purpose of this paper

2. This paper has been prepared to show how IFTDO activities contribute to the aims set out above. More specifically, the paper has the following objectives:

- to acquaint participants with the content and scope of IFTDO field activities;
- to chart the progress of the IFTDO Sustaining Development project;
- to describe an IFTDO-generated national HRD Strategy for the Republic of Turkey; and
- to revisit the IFTDO/ILO research on High Performance Work Practices (HPWPs).

The paper concentrates on IFTDO activities which have been directly linked to two of the four core performance principles featured in the ISPI/IFTDO Conference - adding value and promoting partnerships.

IFTDO field activities

3. **IFTDO Services** is the consultancy arm of IFTDO. Services are offered through specialist consultants drawn from IFTDO member organizations in areas such as:

- assistance with HRD policies and strategies;
- preparation of project proposals;
- project planning and management;
- quality assurance in training systems management;
- organizational development and training;
- implementation of projects or sub-projects.

4. IFTDO *Services* has four main competence areas:

Analytical Studies

- Labour markets
- Organizations
- Training systems

Project development

- Preparing project proposals
- Project planning and maintenance
- Project implementation

Training quality assurance

- Use of ISO standard 10015
- Organization for quality assurance
- Training of quality auditors

Training management

- Programme design
- Programme evaluation
- Return on investment studies

5. IFTDO *Services* focuses its activities on three main areas:

International strategy

- Regional and global issues
- Quality issues
- Social issues

National HRD strategy

- Skill supply and demand issues
- Quality issues
- Social issues

NGO strategy

- Governance issues
- Intervention policy
- Staff training

IFTDO Sustaining Development Project

7. A project entitled *Sustaining development through Change Leaders* is being undertaken in conjunction with the University of Chester in the UK and the Universiti Teknologi Mara (UiTM) in Malaysia. The project is intended to ensure that the benefits of development projects are sustainable and do not cease once the finance is exhausted or the technical expertise removed. The project concentrates on the competences needed by Change Leaders implementing development projects so that sustainability of benefits is obtained. The work is being undertaken initially through the Global Center of Excellence for Human Capital (GCEHC) of the UiTM in Malaysia and will be replicated in other regions later.

8. At the IFTDO Annual Conference in Lisbon in May 2003, a group of approximately 50 representatives of IFTDO member organizations analysed the problems associated with the lack of sustainability of development projects. The group had extensive first-hand knowledge of national development projects from both beneficiary and donor perspectives. From a wide range of possible problems, they identified the lack of appropriate skills and commitment of the implementation team as the major problem. They went on to define the competencies that they thought were required for sustainable implementation. These were subsequently analysed and grouped under the following headings:

- *Establishing a vision and mission for the project* – i.e. creating a vision for sustaining a development project and preparing a mission statement to deliver.
- *Nurturing a culture for development* – i.e. specifying the main values of the local environment that will enhance growth prospects for the sustainability of the development project.
- *Engaging effective leadership* – i.e. recruiting a local Champion for the sustainability of the project who has the respect, influence and style to lead in the local community.
- *Planning a business strategy* – i.e. preparing an outline map for translating the vision for the sustainable project into a reality in the community.
- *Setting targets and measuring process* – i.e. translating vision for the sustainable project into clear and specific targets and agreeing the process for measuring progress.
- *Activating communications strategy* – i.e. orchestrating information on plans and progress to keep people involved and excited in the delivery of the sustainable project.
- *Delivering education, training and development* – i.e. commissioning, controlling and validating programmes to achieve sustainable project objectives.
- *Calculating financial prospects* – i.e. preparing a budget for the sustainable project, gaining approval and controlling the expenditure within agreed limits.
- *Transferring learning to work* – i.e. organizing for learning gained from development activities to be integrated into the delivery strategy for sustainable projects.

- *Developing cohesive teams* – i.e. facilitating the development of sustainable project key players into a team dedicated to working together and supporting each other.
- *Recognizing corporate social responsibility* – i.e. forging partnerships with local community organizations for longer term mutual benefits.
- *Measuring, benchmarking and sharing* – monitoring progress and taking action on sustainable projects compared with other projects and capturing and sharing learning.

9. The above analysis, together with subsequent development of curricula for each module, provides a firm base from which the project can be launched. The University of Chester in the United Kingdom will complete the work using IFTDO resources. Once the curricula and methodologies are completed, the modules will be made available on a distance learning basis; academic credits can be gained for their successful completion, together with their successful application, against the requirements of Certificate, Diploma or Masters' Degree qualifications.

10. The project will be undertaken in two phases.

Phase 1 will:

- identify the competencies needed by the individuals who will act as the Change Leaders, or the Team members who act collectively as the Change Leader, in the implementation of development projects and the achievement of their goals;
- develop the curricula and learning methodology for each of the competency modules;
- make distance learning modules available to allow Change Leaders to learn these competencies.

Phase 2 will:

- identify countries where there is need and enthusiasm for sustaining development projects – identification will be done jointly by donors, IFTDO, UiTM, the University of Chester, and other participating universities;
- implement pilot projects in four countries;
- give academic credits for the successful completion of modules against the requirements of Certificate, Diploma and Masters' Degree qualifications.

11. The projects will set out to solve the problems of the lack of sustainability of development activities. Thus the main indicator of achievement will be that the activities of current and future projects do not cease functioning when technical assistance personnel are withdrawn or project finances are exhausted. Other specific indicators will include:

- the number of Change Leaders who successfully complete the competency modules and who are awarded academic credits by the University of Chester;
- the percentage of country development projects that include sustaining development criteria in their design;
- the level of demand for places on Change Leader module programmes;
- the number of donors who insist on the incorporation of sustaining development criteria being incorporated into the projects that they finance.

IFTDO development of a national HRD Strategy

12. In 2005, IFTDO was awarded a contract by the Turkish Employment Organization (ISKUR), representing the Government of the Republic of Turkey, to develop a national HRD Strategy that would meet the criteria laid down by the European Union (EU). This paper reviews the methodology that was used to complete the assignment. The work was financed by the EU as part of assistance intended to prepare Turkey for eventual entry into the EU. The assignment had to take account of cultural differences and explored the formation of many effective partnerships.

13. The process of deriving the HRD policy involved the full participation of Turkish nationals selected from Government Ministries and Departments, employers' and workers' representatives, and academic and other institutions. National experts recruited by the EU's *Support to the Turkish Employment Organization* project also provided assistance. The content of the HRD policy was based on the concepts defined in the preliminary National Development Plan prepared by the State Planning Organization (SPO) in 2004 and on other Government and EU papers, including the draft Joint Assessment Paper (JAP) of 2005. The development of the HRD Policy Paper involved three steps:

14. **Step 1.** The first step was the formation of a high-level HRD Committee. Proposals were developed by the IFTDO consultant and were presented on 7 March 2005 by the experts at a high-level meeting with specially invited individuals. The proposals were accepted, and the inaugural meeting of the HRD Committee was held on 11 March 2005. A Strategic Plan was prepared for the Committee and the Committee authorized the formation of six task forces (TFs) covering the main components of the HRD policy, each TF being chaired by a member of the Committee. The task forces were:

- Social inclusion of disadvantaged groups;
- Lifelong learning;
- Rural employment;
- Active and preventive labour market measures;
- Reinforcement of the education system; and
- Adaptability and flexibility of enterprises and the labour force.

The Committee also authorized the formation of a Secretariat, staffed by the IFTDO consultant, supported by national experts, to provide assistance to the TFs as and when required. The Secretariat was given the responsibility of preparing the final HRD Policy and Strategy Paper based on the inputs from the TFs.

15. **Step 2.** The second step was the organization and activation of the task forces so that they could produce the detailed content of the six components of the HRD Policy

Paper. TF Chairs, together with ISKUR representatives, decided on the membership of each TF, and they became operational in late March 2005. A member of the Secretariat was allocated to each TF, and the TFs met weekly during the period March to August 2005. The TFs presented their reports at a meeting of the HRD Committee on 17 August 2005; the reports were accepted and the approved Turkish versions were translated into English. Final versions of the draft HRD Policy Paper were prepared by the Secretariat in English and Turkish. The final draft HRD Strategy Paper was then edited again by the Secretariat to meet a deadline of 20 October 2005.

16. **Step 3.** The third step was the final meeting of the HRD Committee on 28 October 2005 at which the draft versions of the HRD Policy Paper were discussed and approved. Required amendments to the draft versions were made, and the final version (in English and in Turkish) was presented to ISKUR.

17. Education naturally plays a key role in the HRD strategy, and Turkey embarked on the new path by allocating the biggest share of the 2006 state budget increase to strengthening education. However, formal education is only one part of the range of measures which are needed to achieve the objective. Non-formal education and lifelong learning play an increasingly important role in the development of the human resources of any country. The strategy incorporates these activities in the mainstream educational development and stresses the importance of applying principles from the non-formal education to the formal education system.

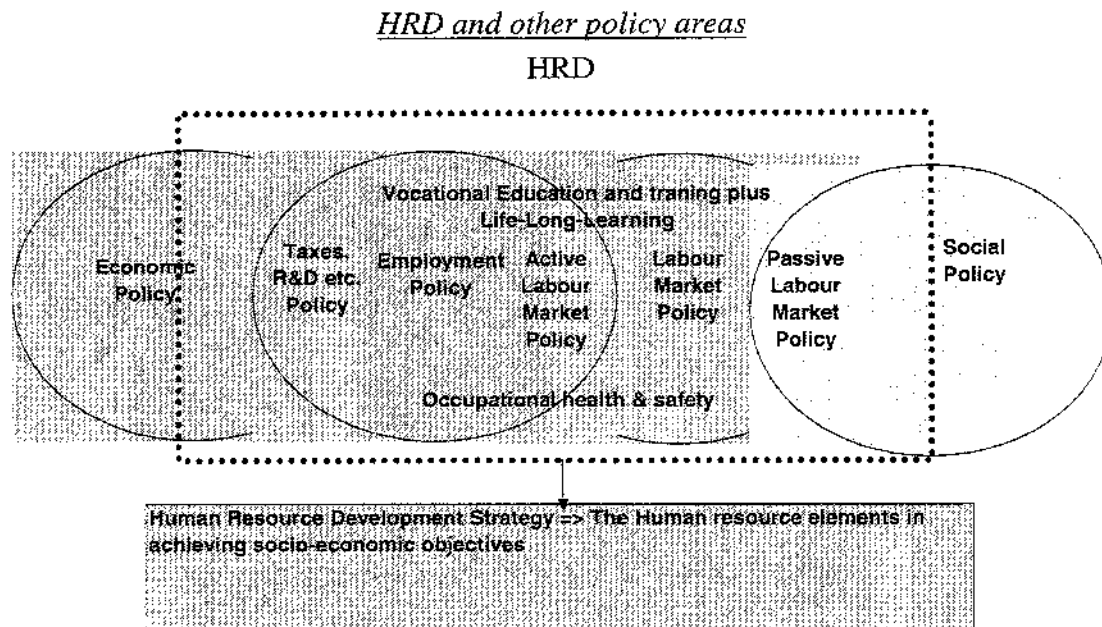
18. Besides education and training, the strategy underlines the importance of real and equal employment opportunities as an essential right for all citizens of working age – regardless of gender, age, disability, prior criminal conviction, or origin. Turkey will be a richer society when the job vacancies are occupied by the most-qualified and motivated job seekers, regardless of factors other than qualifications and competencies.

19. The employees and employers will need to adapt more flexible working methods and agreements to be able to cope with the rapidly changing requirements. Unnecessary bureaucratic procedures and rules must be removed in order to establish a framework within which new opportunities can be quickly exploited.

20. The strategy finally addresses one of the key problems for achieving a balance between high economic and human capital growth in the manufacturing and service sectors and the large low-productivity agricultural sector. The strategy proposed for this sector adapts a two-pronged approach. On the one hand, productivity in agricultural production should be increased to ensure improved competitiveness. On the other hand, the vast majority of agricultural and rural workers who will become surplus to requirement must be prepared for alternative jobs in both rural and urban areas.

21. The overall vision of the HRD policy is to ensure that the Republic of Turkey achieves competitive status in the globalizing world economy in ways that are consistent with effective social development. The vision will be realized through a set of HRD strategies which will allow citizens of the Republic to maximize their potential through the acquisition of skills and knowledge in order to achieve a better quality of life for all.

The linkages between HRD and employment and labour market policies are shown in the diagram below:



22. The diagram illustrates the concept of HRD used to develop the HRD policy and strategy. The concept implies that HRD encompasses lifelong learning, vocational education and training, labour market policy (including active and passive measures), and all aspects of employment policy. HRD is, therefore, of fundamental importance for the development of the Republic of Turkey.

23. The proposed strategy contains several elements that encourage, support and control the HRD policy planning process. These include:

- the establishment of a permanent HRD Committee, supported by a Secretariat consisting of high-calibre individuals able to analyse and understand Turkey's performance in the globalized world, that will oversee the implementation process and ensure that relevant information is available to all the actors and stakeholders involved;
- the Turkish Employment Organization (ISKUR), with its national network of provincial offices, being used to coordinate all HRD activities generated as a result of the HRD policy and strategy implementation;

- the collection and analysis of data relating to the key indicators of the progress of the implementation of the HRD policy (this will require the appointment of a specialized agency to carry out the work on an ongoing basis) and the regular submission of such analyses to the Cabinet of Ministers.

The IFTDO approach to high performance working practices (HPWP)¹

24. IFTDO and the ILO prepared nine HPWP case studies from six countries: Cyprus, Hong Kong, South Africa, Singapore, the United Kingdom and the United States. The case study organizations range in size from 130 employees upward. The case studies are based on definitions of high performance working used by the OECD and academic researchers. However, in one respect a different approach was taken. The ILO/IFTDO criteria were deliberately framed so as to include organizations that are successful and have a focus on innovation, customers, quality and differentiation. The criteria included:

- *sustained market success* or, in the public sector, *achievement of organizational objectives*;
- a focus on *customers* and on *continuous improvement*;
- a focus on the *workplace as a source of added value*;
- *innovation in quality and customer satisfaction* and, in the private sector, *product or service differentiation*;
- use of *self-managed work teams*;
- clear *links between training and development and organizational objectives*;
- *support for organizational and individual learning*.

25. The case studies identify the following factors as those that, acting together, can provide the core of an approach to a high performance strategy based on differentiation:

- the starting point is leadership, vision and benchmarking - to create a sense of momentum and direction and measure progress constantly.
- the main drivers are:
 - decentralized, devolved decision-making made by those closest to the customer, so as to constantly renew and improve the offer to customers;
 - development of people capacities through learning at all levels, with particular emphasis on self-management and team capabilities to enable and support performance improvement and organizational potential.
- the support systems and culture are:
 - performance, operational and people management processes aligned to organizational objectives to build trust, enthusiasm and commitment to the direction taken by the organization;
 - fair treatment for those who leave the organization as it changes and engagement with the needs of the community outside the organization - this is an important component of trust and commitment-based relationships both within and outside the organization.

¹ This section draws on: Stevens, J.; *High performance working – Research project overview*; IFTDO 2002

26. Increasing evidence is becoming available about the connections between people management and development and "the bottom line". Researchers have identified three ways in which this occurs: through the use of best HR practice; getting the right "fit" between business strategy and HR practices; and using specific "bundles" of practices, varied according to organizational context. The case studies used in the ILO/IFTDO research show significant evidence of the use of all these approaches. They bear witness to the search by organizations for an alignment between practices and outcomes and active searching for examples of good practice.

27. More importantly, however, the case studies demonstrate alignment between people management and development and market strategy, with an emphasis on excellent customer service and, in some cases, clear market differentiation. The case studies show similarities across countries and between industries, from high technology manufacture to personal service in hotels and in the public service. There is a strong emphasis on learning in the context of project-based learning and individual and team decision-making, learning and organizational development.

28. There is much evidence in the case studies of the contribution made by employees at all levels, particularly in relation to projects that push their organization forward, thus improving processes and service to customers. What is also apparent is a sense of realism. These are "hard-headed" organizations seeing a commercial in using the potential of their people as fully as possible. They have aligned the form of high performance to the needs of their customers in such a way that it gives them a competitive edge.

28. All the case study organizations place much of their developmental work, on which their future depends, in the hands of teams of people who often volunteer their involvement rather than being asked and who have often thought up the project proposal in the first place. Employees demonstrate a hunger for the improvement of their organization and the learning that goes with it. In this sense, there is leadership throughout the organizations. Many employees also show that they are not afraid to have their work examined by their supervisor and their peers.

29. All the case study organizations have very carefully tailored employment relations, learning opportunities on- and off-the-job, and organizational development. They learn from other organizations. They share their expertise with other organizations. They use external benchmarks and recognition systems to check out their performance. The seamless application of people management and development and line management leadership, expertise and vision provides the strategy and the power house for high performance working.

30. The case studies, together with presentations of local examples of enterprises using HPWP, will be used as the basis for workshops and seminars aimed at Chief Executives (1 day) and practitioners (5 days). Adding value will be a central feature of the workshops which will be run initially through the Global Center of Excellence for Human Capital (GCEHC) in Malaysia and will be replicated in other regions later.

Some concluding remarks

31. The paper set out to describe IFTDO activities that are directly linked to the core performance principles featured in the ISPI/IFTDO Conference . Time precludes the inclusion of other IFTDO activities, such as training quality assurance using the ISO 10015 Quality Standard, and the work that has been done to assist countries to adopt technical and vocational education and training systems that are appropriate for competing in today's globalized economy. IFTDO has access to a large number of highly qualified HRD professionals and is capable of making significant contributions to the development of HRD globally, and to applying proven solutions to diagnosed problems and identified opportunities.