

LEARNING AND TALENT DEVELOPMENT

Chapter 1: Introduction

The rationale, purpose, scope and readership of the book. This chapter also includes the aims and objectives of as well as guidance on use of the book.

PART ONE: THE NATURE, PURPOSE AND CONTEXT OF LEARNING AND TALENT DEVELOPMENT

Chapter 2: Organising and Managing Learning and Talent Development

This chapter sets the various organisation contexts of learning and talent development. It defines and critically examines basic terms such as organisation and management in a range of settings; e.g. commercial, public and voluntary. Key terms in the topic such as HRD, strategic HRD, critical HRD, talent and talent management are also subject to scrutiny and definition.

Chapter 3: International and National Contexts

The growth and spread of globalisation as well as its causes and consequences are the major focus in this chapter. The approaches to promote learning, skills and talent development adopted by national governments are examined in the context of international competition and open borders and boundaries. Implications, opportunities and limitations imposed by these factors on organisations and individuals are identified and examined.

Chapter 4: Various and Varying Organisation Contexts

Ideas around organisation strategy, structure, objectives and culture and how these emerge, are designed and formulated are critically examined in this chapter. So too is the role and contribution of learning and talent development and the interactive and iterative relationship between all of the concepts in the day to day experience of organisation members. The nature, content, purpose and contribution of learning and talent development strategies, programmes and processes are also examined.

Chapter 5: The Politics of Learning and Talent Development

Notions of power, politics and influence form the major content of this chapter. Sources of power and influence in a range of organisation contexts are examined as will processes of organisation politics. Related theories and models and their application in practice are critically evaluated. The relevance of these to organisation decision making and resource allocation is explored. Implications for learning and talent development and professional practitioners is identified and explored.

PART TWO: THE PROCESS OF LEARNING AND TALENT DEVELOPMENT

Chapter 6: Individual and Organisation Learning in Talent Development

This chapter identifies, explores and evaluates a range of theories and models related to learning at individual, group and organisational levels. The purpose is to examine the basis of designing learning and talent development programmes and interventions. Specific methods of learning and talent development are discussed and their connection to theories of learning is analysed. Key principles of selecting methods and designing programmes are identified and evaluated. Related to this is

an examination of variation in approaches to learning and talent development for different employee groups such as graduates, professionals, women and international managers.

Chapter 7: Establishing Needs and Solutions to Talent Development

Establishing and agreeing priorities and learning and development needs at organisation, team, occupational and individual levels, and models, frameworks and processes for achieving this is the main content of this chapter. Other content includes the role of external and internal contextual factors such as social, historical, cultural and structural circumstances in decisions as well as organisation ambitions, aspirations and objectives on determining priorities in policy and practice. The needs of the different groups and categories discussed in the previous chapters are also explored.

Chapter 8: Designing and Evaluating Talent Development

This chapter examines the contextual nature of meanings attached to the notion of talent as a key design factor. Application of learning principles and current and future priorities is also explored as key influencers on the design process and actual design of programmes of talent development. The use of objectives at all levels of programmes is explained as is criteria used in selection and design of talent development solutions. This leads into a critical examination of the purposes, processes and problems of evaluation which forms the second major content of the chapter. Connections to organisational politics are made as a key component of evaluation processes.

PART THREE: THE MANAGEMENT OF LEARNING AND TALENT DEVELOPMENT

Chapter 9: Learning and Talent Development Strategies

This chapter describes and explores a range of common strategies and programmes. The use and role of external resources is examined as is management of third party suppliers. Strategies utilised for key groups are explained and evaluated. These include use of educational partnerships, action learning, development centres, coaching and mentoring and international projects in relation to developing critical talent such as managers and leaders, professionals and knowledge workers. Work based learning is also included.

Chapter 10: Accessing and Managing Resources

The notion of stakeholders and a range of associated theories and models is examined in this chapter. The use of internal and external partners also forms part of the content. Making a business case, producing business plans and processes of formulating and managing budgets forms additional major content. Resources such as financial, human and physical are explained and explored and their deployment in implementation of learning and talent development programmes analysed. The notion of policy and the formulation and content of learning and talent development policies is also included and the relationship between policy and resource allocation explained and explored.

Chapter 11: Ethics and Professionalism in Learning and Talent Development

A range of understandings of ethics, including various philosophical positions, are described and explored. The notions of professional and professionalism and their connections with ethics is critically examined. Application of these notions in learning and talent development and especially in relation to the notion of diversity is explored and analysed. The links between notions of professionalism and continuing professional development are also explained and processes of CPD are examined.

Chapter 12: Research Methods in Learning and Talent Development

Chapter 13: Summary, Conclusion and Themes

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