

Organising and Managing Learning and Talent Development

OVERVIEW

The purpose of learning and talent development in work organisations is always related to achieving some combination of individual and organisational desired results. However, these often vary enormously depending on the organisation's setting. Whilst some features of learning and talent development might be shared in common, the specific context of an organisation, particularly its size, ownership, core activity, technology and sector, has a number of key implications for how learning and talent development are used and organised. The aim of this chapter is to illustrate these varying organisation contexts and, through these examples, to define and critically examine basic terms such as 'HRD', 'strategic HRD', 'critical HRD', 'learning', 'talent' and 'talent management'.

LEARNING OUTCOMES

After reading this chapter and completing the activities, the intention is that you will be able to:

- demonstrate understanding of how learning and talent development is employed in diverse organisation contexts
- differentiate between different ways of organising and managing learning and talent development
- identify options for organising and managing learning and talent development
- critically appraise the meanings attached to key terms in the field of learning and talent management, in particular the notions of HRD, strategic HRD and critical HRD and their connections with learning and talent development
- evaluate the multiple purposes of learning and talent development for different stakeholders and identify potential tensions and contradictions.

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

The chapter begins with a series of case studies to establish the way choices and arrangements for learning and talent development can vary across large companies and small enterprises in the private sector; in public sector bodies such as local authorities, health, police and fire services; and in voluntary and community organisations of the not-for-profit or third sector.

The following points should become clear through these case studies:

- diverse contexts
- options for who leads, organises and provides learning and talent development
- diversity of intended outcomes
- variety of method
- the significance of language used to describe the array of activity we call learning and talent development.

The chapter goes on to discuss each of these in more depth after the case studies.

CASE STUDIES

1. PUBLIC SECTOR – LOCAL GOVERNMENT



CASE STUDY

UNLOCKING INTERNAL LEADERSHIP POTENTIAL – SOUTH TYNESIDE COUNCIL

Faced with problems of low staff morale, a need to provide clearer leadership direction, and a difficulty in recruiting external top-calibre staff, South Tyneside Council sought to grow their internal leadership and management skills by establishing its own leadership academy, to develop leadership skills at senior managerial levels, but also among the politicians – the locally elected councillors.

Launched in October 2006, led by an assistant chief executive working closely with the council's organisational development team, the leadership academy is being run jointly between the local

authority and Sunderland University. The aim is to help develop the 'leaders of the future'. The focus has been on improving management and leadership skills, not just for middle and senior managers, but also among those who are not in management positions, the hidden talent, who 'may be doing amazing things outside work, but because they are not properly engaged at work their potential is not realised' (Keith Harcus, Assistant Chief Executive).

Source: www.idea.gov.uk/idk/core/page.do?pagelId=7117372, accessed 29 September 2009.

South Tyneside Council Leadership Academy illustrates an approach to talent development within the public sector that is wide in scope, encompassing both existing managers and councillors, as well as others described as 'hidden talent' in the workforce. Internally driven and organised with a clear strategic purpose

A free sample chapter from *Learning and Talent Development*.
by **Jim Stewart** and **Clare Rigg**
Published by the CIPD.
Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.
If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

of raising organisation performance, the development is provided in partnership with an external provider, the local university. As a public sector organisation the purpose of developing employees is ultimately to benefit the citizen or service user, through better or more efficiently provided services such as housing, adult social services, children and young people's referral services, waste collection, local libraries and arts and leisure facilities.

2. VOLUNTARY AND COMMUNITY SECTOR



CASE STUDY

SEWA, INDIA'S SELF-EMPLOYED WOMEN'S ASSOCIATION

SEWA is an organisation of thousands of poor, self-employed women workers across most states of India. These are women who earn a living through their own labour or small businesses, for example, street trading, domestic work, agriculture. Constituting 94 per cent of India's labour force, these are unprotected workers of the unorganised sector who do not obtain regular salaried employment with welfare benefits like workers in the organised sectors. SEWA puts emphasis on promoting individual and district economic sustainability. Core to achieving this is a Managers' School begun in 2005 with the twin goals of facilitating economic self-sustainability through developing the capacity of members as grassroots managers. Management capacity building addresses the needs of team leaders and coordinators, who in turn use the acquired knowledge to more effectively manage member-run organisations like district associations.

Training conducted by the Managers' School falls under the following categories:

- 1 General capacity building: primarily with introductory training for new members to SEWA, empowerment training and leadership skill development
- 2 Management capacity building: financial and management-related training topics to build the organisational capacity of member-run institutions
- 3 Technical training: skill training in technical areas with the goal of developing new member livelihood activities and improving efficiency and effectiveness of already existing activities.

The Managers' School is developing a mini-MBA project in collaboration with India's Infrastructure Leasing and Financial Services Ltd (IL&FS). This project will train and equip rural SEWA members with the skills they need to successfully develop small businesses.

Source: www.SEWA.org, accessed 13 October 2009.

SEWA is an example of learning and talent development organised in the voluntary/community or third sector through a network. Neither public sector nor a commercial company, this non-state organisation focuses capacity development on a specific, very large group. Investment in individual development is designed to achieve wider family, as well as regional, economic and social benefits. In Britain, employing around half a million staff, with at least a further 7 million volunteers, the third sector includes substantial employers,

encompassing voluntary organisations of all kinds, from large national bodies such as the Royal National Institute of Blind People, Scope or Royal National Lifeboat Institution, to community groups working at a local level.

3. GRADUATE PROGRAMME IN INTERNATIONAL CORPORATION

Kerry Group, the international food ingredients company, has a long-established graduate programme that provides an example from the private sector of a focus on high-flyers, who could, given the company's size and scope, conceivably develop their entire career within the company, as in fact has the current CEO, who joined the graduate recruitment programme in 1976 (www.kerrygroup.com/page.asp?pid=257). With headquarters in County Kerry, Ireland, the Group employs over 20,000 people across Europe, North and South America, Australia, New Zealand and Asia, with manufacturing facilities in 23 different countries and international sales offices in 20 other countries. The Group is a world leader in food ingredients and flavours, serving the food and beverage industry, supplying over 15,000 foods, food ingredients and flavour products to customers in more than 140 countries worldwide.



KERRY GROUP GRADUATE PROGRAMME

CASE STUDY

Kerry Group offers two distinct types of graduate programme that recruit in Ireland, the UK, Asia Pacific and other regions, including the USA and Canada, Europe more widely and Asia:

- 1 geared towards undergraduates and taught Masters students across the disciplines of finance, operations, production, engineering, new product development, sales, quality assurance and information technology
- 2 a PhD programme, aimed at people possessing a PhD or Research Masters in Food Science or in other science-related disciplines, who want to demonstrate commercial ability in an international business environment.

Source: www.kerrygroup.com/page.asp?pid=191, accessed 22 October 2009.

Ireland's graduate programme

The Ireland Kerry Group, throughout the 2000s, has run a graduate management development programme in partnership with the Irish Management Institute (IMI),

with the aim of assisting the transition from college to building solid foundations for a long-term career in the company.

Graduates join a well-structured training and development programme, embracing both offsite and onsite training, designed by management teams through discussion with each graduate. Participants receive assistance and support in fulfilling their individual training requirements, and the Group also actively encourages the attainment of further relevant professional qualifications. The graduate programme consists of a Transition to Work programme and a Management Development programme, run and accredited by the IMI and aimed at complementing the on-the-job development, accelerating graduates' overall development and progression within the Group.

Source: www.kerrygroup.com/page.asp?pid=192, accessed 22 October 2009

Transition to Work programme

The 9-month-long Transition to Work programme involves graduates learning technical skills and developing

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

management competency through practical experience. Core elements include time management, self management, presentation skills, communications and team building. This programme helps graduates to enhance and strengthen their own personal skills and build strong relationships across the organisation.

Management Development programme

The Management Development programme leads to a Diploma in Management Practice accredited by the IMI, and involves the application of skills and responsibilities relevant to the respective management or technical discipline. It runs over 12 months and heightens graduates' exposure to the different aspects of the business. Core elements include people management, negotiation skills, strategy,

project management, presentation skills, marketing and independent one-on-one personal and career coaching, in addition to exposure to various Kerry leaders.

After the Graduate Programme

Ongoing development of employees is offered through a number of leadership development initiatives, educational assistance, functional and technical courses and online training. In addition, Kerry has an excellent global online learning management system which offers employees the flexibility to learn at a time and location that suits them.

Source: www.kerrygroup.com/page.asp?pid=194, accessed 22 October 2009.

4. SMALL BUSINESSES – COMBINING FORMAL AND INFORMAL LEARNING



METAL TUBES

CASE STUDY

Metal Tubes is a small company of 10, founded in the early 1990s by two directors, friends who used to work together for a large company before setting up on their own. Their business project manages the design and installation of air-conditioning systems across Britain. Company members' engagement in formal HRD consists of:

- Fifty per cent of staff have engineering degrees.
- Both directors have a postgraduate Diploma in Management Studies (DMS) and MSc undertaken as they were starting the business.
- One has begun a Doctorate in Business Administration.
- Two project staff have DMS.
- One trainee is sponsored on a part-time degree.

- Two modern apprentices are employed and sponsored in training.

In Metal Tubes there is a strong ethos that improvement comes from learning, whether that be formal courses or from reviewing everyday events. Much of this is done collectively among the staff, socially interacting through reviews that enable reflection and questioning of experience. Mistakes are used as a parable for learning, and successes are also systematically reviewed. Individuals use external expertise (books, journals, courses) as a source of ideas (eg quality management, risk management and project management) and prepare presentations to share with all staff. Formal, course-based learning is not seen just to benefit an individual's knowledge and qualification. Rather any individual who attends a course is encouraged to share their learning with other organisation members.

A free sample chapter from *Learning and Talent Development*.
by **Jim Stewart** and **Clare Rigg**
Published by the CIPD.
Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.
If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

As a project management company, a project review stage is built into the project management steps applied to every piece of work. A monthly meeting, termed the 'communication forum', is attended by all staff, except the apprentices. At this each project manager reviews their progress, problems and achievements, whilst others question them on what they have done and why. This is the forum where members exchange what they have learnt from courses, present ideas they have investigated and review critical incidents from their work that might offer learning more widely. It is also a space for 'bringing

issues with other people to the table', for giving and receiving feedback. A standard item on the communications forum agenda is 'training and development', when each person's current or future training and development is discussed.

The two directors used the action learning and action research approaches of their DMS and MSc to trial ways of establishing the business in its early days. The resultant practice of investigate, experiment and review has become an established ethos for the entire company.

Small and medium enterprises (SMEs) are defined according to their staff headcount and turnover or annual balance-sheet total. An SME in general is defined as an enterprise which employs fewer than 250 persons and whose annual turnover does not exceed 50 million euros or whose annual balance-sheet total does not exceed 43 million euros (European Commission 2005). A small enterprise is defined as an enterprise which employs fewer than 50 persons and whose annual turnover and/or annual balance sheet total does not exceed 10 million euros. A micro-enterprise is defined as an enterprise which employs fewer than 10 persons and whose annual turnover and/or annual balance sheet total does not exceed 2 million euros (European Commission 2005).

By current estimates 59.4 per cent of the UK workforce work for SMEs. Most recent figures from 2008 showed there are approximately 4.8 million SMEs in the UK which together account for 99.9 per cent of all enterprises and employ an estimated 13.7 million people (Department for Business Innovation and Skills 2009). Across the entire European Union of 25 countries, some 23 million SMEs provide around 75 million jobs and represent 99 per cent of all enterprises (European Commission 2005).

These figures show the significance of the SME sector, yet the learning and development issues are often not as well known as larger corporations and public sector bodies. In reality the vast majority of SMEs in society are actually micro-business with fewer than 10 employees, and in this sense the case study of Metal Tubes demonstrates many of the characteristics of SMEs, and indeed other small organisations, in their learning and talent development. Small organisations do not have the resources to set up their own leadership academies. They do not have an HR function, full-time trainers or even, usually, any one individual whose sole role is to lead these functions. In well-organised companies one of the managers will wear the hat of leading on learning and development, but it will be one among several other roles they have to fulfil.

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

Metal Tubes illustrates the combination of formal and informal approaches used by SMEs to advance learning and talent development. They may buy in formal learning and development through requiring, funding or allowing time off to staff for participation in external accredited courses, conferences and short courses. It should be noted that Metal Tubes is not typical of most SMEs in the extent of putting all its employees through extended accredited courses. They do this as an engineering company dependent on a high level of technical skill in all organisation members, but this would not be typical of companies in lower-technology industries. The CIPD 2009 Learning and Development survey found small organisations were particularly unlikely to provide financial support for employees studying for undergraduate or postgraduate degrees with business content (CIPD 2009, p12).

SMEs commonly place strong emphasis on informal learning for developing employees, and here Metal Tubes illustrates how opportunistic, informal workplace learning can be maximised through systematic review steps and dedicated meeting time, what they term the communications forum.



ILLUSTRATION

Informal learning – definition

Learning that takes place outside formal education and training settings. Informal and incidental learning are based on learning from experience, through activity, in an organisational context, enhanced by critical reflection (Watkins and Marsick 1992; Rockett and Hager 2002).



CASE STUDY

YEP – YOUNG ENTREPRENEUR PROGRAMME

The YEP, developed by the Institute of Technology, Tralee, Shannon Development and Jerry Kennelly (winner Ernst & Young Entrepreneur of the Year, and former CEO of Stockbyte), is in its third year and has become a staple on the curriculum of secondary schools and for third-level students in the region. In 2009 the programme expanded to take in Limerick Secondary Schools and the University of Limerick.

Organised through a collaboration between the Institute of Technology, Tralee (a higher education/third-level institution) and Shannon Development (a government-owned regional development company), YEP is financed through both government funding and private sector sponsorship.

YEP's mission is stated as:

to help identify, inform, recognise and celebrate Kerry's next generation of business leaders – and their educators... They may develop to become local or global entrepreneurs in business or alternatively bring entrepreneurial thinking to their place of work, to Government or to education itself (YEP 2009).

What makes the YEP different from other youth entrepreneurship-focused programmes is the connections it creates between business, teachers and students.

Students get to learn from the best. Starting with Blue Sky Day, they hear from some of Ireland's top entrepreneurs. They learn

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

interactively how to put their business idea to paper, how to craft a unique business model, and how to pitch their business idea, as well as to fine-tune the financials at the Business Plan Workshop

In 2009–10, 600 students from over 21 schools, along with students from the Institute of Technology, Tralee, and University of Limerick will also be mentored by top business people from the region, adding the critical reality check to the different business ideas as well as support to the educators. Teachers, lecturers and mentors, supported by the Institute

of Technology, Tralee, and Shannon Development are given the best possible induction to their roles on the programme. For example, as part of educator-training, teachers themselves have had the opportunity to work on taking their own business idea from concept to business plan.

The idea and business plan from the previous year's winner became a reality, with the finished product going to market for Christmas 2009.

Source: www.youngentrepreneur.ie, accessed 22 November 2009.

5. STIMULATING A REGION THROUGH YOUNG ENTERPRISE

The Young Entrepreneurship Programme (YEP) is a not-for-profit organisation in South-West Ireland dedicated to demonstrating the validity of entrepreneurship as a career choice to secondary school and third-level (higher education) students. In a region with limited job opportunities, YEP's underlying purpose is to ignite young people's entrepreneurial talent with the aim that they might go on to create their own employment, through which sustainability of the local economy can be supported.

The case studies above provide insights into three key aspects of learning and talent development, which will now be discussed further:

- how learning and development is organised, managed and provided
- the variety of interventions that are used to stimulate learning and development
- the language used to talk about activities that in this book we are labelling under learning and talent development.

FOLLOW UP

The comparative agendas for learning and development across organisation contexts within different sectors, private, public, voluntary and community, which have been raised here, will be examined in more depth in Chapter 4.

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

ORGANISING AND MANAGING LEARNING AND TALENT DEVELOPMENT

In each of the case studies above we can see diversity in how learning and talent development is organised and managed. Comparison can be made by asking the simple questions:

- Who is it for?
- Who set it up?
- How is it funded?
- Who manages it?
- Who delivers?

Table 2.1 summarises the data from each of the five case studies. They reveal different ways in which learning and talent development can be organised and managed. Larger organisations across all sectors will tend to have at least an individual, if not a team or department, who leads on learning and talent development. Small organisations do not. If they have anyone formally nominated to lead, this will be a role they combine with other responsibilities.

Delivery of learning and development interventions is again achieved in a variety of ways. Complete internal provision may be feasible within a larger organisation, such as Kerry Group. Small organisations, such as Metal Tubes, will completely buy in what they need from external providers, whether these be colleges, universities, commercial training companies or freelance providers. The middle ground is some form of partnership between the organisation and providers, as illustrated by SEWA Managers' School collaboration with IL&FS and the YEP partnership between entrepreneur Jerry Kennelly, Shannon Development Agency and third-level education, Institute of Technology, Tralee. Common strategies and approaches for providing learning and talent development are further discussed in Chapter 9.



ACTIVITY

Find out who has the lead role for organising and leading on learning and development within your organisation. What is their official title?

Compare notes with others in your group.

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

Table 2.1 Organising and managing learning and talent development

Illustration of context	South Tyneside Council	Self-Employed Women's Association (SEWA)	Kerry Group	Metal Tubes	Young Entrepreneur Programme (YEP)
Example of learning and talent development	Leadership Academy	Managers' School	Graduate Trainee Programme	Training courses and structured reflection	Enterprise training programme
Who is it for – target participants	Internal managers, politicians and hidden talent	Self-employed women across India	High-flying graduate recruits	All organisation members	Young entrepreneurs
Who is it for – wider objectives	Local citizens + service users	Their families and districts	Future talent Succession planning Shareholder value	Company owners – company survival	Regional economy
Who set it up?	Local authority	Voluntary sector organisation	International commercial company	SME	Entrepreneur, third-level education body and development agency
How is it funded?	Internal budget	Independent	Internal budget	Internal budget, government schemes Individual self-funding	Government scheme funds
Who manages it?	Assistant chief executive and organisation development team	Managers' School	Graduate training manager reporting to HR director	Owner manager +any other members	Enterprise champion at Institute of Technology reporting to a partnership board
Who delivers?	Local university	Internal and external partners	On the job assignments, structured assignments and accredited training providers	Accredited training providers and organisation members	Institute of Technology, Tralee mentors

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

LEARNING AND DEVELOPMENT INTERVENTIONS

An ‘intervention’ can be defined as any event that is deliberately undertaken to support, provoke, stimulate or assist learning to take place, with individuals, groups or across organisations.



ACTIVITY

Read through the case studies again and list as many different kinds of learning and talent development intervention as you can find. Share your list with others in your group.

Now add to this list with any additional kinds of intervention you are familiar with from your own experience.

As we saw in the case studies, the field of learning and talent development is made up of a wide variety of intervention activities. Your list is likely to include formal education and training, accredited courses, conferences, mentoring, coaching, master classes, shadowing, special projects, work assignments, structured review and reflection to capture informal learning, action learning, management and leadership development, and graduate training programmes.

FOLLOW UP

Strategies and approaches to learning and development for different contexts, purposes and groups are examined in further depth in Chapter 8, as well as being covered with numerous examples throughout the book. For detail on particular interventions, see the Index.

THE LANGUAGE OF LEARNING AND TALENT DEVELOPMENT

Although this book emphasises the term ‘learning and talent development’, in practice many organisations use other terms instead of, or as well as these, to mean much the same. This can be confusing, so in this section we will clarify some of the terms which can be said to be part of the broad family of ‘learning and talent development’.

Diverse use of language was evident in the case studies above. As we saw in the example of South Tyneside, it was organisation development professionals who took a key role. In SEWA, the language of capacity building is repeatedly used. In Kerry Group the term ‘development’ is used several times, as in ‘graduate development’ and ‘career development’, but the term ‘talent management’ is not present. ‘Learning’ was the dominant term in the SME Metal Tubes, whilst the account of the YEP uses all the terms: ‘learning’, ‘training’ and ‘development’.

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

Table 2.2 Terminology in job titles

<p>Head – Talent Management & Succession Planning Company: Quest on the Frontier Location: China – Hong Kong An exciting and wide-scoped opportunity with a leading insurance organisation to be at the helm of their talent management and succession planning initiatives for 14 countries across Asia. http://jobs.efinancialcareers.com/job-4000000000579863.htm, 29/11/09</p>	<p>New Health Leadership Centre targets effective capacity building for NHS chiefs, 9 June 2008 The future of leadership in the NHS is the focus of a new centre at Lancaster University Management School (LUMS). Launching the Health Leadership Centre, Director Professor Iain Densten said the centre would work with NHS Trusts in the North West initially to ‘increase the capability and capacity of managers’. It will research and evaluate best practice leadership development for the health sector, run a series of leadership development workshops for senior managers, and act as a broker of leadership development advice and development. http://onrec.com/newsstories/21927.asp, 29/11/09</p>	<p>Senior Manager, Learning & Development Job Role: Change Consultant Location: London A professional services organisation based in London, seeking to recruit a learning and development manager on a permanent basis, with the intention of starting as soon as possible. This role requires a candidate to be responsible for the design of global development programmes, predominantly focusing on fee earners. Working closely with the training events team to ensure the smooth set up and running of programs. The role reports into the head of learning and development, and has an officer and personal assistant for support. http://www.personneltoday.com/jobs/job/senior-manager-learning-development-london-city-290650655.htm, 29/11/09</p>	<p>Transformation Manager Job Role: HR Consultant, Change Consultant, Change Manager Location: London A 9-month interim contract within a large public sector organisation based in South East London. You will be required to support the Head of Procurement and the existing HR Function in the organisational changes and restructuring anticipated over the next 9 months – there will be anticipated redundancies which the transformation manager will need to lead on and discuss the strategic impact on company and deal with the daily operational requirements as well as being a point of contact for the workforce and HR Function. http://www.personneltoday.com/jobs/job/transformation-manager-south-east-london-200647930.htm, 29/11/09</p>
	<p>Talent Manager – technology/defence – London An international defence company is looking for an experienced Talent Manager with a background in Learning and Development in the technology industry to work in their offices in the South West on a permanent basis. Typical responsibilities will include, but not be limited to:</p> <ul style="list-style-type: none"> ● Sitting with the senior management team to set the strategic direction, reporting into the Head of Learning and Director of HR ● End to end management of the project cycle, from inception to delivery including ongoing review of agenda ● Working closely with relevant managers to encourage active participation in talent management initiatives such as internal recruitment, rotation and transfer programmes, talent mapping, succession planning etc 		

A free sample chapter from *Learning and Talent Development*.
 by **Jim Stewart** and **Clare Rigg**
 Published by the CIPD.
 Copyright © **CIPD 2010**
 All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.
 If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

<p>Group Human Resource Development Manager Almarai Company Saudi Arabia</p> <p>To facilitate performance and preparedness for organisational change through development of individual and collective competence, by instituting international standards in HRD policy and practice and by addressing human resource development and organisational change needs, in conjunction with the HR Executive Team</p> <p>http://www.gulftalent.com/home/Group-Human-Resource-Development-Manager-jobs-in-Saudi-Arabia-35444.html, 29/11/09</p>	<p>Citigroup names McKinnon Head of Talent Management Citigroup Inc, the largest US bank, named Paul McKinnon head of talent management, responsible for all aspects of senior-level executive development.</p> <p>McKinnon joins Citigroup from computer maker Dell Inc, where he was senior vice president of human resources. In the memo, Pandit said attracting, developing and retaining people at the most senior levels of our company is one of my top priorities and requires constant attention.</p> <p>http://uk.reuters.com/article/idUKWEN37320080114, 28/10/09</p>	<p>Asia Leap Pte Ltd We are an integrated HR consulting company specialising in customised solutions for organisations, including recruitment and locating talents. We offer professional career guidance services of top quality and look forward to networking with top talents as we facilitate your career success in Asia.</p> <p>Organisation Development Specialist: Taiwan</p> <p>We are currently working with a group of clients and seek highly qualified candidates for the posts of Human Resource – Organisation Development Specialist</p> <p>Key scope of responsibilities would include:</p> <ul style="list-style-type: none"> ● Develop organizational development plans and interventions to support organisation-wide strategic approaches to changes ● Support the organisations overall effectiveness. You will analyze and address key areas such as leadership development, work culture, structure, processes, employee engagement and mission statement ● Responsible for the organisation's talent management programs to ensure seamless succession arrangements ● Maximize employee performance, provision of strategy, processes, systems and line support for performance assessment and development ● Manage organisation change <p>http://www.jobsdb.com/TW/EN/job.asp?R=JDBTW018174618, 29/11/09</p>
---	---	--

A free sample chapter from *Learning and Talent Development*.
by **Jim Stewart** and **Clare Rigg**
Published by the CIPD.
Copyright © **CIPD 2010**

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.
If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

Organisations do not necessarily advertise jobs for a director of learning or a talent manager, although the latter is becoming more widespread. A trawl of job advertisements across a number of countries in November 2009 produced the range of job titles captured in Table 2.2. They include: Group Human Resource Development Manager, Head – Talent Management & Succession Planning, Transformation Manager, Training Manager, Change Manager, Senior Manager Learning and Development, and Organisation Development Specialist. From this it is very clear that a variety of terms are used to describe overlapping activity. It is therefore important to be flexible when thinking about learning and talent development, and open to the fact that similar practices might be discussed in different ways across different organisations and different parts of the world.



ACTIVITY

Language in your organisation

What are the main terms used in your own organisation to describe policy and practice for learning and talent development?

Conduct an interview with (i) your line manager and (ii) your organisation's learning and talent development lead (whatever they are officially called) to ask what they mean when they use the terms you have found.

We have established that the term 'learning and talent development' might better be understood as a broad family of related terminology. Nevertheless, it is useful to make working definitions of the key terms or at least to be aware of the debates that surround the meaning of core terms.



ILLUSTRATION

Human Resource Development (HRD)

The integrated use of training and development, organisation development, and career development to improve individual, group, and organisational effectiveness (McLagan 1989).

a process of developing and/or unleashing human expertise through organisation development and personnel training and development for the purpose of improving performance (Swanson and Toracco 1995).

One useful source of perspectives on HRD comes from each of the main HRD journals in existence (see Explore Further, at the end of the chapter). According to these HRD is:

all aspects of practice and research that explore issues of individual, group and organisational learning and performance, wherever they might be located (*Human Resource Development International*, HRDI, www.tandf.co.uk/journals/titles/13678868.asp, accessed 20 November 2009);

the realms of performance, learning, and integrity within an organisational context

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

(*Advances in Developing Human Resources*, www.sagepub.com/journalsProdDesc.nav?prold=Journal201475&, 20 November 2009);

an interdisciplinary field ... informed by research from related fields, such as economics, education, management, sociology, and psychology (*Human Resource Development Quarterly*, www.ahrd.org/associations/10425/files/HRDQinfo.pdf, 20 November 2009).



ILLUSTRATION

Organisation development

Organisation development (OD) originated with Kurt Lewin's (1958) work on groups and systems theory as an ongoing, planned and systematic approach to achieving organisation change, particularly through more effective and collaborative problem-solving management, with the catalyst of a change agent. Such cycles of planning–action–review were developed into organisation improvement through *action research*.

The CIPD definition of organisation development is a '*planned and systematic approach to enabling sustained organisation performance through the involvement of its people*'.

Source: www.cipd.co.uk/subjects/corpstrgy/orgdevelmt/orgdev.htm, accessed 22 October 2009



ILLUSTRATION

Capacity building

This term is used most frequently in voluntary and community organisations and public service bodies, but rarely in commercial organisations.

In the contexts of both the Western third sector and developing countries, internationally capacity development is associated with empowering individuals, communities and underdeveloped regions or states. For example, the UNCED Agenda 21 definition is '*capacity building encompasses the country's human, scientific, technological, organisational, institutional and resource capabilities*' (www.gdrc.org/uem/capacity-define.html, accessed 29 November 2009).

Here capacity building is viewed as much more than training to include the following:

- Human resource development: the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively
- Organisational development: the elaboration of management structures, processes and procedures, not only within organisations, but also the management of relationships between the different organisations and sectors (public, private and community)
- Institutional and legal framework development: making legal and regulatory changes to enable organisations, institutions and agencies at all levels and in all sectors to enhance their capacities.

In Britain, capacity building has become an oft-used term in public service organisations, one example being the NHS North West Leadership Academy 'Building Leadership Capacity Programmes', which aims to provide opportunity, experience and personalised learning that will enable participants to break through career barriers.

Source: www.nwacademy.nhs.uk/buildingleadershipprogs/bme/regionalbt.html, accessed 15 November 2009

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

Learning



ILLUSTRATION

What is learning? *Is it new knowledge, a change in behaviour or understanding? Is it a process?*

Learning is one of those concepts used frequently as if its meaning was self-evident. Much literature on learning and development rarely gives an explicit discussion of what it means to say someone is learning or has learnt. There is much focus on how we might learn, but a definition of learning is usually implicit. Arguably this might reflect how little is really understood about learning processes, in terms of neurology, emotion and consciousness, rather than the cognitive and developmental psychology which dominates discussion of learning.

For example, for David Casey, learning is about ‘doing things differently’ (1983, p39). Sheila Harri-Augsten and Laurie Thomas suggest:

learning is better thought of as a change within the person. It appears as a new or improved way of thinking or feeling about something or of perceiving it or doing it (1991, p47).

Their definition seems to collapse several categories together, as does Reg Revans’ thesis that:

true learning consists mainly in the reorganisation, or reinterpretation, of what is already known – does call for the learners to understand what may be preventing them from using more fruitfully that to which they already might have access, if only they knew also how to secure that access (1980, p289).

Virginia Griffin’s questions to learners produced an interesting list of 40 learning processes, which they named, including: making meaning; creating knowledge; expanding alertness; releasing creativity; creating energy; being aware of self as a learner; validating oneself; unlearning; questioning assumptions and ideas; reframing with new assumptions; changing the past (Griffin 1987, p216).

Some writers try to distinguish between different learning processes to present a dichotomy of learning, differentiating between an external view of learning, where a person adds on new knowledge, or an internal view, where a person is deeply changed (Carl Rogers 1983; Paulo Freire 1972; Argyris and Schön 1996). What these share is a view that there are different levels of learning, one at which the self is untouched, another at which it is affected, producing changes in values or perspectives. Other writers conceive of levels of learning, but along a spectrum, rather than as a dichotomy. For example, Gregory Bateson (1973) outlined four levels of learning: Level 0, where there is no learning, responses are habitual, without regard to context, and response to feedback is poor; level I at which there is error correction, through trial and error responses to new contexts; level II, where there is an ability to recognise and inhabit different

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

contexts, to be able to take different perspectives, but still to hold one world view; level III, at which a person has an ability to step outside their previous world view, has an awareness of their own subjectivity, has gained control over habitual ways and can take responsibility for making changes.

This perspective on learning connects with what people think they are doing when they are learning, almost what they will allow themselves to learn. Writing on women's learning, Belenky *et al* (1986) encapsulate this idea when they talk of five stages of development (or learning) they can move through:

1. Silence: they experience themselves as having no voice and being subject to external authority;
2. Received knowledge: they believe that they are capable of receiving and reproducing knowledge, but not creating it;
3. Subjective knowledge: knowledge is seen as personal, private and subjectively known;
4. Procedural knowledge: application of objective procedures for obtaining and communicating;
5. Constructed knowledge: where the learner comes to view knowledge as contextual and themselves as potential creators of knowledge, through both subjective and objective strategies.

What this suggests is that an individual's learning is connected to their relationship with themselves and their world, in particular their sense of control over and contribution to it. It also implies an interplay between cognition and emotions in learning (Vince, 2001).

In contrast the CIPD definition limits itself to work, categorising learning as: 'a self-directed, work-based process leading to increased adaptive capacity' (www.cipd.co.uk/subjects/lrnanddev/general/lrndevoverview.htm, accessed 11 October 2009).

You might ask yourself whether this last view of learning is sufficiently far-reaching to capture the range of influences on people's learning and development. It certainly seems to exclude many of the sources (sport, home, spirituality, survival experiences, key life moments) that people frequently name as key stimulants of learning.

The practical significance of our understanding of learning relates to how learning and talent development interventions are designed, what level of learning they aim to stimulate and whether the design is appropriate to deliver on the intended objectives.

FOLLOW UP

See Chapter 6 for further in-depth discussion on individual learning.

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

Talent

The terms 'talent' and 'talent management' came into use after the American consultancy firm McKinsey referred in 1997 to the 'war for talent' as being a key driver for corporate performance, referring to recruitment of an organisation's most valuable employees.

Although the word 'talent' is an everyday term that we might think we all understand, its use in learning and development is varied, and this can cause confusion. Some commentators see talent as the gifted, young high-flying individuals. Others see talent as a collective characteristic of an organisation, the sum of its members, processes and practice. Here are some definitions to illustrate the variety:

Talent consists of those individuals who can make a difference to organisational performance, whether through their immediate contribution or in the longer term by demonstrating the highest levels of potential (Tansley *et al* 2007, pxi).

Talent describes a well-rounded manager with

a sharp strategic mind, leadership ability, emotional maturity, communication skills, the ability to attract and inspire other talented people, entrepreneurial instincts, financial skills and the ability to deliver results (Michaels *et al* 2001, px).

Talent refers to

highly talented individuals with the potential to create disproportionate amounts of value from the resources that the organisation makes available to them (Goffee and Jones 2009, p57).

Talent is

inherent in each individual, one person at a time (Rothwell 1994, p6).

Talent means:

everyone at all levels [working] at the top of their potential (Redford 2005, p20).

So we can see here that when people talk of 'talent' they can have quite different meanings, ranging from the sum of all organisation members to just some individuals perceived as exceptional. Even these Brittain (2007) separates into two groups: first the high performers identified as the future leaders (HIPOs), representing between 2 and 10 per cent of people in organisations; second a further 5–10 per cent of employees with essential technical skills, knowledge or know-how, such as commercial contacts. This variation then affects what is meant by talent management and by the options taken for talent development, as the next two sections discuss.

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

TALENT MANAGEMENT – WHAT IS IT AND WHAT IS ITS PURPOSE?

Approaches to talent management depend on how an organisation conceives of talent and what their purpose is for managing talent. Below we offer some contrasting approaches to the kinds of interventions required to manage talent.

Some see talent management as the nurturing, development and career advancement of those identified as having unique and special skills:

talent management is the systematic attraction, identification, development, engagement/retention and deployment of those individuals with high potential who are of particular value to an organisation (Tansley *et al* 2007, pxi).

Others see talent management as an ongoing capacity issue for all organisation members: ‘enhancing of an employee’s ability to cope with changing work demands’ (Garavan *et al* 2009, p267).

Yet other perspectives look at talent management from an organisation’s perspective, to ensure succession management:

a set of organisational processes designed to ensure an effective flow of human resources, including leadership resources (Garavan *et al* 2009, p 266).

Garavan *et al* suggest talent management has replaced the notion of succession planning because it is concerned not only with leadership and management development, but more broadly with recruitment and retention of top-class talent.

Table 2.3 Perspectives on talent and talent management

Individual focus			
Talent as scarce resource	Stars High-flyers Organisation processes to attract, nurture and keep exceptionally talented people for future top positions	L&D and HR processes to maximise everyone’s potential Ensure right person in right job	Talent as plentiful
	Succession planning – integrated organisation processes to nurture supply of future managers/leaders for key positions Configuration of organisation resources to enable talented people to achieve full potential	Interventions to develop talent pool across the workforce Developing collective organisation capacity	
Organisation focus			

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

As Table 2.3 on p28 shows, these different perspectives on talent and talent management can be differentiated, on the one hand, between those that focus on individual capability and those that focus on organisation-wide capacity, and on the other hand, between those that see talent as exceptional or rare, and those who see talent as potentially broad.

TALENT DEVELOPMENT

Following the explanations above of contrasting ways in which the purpose of talent and talent management is approached in organisations, we can see that the practices or interventions designed to develop talent will vary across organisations. When talent is used to refer to the exceptional few, interventions tend to focus on the attraction, retention and development of the best employees through such steps as leadership development, work–life balance, employer branding and corporate social responsibility. In the case study of the Kerry Group graduate development programme above, this was clearly focused on an exceptional few, designed to support succession planning of future company leaders.

Taking the more general view that talent management is about maximising everyone's potential, developing capabilities and competency more extensively, interventions include a broader range of learning and development interventions at all levels, from training to management and leadership programmes to international assignments, coaching and mentoring. However, they are also open to existing employees at many levels, not only to specific recruits.

The purpose of learning and talent development

Going back to the case studies above, a further contrast between them lies in the purpose which learning and talent development interventions were designed to achieve. Look back at Table 2.1 'Organising and managing learning and talent development' to remind yourself of this. One way to think of this is to map the intended beneficiaries on the spectrum in Figure 2.1 below.

Figure 2.1 Spectrum of outcomes: the purpose of learning and talent development

Individual performance	Organisation performance	Social group benefit	Wider society benefit

Learning and development interventions will always have individual participants so at one level a purpose could always be said to enhance individual performance. However, the interesting question is, who are the wider, or secondary, intended beneficiaries? In South Tyneside Council, the local government example at the start of the chapter, it was intended that enhanced leadership skills would lead to improved public services for local citizens. The anticipated outcome for SEWA of self-employed women's learning is that they would have increased earning power to benefit their families as well as sustain local economies. This wider society benefit is similar for the Young Entrepreneur Programme in South West Ireland, where it is hoped that the regional economy will benefit from the creation of future wealth-generating enterprises that are stimulated by young people's learning. In the international company, Kerry Group, the purpose of investment in the Graduate Development Programme is to grow future talent, support succession planning and in the shorter term deliver a return on investment through contributing to shareholder value. For the SME, Metal Tubes, the purpose of learning and talent development is more short-term, to have the skills required to undertake the projects the company wins contracts to do, and so to keep the company surviving.

Another way to think about these issues is to consider how learning and talent development is being used to support organisation strategy, or in other words to look for Strategic HRD. Each organisation has its own strategy— a core purpose, an intended direction, strategic objectives and identified resource needs, which learning and talent development, if strategically planned, will be designed to support. When learning and talent development assures employees are competent to implement an organisation's current strategies successfully (as with Metal Tubes above), it is playing a Strategic HRD role contributing to the organisation's competitive advantage or its performance standards.

However, as Garavan *et al* (2009) argue, echoed by Swanson *et al* (2009), Strategic HRD is not only about implementing strategy, but also about 'shaping future strategy and enabling organisations to take full advantage of emergent business strategies' (Swanson and Toracco 1995, p11). This more proactive view of the potential purpose of learning and talent development flows from recognising the competitive and performance advantage that can come from investing in people to develop human capital (knowledge, skills and abilities), social capital (relationships in social networks) and intellectual capital (ways of knowing and knowledge within social groupings, such as tacit knowledge and procedural knowledge).



ILLUSTRATION

Strategic human resource development (Strategic HRD)

Linking learning and development interventions to organisation strategy, so as to implement current plans effectively, to be prepared take advantage of emergent opportunities or to influence and inform future strategy-making.

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

Critical HRD: Revisiting the purpose – who and what is left out?

Within learning and talent development there are a number of tensions and questions that lead some commentators to a more critical perspective. Perhaps most obviously, when talking of talent development, is the question of who is not seen as talented. According to Brittain's (2007) categorisation above, does that mean the remaining 80–93 per cent of employees are untalented? Is this a useful way to prioritise investment in development or a dismissive waste of potential? And, what of attempts to manage increasingly diverse workforces fairly and equitably while at the same time defining some as talented and some as not? (See Stewart and Harte 2010.)

O'Donnell *et al* (2007, p413) critique the 'managerialist appropriation of social capital in pursuit of largely economic ends'. They argue that 'social well-being is as relevant to HRD practice as economic well-being' (p413). Others point out that it is rare in learning and talent development to question for what business purposes people are being developed (Rigg *et al* 2007). Not for the first time, the recent global financial crisis resulting from unbridled profit-seeking behaviour has raised the question of whether the world can sustain organisational practices that do not incorporate wider societal responsibilities. Likewise, when public service organisations, despite investments in management and leadership development, fail to meet basic standards or obviously waste public money, it is relevant to ask what is the value of learning and talent development, and where is its evidence-base?

There is a growing body of concern among learning and development practitioners over the wider consequences of their work. Whilst learning interventions are often described in benign terms such as enabling, developing potential, empowerment and such like, there is a failure to scrutinise the bigger picture, to question if learning and talent development might in some contexts have the consequence of refining individual skills and developing organisational capabilities to perpetuate ways of running organisations that have serious detrimental human and environmental consequences.

There has been very little consideration of the role talent development might play in either preventing or sustaining such corporate behaviour as the scandals such as the well-known case of Enron exemplifies. There is rarely consideration of the non-financial costs across a value chain in mainstream learning and talent development programmes. In contrast, a **Critical HRD** approach is cognisant of the significant power work organisations wield in the world, how the size and resources of major international corporations surpass the GDP of many small developing nations, and how the activity of organisations touches the wealth, social divisions and natural environment of the wider world, for good or ill. Critical HRD asks questions of the appropriateness of marketing strategies that create new 'needs' for consumer products in a world of diminishing natural resources. Critical HRD helps practitioners explore questions of management as a social and political as well as an economic practice.

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

FOLLOW UP

See Chapter 5 for more on the politics of learning and talent development.

A recent response in the USA is a movement for business and management students to voluntarily pledge to create value responsibly and ethically (see Figure 2.1).

Business Graduates Pledge to Raise Their Game

'As a manager, my purpose is to serve the greater good by bringing people and resources together to create value that no single individual can build alone. Therefore I will seek a course that enhances the value my enterprise can create for society over the long term.' This is the oath being signed by increasing numbers of MBA students internationally. Inspired by two Harvard business school professors, Rakesh and Nitin Nohria, they are making a voluntary pledge to create value responsibly and ethically. *Management Today*, September 2009, p.41.

Figure 2.2 Business graduates pledge to raise their game

SUMMARY

This chapter has introduced examples of various organisation contexts: international corporate, SME, public sector, voluntary and community, and explored how these affect the organisation, management, delivery and purpose of learning and talent development in work organisations. It has introduced a variety of types of learning intervention which will be further examined in later chapters. In addition, some of the language and terminology of learning and talent development and related practices have been compared.

The following key terms have been scrutinised and defined:

- HRD
- strategic HRD
- organisation development
- critical HRD
- learning
- informal learning
- talent
- talent management
- talent development.

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

From reading this chapter, its extended case study and completing the activities, you should be able to:

- demonstrate an understanding of how learning and talent development is employed in diverse organisation contexts
- differentiate between different ways of organising and managing learning and talent development
- identify options for organising and managing learning and talent development
- critically appraise the meanings attached to key terms in the field of learning and talent management, in particular the notions of HRD, strategic HRD and critical HRD and their connections with learning and talent development
- evaluate the multiple purposes of learning and talent development for different stakeholders and identify potential tensions and contradictions.



REVIEW ACTIVITIES

1. Summarise five key things you have learnt from this chapter.
 - a. Write down two or three new questions the chapter has raised for you or things that you are unclear about.
 - b. Select 1 of these questions that you will enquire into further.
 - c. Write down what action you can take next in pursuit of your question (for example: read one of the references in this chapter, talk to someone more experienced at work, look on CIPD website, take time to reflect on your own experience).
2. Construct a rationale for your personal understanding of the purpose of learning and talent development in organisations.
 - a. Examine your rationale in the light of the arguments presented in this chapter. Explain how the arguments either support or challenge your rationale.
 - b. Discuss the results with colleagues and compare the similarities and differences of your rationales.
3. Select and describe one major or significant learning/talent development initiative you are currently involved with or affected by. Map out the following:
 - a. who it is designed to benefit
 - b. who 'owns' it – who commissioned it or is it the client?
 - c. how it is delivered
 - d. any other stakeholders
 - e. In the light of the discussion in the chapter, identify any changes you would recommend.
 - f. Share the results with colleagues and examine how they compare. Discuss whether any differences can be explained by the different kinds of organisations you work for.

A free sample chapter from *Learning and Talent Development*.
by **Jim Stewart** and **Clare Rigg**
Published by the CIPD.
Copyright © **CIPD 2010**

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.
If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

4. Look back at the five organisation case studies at the start of the chapter. Make a case for which could be described as showing evidence of strategic HRD in the way they used learning and talent development.
5. Create a statement for each of the following terms that summarises your understanding of each in your own words:
 - a. HRD
 - b. critical HRD
 - c. strategic HRD
 - d. learning
 - e. informal learning
 - f. talent
 - g. talent management.

EXTENDED CASE STUDY + DISCUSSION QUESTIONS



CASE STUDY

Garvey group

Company ownership, sector and size

The Garvey Group is a family-owned retail and hotel company in Ireland, primarily Munster-based (covering Counties Kerry, Cork and Waterford in the South of Ireland). It has 10 stores across this region plus two hotels and a sports and leisure shop in Dingle, Co. Kerry.

There are 850 employees, rising to around 1000 in the summer months. Most staff are department sales assistants working in the retail shops on the meat or fish counter, for example, or on the tills. In the hotels, most would be employed in the bar or restaurant. Each store and hotel has a manager and assistant manager, as well as at least one and sometimes two training managers. Strategic leadership is provided by a small board of directors, comprising five people: the founder and chairman, one other family member and three non-family members.

Making learning and talent development strategic

Until the early 2000s, when the company was smaller, with just three stores and one hotel, training and development in the company was fairly ad hoc. In 2001 Garvey Group brought in an Operations & HR Director to the board, who came from an Irish-based multinational company where she had been responsible for leading achievement of Excellence through People (Ireland's national standard for human resource management, comparable with the British 'Investors in People' kitemark).

The Operations & HR Director saw Excellence through People as a positive way of structuring HR systems and practices, and of linking learning and development within the overall business strategy. So she led its implementation in the Garvey Group. The result by the mid-2000s was a very structured approach to training, driven now by the business strategy. A corporate training plan is prepared annually, costed

A free sample chapter from *Learning and Talent Development*.
by **Jim Stewart** and **Clare Rigg**
Published by the CIPD.
Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.
If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

and evaluated through deliverables such as sales and profitability. A modified balanced scorecard (Kaplan and Norton 1996) provides a framework for the strategy, starting with the core belief that 'if you had your people trained, your operations would be right, if this was right, in turn your customers would be happy; in turn your business would be right. So the starting building block was always the people' (Operations & HR Director).

The independent audits provided by Excellence through People were welcomed as a useful source of feedback and suggestion, that helped the company become more systematic. Prior to that training was more ad hoc, and not systematically aligned with business strategy. In the days when the Garvey Group had just three stores and one hotel all within the same areas, this relative informality was perhaps manageable, but as the Group grew throughout the decade Excellence through People was used as a framework to help grow the group, to facilitate acquisition of other business and integrate them in a seamless manner.

From business strategy to training needs analysis

Each year a training plan is prepared for each location. Considerable time is spent identifying employees' training needs, using the appraisal system to provide opportunity to identify training needed and based on a needs analysis for their job. Some training needs are technical, for example, specific to those who work in the fish department or meat section of the stores. The company uses a competence-based approach, with much emphasis put on behavioural competences applicable to all jobs, such as customer care, working as a team and 'subtle selling'. These skills underpin the business strategy. For sales assistants in particular, great emphasis is placed on customer service training, being ambassadors for the company and selling skills – telling customers in a friendly way

about promotions, so customers might not even notice, 'subtle selling' as the company call it. Customer service is seen as so central to the achievement of business strategy that there could be training three times a year, to reinforce and deepen the learning. In general if people cannot complete training in their own store they generally get to attend in another area.

Training providers – external and internal

The main provider of training for Garvey Group is the Musgrave Group (the Irish group that owns many household grocery brands across Ireland, the United Kingdom and Spain and provides sales, marketing, IT, finance and logistical expertise to retail companies such as Garvey Group. www.musgravegroup.com/en/about/what_we_do.php, accessed 25 November 2009). Garveys use Musgrave Group's training department for specialist retail training, for example, in flowers or fish, whilst for specialist hotel training, such as bar and restaurant skills, the Irish Hotels Federation (IHF) is used. For other generic skills, such as customer service or team building, great emphasis has been placed on developing internal training expertise. Each store has at least one and often two trained trainers, even occasionally three. The HR person from each store is one of the trainers; whilst the second one is typically one of the checkout supervisors because of their experience of having many people report to them. Trainers typically originate on the shop floor, starting on the checkout tills. They regularly meet with the company's Operations & HR Director and are appraised by her. They receive training themselves twice a year training on for, example, evaluation, transfer to work, making training relevant.

This emphasis on investing in people's skills, competences and behaviours, driven by a clear strategic plan is at the forefront of practice in the retailing sector, to the extent that Garvey Group trainers are often called on to run training for other retailers.

External trainers are used only very

selectively. The Musgrave group have a retail diploma accredited by Dublin Institute of Technology and also operate a list of approved trainers across the country, people with retail experience who can deliver practical, hands-on and experiential training directly informed by real scenarios, rather than being generic.

Planning and evaluating

Every course has objectives, and the Kirkpatrick model is used to identify these and to systematically ask what individuals expect to get from any training event. So rather than being sent on a fish course, for instance, a person will know why they are going and what are the objectives. After the training, they will be asked what they learned, whether it matched the objectives, what they will do now. Also added in is the question of what they will share. Employees are very much encouraged to summarise key learning from any course in their next week's meeting at work. Even with on-the-job, 'sit by Nelly' training, for example in using the tills, there are training objectives set and a review afterwards, to ensure there are no remaining gaps. The focus is constantly on trying to make the training relevant to the job and relevant to the longer-term business objectives.

Training managers feed back the evaluations to the Operations & HR Director, who communicates back to providers, whether these be internal or external from Musgrave and the IHF.

At a corporate level the ROI (return on investment) measures used for evaluation were primarily sales and profit figures. For example, comparison would be made of fish sales and margins before and two months after a fish course. Generally there was an improvement evident, an uplift in sales figures following training and this data was used to justify training investment to retail managers and the board.

Employee expectations

When the company's focus on training

began, initially there was a degree of apprehension from the workforce. Whilst some of these were young college and school students, many were 40 and older. Fears were voiced of 'Is there a test?' 'I'll never be able for it'. So the initial hurdle was to get people's buy-in, and encourage them to attend at least the first course. As it happened, once they went on one course, they were generally delighted to be able to go again. Part of this was achieved through getting their input, for example, asking for their ideas on what is the best way to give customer service. The company culture is open, with an emphasis on personal development and improvement. The team of HR and trainers across the whole group regularly meet together around twice a year to explore how they can we make training better. Participation in training is celebrated and annually people get a printout of their training record. The company deliberately 'hero' their staff, for example, publicising pictures across the stores of a Master Butcher, Master Baker or star of the Baby department, to give people a sense of pride in their job and to acknowledge them as an expert. All this contributes to a culture where people are positive towards training, feel a sense of achievement and are proud of their training records.

Managing the managers

Initially the Operations & HR Director had to work hard to persuade the middle managers (store managers, hotel managers) of the value of releasing people for training, because it is an industry where the wage bill is high and they have very specific operational targets regarding rostered hours. To release an employee for 8 hours' training means not only do they have to pay the person for these hours although they are not on the shop floor, but they also have to buy in a replacement for the 8 hours to cover the shift. So initially there was a huge debate. However, the managers also had other performance measures, such as mystery shoppers, and they could see that if they did not put

investment into the training, they were not getting the same recognition for customer service. Often, if there was a poor mystery shopper result, the excuse was 'well, she never went on the training course'. In time managers recognised a direct result between the training of their employees and achievement on the job.

Induction was another point of potential tension between the training strategy and managers. Newcomers had two days invested in their induction, covering the basics such as company culture and the emphasis on customer service, even before they began to learn such skills as how to use a till. There was a tension when a retail manager could be crying out to have them on the till immediately and trainers saying, wait, you want them with the right attitudes and behaviours, they'll add so much more value.

Persuading the board of the value of investing in training was not so difficult, because the Operations and HR Director was a member of the board and was explicitly hired into the company with this brief. Nevertheless, it was important to highlight deliverables and to continuously provide evidence to link the training to profitability or sales, for example, demonstrating improvements that followed training.

Employer branding

Garvey Group are very proud of their training record and their recognition with Excellence through People. They were the second Irish retailer to achieve gold and are the first retailer and (by early 2009) one of only 18 Irish companies to achieve platinum. These achievements are seen as a major contributor to their employer branding, and the logos are proudly and widely displayed. The retail sector does not pay high wages, the work is tough, including regular evening and weekend working, dealing with customers, so to make employment attractive, an employer has to be able to highlight how they are distinctive, For Garvey Group this is the

experience and development offered to employees. Being known to treat employees well and train well has meant the group recruited some excellent employees. Once Excellence through People was achieved it gave the company a huge competitive edge; there was a noticeable increase in the quality of applications and a rise in graduate applicants. Candidates were clearly aware of the Excellence through People recognition and would mention it as one of their reasons for wanting to work with the company, because it signalled they were serious about training and learning and were a company that could offer career opportunities. Excellence through People put them in a different league.

Talent management

Garvey Group have a segment in their balanced scorecard termed 'talent management', which was introduced because, in previous years of relatively full employment there had been a real difficulty in recruiting talent. For the retail sector this is a challenge because a career in the sector is not seen as offering great potential. Having found it difficult to attract supervisors and good trainee managers they made the decision to home-grow their own. The Garvey understanding of 'talent' is people 'having capacity to be more than they currently are'. There is also a recognition that talent in this sector is very much related to personality and whether a person can relate to the customers or has people management skills, regardless of the degree they have on paper.

To grow their own, investment was made in spotting and developing talent. Managers had, once a month, to identify someone who had the potential to progress. Often they were someone working on the till for a few hours after school or in their college breaks. Talent development consisted of an 18-month trainee manager structured fast track development. Trainee managers can also be recruited directly to the programme, which involves on-the-job training to learn all aspects of the job as

well as external training, devised with Musgraves, to be retail specific. During the 18 months they would be met bi-monthly to agree training objectives and there were monthly milestones. Their line manager was accountable for making sure they progressed and were adding value to the store.

Each 'talent' is assigned a mentor, with regular review meetings held. Mentoring, however, has proved something of a challenge, because in most cases the mentor has been the trainee's direct line manager, with the result that meetings became more performance reviews than true mentoring sessions. It has proved difficult with the size of the company to give people a different mentor.

Mentoring has been more successfully used with the store managers, who each have been mentored by one of the Board members who is not their line manager.

Another unresolved aspect of the company's talent management is that the system only developed towards the position of trainee manager. There was no similar system for development towards supervisor although until the recent economic downturn there was a need. With the recession, there is now a flood of external supervisors to choose from so growing internal talent is no longer essential.

Top management development

The company to date has not had a systematic or strategic approach to developing Board members. Individuals have pursued development opportunities at their own discretion.

The language of learning, training and talent

Until recent years Garvey Group spoke of training and development in all their strategy documents. However, one night, triggered by an Excellence through People audit recommendation, they rewrote all the policy documents, substituting the

word 'learning' for 'training'. The employee reaction was quite unexpected. Staff questioned how learning could be the subject of strategy or be documented and recorded because it was what they did anyway. Training, by contrast, was seen as involving courses, something special and important, that could be documented and signed off. For senior managers this highlighted the evolution the company had been through, coming from having no formal HR to developing good systems to having Excellence through People to achieving Gold then Platinum. Employees needed more time to adjust to talking of 'learning' as being part of what they did each day.

The language of 'talent' posed a second source of challenge, with some asking 'are you just singling out special people?' The answer was, unfortunately yes, because of the need to develop the internal management team.

Into the future?

Overall the company has no doubt that investment in people's learning and talent development produces results to the bottom line. Also, that strategically managing training and learning is essential to get the best out of people. But what of the future challenges in the face of the current economic downturn? It is tougher to keep the focus on investing and the risk is that training will be less, not only because of the cost of training, but also the operational impacts of covering people taken out for training. In the medium term the company believe that, because staff turnover is low, there is some cushioning from past investment in development, although that could become more of an issue in time. There are strengths in being closely tied to the Musgrave group and accessing highly relevant, industry-specific training. They also have a degree of internal sustainability through having a well-developed network of trained internal trainers as well as the established

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

framework derived from Excellence through People of using training plans, setting objectives and review. Maintaining this will be the challenge.

This case was created with the assistance of Caroline McEnergy, Operations and HR Director, Garvey Group.

For more information see:

Garvey group website: www.garveygroup.ie/

Excellence through people: www.excellencethroughpeople.ie/

Investors in People: www.investorsinpeople.co.uk/Pages/Home.aspx

Discussion questions

1. What are some of the specific challenges for learning and talent development in the retail sector?
2. What are the advantages and disadvantages of having a specific talent strategy?
3. What do you think is the implication of having the lead HR person on the company Board?
4. The case study illustrates at least two significant tensions within the Garvey Group's learning and talent development approach. What are these?
5. Applying the matrix in Table 2.3, Perspectives on talent and talent management, where would you position Garvey Group's approach to talent management?
6. To what extent do you consider Garvey Group's approach to learning and talent development can be described as Strategic HRD?



EXPLORE FURTHER

Books

Essential

Garavan, T.N., Hussey, C. and Cahir-O'Donnell, A. (2009) *Developing Managers and Leaders*. Dublin: Gill and Macmillan. Chapter 7, 'Managing talent and succession in organisations'.

Good, J. *et al* (eds). (2009) *HRD Theory and Practice*. Basingstoke: Palgrave.

Rigg, C., Stewart, J. and Trehan, K. (eds). (2007) *Critical HRD: Beyond Orthodoxy*. London: FT Prentice Hall.

Tansley, C. *et al* (2007) *Talent: Strategy, Management and Measurement*. London: CIPD.

Recommended

Brown, P. and Hesketh, A. (2004) *The Mismanagement of Talent: Employability and jobs in the knowledge economy*. Oxford: Oxford University Press.

Gibb, S. (2007) *Human Resource Development: Processes, practices and perspectives*. 2nd ed. Basingstoke: Palgrave.

Grugulis, I. (2007) *Skills, Training and Human Resource Development: A critical text*. Basingstoke: Palgrave.

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © CIPD 2010

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.

Hill, R. and Stewart, J. (eds). (2007) *Management Development: Perspectives from Research and Practice*. London: Routledge.

Sambrook, S. and Stewart, J. (eds). (2007) *Human Resource Development in the Public Sector: The case of health and social care*. London: Routledge.

Smith, P.J. and Sadler-Smith, E. (2006) *Learning in Organizations: Complexities and diversities*. London: Routledge.

Journals

Human Resource Development International

Journal of European Industrial Training

International Journal of Training and Development

Human Resource Development Quarterly

Advances in Human Resource Development

Human Resource Development Review

Useful websites

www.cipd.co.uk

www.cipd.co.uk/subjects/lrnannddev/general/lrndeovoverview.htm

www.ufhrd.co.uk

www.ahrd.org

www.ukces.org.uk

www.lsc.gov.uk

www.idea.gov.uk

Podcasts

CIPD: 'Strategies for attracting and retaining talent' – podcast episode 24

Philippa Lamb discusses the issues with: Emily Lawson, partner in the London office of McKinsey & Company and the global leader of McKinsey's talent management and HR service line; Claire McCartney, CIPD Adviser, Organisation and Resourcing; Scott Hoults, Head of Talent at the support services organisation Amey; Matthew Guthridge, Expert Associate Principal in the London office of McKinsey & Company and a leader in McKinsey's talent management initiative and European organisational behaviour service line; and Richard Roberts, head of the People Team at Virgin Mobile.

www.cipd.co.uk/podcasts/_articles/_strategiesforattractingandretainingtalent.htm?link=title

A free sample chapter from *Learning and Talent Development*.

by **Jim Stewart** and **Clare Rigg**

Published by the CIPD.

Copyright © **CIPD 2010**

All rights reserved; no part of this excerpt may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency.

If you would like to purchase this book please visit www.cipd.co.uk/bookstore.