ISEC Lisboa, in partnership with University Forum of Human Resource Development (UFHRD) and the Academy of Human Resource Development (AHRD) are delighted to welcoming you to the UFHRD2024 Conference.

We welcome a series of workshops from distinguished guest speakers, as well as various networking events throughout the day.

Editors

Maria José Sousa, Instituto Universitário de Lisboa, Portugal

Siham Lekchiri, Western Carolina University, USA

E-Book Abstracts

Table of Contents

ID:2- Reciprocal mentoring in UK Higher Education – a case from a UK Business School

Ms. Ann- Aaron Taylor

ABSTRACT

Reciprocal mentoring in UK Higher Education (HE) is a relatively recent concept that is growing in significance as its benefits are becoming more clearly understood (Burdett, 2014). The process provides a platform for students to deliver their own unique feedback and for universities to gain an insight into student mind-sets and experiences so that they can better respond to needs and requirements.

In this study, reciprocal mentoring was piloted with a new PhD student and an experienced doctoral supervisor in order to uncover ways in which to enhance the quality of doctoral supervision in a UK Business School. In addition to the monthly PhD supervisory meeting, a further meeting was organised each month to develop a wider perspective on how to improve the current level of provision. The dates and times of these meetings were agreed between the mentor and mentee.

The empirical data confirmed the view that reciprocal mentoring plays a significant role in enhancing student engagement and provides a transformational impact on the student "voice".
New discoveries indicate that there were several tangible benefits to reciprocal mentoring. These included building a better culture of learning, developing student leadership skills, sharing perspectives more transparently, supporting inclusivity and enhancing self-confidence and self-awareness.

These findings arguably demonstrate the need for the institution to leverage the mentoring provision in order to improve its offering to PhD students. It was also discovered that the level of support offered to PhD students needed to be improved so that they are able to further develop their skills and competencies. These findings correlate with Singh et al.'s (2021) study on knowledge sharing during the Covid-19 pandemic.

Keywords: Reciprocal mentoring, UK Higher Education, PhD supervisions, Business School

ID:3- The Realities of Virtual Coaching Presence - When the Medium Becomes the Message

Dr Tünde Erdös, Austria

ABSTRACT

Digital coaching platforms mushroom. As they do, or as organisations and coaches simply choose to work more online than in-person with clients, we embrace the opportunity to get easy access to both teams, coaches, and coachees from all over the world. As HR and coaches all welcome this opportunity, do we also embrace potential differences when it comes to our online presence, particularly coaching presence? Why coaching presence? Coaching presence is understood to be the most important mastery skill when it comes to effective and transformational communication. Do we notice the implications of moving from offline to online coaching when it comes to this particular skill, one which has been understood to be our most important lever of mastery?

In this workshop, we will focus on getting a felt sense of at least one big difference in 1:1 online coaching presence and at least one big difference in team coaching presence - all based on scientific work I am conducting, and experiential wisdom supported by client feedback.

Fact and figures based on most recent research:
- Structural interviews with 76 coaches on coaching presence: 91% reported great initial rapport, no difference between online and offline presence
- Structural interviews with 100 companies / 50-250 employees / 6 months: 87% reported coachees' drop-out; coachees only partly engaged, not engaged at all in virtual coaching
- Digital coaching platforms: report 250% ROI for well-being (CoachHub, 2020)

Recent article in Handbook of Digital Coaching (Routledge, in print) edited by Passmore, J. et al.

Keywords: virtual coaching, coaching presence, online presence, offline presence, individual coaching, team coaching

ID:4- Factors Impacting Employee Retention: Personal Reflections of Expatriate Teachers Working in Ruamrudee International School, Thailand

Piyapong Siriviriyanun & Pawinee Petchsawang

ABSTRACT

Employee retention is an area of importance for human resources management (HRM). Every business wants to retain qualitied employees to maintain its competitive advantage in its business. International school business is no exception. Retaining qualitied teachers will not only impact students' outcome but also unload some burden of school finances (O'Malley, 2019). The objective of this present study is to understand the lived experiences of expatriate teachers, who have committed their profession in the same school for longer period of time, on what are the factors that influent them to work in the same school. Using a phenomenological approach to extract the key contributions from five expatriate teachers participated in the study. Three macro themes were identified, 1) sense of belongingness at workplace, 2) authentic leadership and, 3) shared visions and values. The findings highlighted the importance of the role of the workplace that has to enhance the sense of belongingness of the teachers, school leadership and alignment of visions and values of teachers and organization are the variables that influent the employee retention in this international school context. The practical implication and limitation of the present study were discussed.

Keywords: International school, international education, employee retention, authentic leadership, person-organization fits

ID:6 - Achieving Career Success through Self-Concept: Role of Cultural Construals

Bhagyashree Barhate, Malar Hirudayaraj & Khalil Dirani

ABSTRACT

India's collectivist culture poses unique challenges to youngsters' careers. For instance, they are expected to adhere to familial and societal standards when choosing a career. Furthermore, Indian parents consider jobs in STEM more prestigious and thus often pressure their children to acquire employment in science and technology-related fields, such as the IT industry. How these individuals overcome external influences projected by family and friends is largely unknown. Once individuals are put in the organizational system, they must overcome these influences to achieve career success. The Western conceptualizations of career success that ignore cultural nuances lead to a one-sided understanding of career success in a globalized market. Thus, this study examined the underexplored concept of career success in a collectivist culture such as India, which lends limited agency over career decisions to its youth.

This paper explores the career success perceptions of Generation Z (born between 1995 and 2012), the youngest generation working in India's information technology (IT) industry. Using a constructivist grounded theory design, we interviewed sixteen participants to understand how they perceive their career success. The analysis indicates that the participants gained agency over their careers by iteratively developing self-awareness, self-efficacy, and career self-efficacy, ultimately leading them to develop a self-concept. By developing self-concept, participants gradually moved away from their collectivist influences and actively participated in their career advancement. The findings of this study further indicate that the participants' engagement with their careers helped them gain agency over their careers by making independent decisions attributed to their perceptions of career success.
We borrow from the career self-construal concept to understand how individuals from a collectivist culture perceive career success. Cultural construal is a social understanding of how individuals from different cultures perceive themselves and how others influence their cognition about self (Markus & Kitayama, 1991).

The findings from this study have implications for organizations in designing programs that effectively attract, engage, and retain Generation Z employees.

Keywords: Gen Z, Information technology, grounded theory, career agency, cultural construals

ID:6 - How Psychological Factors Affect Phishing: A Literature Review

Alexander Gordon & Darlene Russ-Eft

ABSTRACT

Phishing is a social engineering attack which intends to steal information from an intended victim by masquerading as a reputable source (Alsharnouby et al, 2015). Phishing emails can vary in the amount of people targeted, sophistication, and purpose (Fruhlinger, 2022). It is a ubiquitous problem in modern day society and organizations, which in the year 2017 alone caused an estimated $1,400,000,000 USD in damages (Pienta et al, 2020). This trend is not likely to slow down as currently more than 5,000,000,000 people are online (Statista, 2023). Indeed, phishing is a major issue as cyber-attacks are among the top 10 threats to global stability and phishing is certainly an integral part of cyber-attacks (Ge et al, 2021). Phishing has arguably influenced the geo-political landscape of the world already with Hillary Clinton's campaign manager being phished and thus influencing the 2016 United States elections (Rashid, 2020). There also is no technological elixir to cure the phishing plague within the foreseeable future (Alsharnouby et al, 2015). This is largely due to phishing attacks targeting humans, as they are often the weakest link in cyber defense. Phishing attacks at their core use psychological tricks into cajoling or luring a victim into doing the attackers intended purpose (Pienta et al, 2020).

The Big Five psychological factors model is has been shown to largely explain how someone behaves (Barrick & Mount, 1991; Goldberg, 1990). The Big Five trait of conscientiousness has been shown to be an indicator of job performance for over 100 years (Wilmont & Ones, 2019). Yet the results of the Big Five factors' interface with phishing response is not clear as of yet. There are dozens of peer-reviewed academic studies currently which have examined this topic. However, they often have contradictory results thus leaving no clear consensus on this topic (Sommestad & Karlzen, 2019). While the relationship in regard to phishing response is currently ambiguous, it appears that some traits may have a significant influence on that response. Thus far there is no theoretical model which takes all of these details into account.
The purpose of this study was to elucidate the interactions between phishing and the Big Five factors. The research questions to be answered by were as follows:

RQ1: What does the existing evidence show as the relationship between the Big Five factor traits and phishing response?
RQ2: In what ways, if any, do the existing studies show that there is a specific victim phishing personality profile? Ge et al (2021) suggested that there is a victim personality.

The present research will examine that possibility.
This study used an integrative literature review method (Toracco, 2005) to examine the relationship between the Big Five psychological factors and the phishing response. The search process for this literature review was a multi-faceted one. There were several databases used in this process. The first search used was a general search in Purdue's Library for Phishing AND Big Five Personality in Peer Reviewed Academic Journals. The same search was used in Google Scholar, Gale OneFile's database, and ProQuest. This process was then repeated by searching Phishing AND Psychology. The search was not limited by date, but only English texts were used.

The study will develop a theoretical model of the resulting relationships. This theoretical model can then be used to suggest practical implications in terms of human resource development (HRD) interventions within organizations. Such interventions can aid both the organizations and their

employees. The model and the results from the literature review can also help to identify future directions for HRD research.

References

Alsharnouby, M., Alaca, F., & Chiasson, S. (2015). 'Why phishing still works: User strategies for combating phishing attacks.' International Journal of Human-Computer Studies, 82(1), pp. 69-82. https://doi.org/10.1016/j.ijhcs.2015.05.005

Barrick, M. R., & Mount, M. K. (1991). 'The Big Five personality dimensions and job performance. A meta-analysis.' Personnel Psychology, 44(1), pp. 1–26. https://doi.org/10.1111/j.1744-6570.1991.tb00688.x

Fruhlinger, J. (2022, April 12). What is phishing? Examples, types, and techniques. CSO Online. Available at: https://www.csoonline.com/article/514515/what-is-phishing-examples-types-and-techniques.html (Accessed 6 December 2023).

Ge, Y., Lu, L., Cui, X., Chen, Z., & Qu, W. (2021). 'How personal characteristics impact phishing susceptibility: The mediating role of mail processing.' Applied Ergonomics, 97(1), pp. 1103526-103526. https://doi.org/10.1016/j.apergo.2021.103526

Goldberg, L. R. (1990). 'An alternative "Description of Personality": The Big-Five factor structure.' Journal of Personality and Social Psychology, 59(6), pp. 1216–1229. https://doi.org/10.1037/0022-3514.59.6.1216

Pienta, D., Thatcher, J. B., & Johnston, A. (2020). 'Protecting a whale in a sea of phish.' Journal of Information Technology, 35(3), pp. 214–231. https://doi.org/10.1177/0268396220918594

Rashid, F. Y. (2020, November 24). 8 types of phishing attacks and how to identify them. CSO. Available at: https://www.csoonline.com/article/563353/8-types-of-phishing-attacks-and-how-to-identify-them.html (Accessed 6 December 2023).

Sommestad, T., & Karlzen, H. (2019). 'A meta-analysis of field experiments on phishing susceptibility.' 2019 APWG symposium on electronic crime research (eCrime), Pittsburgh PA, United States. 13-15 November. IEEE. https://doi.org/10.1109/eCrime47957.2019.9037502

Statista. (2023, May 22). Number of internet and social media users worldwide as of April 2023. Available at: https://www.statista.com/statistics/617136/digital-population-worldwide/ (Accessed April 2023).

Wilmot, M. P., & Ones, D. S. (2019). 'A century of research on conscientiousness at work.' Proceedings of the National Academy of Sciences PNAS, 116(46), 23004–23010. https://doi.org/10.1073/pnas.190843011

Keywords: Phishing, Big Five personality factors, workplace training

ID:37 - The Role and Impact of Coaching on Human Resources Performance

Isabel Reis, Sampaio Marta, Vasco Santos, and Filipa Martinho

ABSTRACT

Nowadays, coaching is relevant due to the fact its direct purpose is helping employees, as human resources of organizations, to exploit their own potential, both personally and professionally, in order to continuously improve their performance in various work contexts. Based on these assumptions, this study focuses the current role and impact of coaching on human resources performance, specifically the processes in personal and professional development. Coaching is a process that has been little studied empirically in relation to organizational phenomena such as emotions, teamwork and conflict management. With this in mind, this research also aimed to understand what contribution this process makes to interpersonal relationships. The research question guiding this study is: "Is coaching a determining factor in a company for personal and professional development, contributing to better performance and consequently greater employee productivity?". Methodologically, this is based on a qualitative nature, based on interviews with coachees. For this purpose, an interview guide was constructed, using the snowball sampling technique, and 14 coachees were interviewed. The participants are aged between 30 and 54 years old (13 women and 1 man), with different areas of professional activity. After analyzing the respondents' responses, the information was categorized. We managed to get the perception that with the coaching sessions, the coachees surveyed consider that they developed different skills with this process, such as license, self-confidence, strategic vision, among others, and also that this process brought them benefits as professionals, such as empathy with the other, self-confidence and focus on meeting objectives. As expected, finding a consensual definition of Coaching was not possible in the data analysis, this strengthens the concept of Ives (2008) when he mentions that the definition of the concept today still creates controversy. However, most of the time, Coaching is associated with personal development, to achieve goals and a helping relationship. To sum up, it can be inferred that coaching provides various benefits, develops soft skills and improves the performance of human resources in business and organizational environments. Regarding to limitations, this study had a small sample size, which meant that the results could not be generalized on a large scale. For future studies, it would be interesting to carry out a study that would make it possible to compare the coachees' competences before and after going through the coaching process, with the aim of analyzing which competences were acquired, as well as their impact on performance.

Keywords: Coaching; personal and professional development, performance; human resources.

ID:41 - Navigating doing good: pro bono coaching promises and pitfalls

Judie Gannon, Ksenia Warren & Loanna Lordanou

ABSTRACT

This paper presents primary evidence from a study on pro bono coaching. It draws on professional services theory (von Nordenflycht, Malhorta & Morris, 2015; von Nordenflycht, 2010) to examine why coaches are drawn to providing pro bono coaching services. Literature on pro bono professional services offer contradictory evidence on the benefits of pro bono professional work. While most professions and professionals have connotations with status, privilege and various forms of capital, this is in direct refutation with under-represented and disadvantaged groups and communities in society. However, third sector organisations, and under-served and disadvantaged service users, are seen to gain from the provision of pro bono work. There is also data which suggests it can undermine their trust in professions and professionals. Likewise, while service providers (professionals themselves) may enhance their own professional development and experience through pro bono work, studies have also suggested that such services can lead to professionals suffering from embarrassment and feelings of inferiority (Ong & Yang, 2014; Patterson et al., 2021). Organisational and institutional perspectives indicate that while pro bono professional services can generate future new revenue lines, enhance professions' societal standing, and prosociality amongst professionals (Ryan, 2021), damage can accrue where such services are undervalued. As such significant tensions are evident across different stakeholders (professionals and their associations, third sector organisations, professional service firms, policy makers and underserved and disadvantaged communities).

Coaching can be understood as a valuable HRD practice with a deep commitment to supporting the realisation of human potential, within organisations but also more broadly as part of living a meaningful life (Shoukry & Cox, 2018; Western, 2017). Drawing on interviews and image elicitation with coaches, educators, supervisors, and third sector clients, this paper highlights how the development of coaches, and coaching as a profession, exacerbates and extends our current understanding of why professionals engage in pro bono work. While personal development may initially be at the root of pro bono coaching work, more complex aspects of altruism and being inherently a human-values driven endeavour are also evident in respondents' accounts. Concerns about addressing the imbalance of access to the benefits of coaching are also evident amongst respondents alongside the frictions of managing completely free, low fee and commercial rates of coaching provision. The paper concludes by identifying implications for professional services theory in specific professional contexts, and specific practice implications for coaches and HRD professionals as part of their wider commitment to supporting and realising human potential, within organisations and across communities and society more widely.

References

Ong, David and Yang, Chun-Lei, Pro Bono Work and Trust in Expert Fields (July 26, 2014). Available at SSRN: https://ssrn.com/abstract=1943928 or http://dx.doi.org/10.2139/ssrn.1943928

Patterson, P.G., McColl-Kennedy, J.R., Lee, J.(J). and Brady, M.K. (2021), "Gaining insights into why professionals continue or abandon pro bono service", European Journal of Marketing, Vol. 55 No. 3, pp. 790-813. https://doi.org/10.1108/EJM-05-2019-0438

Ryan, F. (2021) Voices from the front line: exploring what pro bono means to lawyers in England and Wales? International Journal of the Legal Profession, 28(3) 265-278

Shoukry, H., & Cox, E. (2018) Coaching as a social process, Management Learning, 49(4), 413-428.

Von Nordenflycht, A. (2010). What is a professional service firm? Toward a theory and taxonomy of knowledge-intensive firms. Academy of management Review, 35(1), 155-174.

Von Nordenflycht, A., Malhotra, N., & Morris, T. (2015). Sources of homogeneity and heterogeneity across professional services. In Empson, L., Muzio, D., Broschak, J. & Hinings, B. (2015) (eds.) The Oxford handbook of professional service firms, 135-160.

Western, S. (2017) The Key Discourses of Coaching, in Bachkirova, T., Spence, G. and Drake, D. (eds.) The SAGE handbook of Coaching. Los Angeles: Sage reference, Chapter 3, 42-61.

ID:59 - Tailoring and Transferability of coaching and coaching supervision models across sectors and contexts: challenges and considerations

Helen Smith, Andrew Scott, Jeremy Gomm, Linda Grant & Neil Ralph

ABSTRACT

As a team of seasoned practitioners, we are acutely aware of the individual presence and impact we may have upon those we are fortunate enough to work with as coach or coach supervisor. This practice spans multiple sectors and contexts from education to public and private international organisations to third sector charity workers.

We recognise we may be the expert of the process applied for assisting the development of knowledge and insight in our clients, but they are the true experts at what they do, and they simply allow us into their world to share, reflect and gain that additional perspective for enhanced understanding. We simply assist knowledge discovery.

In the realms of knowledge discovery, we are always asking ourselves if we are using the right approach with this client or team, is this the correct model or question to be asking to support this scenario and individual best. Choosing the right model, question or approach can make the difference to the progress the individual or team makes.

Getting to a point of co-creation and achieving the right 'fit' is not just about establishing a trusted relationship. This paper (and workshop) explores a variety of case studies and scenarios to assess the tailoring required to achieve the desired outcomes. As a practitioner group we share our reflections and insights on what went well, what could be improved and what should never be assumed to be transferable across sectors and contexts. The resulting check list highlights the challenges and considerations any coach or coach supervisor should be aware of when working with multiple groups.

Keywords: models, coaching, coaching supervision, multi sector, tailoring, transferability

ID:75 - Coaching in A Digital Age – Does Intuition Give the Human Coach an Advantage?

Andy Elson

ABSTRACT

As a team of seasoned practitioners, we are acutely aware of the individual presence and impact we may have upon those we are fortunate enough to work with as coach or coach supervisor. This practice spans multiple sectors and contexts from education to public and private international organisations to third sector charity workers.

Recent literature on artificial intelligence (AI) in coaching has expressed concern about the coaching market becoming saturated with chatbots. Passmore (2023) suggests that human coaches still have the edge, due to several features artificial intelligence does not possess such as intuition. Research by Passmore et al (2010) and Keirsey (1998) on executive coaches highlighted that the majority of coaches have a preference for intuition as defined by the Myers-Briggs typology. But is there such a thing as an intuitive type? If so, can this be developed? And what does this possibly mean for coaching in the face of encroachment from artificial intelligence?

References:

Keirsey, D. (1998). Please understand me ii: temperament, character, intelligence (1st ed.). Prometheus Nemesis.

Passmore, J., Holloway, M., & Rawle-Cope, M. (2010). Using MBTI type to explore differences and the implications for practice for therapists and coaches: Are executive coaches really like counsellors? Counselling Psychology Quarterly, 23(1), 1-16.

Passmore, J., & Tee, D. (2023). Can Chatbots like GPT-4 replace human coaches: Issues and dilemmas for the coaching profession, coaching clients and for organisations. The Coaching Psychologist, 19(1), 47-54.

Keywords: Coaching, Intuition, Artificial Intelligence

ID:76 - The Impact of Supervisors' Lack of Mentor Expertise on Subordinates' Emotional Labor and Job Embeddedness

Chun-Yu Lin, Chung-Kai Huang, Chin-Chuan Lee & Skylar Chun-Ju Hsu

ABSTRACT

Research Background
In the workplace, there is a type of mental fatigue. This may stem from the fact that, during the course of work, we unconsciously adjust or modify many internal feelings or perceptions. These feelings are likely associated with interactions with colleagues, supervisors, clients, involving the extraction of emotional communication. Literature indicates that long-term care attendants must conceal or suppress genuine emotions, using more love and patience to care for individuals with physical and mental disabilities. Simultaneously, this process may lead to work fatigue, subsequently leading to work avoidance and interpersonal detachment (Wang et al., 2023). Therefore, drawing from research in other work domains, when facing negative mentor expertise from superiors, exploring the impact of emotional labor on the job embeddedness of mid-ranking officers can be crucial.

Retaining and utilizing talented individuals has become a challenging Human Resource Development (HRD) issue for Taiwan military (Wang, 2023). For instance, enhancing the willingness of mid-ranking military officers to continue their service has been an ongoing goal. Previous studies on the factors influencing the retention intentions of military officers including the pension reform system (Liu, 2019), life satisfaction (Wu & Yang, 2020), organizational socialization level (Liu & Chen, 2018), and job satisfaction (Li, 2019).
However, when mid-ranking military officers face their decision of whether to resign, what truly discourages them from continuing their service is often not the existing system and policies. Instead, it is about the factors within the workplace environment, such as interactions with coworkers, workloads, and tasks in the units and positions. Some studies suggested that negative mentoring experiences in the mentoring program when working with the military can be an issue (Eby et al., 2004).

Research purpose
This study investigated the impact of perceived supervisors' lack of mentor expertise on the mid-ranking military officers' motional labor behaviors and job embeddedness in Taiwan.

Hypotheses
Hypothesis 1: Perceived supervisors' lack of mentor expertise can decrease mid-ranking military officers' fit with their units.
Hypothesis 2: Perceived supervisors' lack of mentor expertise can decrease mid-ranking military officers' sacrifice from their units.
Hypothesis 3: Mid-ranking military officers' surface acting plays a mediating role between their perceived supervisors' lack of mentor expertise and fit.
Hypothesis 4: Mid-ranking military officers' surface acting plays a mediating role between their perceived supervisors' lack of mentor expertise and sacrifice.
Hypothesis 5: Mid-ranking military officers' deep acting plays a mediating role between their perceived supervisors' lack of mentor expertise and fit.
Hypothesis 6: Mid-ranking military officers' deep acting plays a mediating role between their perceived supervisors' lack of mentor expertise and sacrifice.

Theoretical foundation
Based on the notions of Social Exchange Theory (SET) (Homans, 1958) and Conservation of Resources Theory (COR) (Hobfoll, 1989; Hobfoll & Shirom, 2001), We proposed the above hypotheses and investigated what happened to mid-ranking military officers' emotional labor behaviors and job embeddedness in the military workplace when they faced superiors' lack of mentor expertise.

Methodology
Our research framework consists of five constructs including lack of mentor expertise, surface acting, deep acting, fit, and sacrifice. All responses were assessed on a 7-point Likert-type scale (1 = strongly disagree to 7 = strongly agree).

In this study, A negative mentoring expertise scale established by Eby et al. (2004) was used for measure the mid-ranking military officers' perception of their supervisors' lack of mentor expertise. In addition, the scale developed by Brotheridge et al., (1998) was adopted to measure the surface acting and deep acting by mid-ranking officers. The scale by Cummings et al., (2023) was employed to measure the level of job embeddedness for mid-ranking officers. The Cronbach's α for the reliability of lack of mentor expertise, surface acting, deep acting, fit, and sacrifice are .87, .79, .79, .86, and .88.

The data was conducted during one month (Mid-August to Mid-September 2023) in Taiwan. Even though 400 online surveys were answered, the missing data sections, unavailable and wrong key-in data were taken out. We ended up with a total of 290 questionnaires usable to conduct data analysis. In the end, a total of 290 samples of online surveys were answered, giving a responding rate of 72.5%.

Implications for HRD practice
The study indicates that supervisors' lacking mentor expertise are deficient in professional knowledge within their field of expertise. This deficiency allows subordinates more decision-making space and flexibility, giving them considerable influence over decisions, and empowers oneself with a sense of accomplishment and enhances job satisfaction. When recognized themselves as indispensable members of the organization, they naturally fit much more with the unit. This makes them less inclined to consider resignation.

For mid-ranking officers, surface acting exhibits a passive and almost resource-free action. For instance, pretending to be know nothing allows them to avoid unnecessary responsibilities. Moreover, in the military work environment, the truth is that "more work, more mistakes; less work, less mistakes; no work, no mistakes." Doing more works does not necessarily result in additional pay, but providing more personal time and allowing punctual departure from work. Supervisors' lack of mentor expertise are less likely to interfere with subordinates, providing them with more freedom. Responding to supervisors' lack of mentor expertise with a passive and resource-free surface acting and the performance appraisal system lacking of distinguishable ability may lead to individuals to fit much more with the unit and organization.

Significance/contribution to the HRD field
Leaders who enhance their mentor expertise, empower their subordinates, and acknowledge the indispensable role of each individual within the organization tend to foster better fit, encouraging subordinates to wholeheartedly commit to serving the organization.
While research results indicate that it can make mid-ranking military officers fit more seamlessly with the unit and become less willing to sacrifice their military careers, it is still a negative impact on the organization's long-term development. Therefore, the military performance appraisal system need to be adjusted and the introduction of Key Performance Indicators (KPI) concepts could be

considered. Allowing subordinates to set annual KPI goals within the first three months of assuming a position, conducting KPI discussions between department heads and subordinates, integrating them with departmental KPIs, and performing checks on subordinates' KPIs after six months with necessary adjustments. At the end of the year, subordinates can evaluate themselves, breaking the uniform and equal performance appraisal system. This approach enhances mentor expertise in supervisors and compels subordinates to abandon passive surface acting in dealing with work challenges. Optimizing the performance appraisal system will effectively differentiate the work performance of subordinates, correcting the prevailing negative attitudes towards work.

ID:87 - Coaching for Career Development: An Integrative Literature Review

Shyamal Pandya & Gislene Ferreira dos Reis

ABSTRACT

Paper's Importance
In the rapidly evolving field of Human Resource Development (HRD), coaching aligned with International Coach Federation (ICF) standards is increasingly recognized as vital for career development (Carvalho et al., 2021). This reflects a shift towards personalized, adaptive career growth strategies in organizations (Gray et al., 2019). However, there's a notable gap in literature specifically exploring the effectiveness of coaching within HRD (Carvalho et al., 2023), especially as organizations increasingly favor individualized career paths and flexible development strategies (Cidral et al., 2021).

Our paper addresses this gap by examining coaching's role and impact in HRD for career development. Coaching offers tailored solutions that align with both individual employee aspirations and organizational strategic goals (Johnson et al., 2021), essential for personal and business success (Maamari et al., 2021). Despite its importance, this topic is underrepresented in existing HRD literature (Burleigh et al., 2022). Our study aims to critically analyze current coaching practices in HRD, their adherence to ICF standards, and their effectiveness in fostering significant and lasting career development (Ribeiro et al., 2020). We intend to significantly enhance understanding and implementation of coaching as a key element in HRD strategies, adapting to the needs of the modern workforce and workplace.

Research Purpose
This paper aims to deepen the understanding of coaching's influence on career development in HRD. Our specific objectives are:
1. To systematically review empirical studies focusing on coaching within the realm of HRD, particularly in career development.
2. To conduct a thematic analysis to identify major themes and patterns in the application of coaching for career development.
3. To pinpoint research gaps and propose avenues for future research and practice.

Research Methods
To address the research objectives of our study, we adopted the integrative review method. This approach is particularly useful for synthesizing research to create new frameworks and perspectives, especially in fields where the body of literature is vast and diverse (Evans & Pearson, 2001; Whittemore & Knafl, 2005). We followed the five-stage review process outlined by Whittemore and Knafl (2005) to ensure methodological rigor.

Stage 1: Problem Identification
In the initial stage, we identified the problem, determined the review purpose, and specified the variables of interest. The problem identified is the underexplored role of coaching in career development within the context of HRD. The review aims to synthesize existing literature on this topic to illuminate the gap and understand the integration of coaching in HRD for career development.

Stage 2: Literature Search
The literature search involved a sequential process. We searched databases including Academic Search Ultimate, Business Source Ultimate, and Emerald Insight, focusing on literature published

since 2019. Keywords used in the search were "coaching," "career development," and "human resource development." This search yielded a substantial number of articles. We then applied filters to include only peer-reviewed, English-language journal articles, which refined the results. Duplicate entries were removed, and articles were further screened by reviewing abstracts and methodologies. This process led to the selection of relevant empirical studies for the review.

Stage 3: Data Evaluation

We evaluated the quality of the final selection of articles, coding them as high or low based on methodological rigor and data relevance. All selected articles were assessed to ensure their thoroughness and relevance to our study on coaching in HRD and career development.

Stage 4: Data Analysis

The selected articles were analyzed to categorize their methods, subjects, contexts, and findings. This analysis aimed to integrate the various aspects of coaching as it pertains to career development within HRD, identifying common themes, patterns, and gaps in the literature.

Stage 5: Data Presentation

The integration of the characteristics of the selected articles will be presented in a structured manner. This will include a comprehensive overview of the methodologies, data collection techniques, subjects, and contexts of the research. The aim is to provide a clear and detailed synthesis of the existing literature, highlighting how coaching is implemented in HRD for career development.

Implications for HRD Practice

The outcomes of this review are of considerable importance for HRD practitioners and career development professionals. Our analysis provides a strategic roadmap for integrating coaching into career development strategies, tailored to align with both individual career goals and the broader objectives of the organization (Carrell et al., 2021). This balanced approach emphasizes the customization of coaching to individual needs while maintaining alignment with the overarching goals of the organization.

Key findings suggest the need for HRD professionals to adopt a strategic approach in implementing coaching. This involves aligning coaching practices not only with the specific goals and culture of the organization but also with the unique career aspirations of each employee (Peters, 2023). Such a dual-focused approach ensures that coaching is an effective tool for personal career advancement as well as for advancing organizational talent management objectives. Moreover, our research highlights the importance of developing a coaching culture within organizations as a critical aspect of HRD. This culture should foster continuous learning and adaptability, supporting proactive career management (Sarsur & Parente, 2019). In establishing such a culture, coaching becomes more than an intervention; it is an integral part of the organizational environment, contributing to a more engaged, agile, and prepared workforce. The implications emphasize the importance of implementing coaching practices that are both individual-centric and organizationally aligned. This strategic alignment is key to fostering a skilled and adaptable workforce.

Conclusion

Our comprehensive analysis uncovers the multifaceted role of coaching in career development within HRD contexts. The research underscores the potential of coaching to offer tailored support for individual career paths, while also highlighting challenges such as aligning coaching outcomes with organizational strategies and maintaining consistency in coaching standards (Carvalho et al., 2023). The paper concludes with a call for a strategic and thoughtful integration of coaching in HRD practices, recognizing both its potential benefits and limitations. We also identify a pressing need

for further empirical research on the long-term impact of coaching on career development, particularly in diverse organizational settings.

ID:123 - Trauma Informed Leadership in Organizations

Christina Cauble

ABSTRACT

Importance
The twin pandemics in 2020 of COVID-19 and racial reckoning have led to individuals and organizations reexamining trauma, what it means, and what its ripple effects are. Trauma is not a new phenomenon, but perhaps due to the impacts of two globally traumatizing events happening in such a short period, it is finally being given the attention it deserves. There are real-world implications for traumas, especially when left unaddressed. Individuals and organizations suffer the consequences of unmet needs due to trauma. Individuals who have experienced trauma are likely to experience a wide range of negative consequences, some examples include; frustration, cynicism, anger, brain fog, forgetfulness, distractability, depression, detachment, irritability, and being less organized (Fink-Samnick, 2022; Koloroutis & Pole, 2021). It is easy to see how the consequences of trauma could influence how staff engage with their work and organizations. Although the impact of trauma on organizations has not been widely researched, there is evidence that organizations are impacted by trauma. Trauma experienced by staff can lead to increased tension in teams, negatively impact: turnover, organizational costs, quality, and safety, as well as blur professional boundaries in organizaitons (Koloroutis & Pole, 2021; Fink-Samnick, 2022). There are specific industries that are more likely to expose their staff to traumas in the line of performing their work duties; including military, healthcare, and other human services industries (Bowen, et.al, 2011; Manderscheid, 2009). Trauma-informed leadership is a relatively new concept that focuses on how leaders and organizations can support staff during times of trauma.

Purpose/ Question/ Theoretical Base
The purpose of this paper is to explore the impacts of trauma on organizations and the people that make them up. The question driving this is; How can the field of HRD meet the growing need of workers and organizations to address trauma?

Implications for Practice
Staff in organizations want trauma to be addressed by organizations (Boitet, et. al, 2023). First, staff want organizations to mitigate panic (Manderscheid, 2009). This can relate to macro, or micro traumas happening in the workplace, and macro traumas happening outside of the workplace. Communication and preparation are both integral to organizations being able to do this effectively. Additionally, staff want to feel heard, protected, seen, prepared, and have facilitated coping and growth (Koloroutis & Pole, 2021). There is much that organizations can do to address these needs.

To start, there should be a focus on creating training and development programs that build skills in emotional regulation, conflict resolution, restorative justice, and compassion, all of which can contribute to addressing trauma more effectively (Ravitch, 2020). Furthermore, organizations can work to support reflective practices, which are effective in addressing trauma; examples of this could include collaborative reflective writing practice and listening and discovery sessions (Ravitch, 2020). Lastly, practitioners can explore the ways that trauma impacts staff resistance to planned change initiatives, and work on identifying specific interventions related to trauma, including compassionate reactions to trauma responses.

Conclusions
This is a work in progress, however, preliminary research indicates that there are significant negative impacts on individuals and organizations when trauma is left unaddressed, that staff want

organizations to address trauma, and that there are clear changes organizations can make to effectively address trauma and potentially tap into collective post-traumatic growth.

References

Boitet, L. M., Meese, K. A., Hays, M. M., Gorman, C. A., Sweeney, K. L., & Rogers, D. A. (2023). Burnout, Moral Distress, and Compassion Fatigue as Correlates of Posttraumatic Stress Symptoms in Clinical and Nonclinical Healthcare Workers. Journal of Healthcare Management, 68(6), 427–451.

Bowen, B., Privitera, M. R., & Bowie, V. (2011). Reducing workplace violence by creating healthy workplace environments. Journal of Aggression, Conflict and Peace Research, 3(4), 185–198.

Fink-Samnick, E. (2022). Collective Occupational Trauma, Health Care Quality, and Trauma-Informed Leadership: Intersections and Implications. Professional Case Management, 27(3), 107–123.

Koloroutis, M., & Pole, M. (2021). Trauma-informed leadership and posttraumatic growth. Nursing Management, 52(12), 28–34.

Manderscheid, R. W. (2009). Trauma-Informed Leadership. International Journal of Mental Health, 38(1), 78–86.

Ravitch, S.M. (2020). Flux Leadership: Leading for Justice and Peace in & beyond Covid-19. Penn GSE Perspectives on Urban Education, 18(1), 1-30.

Keywords: Trauma, Leadership

ID:135 - Reverse Mentoring as an Anchor for Retaining Gen Z Women in the Workforce

Sanghamitra Chaudhuri, and Bhagyashree Barhate

ABSTRACT

Paper's Importance
Labeled as lazy and entitled quiet quitters, Generation (Gen) Z has been a part of the workforce for at least six years. Surprisingly, despite their short organizational tenure, Gen Z has reported feeling burnt out and intention to leave their careers (Constantz, 2023). The recent Gallup poll suggests that 54% of the Gen Z employees are disengaged at work (Fernandez et al., 2023). They value work-life balance, and consequently demand remote work options, flexible hours, excellent pay, reasonable workloads, and seek interesting and purpose-driven work (Barhate & Dirani, 2021). Additionally, they are forever looking for alternate career paths such as gig working, starting their own business, or freelancing because of their digital influence and entrepreneurial spirit. However, they have reported to experience workplace incivility due to their conflicting views with older generations (Power, 2023).

Generational clashes due to differing points of view have remained the top cause of workplace incivility (Akella & Lewis, 2019). Younger workers are subjected to myriad unconscious biases and stereotyping because they are vocal about work-life integration and a zeal for meaningful and purpose-driven work. This may result in an increasing gap between leaders and their expectations as they lack a deeper understanding of the actual expectations of these young netizens. Consequently, there is an impending threat of losing valuable employees, especially women, as data suggests an unprecedented surge in resignations among women when they are denied their essential needs including opportunity, flexibility, and commitment to diversity and inclusion (Alsever, 2022). In fact, approximately 75% of women under 30 have expressed that flexibility and an organization's dedication to well-being are paramount to their sustainability in the workplace (Alsever, 2022).

Gen Z women are vocal about work-life integration and a zeal for meaningful and purpose-driven work. Since they are also more aware of their organizational rights (Grow & Yang, 2018), theycall out discriminatory behavior confidently. Further, it is posited that Gen Z women have traditional work and family values. Although ambitious, they want to prioritize their family's well-being (Carufel, 2021); and create wholesome relationships at work with peers and superiors (Barhate & Dirani, 2021). Additionally, they are their own advocates and are not timid when negotiating and asking for more from their work compared to Gen X and baby boomer females (Alsever, 2022). This newest generation of women in the workforce expects their superiors to take up the role of mentors (Barhate & Dirani, 2021). Thus, having a developmental relationship, such as reverse mentoring (RM), at the beginning of their career would provide them with the needed information and help them integrate within the organizational culture (Tomaskovic-Devey & Orellana, 2022)

Theoretical Basis
The quote at the beginning of this abstract captures the essence of our paper beautifully as we argue that Gen Z is the future of our workforce. Rather than alienating them from organizational practices, it is important to teach and learn from them. We assert that RM can be the anchor to achieve harmony and manage expectations among today's multigenerational workforce. Reverse mentoring is defined as a non-traditional inverted form of mentoring relationship whereby the seasoned and more experienced employees are paired as mentees with organizational novices as mentors, who are tasked with the opportunity to teach the senior mentees (Chaudhuri & Ghosh, 2012; Murphy, 2012; Chaudhuri, 2019).

The practice of reverse mentoring was first formally introduced in 1999, when the then CEO of General Electric, Jack Welch, introduced RM as a method to overcome the technological challenges that the executives faced. He paired 500 executives, mostly at the C-suite level including himself with younger millennials who acted as mentors to train them on the basics of using internet. Since then, there is no looking back as reverse mentoring has found its place in multiple sectors and organizations including teacher training (Porras et al., 2018), geriatric social integration (Breck at al., 2018), and social network training in academics (Morris, 2017). More recently, reverse mentoring has been used to promote inclusivity among multiple generations in relation to gender, ethnicity, and culture (Chaudhuri et al., 2021). Reverse mentoring has been proposed as a retention tool for millennials and can be used to engage them further. Therefore, this paper aims to promote reverse mentoring as an anchor and a cross-generational learning tool which would not only help the senior leaders understand the unique behaviors and career expectations of Gen Z women but would also help them retain.

Research purpose
Through a focused literature review, we will first provide an overview on Gen Z women and reverse mentoring, followed by development of hypothesis on how reverse mentoring can be used as an anchor to engage and retain Generation Z women in the workplace.

Implications for HRD practice
The findings of this paper have important implications to understanding how to retain and engage Gen Z women.

Keywords: Reverse mentoring, Gen Z women, retention, engagement

ID:142 - Creativity in digital coaching education: an auto-ethnographic approach

Karine Mangion-Thornley, Arthur Turner & Alison Keyworth

ABSTRACT

Paper's importance

This paper offers a critical reflection of digital coaching education, specifically the use of creative coaching tools and techniques in the digital space. Digital coaching is defined as 'a digital-technology-enabled, synchronous conversation between a human coach and a human coachee', which is distinct from artificial intelligence (AI) coaching (Diller & Passmore, 2023: 1). Coaching training is traditionally delivered face-to-face, yet the COVID -19 pandemic has shifted its delivery online or in hybrid settings. Our enquiry follows a small-scale quantitative study which indicates that playfulness and creative approaches embedded in digital coaching education affects positively the self-awareness, self-reflection, and self-confidence of the students (Mangion-Thornley, 2023). However, little is known about how creative coaching approaches may be used in online coaching education to facilitate learning (Passmore & Woodward, 2023). It is important to explore how creative approaches could be adapted to support the development of digital coaches.

Theoretical base

Creativity in coaching has emerged in the coaching literature in the past decade (Gash, 2019; Turner, 2020, 2022, 2023; Turner & Norris, 2022; Clutterbuck, 2023, Wheeler and Leyman, 2023). Elements such as the use of mediating objects form a wider circle of ideas linked to andragogy. These techniques have been borrowed or re-interpreted within the co-coaching relationship which, itself, requires a more relaxed experiential set of approaches. From an adult learning perspective, this study draws on the seminal work of Rogers and Freiberg, Freedom to Learn (1970; 1994), which poses creativity and curiosity as two principles for enabling the learner to become 'the architect of himself' (Lones, 2000: 9), with trust and interpersonal relationship as pivotal to adult learning (2013). This is relevant to coaching education considering the importance of developing authenticity in coaching style and practice (Bachkirova, 2016).

Research purpose

This working paper is based on our reflections as coach educators on the use of creative techniques in digital coaching education. We use a collective auto-ethnographic approach (Koning & Moore, 2020), which provides a method to explore intersubjectively our experience of engaging with our participants. Our aim is to reflect on how creative coaching techniques and tools can be adapted in the digital space and how they may support the development of authentic coaches. We adopt an inductive qualitative approach and will use thematic analysis method (Clark & Braun, 2017) to identify any patterns, discrepancies and key themes emerging from the data.

Research questions
- What creative tools and techniques can we bring to the digital coaching space to support the learning and development of coaches?
- How may creative coaching approaches support the learning and development of coaches when used in the digital space?
- What lessons can be learned from this study to inform the future practice of coach educators and coaches working digitally?

Implications for HRD practice

It is hoped that this study will raise awareness of how creative tools and techniques can be used effectively when coaching and/or facilitating other learning and development (L&D) programmes

online. For professionals working within HRD, this study's findings and recommendations may have several implications for practice, including:
How more creative approaches could be incorporated into the design of any future online coaching, and how this may increase the accessibility of these programmes for diverse workforces;
A contribution to curriculum design for digital coaching education.

Conclusion
This study offers a critical and intersubjective examination of our practice as digital coach educators, and how that might affect Human Resources mediated coaching programmes and coaching education.

References

Bachkirova, T., (2016) The self of the coach: Conceptualization, issues, and opportunities for practitioner development. Educational Publishing Foundation. 68 (2)

Clarke, V. and Braun, V., (2017) Thematic analysis. The journal of positive psychology, 12(3), pp.297-298.

Clutterbuck, D., (2023) Coaching and Mentoring: a journey through the models, theories, frameworks and narratives of David Clutterbuck, London: Routledge

Diller, S.J. and Passmore, J., (2023) Defining digital coaching: a qualitative inductive approach. Frontiers in Psychology, 14.

Gash, J. (2017) Coaching Creativity: Transforming your practice. London: Routledge.

Koning, J. and Moore, L., (2020) Autoethnography. In Doing Coaching Research, pp.91-111.

Lones, P. S. (2000) Learning as Creativity: Implications for Adult Learners. Adult Learning, 11(4), 9-12.

Mangion-Thornley, K. (2023), 'From necessity to choice: An exploration of participants' experience of online coaching programmes', University Forum of Human Resource Development (UFHRD) Conference 2023, Dublin

Passmore, J. and Woodward, W., (2023) Coaching education: wake up to the new digital and AI coaching revolution! International Coaching Psychology Review, 18(1), pp.58-72.

Rogers, C.R. and Freiberg, H.J., (1994) Freedom to learn. 3rd edition. Merrill/Macmillan College Publishing Co.

Rogers, C.R., (2013) The interpersonal relationship in the facilitation of learning. In Culture and processes of adult learning (pp. 242-256). Routledge.

Turner A.F. (2023) The Theory and Practice of Creative Coaching Analysis and Methods. Anthem Press. UK

Turner A.F. & Norris L. (2023) Playfulness and humour in executive coaching. UWE Spotlight series. Can be accessed at: Podcast 05.01.23 Edited.mp3

Turner A.F. (2020) Chapter 13. Silence in Coaching in The Coaching Handbook. In The Complete Practitioner Guide for Professional Coaches. Editor Jonathan Passmore. Routledge, October 2020

Turner A. F. & Norris L., (2022) Humour and playfulness and their potential use in the advancement of coaching psychology and practice. Coaching Psychologist. 18 (2), pp. 30 - 41

Turner A.F., (2020) All that jazz. Coaching Psychologist. 16 (1).

Wheeler, S. and Leyman, T., (2023) Playfulness in Coaching: Exploring Our Untapped Potential Through Playfulness, Creativity and Imagination. Taylor & Francis.

ID:145 - Cultural Competence in Coaching – A structured literature review

Henriette Lundgren, Angela D. Carter & Emmaleigh Klein

ABSTRACT

Paper's importance

This structured literature review aims at addressing a gap in coaching literature concerning the praxis of cultural competence within coaching education. While some papers have explored cultural competence and related concepts in coaching, the focus of many of these studies has often been on cross-cultural topics and/or global mindset with fewer studies identifying what it takes to build coaches' cultural competence in national and international contexts. We therefore focus our attention on mentoring, a related field of developmental relationships where cultural competence has been much more explored. We reviewed 59 papers on cultural competence in mentoring, and we discuss promising practices and policy direction relevant for coaching education. Through this review, we highlight the importance of cultural competence development in coaching, bringing more awareness to educators and scholar- practitioners on integrating cultural competence training into their curriculum and development.

Keywords: Cultural competence, cultural sensitivity, cultural humility, coaching, mentoring, structured literature review

ID:188 - Utilizing Diversity, Equity, and Inclusion Concepts to Enhance Mentor Training

Kevin Rose & Katrenia Reed Hughes

ABSTRACT

Paper's importance

Mentoring is a powerful tool for improving individual and organizational performance (Grima et al., 2014). Individuals benefit from greater access to powerful networks, career advancement opportunities, and professional development. Organizations benefit from employees with greater job satisfaction, engagement, and desire to stay with the organization (Wilson & Elman, 1990). Mentoring is useful both for new and seasoned professionals, and, by adopting a relational mentoring framework (Ragins & Verbos, 2017), individuals in a mentoring relationship can experience mutual benefit (Dobrow et al., 2012). It is, however, important to take issues of diversity, equity, and inclusion (DEI) into account when designing and deploying mentoring interventions. For example, by incorporating explicit discussions of privilege, identity, and power, greater authenticity can be achieved in mentoring relationships (Ghosh et al., 2020). In this manuscript, we discuss our work on developing mentor training that incorporates DEI concepts and discussions. A series of workshops was delivered over the course of a year to faculty and students in an adolescent health program. The training modules we delivered included topics like uncovering privilege and oppression, mentoring with care, and having culturally conscious conversations. We utilized aspects of experiential learning in delivering the modules such that participants were asked to practice various mentoring skills with other participants before utilizing them in their assigned mentoring partnerships. This manuscript will describe the various HRD theories that undergirded our approach as well as the specific DEI theories we incorporated into the trainings. Additionally, we will discuss how the curriculum was both designed and delivered as well as its impact.

References

Dobrow, S. R., Chandler, D. E., Murphy, W. M., & Kram, K. E. (2012). A review of developmental networks: Incorporating a mutuality perspective. Journal of Management, 38(1), 210-242.

Grima, F., Paillé, P., H. Mejia, J., & Prud'Homme, L. (2014). Exploring the benefits of mentoring activities for the mentor. Career Development International, 19(4), 469-490.

Ghosh, R., Hutchins, H. M., Rose, K. J., & Manongsong, A. M. (2020). Exploring the lived experiences of mutuality in diverse formal facutly mentoring partnerships through the lens of mentoring schemas. Human Resource Development Quarterly, 31(3), 319-340.

Ragins, B. R., & Verbos, A. K. (2017). Positive relationships in action: Relational mentoring and mentoring schemas in the workplace. In Exploring positive relationships at work (pp. 91-116). Psychology Press.

Wilson, J. A., & Elman, N. S. (1990). Organizational benefits of mentoring. Academy of Management Perspectives, 4(4), 88-94.

ID:189 - Overwhelmed, Lonely, Isolated: Reverse Mentoring, A Magical Wand for Neurodiverse Inclusion

Sanghamitra Chaudhuri & Karen R Johnson

ABSTRACT

"There are four words I will never forget hearing: "Your son is Autistic." After that, I didn't hear anything the child psychologist said because I was fighting back the tears and thinking about how this was going to affect his future in this world. My son was neurodivergent, and it's a diagnosis that doesn't come with a manual because no two autism diagnoses are the same. It also means that one day, he may have to struggle to find support for neurodiversity in the workplace." (Holtzlander, 2023)

The aforementioned excerpt underscores the existing lack of preparedness in contemporary organizations when it comes to hiring, managing, engaging, and retaining neurodiverse employees. Theoretical physics genius Albert Einstein, acting diva Jennifer Aniston, and environmental activist Greta Thunberg are all glaring examples of neurodiverse individuals. Neurodivergence refers to "a natural range of differences in human brain functions in the workplace based on alternative thinking styles, such as attention deficit hyperactivity disorder (ADHD), autism, dyspraxia and dyslexia" (Szulc et al., 2021, pg. 858). Organizations are far from inclusive in creating a culture that is conducive to the neurodivergent employees as they often fall prey to isolation, stigmatization, stereotyping, and biases (Hedley at el., 2018; Muller et al., 2003, Maroto & Pettinicchio, 2015) impacting their mental health and overall well-being (Mastroianni & Storberg-Walker, 2014). In fact, a recently published article in MIT Sloan review shared that while the global market for diversity, equity, and inclusion is expected to reach $28.9 billion by 2030, a significant oversight exists in most DEI programs where they tend to neglect neurodiversity. Despite indications that 15% to 20% of the global population is neurodivergent, only 1 in 10 organizations explicitly incorporates neurodiversity into their DEI initiatives (Russo et al., 2023). The challenge of creating an inclusive and supportive environment exponentially increases as there is no one-size-fits-all approach to understanding such individuals since they all come with their own unique strengths and weaknesses with diverse skills and abilities. Therefore, in order to embrace neurodiverse employees, organizations should deliberately implement strategies that would encourage productivity, collaboration, and their engagement and subsequent growth. It should be noted that typical organizational strategies including training and coaching may not be enough in enabling these employees to thrive. However, unconventional interventions, like 'reverse mentoring' could be an answer where hierarchical lines are diffused and employees with lived experiences are at the forefront of guiding their employers on what best supports their development and growth.

The Self-Determination Theory (SDT) of motivation, proposed as a valuable framework for guiding employment for neurodiverse employees (Goldfarb et al., 2019), focuses on understanding the motivation underlying work choices and the extent to which an individual's behavior is self-determined. SDT encapsulates a set of three basic personal and psychological needs of autonomy, competence, and relatedness that are imperative for individuals' growth and wellbeing (Dec et al., 2017; Deci & Ryan, 2008). Autonomy is the feeling that one has choice and having the ability to regulate oneself during life's events. Competence means having mastery over one's abilities and skills and being able to adapt to the environment. Relatedness is having a sense of belonging and connectedness with others (Ryan & Deci, 2000). All three components are key drivers of motivated behavior. The extent to which the three psychological needs are met is essential for optimal functioning in one's environment including work (Ryan & Deci, 2000). It is important to create opportunities to satisfy one or more of these three basic needs to foster motivation.

Neurodiverse individuals often find themselves compelled to take on jobs that may not align with their abilities or involve tasks that fail to capture their interest to secure employment. When there is a misalignment between job roles and personal interests, it can lead to a decline in motivation, subsequently resulting in turnover and diminished employment stability (Goldfarb et al., 2021). By understanding and applying SDT principles, organizations can create environments that acknowledge the autonomy and competence of neurodiverse individuals, promoting their intrinsic motivation and overall job satisfaction.

In this context, introducing reverse mentoring could be an effective intervention. Reverse mentoring is an inverted form of mentoring whereby the seasoned and more experienced workers are paired as mentees with more junior and less experienced employees (Murphy, 2012; Chaudhuri & Ghosh, 2012, Chaudhuri et al., 2021). Allowing neurodiverse employees to mentor their supervisors, who may be neurotypical and communicate specific needs, insights, and unique perspectives that would contribute to their sustained engagement and satisfaction in the workplace. This approach not only promotes a more inclusive workplace culture but also directly addresses the psychological needs outlined in SDT. Neurodiverse mentors can enhance the competence of their neurotypical colleagues by increasing their shared understanding of neurodiversity issues thereby fostering a sense of relatedness through increased empathy and collaboration. This, in turn, can significantly contribute to the engagement and retention of neurodiverse employees, as they feel valued.

The purpose of our paper is to provide an overview on neurodiverse individuals and their unique challenges as they try to assimilate in organizations and how reverse mentoring can be the conduit to help them feel more valued and engaged, thereby enhancing their work outcomes and retention in the organization.

The findings of this paper can assist HRD professionals in developing a comprehensive reverse mentoring program in their organization that would specifically be targeted at engaging and retaining neurodivergent employees.

References

Chaudhuri, S., & Ghosh, R. (2012). Reverse mentoring: A social exchange tool for keeping the boomers engaged and millennials committed, Human Resource Development Review, 11(1), 55-76.

Chaudhuri, S., Park, S., & Johnson, K. R. (2021). Engagement, inclusion, knowledge sharing, and talent development: Is reverse mentoring a panacea to all? Findings from literature review. European Journal of Training and Development. Ahead-of-print https://doi.org/10.1108/EJTD-01-2021-0005

Deci, E. L. and Ryan, R. M. (2000) 'The" what" and" why" of goal pursuits: Human needs and the self-determination of behavior', Psychological inquiry, 11(4), pp. 227-268.

Deci, E. L., Olafsen, A. H., and Ryan, R. M. (2017) 'Self-determination theory in work organizations: The state of a science', Annual Review of Organizational Psychology and Organizational Behavior, 4, pp. 19-43.

Goldfarb, Y., Gal, E, & Golan, O.A. (2019). Conflict of interests: a motivational perspective on special interests and employment success of adults with ASD. Journal of Autism and Developmental Disorders (49), 3915-3923.

Hedley, D., Cai, R., Uljarevic, M., Wilmot, M., Spoor, J., Richdale, A., & Dissanayake, C. (2018). Transition to work: perspectives from the autism spectrum. Autism, 22. 528-541.

Holtzlander, A. (2023). How to understand and support neurodiversity in the workplace. Retrieved from https://www.mentorcliq.com/blog/neurodiversity-in-the-workplace on 14th Jan., 2023.

Johnson, K.R., Ennis-Cole, D., & Bonhamgregory, M. (2020). Workplace success strategies for employees with autism spectrum disorder: a new frontier for human resource development. Human Resource Development Review, 19(2), 122-151.

Maroto,M., & Pettinicchio, D. (2015). Twenty-five years after the ADA: situating disability in America's system of stratification. Disability Studies Quarterly, 35(3), 1-34.

Mastroianni, K, & Storberg-Walker, J. (2014). Do work relationships matter? Characteristics of workplace interactions that enhance or detract from employee perceptions of well-being and health behaviors, Health Psychology and Behavioral Medicine, 2(1), 798-819.

M€uller, E.,Schuler, A., Burton, A.B, & Yates, G.B. (2003). Meeting the vocational support needs of individuals with Asperger syndrome and other autism spectrum disabilities. Journal of Vocational Rehabilitation, 18(3), 163-175.

Ryan, R. M., & Deci, E. L. (2000). The darker and brighter sides of human existence: basic psychological needs as a unifying concept. Psychological Inquiry, 11, 319-338.

Russo, E. R., Ott, D. L., & Moeller, M. (2023). Helping neurodivergent employees succeed. MIT Sloan Management Review, 64(3), 1-11.

Szulc, J. M., Davies, J., Tomczak, M. T., & McGregor, F. L. (2021). AMO perspectives on the well-being of neurodivergent human capital. Employee Relations: The International Journal, 43(4), 858-872. DOI10.1108/ER-09-2020-0446

Szulc, J. M., McGregor, F. L., & Cakir, E. (2023). Neurodiversity and remote work in times of crisis: lessons for HR. Personnel Review, 52(6), 1677-1692. https://doi.org/10.1108/PR-06-2021-0469

Keywords: Reverse Mentoring, Neurodiverse Employees, Self Determination Theory, Engagement, Retention

ID:243 - Authenticity dilemmas faced by coaches to-be: new challenges posed by digitalisation

Andrea Toarniczky

ABSTRACT

Coaches are committed to maintaining authenticity in their professional identity and coaching process. However, the advent of digitalization presents new challenges to this goal. Various studies delineate that an authentic and impactful coaching process necessitates coaches to possess a profound self-awareness, through which they may explain and really embody their professional identity. Coach training programmes prioritise the enhancement of participants' self-awareness and proficiency in using different coaching tools. However, they fail to directly acknowledge the authenticity dilemmas that aspiring coaches encounter on their journey to become a coach. This study investigates the authenticity dilemmas encountered by 25 individuals participating in a year-long online coach training course. This study examines how participants experience digitalization related authenticity challenges, either as threats to their professional identity that they address via identity work, or as opportunities that they address through identity play. The research included participants who engaged in semi-structured self-interviews to explore their perceptions of professional authenticity, as well as the issues and obstacles they encountered. Thematic data analysis was applied, uncovering two main experiences of authenticity dilemmas. In the first case, authenticity meant becoming your "true self", where authenticity dilemmas were perceived as threats, and reparatory identity work was applied. In the second case authenticity was situational, and participants engaged in identity play. The interpretation of the digitalization related identity challenges was different in the two cases.

Keywords: authenticity, identity work, identity play, digitalisation

ID:267 - Tailoring and Transferability of coaching and coaching supervision models across sectors and contexts: challenges and considerations

Helen Smith

ABSTRACT

This paper draws upon the professional experience of a group of five coaching supervision practitioners to inform and reflect upon practice in this field of supervision to compare and contrast with supervision in education. The author is one of a team of coach supervisors practicing across multiple sectors, with strong educational links providing a unique perspective of coaching supervision models and techniques that may be tailored and transferred to the educational sector. Models and approaches from coaching supervision practice are shared and assessed in terms of transferability of outcomes for potential application within educational supervision. Models and approaches traditionally used in coaching supervision are explored. Exploration of tools and methods that can be applied to education may enrich the experience for the academic supervisor and student thesis dissertation. The aim is to offer a sustainable and lasting experience for the student that can be carried through to their future employment and result in a rewarding and fulfilling journey for themselves and the academic supervisor.

Methodology applied is the analysis of practitioner case studies and applied models drawing upon the practitioner insight and experience to critique each model for academic 'fit'.

Keywords: coaching, coaching supervision, supervision, reflection, supervision models

ID:124 - Construction and Initial Validation of a Feminist Mentoring Behaviors Scale: Tailoring Mentoring Support for Women Professionals

Ague Mae Manongsong, Supritha Kannan, Kathlyn Elliott & Kristy Kelly

ABSTRACT

Background and Theoretical Framework

Women and minoritized women face obstacles in their careers due to sexism and racism that exacerbate their ability to develop and advance (Chesney-Lind et al., 2006). Mentoring is an established tool to help individuals develop in their careers, where a senior colleague provides developmental support formally or informally (Bergelson, 2014). Mentees experience accelerated career advancement and overall financial prosperity (McGuire 2014). However, current mentoring approaches often fail to adequately support women due to a lack of available mentors in positions of power and the hierarchical structure that does not align with the developmental needs of marginalized women. (Méndez-Morse, 2004). The literature is also inconsistent on if United States and international-based populations experience mentoring similarly (Ghosh et al., 2022). Feminist mentoring through virtual platforms offers an alternative for women in patriarchal organizational settings. It transcends typical career and psycho-social support, integrating political awareness, mutual learning, and dismantling biases and inequalities to better assist women's career advancement. Therefore, women can rely on technology to engage in the mentoring process circumventing inaccessibility in their current organizations. However, few studies properly explore this approach and provide a parsimonious conceptualization (Manongsong & Collins, 2020). The study aims to validate the "Feminist Mentoring Behaviors Scale" (FMBS) through literature review, expert collaboration, and data collection from US and international populations, anticipating validity and reliability assessments.

Methodology

We conducted item generation in two rounds: literature review and collaboration with subject matter experts familiar with feminist mentoring. Next, due to limited access to women workers, MTRUK participants will be recruited via CloudResearch. The survey includes screener questions on mentoring experiences, the FMBS scale, and demographic items. We are anticipating two rounds of data collection (500 participants in the USA and 500 outside). Inclusion criteria include identification as a woman, age 18 or older, and employment. Demographics like race, marital status, etc., may allow for potential intersectional analysis. We will then run validity tests, including convergent, predictive, and discriminant validity through correlational analysis, multiple regression, as well as exploratory and confirmatory factor analysis, respectively.

Likely Conclusions & HRD Implications

Expected outcomes include the identification of key behaviors of feminist mentoring, enabling future studies to explore its impact on women's career outcomes. We anticipate significant associations between the FMBS and related constructs in extant literature, including positive correlations with traditional mentoring, holding behaviors, and negative association with negative mentoring to support convergent validity. For discriminant validity, the FMBS should represent a distinct construct from similar models (relational mentoring and cross-cultural counseling). For predictive validity, the FMBS should increase mentoring satisfaction, improve mentoring relationship quality, reduce impostor feelings, and enhance self-efficacy in career decision-making. Furthermore, a validated FMBS could assist HRD practitioners in developing more effective mentoring strategies to promote women's representation in leadership roles across industries, aiding in overcoming career barriers. The non-traditional mentoring approach supports diverse mentor-mentee relationships and mentor development, such as potentially increasing white male

mentors' comfort levels in mentoring. Importantly, advocating for virtual mentoring in universities can retain talent while reducing women's burdens.

ID:67 - Facilitating Reentries in the Korean Labor Market: The Effectiveness of Training and Development Policy for Women with Career Interruption

Hanna Moon

ABSTRACT

The purpose of this study was to analyze the current status of career-interrupted women's vocational competency development and to suggest policy implications by focusing on the government-funded vocational competency development project to support reentry into the labor market for women with career interruption. The study analyzed quantitative data, such as employment insurance databases and HRD-Net, and conducted in-depth interviews with suppliers and recipients of vocational training to identify the status and issues of career-interrupted women's vocational competency development, training performance, and limitations. The researchers analyzed the data on women who participated in training for the unemployed by the Ministry of Employment and Labor and compared the training performance of career-interrupted women with that of women who have never had a career interruption, by age and educational background. Meeting the needs of career-interrupted women with various career profiles was not easy. The structural limitations of the labor market faced by women with career interruptions should be resolved, and policy support for soft-landing in reemployment should be further developed. On the basis of those findings, the authors suggest that the vocational competency development project can be supported in a proactive way to meet various levels of demand, including specific support for start-up services.

Keywords: woman in career interruption, career break, training and development policy

ID:21 - Practitioners' recommendations on diversity within a South African higher education human resource development curriculum

Natalie Jonck-Small, Helen Meyer & Renier Els

ABSTRACT

Paper's importance
Integrating diversity into the human resource development (HRD) curriculum is a significant organisational (McGuire & Bagher, 2010) and HRD challenge. Despite recognising workplace diversity's essential role, there is a call to address its limited representation in HRD education, university curricula, and research (Bierema, 2010b; Hite & McDonald, 2010; Zachmeier & Cho, 2013; Hall, 2018).

The implications of neglecting diversity in HRD education are underscored, emphasising adverse consequences for students, employers, and society (Hall, 2018). Consequently, new HRD graduates might enter the workforce with a misperception of diversity (Lim & Rager, 2015). To ensure HRD curriculum relevance, Sambrook and Stewart (2010) recommend incorporating HRD practitioners' (HRDPs) input, allowing their workplace experience to inform the HRD curriculum. Hence, this qualitative study sought HRDPs' perspectives for recommendations to inform the South African HRD curriculum.

Theoretical base
Critical theory, defined as a framework that examines the interconnection of power structures, social arrangements, and ideology (Brookfield, 2014; Rocco et al., 2014), underpins this study. Critical theory enabled the researcher to explore power dynamics, social hierarchies, and dominant ideologies related to diversity and the HRD curriculum (Brookfield, 2011; Bierema & Cseh, 2014; Rocco et al., 2018).

Diversity is described as "the varying ways that people differ" (Byrd, 2014). Diversity consists of various dimensions, for example, race, gender, and sexual orientation, among others (Erasmus et al., 2019). Diversity in the workplace is a vital corporate strategy, aiming to enhance organisational management, gain a competitive edge, and maximise profits (Cletus et al., 2018). Workplace diversity contributes to bottom-line success, cost reduction, and improved employee retention, reflecting organisational care for individuals (O'Donovan, 2017). Despite legislative efforts, challenges persist in fully embracing diversity in South African workplaces (Joubert, 2017).

Diversity in the workplace must be recognised to ensure inclusive performance and improved production. It is well known that productivity thrives across varied skills, responsibilities, viewpoints, ethnicities, and backgrounds within diverse settings (Cletus et al., 2018; Hughes & Byrd, 2015). A diverse environment supports global adaptability, improved management, competitive advantage, and profit maximisation (Kormanik & Rajan, 2010; Cletus et al., 2018) and stimulates personal growth, critical thinking, and innovation, contributing to organisational performance (Foma, 2014; Cletus et al., 2018). Failure to recognise organisational diversity could result in negative attitudes, an uncomfortable atmosphere, and workplace issues (Bierema, 2010a; O'Donovan, 2017; Cletus et al., 2018). However, the literature on diversity within HRD curricula reveals a disconnect between its perceived importance as a core competency for practitioners and its limited integration into academic programmes (Hite et al., 2009; Bierema, 2010). While diversity is acknowledged in some HRD courses, it is not consistently covered (Kuchinke, 2002; Bierema, 2010). Consequently, there is a growing awareness of the importance of diversity in HRD, and there are calls for increased research and integration into curricula (Shirmohammadi et al., 2020). This paper addresses these calls as evidenced by the research purpose.

Research purpose

This research aimed to explore HRD practitioners' recommendations concerning diversity within a South African higher education HRD curriculum.

The researcher used qualitative research, specifically a qualitative descriptive design (Bradshaw et al., 2020) rooted in interpretivism (Chowdhury et al., 2022). The study population included HRD alumni who completed undergraduate HRD degrees at a South African university. The specific university was chosen because it is the only university in SA that offers HRD undergraduate and postgraduate degrees. All these HRD alumni are employed in various HRD positions all over South Africa (SA). Thus, the study population and sample consisted of HRDPs with experience in the HRD curriculum and HRD practice. HRDPs undergraduate HRD qualification also contributed to their theoretical knowledge of HRD and diversity. Therefore, participants could answer the research questions meaningfully. The researcher used purposive sampling, more specifically snowball sampling (Maree & Pieterson, 2019), to select nine participants from the study population and conducted virtual individual semi-structured interviews with these participants.

For data analysis, the researcher prepared the data through transcription, ensuring systematic tracking of diverse datasets. To familiarise herself with the data, the researcher applied immersion techniques such as multiple readings and audio replay (Schurink et al., 2021). The researcher and two co-coders identified codes by assigning single words to transcript units to generate general themes. The researcher presented themes and descriptions through a narrative and interpreted the data (Creswell & Creswell 2018). To ensure trustworthiness, the researcher adhered to the quality criteria of credibility (peer scrutiny, member checking, and inter-coder agreement), transferability (triangulation using multiple data sources), dependability (keeping a journal), confirmability, (audit trail) (Nieuwenhuis, 2019; Schurink et al., 2021) and declared her bias (Creswell 2009). The researcher obtained ethical clearance from the university and adhered to all ethical considerations, such as informed consent, permission to conduct research, confidentiality, anonymity, no harm, and privacy.

Research question/s

- What recommendations can HRDPs provide to optimise diversity within a South African higher education HRD curriculum to align the curriculum with the workplace?

Implications for HRD practice

The research findings highlight significant implications for HRD practice and HRD academics. There is a clear need for incorporating diversity education from the undergraduate level throughout the HRD curriculum to ensure diversity is optimised and to align the curriculum with the workplace adequately. Recognising diversity dimensions like language, gender, disability, nationality, age, education, and culture requires tailored and inclusive learning strategies. HRD practitioners should utilise respectful and inclusive learning materials, case studies, and open dialogue to promote understanding and mutual respect. Understanding the target group and developing tools for creating a culture of diversity and inclusion is crucial for HRD practitioners. HRD practitioners should understand their target groups, embrace diversity for workplace success and innovation, and gain a competitive edge by attracting diverse talent.

Conclusions

This study explored HRDP's recommendations concerning diversity in the HRD curriculum to align the HRD curriculum with SA workplace requirements from a critical theory perspective. The findings included HRDP recommendations to inform the HRD curricula and HRD practice, which can be implemented in similar contexts. Overall, it became evident that diversity should be introduced from the undergraduate to postgraduate HRD curricula to ensure adequate workplace implementation.

Keywords: Diversity, critical theory, human resource development, curriculum, recommendations, human resource development practitioners.

References

Bierema, L.L. 2010a. Diversity education: competencies and strategies for educators. Advances in Developing Human Resources, 12(3):312-331.

Bierema, L.L. 2010b. Resisting HRD's resistance to diversity. Journal of European Industrial Training, 34(6):565-576.

Bierema, L.L. & Cseh, M. 2014. A critical, feminist turn in HRD. In: Chalofsky, N.E., Rocco, T. S. & Morris, M.L. eds. Handbook of human resource development. New Jersey: Wiley. pp. 125-144.

Bradshaw, C., Atkinson, S., Doody, O. 2020. Employing a Qualitative Description Approach in Health Care Research. Global Qualitative Nursing Research, 4(0):1-8. https://doi.org/10.1177/2333393617742282

Brookfield, S.D. 2014. Foundations of critical theory. Advances in Developing Human Resources, 16(4):417-428.

Chowdhury, M.R., Rahman, A.R.B. & Burhan, N.A.S. 2022. Issues and perspectives in business and social sciences. MMU Multimedia university, 2(2): 46-60.

Cletus, H.E., Mahood, N.A., Umar, A. & Ibrahim, A.D. 2018. Prospects and challenges of workplace diversity in modern day organizations: a critical review. Holistica, 9(2):35-52. https://doi.org/10.2478/hjbpa-2018-0011

Creswell, J.W. 2009. Research design: qualitative, quantitative and mixed methods approaches. 3rd ed. London: Sage.

Creswell, J.W. & Creswell, J.D. 2018. Research design: qualitative, quantitative, and mixed methods approaches. 5th ed. Thousand Oaks, CA: Sage.

Foma, E. 2014. Impact of workplace diversity. Review of Integrative Business and Economics Research, 3(1):402-410.

Hall, K. 2018. A self-assessment of HRD competency development in undergraduate students: Indigenous project-based learning experience. Virginia: James Madison University. (Master's dissertation). https://commons.lib.jmu.edu/master201019/560 Date of access: 5 June. 2020.

Hite, L.M. & McDonald, K.S. 2010. Perspectives on HRD and diversity education. Advances in Developing Human Resources, 12(3):283-294. https://doi.org/10.1177/1523422310374974

Hughes, C. & Byrd, M.Y. 2015. Managing human resource development programs. 1st ed. New York: Palgrave MacMillan.

Joubert, Y. 2017. Workplace diversity in South Africa: Its qualities and management. Journal of Psychology in Africa, 27(4):367-371. https://doi.org/10.1080/14330237.2017.1347760

Kormanik, M.B. & Rajan, H.C. 2010. Implications for diversity in the HRD curriculum drawn from current organizational practices on addressing workforce diversity in management Training. Advances in Developing Human Resources, 12(3):367-384. https://doi.org/10.1177/1523422310375033

Kuchinke, K.P. 2002. Institutional and curricular characteristics of leading graduate HRD programs in the United States. Human Resource Development Quarterly, 13(2):127-143. https://doi.org/10.1002/hrdq.1019

Lim, D.H. & Rager, K. 2015. Perceived importance of curricular content of graduate HRD programs in the U.S. New Horizons in Adult Education and Human Resource Development, 27(2):13-27. https://doi.org/10.1002/nha3.20099

Maree, K. & Pietersen, J. 2019d. Sampling. In K. Maree (Eds.), First steps in research (pp. 214-224). Van Schaik Publishers.

McGuire, D. & Bagher, M. 2010. Diversity training in organisations: an introduction. Journal of European Industrial Training, 34(6):493-505. https://doi.org/10.1108/03090591011061185
Nieuwenhuis, J. 2019a. Introducing qualitative research. In K. Maree (Eds.), First steps in research (pp. 50-70). Van Schaik Publishers.

Rocco, S.R., Munn, S.L. & Collins, J.S. 2018. The critical turn in Human Resource Development. In: Milana, M. (eds.), Handbook on Adult and Lifelong education and learning. The Palgrave International, pp. 227-244.
Rocco, T.S., Bernier, J.D. & Bowman, L. 2014. Critical RACE Theory and HRD: moving race front and center. Advances in Developing Human Resources, 16(4):457-470. https://doi.org/10.1177/1523422314544294

Sambrook, S. & Stewart, J. 2010. Teaching, learning and assessing HRD: findings from a BMAF/UFHRD research project. Journal of European Industrial Training, 34(8/9):710-734. https://doi.org/10.1108/03090591011080931

Schurink, W.J., Schurink, E.M. & Fouché, C.B. 2021. Thematic inquiry in qualitative research. In: Fouché, C.B., Strydom, H. & Roestenburg, W.J.H., eds. Research at grass roots. Pretoria: Van Schaik. pp. 289-310.

Shirmohammadi, M., Mehdiabadi, A.H., Beigi, M. & McLean, G.N. 2020. Mapping human resource development: Visualizing the past, bridging the gaps, and moving toward the future. Human Resource Development Quarterly, 32(0):197-224. https://doi.org/10.1002/hrdq.21415

Zachmeier, A. & Cho, Y. 2013. Taking stock of the literature on HRD education. European Journal of Training and Development, 38(4):347-363. https://doi.org/10.1108/EJTD-07-2013-0080

ID:32 - Scientific Mothering: Workload negotiations for early and mid-

Ruby Christine Mathew

ABSTRACT

Studies have reported the continued underrepresentation of women in professorial positions especially in SET subject areas as a growing concern (Rosa and Clavero, 2022). In the UK academia, the Athena Swan (AS) Charter established in 2005 is considered as a significant innovation to improve women's representation in senior positions. The AS member institutions are encouraged to demonstrate their engagement with Athena Swan's gender equality principles in their award applications (Advance HE, 2020). Several studies (for example Barnard, 2017; Caffrey et al., 2016; Ovseiko et al., 2017) have reported that the AS accredited universities show a measurable improvement in the structural and cultural barriers women face in those universities. However, scholars including Fagan and Teasdale (2021) question the legitimacy of such claims considering women face persistent inequalities in academia. Furthermore, gender scholars criticise the scholarship has yet to establish the reason for women's continuing peril in academic academia (Avolio, 2020).

Research purpose

Using a grounded theory approach, the current study addressed this gap by investigating the impact of AS accreditation on the lived experience of early and mid-career academics in UK SET subject areas. A single case study design was implemented, and an AS gold-awarded science department [considered beacons of gender equality] was selected for this purpose. The study used semi-structured interviews, document analysis and participant drawings as data collection methods.

Research question/s

To reflect the everyday experiences of women academics in an AS gold-awarded department, this research started with the question:
1. What is the impact of Athena Swan accreditation on the lived experiences of women academics?

Further questions emerged during the data collection:
2. How do women in negotiate their everyday working life in their lab spaces?
3. How do women negotiate their workload in relation to the Athena Swan departmental initiatives?

Implications for HRD theory and practice

Contradictory to the previous reports of the positive impact of AS accreditation in improving gender equality in accredited institutions, the findings of the current study shows that that the AS accreditation has failed to bring any positive impact on the everyday life of women. Furthermore, the AS action plans of the department have not translated into the everyday life of early and mid-career researchers in this study. This research extends the gender performative theory (Butler,2011) to organisational spaces arguing that the core values in academia remain gendered where the scientific labour becomes performative for women researchers in these spaces. It illustrates the gendered aspects of scientific labour in the lab spaces reproducing gendered relations.

The theme of gender performative spaces was related to the workspaces which became embodied for women, where their bodies became highly visible in the lab spaces when it came to performing lab cleaning and maintenance work. However, they become invisible when it comes to jobs associated with masculine strength and toughness including moving lab equipment for which men were preferred (Connell and Messerschmidt, 2015). The findings extended the notion of academic

housework (Heijstra et.al, 2017) to the science lab spaces where women's embodied status challenges them in negotiating their workload. While academic housework is understood in terms of teaching, administrative and pastoral care, women scientists in the current study were required to do the cleaning and maintenance work in their workspaces which is termed as 'scientific mothering' in this study. These lab spaces became performative for women where they were expected to clean after others, emptying bins, and keeping the lab space maintained. This further symbolises the unpaid domestic labour at home which is often invisible and underappreciated. The findings further contradicted the studies such that of Tsouroufli (2019)'s whose documentary analysis examined the success and failure of AS accreditation in UK universities and claimed that the workload allocations in AS-accredited departments resulted in fair workload allocation for women. Instead, the current research found that the reported workload allocation model has not recognised the gendered division of work related to scientific work in the labs. This resulted in women in this study believing that AS departmental initiatives are a tick-box exercise rather than translating into real-world impact for them.

The findings provide an increased understanding of the AS accreditation program and its implications for accredited universities. The recommendations for the case study organisation can offer guidelines for the participating universities and the HR to form policies and meaningful practices when implementing equality and diversity policies/ practices in their institutions. Though the findings are mainly relevant to the case study department, the gender performativity related to gendered organisational spaces may be relevant to those departments that are attempting to implement equality and diversity practices in their workplace. Secondly, it provides Athena Swan itself an insight into the drawbacks of the self-accreditation programme which they can review and improve.

Conclusions
To conclude the findings of this research reject the previous claims of AS success portrayed through workload allocation models (Tsouroufli, 2019) and argue that gender becomes performativity in the lab spaces for women where women's embodied status requires them to perform mothering role which relates to the unrecognised, unpaid, poorly regarded and time-consuming nature of academic housework (Herman, 2018). The findings further imply that the scientific mothering of cleaning after others and maintaining the lab which is time-consuming service work may take women away from actual rewarding research work which might hinder their career advancement opportunities (Macfarlane and Burg, 2019; Misra et al., 2017). This answers the questions raised by studies on why succession to senior roles can be harder for women, especially in SET subject areas.

References

Athena Swan Charter | Advance HE., 2020., www.advance-he.ac.uk. Available at: https://www.advance-he.ac.uk/equality-charters/athena-swan-charter.

Avolio, B., Chávez, J. and Vílchez-Román, C., 2020. Factors that contribute to the underrepresentation of women in science careers worldwide: A literature review. Social Psychology of Education, 23(3), pp.773-794.

Barnard, S., 2017. The AS Charter: Promoting commitment to gender equality in higher education institutions in the UK. In Gendered success in higher education (pp. 155-174). London: Palgrave Macmillan.

Butler, J., 2011. Gender Trouble: Feminism and the subversion of identity. New York: Routledge.
Caffrey, L., Wyatt, D., Fudge, N., Mattingley, H., Williamson, C. and McKevitt, C., 2016. Gender equity programmes in academic medicine: A realist evaluation approach to AS processes. BMJ open, 6(9).

Connell, R.W. and Messerschmidt, J.W., 2005. Hegemonic masculinity: Rethinking the concept. Gender & Society, 19(6), pp.829–859.

Fagan, C. and Teasdale, N., 2020. Women Professors across STEMM and non-STEMM disciplines: Navigating gendered spaces and playing the academic game. Work, Employment and Society.

Heijstra, T.M., Steinthorsdóttir, F.S. and Einarsdóttir, T., 2017. Academic career making and the double-edged role of academic housework. Gender and Education, 29(6), pp.764-780.

Macfarlane, B. and Burg, D., 2019. Women professors and the academic housework trap. Journal of Higher Education Policy and Management, 41(3), pp.262–274.

Misra, J., Smith-Doerr, L., Dasgupta, N., Weaver, G. and Normanly, J., 2017. Collaboration and gender equity among academic scientists. Social sciences, 6(1), p.25.

Ovseiko, P.V., Chapple, A., Edmunds, L.D. and Ziebland, S., 2017. Advancing gender equality through the AS Charter for Women in Science: An exploratory study of women's and men's perceptions. Health research policy and systems, 15(1), pp.1–13.

Rosa, R. and Clavero, S., 2022. Gender equality in higher education and research. Journal of Gender Studies, 31(1), pp.1-7.

Tsouroufli, M., 2019. An examination of the Athena Swan initiatives in the UK: Critical reflections. In Strategies for Resisting Sexism in the Academy (pp. 35–54). Palgrave Macmillan, Cham.

ID:45 - Beyond the Mirage: Integrating the Afghan Refugees into the Fabric of American Life

Khadija Al Arkoubi, Rajaa Shindi & Aya Abdeljalil

ABSTRACT

The experiences of Afghan refugees in the United States of America, their adjustment process, and their inclusion into the institutional system in the country constitute a critically significant topic for both academic and policy research. Since the USA has welcomed nearly 90,000 Afghan refugees in the aftermath of the Taliban takeover of Afghanistan in 2021 (US Department of State, 2023), there is an urgent need to understand the challenges and opportunities that these refugees face in their new environment, as well as the factors and strategies that facilitate or hinder their successful integration.

The unprecedented number in the recent history of US refugee admissions poses tremendous logistical and humanitarian pitfalls for the federal government and its partners. As for the Afghan refugees who were forced to leave everything behind including their close family members, they confronted the new unknown reality of resettling in a completely foreign country during uncertain and unsettled times (Rai, Held and Haymes, 2023). Amid increased stress levels, trauma, and fear of what the future could bring, this vulnerable population grapples with multiples challenges to adjust and integrate the fabric of American life.

In this paper, we focus on the challenges and the prospects of an effective integration of Afghan refugees into the American society, culture, and economy. We draw on the experiences of previous refugee groups, such as the Somalis, the Iraqis, and Syrians as well as the current policies and practices of the federal, state, and local governments, and the civil society organizations. Considering the diversity of the Afghan refugee population, which consists of different ethnic, religious, linguistic, and educational backgrounds, and different levels of exposure to violence and persecution, we will first present a comprehensive overview of their demographic characteristics and their geographic distribution in the U.S. We also note that "many Afghan refugees arrive unprepared for settlement in the U.S. and depend on government assistance during the first few years after resettlement." (Stempel and Alemi (2021, p. 4873)

Second, we will discuss the many challenges this at-risk group encounters as it leads its life in the US. Examples include the phenomenon of violence. Savun & Gineste (2019) claim that it is more prevalent against refugees than by them. They contend that refugees are especially prone to having their physical integrity rights violated by host states after terrorist attacks occur. They offer suggestive evidence that host state leaders use refugees as 'scapegoats' to divert blame and appease voters after terrorist attacks, and that this allows them to get away with violating refugees' rights. This builds on Onoma's (2013) observation that refugees are often subjected to violence in host states.

It is also suggested that Afghan refugees suffer from discrimination and xenophobia which are serious problems affecting other groups of refugees. The increased Islamophobia over the past few years, has promoted hatred against Muslims in the US in general (Alfonseca, 2021; Konig-Reis, 2017).

Another key challenge is access to education, which is a pillar for refugees to enhance their abilities and knowledge, and to become part of their new communities. However, refugees may encounter difficulties in this area due to language barriers, lack of educational opportunities, and cultural

differences. Moreover, finding affordable and safe housing is a hurdle for many refugees, particularly in high-cost areas. Housing instability can affect their ability to integrate and build new relationships in their communities (Refugee Council USA, September 2021). Besides, Afghan refugees may have health issues related to their experiences in Afghanistan, such as injuries or trauma from violence or displacement. Accessing healthcare in the USA can be challenging, especially if refugees are not familiar with the US healthcare system (National Immigration Forum, August 2021). Additionally, building social connections and support networks is important for refugees to feel welcomed and integrated into their new communities. However, language and cultural differences, as well as trauma from their experiences, may make it difficult for refugees to establish social connections (Rai et al. 2023). As a result, economic integration and access to jobs becomes tough and may get tougher, if refugees have difficulty in obtaining recognition or verification of their foreign degrees, certificates, or licenses. At times, it might be hard to assimilate the work culture and behave according to the organizational norms. In general refugees may have limited knowledge or awareness of the U.S. labor market, the job opportunities, the application process, or the legal rights and responsibilities.

Third, we contend that the integration of Afghan refugees in the American eco-system requires a holistic and long-term approach that addresses their diverse and complex needs, such as affordable housing, education, health, employment, language, and social inclusion. It also entails sufficient resources and coordination among various stakeholders, such as the federal, state, and local governments, the resettlement agencies, the civil society organizations, and the host communities. Moreover, it involves recognizing and appreciating the potential contributions of Afghan refugees to the American society, culture, and economy, as well as respecting and protecting their human rights and dignity. Therefore, in the fourth section, we highlight some of these contributions to the American society, such as their skills, talents, entrepreneurship, and cultural diversity. We conclude with some policy recommendations and best practices for enhancing the integration outcomes and well-being of Afghan refugees and the American host community.

Keywords: Afghan Refugees, USA, social and economic Integration, Challenges, Prospects, Holistic strategy

REFERENCES

Alfonseca, K. (2021). 20 years after 9/11, Islamophobia continues to haunt Muslims. ABC News. https://abcnews.go.com/US/20-years-911-islamophobia-continues-haunt-muslims/story?id=79732049

Braithwaite, A., Salehyan, I., & Savun, B. (2019). Refugees, forced migration, and conflict. Journal of Peace Research, 56(1), 5-11.

Konig-Reis, S. (2017, January 19). Combating anti-Muslim discrimination and hatred. Dianova. https://www.dianova.org/opinion/combating-anti-muslim-discrimination/

Onoma, Ato Kwamena (2013) Anti-Refugee Violence and African Politics. Cambridge: Cambridge University Press.

Rai, A., Held, M. L., & de Haymes, M. V. (2023). Afghan refugee resettlement in the United States: Implications for service provision1. Families in Society: The Journal of Contemporary Social Services, 104(3), 392–396. https://doi.org/10.1177/10443894221122581

Savun, Burcu & Christian Gineste (2019) From protection to persecution: Threat environment and refugee scapegoating. Journal of Peace Research 56(1): 88–102.

Stempel, C. & Alemi, Q. (2021) Challenges to the economic integration of Afghan refugees in the U.S., Journal of Ethnic and Migration Studies, 47:21, 4872-4892, DOI: 10.1080/1369183X.2020.1724420

US Department of State (2023) Afghan Arrivals under the U.S. Refugee Admissions Program. Available at: https://www.state.gov/afghan-arrivals-under-the-u-s-refugee-admissions-program/

ID:49 - Developing a Typology of Women Leaders' Resistance in the Workplace

Yonjoo Cho, Jiwon Park, Sumi Lee, Jieun You & Sokyum Yoon

ABSTRACT

In a reanalysis of 107 narratives of South Korean (Korean) women leaders from the lens of tokenism theory (Kanter, 1977), using the secondary analysis of qualitative data, we found that due to their token status in the workplace, most women leaders assimilated to the dominant male group's expectations, but a few managed to resist in their own way to bring in culture change in the organization (Cho et al., 2021b). This positive outlook of the study motivated us to conduct research on women leaders' resistance to examine how they resisted their token status to create new norms. The purpose of this study, therefore, was to develop a typology of women leaders' resistance to their token status in the workplace, using the ideal-type analysis (Stapley et al., 2021, 2022), which is a qualitative research method used for the construction of typologies from qualitative data in a systematic manner. Before going through the ideal type analysis process, we reviewed the literature on women leaders' resistance including Chaudhary and Dutt (2022), Cho et al. (2021b), Jamjoom and Mills (2023), and Park et al. (2020), all of which conducted research on women leaders in diverse sectors (e.g., business) in non-Western contexts (e.g., South Korea) using interviews. In the review of the literature, we identified commonalities (e.g., rejecting stereotypes) and differences (e.g., reflection, silence) among emergent themes.

To go through the ideal type analysis process, we chose 145 narratives collected from seven qualitative studies that were previously conducted (Cho et al., 2015, Cho et al., 2016, Cho et al., 2017, Cho et al., 2019, Cho et al., 2020; Cho et al., 2021a; Han et al., 2018). After being familiarized with the narratives, we discussed until we reached consensus on five types of resistance identified as a result of the 2x2 matrix analysis: environmental readiness and the level of individual resistance. For instance, Type 1 is defined as showing a favorable environment (e.g., an organization or industry) and a women leader's active resistance (e.g., culture change). After reviewing the assigned transcripts (narratives) independently, all met to discuss until a collective decision was made about a given type and ended up with four types of resistance, which were indicated in the literature. However, we also discovered Type 5, which extant literature did not address or classify, as a few narratives show a women leader's change in their perspective of work-life balance by becoming more balanced from being work-oriented. This change seemed to occur with such experiences as female medical doctors' sabbaticals and female entrepreneurs' career transitions. A team of three researchers worked through the reliability check to finalize the five types of women leaders' resistance. Remaining steps include forming the ideal-type descriptions, checking credibility, and making comparisons.

This study contributes to research on women in leadership: first, this study is the first effort in HRD research to show the possibility of an untapped exploration in qualitative research using the ideal type analysis; second, the typology developed will add more explanatory power to Kanter's tokenism theory by presenting how women leaders use resistance as a coping strategy to create opportunities as leaders in the organization; third, the typology will illustrate how women leaders use resistance to overcome challenges in male-dominated organizations, with consideration of the unique cultural context, as in Korea; and lastly, the typology of women leaders' resistance can be used for the development of women in the leadership pipeline in ways that show how they can strike a balance between their efforts to effectively maneuver in the organization and their awareness of going their own way to bring in change in the organization.

References

Annan-Diab, F., & Molinari, C. (2017). Interdisciplinarity: Practical approach to advancing education for sustainability and for the Sustainable Development Goals. The International Journal of Management Education, 15, 73-83. https://doi.org/10.1016/j.ijme.2017.03.006

Booth, A., Aben, K., Otter, B., Corrigall, T., Ray, C., & Earley, S. (2020). Carbon management and community-based action learning: A theory to work experience. Action Learning: Research and Practice, 17(1), 62-71. https://doi.org/10.1080/14767333.2020.1712845

Boyer, E. L. (1990). Scholarship reconsidered: Priorities of the professoriate. The Carnegie Foundation for the Advancement of Teaching. https://www.umces.edu/sites/default/files/al/pdfs/BoyerScholarshipReconsidered.pdf

Cho, Y, & Egan, T. (2023). The changing landscape of action learning research and practice. Human Resource Development International, 26(4), 378-404. https://doi.org/10.1080/13678868.2022.2124584

Cho, Y., & Zachmeier, A. (2015). HRD educators' views on teaching and learning: An international perspective [Special issue]. Advances in Developing Human Resources, 17(2), 145-161. https://doi.org/10.1177/1523422315572618

Fauzi, M. A., Rahman, A. R. A., & Lee, C. K. (2023). A systematic bibliometric review of the United Nation's SDGs. International Journal of Sustainability in Higher Education, 24(3), 637-659. https://doi.org/10.1108/IJSHE-12-2021-0520

Ghoshal, S. (2005). Bad management theories are destroying good management practices. Academy of Management Learning & Education, 4(1), 75-91. https://doi.org/10.5465/AMLE.2005.16132558

Hoffman, A. (2021). Business education as if people and the planet really matter. Strategic Organization, 19(3), 513-525. https://doi.org/10.1177/1476127020967638

Howard-Grenville, J., Davis, G. F., Dyllick, T., Miller, C. C., Thau, S., & Tsui, A. S. (2019). Sustainable development for a better world: Contributions of leadership, management, and organizations. Academy of Management Discoveries, 5(4), 355–366. https://doi.org/10.5465/amd.2019.0275

Jarzabkowski, P., Dowell, G. W. S., & Berchicci, L. (2021). Strategy and organization scholarship through a radical sustainability lens: A call for 5.0. Strategic Organization, 19(3), 449-455. https://doi.org/10.1177/14761270211033093

Kurland, N. B., Michaud, K. E. H., Best, M., Wohldmann, E., Cox, H., Pontikis, K., & Vasishth, A. (2010). Overcoming silos: The role of an interdisciplinary course in shaping a sustainability network. Academy of Management Education and Learning, 9(3), 457–476. https://doi.org/10.5465/amle.9.3.zqr457

Molina, A. A., Helldén, D., Alfvén, T., Niemi, M., Leander, K., Nordenstedt, H., Rehn, C., Ndejjo, R., Wanyenze, R., & Biermann, O. (2023). Integrating the United Nations sustainable development goals into higher education globally: A scoping review. Global Health Action, 16(1), 2190649. https://doi.org/10.1080/16549716.2023.2190649

Park, S.-H., Cho, Y., & Bong, H.-C. (2023). Action learning for community development from the lens of the UN's SDGs: A systematic review. Action Learning: Research and Practice, 20(3), 252-281. https://doi.org/10.1080/14767333.2023.2262410

Stark, M., Bands, G., Marcus, A. A., & Clark, T. S. (2010). In search of sustainability in management education. Academy of Management Learning & Education, 9(3), 377-383. https://www.jstor.org/stable/25782024

Zarestky, J., & Collins, J. C. (2017). Supporting the United Nations' 2030 sustainable development goals: A call for international HRD action. Human Resource Development International, 20(5), 371–381. https://doi.org/10.1080/13678868.2017.1329370

ID:52 - Workforce differentiation in the global south

Jaime Bayona

ABSTRACT

One of the key components of strategic HRM is workforce differentiation (WD). The objective of this paper is to demonstrate that while WD has helped organizations in the global south become more productive and competitive in local and international markets, it is important to acknowledge that the impact of WD on societal (specifically the labor market) and individual levels is not entirely positive. WD has contributed to the deterioration of the labor market and the alienation of workers in global south countries. This is partially due to the differences in the labor market in these countries, characterized by higher levels of informal economy and lower levels of education. Consequently, workers who do not fall into the category of talented workers have faced impoverishment and struggle to transition into more skilled segments.

In this paper, I will analyze five different variables that have fostered WD in global south countries and have had positive effects on organizational effectiveness. However, these variables have not had equally positive effects on the individual and social levels, particularly within the labor market. The variables to be analyzed are: (a) employability, (b) merit culture, (c) individualism, (d) talent concept, and (e) value creation. Through this analysis, it is concluded that Strategic HRM is creating an elite class in the global south, equalizing the highly talented workers of the global north. While this enables organizations and talented workers to compete globally, it comes at the expense of leaving a significant portion of the workforce in marginalized jobs with limited prospects for development. Each subsection of the analysis will include an examination of the organizational, social, and individual levels.

Following these analyses, and utilizing the same factors that were previously examined, I will present some alternatives to improve the influence of strategic human resources management in the region. These alternatives should be viewed as starting points to shift Strategic HRM's role from one of separation to integration and development, fostering a more inclusive and equitable labor market in the global south.

Keywords: Workforce differentiation, Strategic HRM, Global south

ID:57 - Equality and Diversity versus Equity and Inclusion: theorising HRD for social justice in extending working lives

Russell Warhurst, Kate Black & Claire Hedley

ABSTRACT

Paper's Importance for HRD

An emerging challenge for 'HRD in a digital age' is to address the labour shortages and associated social consequences that are attributable to the premature withdraw of older-workers from paid employment. These issues, combined with age-discrimination law, have resulted in organisations implementing policies to extend working lives (EWL). Mainstream HRD contributes to EWL and thereby ensuring equality and diversity through, for example, providing later-career development opportunities. However, such contributions can reinforce disadvantage, and the potential of HRD for EWL in socially just ways to ensure equity and inclusion has yet to be realised.

Research Purpose

The emerging Critical HRD approach (Bierma et al., 2024) has much to contribute to achieving social justice in EWL. Therefore, this theoretical working-paper has three purposes. First, to examine the Critical HRD approach and to show how while mainstream HRD is well intentioned, older-workers might be disadvantaged through the perpetuation of hegemonic, performative narratives. Second, to critically theorise later-career in terms of identity threats and transitions. Third, to propose new directions for HRD in relation to equity and inclusivity.

Research Question/s

The three research questions are as follows. First, to what extent does the current emphasis within mainstream HRD on enabling equality and diversity in organisations, ameliorate the disadvantage experienced by older-workers? Second, how can HRD be better theorised to inform research and practice for EWLs? Third, how can this theorising enable HRD to better support equity and inclusion for older-workers?

Theoretical Base

The paper analyses and evaluates the extensive theorisation of later-career but notes the restricted theoretical bases of HRD in general. In deepening understanding of HRD in relation to EWL, the paper critically evaluates social constructionist identity theorising (Black et al., 2018) showing how later-career poses identity opportunities but also identity threats. The paper then builds upon identity theorising using the Foucaultian notion of governmentality (Bardon et al., 2023) to show how HRD can be complicit in restricting the identity positions available to older-workers thereby working against inclusivity and denying social justice.

Implications for HRD

The findings of the study have implications for HRD in three areas. For HRD researchers, the potential of a critical approach for extending theoretical understanding is shown. For HRD practitioners, it is established that critical reflection is needed on how established approaches to EWL might perpetuate disadvantage for workers in later-career. For HRD policy-makers a range of

interventions at the organisational and individual levels are explored such as redesigning career paths and changing attitudes to career progress.

Conclusions

HRD has contributed to substantial gains in equality, with diverse groups being better represented in organisations. However, for older-workers who are not in positions of power, premature exit from paid employment is typical, and equity and inclusion are elusive. Organisational development is needed to cultivate the acceptance of older-workers' changed capabilities and individual development is needed to enable older-workers to reflexively evaluate prevailing narratives of striving to 'become' better, in light of the traditional wisdom of enjoying 'being' authentically oneself in later-life.

References

Bardon, T., Brown, A. D. and Puyou, F. R., 2023. Citius, Altius, Fortius: Managers' quest for heroic leader identities. Organization, 30(5), pp. 942-960.

Bierema, L. L., Callahan, J. L., Elliott, C. J., Greer, T. W. and Collins, J. C., 2024. Human Resource Development: critical perspectives and practices. Taylor & Francis.

Black, K., Warhurst, R., and Corlett, S., 2018. Introduction: HRD–In search of identity. Identity as a Foundation for Human Resource Development. Routledge.

Keywords: Extending-working-lives; Equality; Diversity; Equity; Inclusion; Social-justice

ID:71 - Race-conscious Scholarship in Human Resource Development: A Structured Literature Review

Stephanie Sisco, Angela Carter, Jeremy Bohonos

ABSTRACT

Importance

There is overwhelming evidence documenting the pervasiveness of racism in workplaces. Various statistics illustrate this reality, notably the racial wage gap which reveals Black workers in the United States typically earn about 24% less than White workers (Wilson & Darity, 2022). This gap worsens when disaggregated by race and gender showing that Black, Latina, and Indigenous, women make roughly 60 cents per dollar earned by White men (U.S. Government Accountability Office, 2022). Thus, in our study we focus on race because racialization and racism continue to be part of the human experience for racial minorities within the United States and other multi-racial societies (Nkomo, 2021; Roberson, 2023; Paluch & Shum, 2023). We also realize that the historical existence of workplace racism has significant implications on how antiracism is presently enacted within organizations (Bohonos & James-Gallaway, 2022).
Like many others around the world, renewed attention to racism was met within the human resource development (HRD) community after the murder of George Floyd in 2020. In response, the Academy of HRD Board issued a statement in support of Black lives and formed a standing Anti-Racism Committee. HRD journals were also attentive to racism. Yet, despite this surge of interest toward race, the AHRD community has not produced a literature review specifically focused on race conscious research in HRD.

Purpose, Research Questions, and Theoretical Base

The purpose of this paper is to provide an up-to-date review of race conscious research in HRD that will provide analysis of the state of race in the field and suggest directions for future research. Questions driving this research include 1) What topics are reoccurring within race-conscious literature in HRD? 2) What frameworks have been leveraged to engage in discussion about race in HRD?

Methods

In this structured literature review researchers searched all Academy of Human Resource Development and University Forum for Human Resource Development affiliated journals (Human Resource Development Review, Human Resource Development International, Human Resource Development Quarterly, Advances in Developing Human Resources, and European Journal of Training and Development) as well as New Horizons in Adult Education and Human Resource Development and identified over 50 articles focused on race or racism in HRD journals between 2010 and 2023. The research shows that over half of all articles in the review period were published in the final three-years of the review window.

Implications for Practice and Conclusions

In this in-progress research paper, several factors will be analyzed including research methods most commonly used, the theories and core constructs that inform the work, prevalent themes, which racial groups receive the most focus, what identities are discussed as intersectionally linked to race, which national contexts the research was conducted in, and which HRD journals have demonstrated

the deepest commitment to publishing research about racism. Through this comprehensive analysis the authors intend to provide implications for practitioners, summarizing key points regarding actionable strategies informed by the literature. Additionally, the paper will address implications for research by suggesting future directions for HRD scholarship centered on race and racism.

References

Bohonos, J.W. and James-Gallaway, A., 2022. Enslavement and the foundations of human resource development: Covert learning, consciousness raising, and resisting antiBlack organizational goals. Human Resource Development Review, 21(2), pp.160-179.

Cotter, A. (2022). Experiences of discrimination among the Black and Indigenous populations in Canada. Statistics Canada. Available at: https://www150.statcan.gc.ca/n1/pub/85-002-x/2022001/article/00002-eng.htm (Accessed: 2 January 2023).

Lennon, C. (2023). Aboriginal Australians suffer from 'violent history' and ongoing 'institutional racism'. United Nations. Available at: https://news.un.org/en/story/2023/04/1135827 (Accessed: 2 January 2023).

Nkomo, S. M. (2021). Reflections on the continuing denial of the centrality of "race" in management and organization studies. Equality, Diversity and Inclusion: An International Journal, 40(2), 212-224.

Paluch, R. M., & Shum, V. (2023). The non-White standard: Racial bias in perceptions of diversity, equity, and inclusion leaders. Journal of Applied Psychology. https://doi/10.1037/apl0001106 Roberson, Q. (2023). Understanding racism in the workplace. Journal of Applied Psychology, 108(2), 179–182.

Vienna (2023). Being Black in the EU: Experiences of people of African descent. European Union Agency for Fundamental Rights. Available at: https://fra.europa.eu/en/publication/2023/being-black-eu (Accessed: 2 January 2023).

Wilson, V. & Darity Jr., W. (2023). Understanding black-white disparities in labor market outcomes requires models that account for persistent discrimination and unequal bargaining power. Economic Policy Institute. Available at: https://www.epi.org/unequalpower/publications/understanding-black-white-disparities-in-labor-market-outcomes/ (Accessed: 2 January 2023).

U.S. Government Accountability Office (2022). Women in the Workforce: The Gender Pay Gap Is Greater for Certain Racial and Ethnic Groups and Varies by Education Level. https://www.gao.gov/products/gao-23-106041 (Accessed: 2 January 2023).

Keywords: race, racism, antiracism, critical HRD, review

ID:85 - The Impact of Conflict with Coworkers on Job Satisfaction Among Elderly Employees: Mediating Effect of Positive Problem-Solving Attitude and the Moderated Mediating Effect of Health Status

Yukyung Lee, Jaehyun Kim, Ji Hoon Song

ABSTRACT

Paper's importance

This study delves into the relationship between interpersonal conflict and job satisfaction among elderly employees, highlighting how positive problem-solving attitudes and health status play a mediating and moderating role, respectively (Yeung et al., 2015). In an era where the elderly workforce is expanding, understanding their unique challenges, such as adapting to new technologies and generational differences in the workplace, becomes crucial (Beitler et al., 2018; El-Hosany, 2017). These challenges can significantly influence their job satisfaction and overall performance (Frone, 2000).

The research aims to unravel the intricate dynamics between conflict, problem-solving, health status, and job satisfaction in elder workers. By focusing on positive problem-solving strategies, the study seeks to offer new perspectives on reducing workplace tensions and enhancing colleague relationships (Hillman, 2014). The inclusion of health status as a key factor recognizes its impact on work capacity and interpersonal interactions, which may exacerbate workplace conflicts. This aspect is especially relevant in understanding work-family issues and the motives of older workers in the workplace (Thrasher, Zabel, Wynne, & Baltes, 2016). Furthermore, the comprehensive approach to conflict resolution in the workplace proposed in this study aligns with the guidelines and strategies outlined by Masters and Albright (2002).

These findings hold substantial significance for human resource management, particularly in societies undergoing rapid demographic shifts. Understanding how elder workers handle conflicts and the role of their health status can assist organizations in formulating customized strategies to support this segment of the workforce, thereby fostering a harmonious and productive workplace environment. Other studies further emphasize the importance of organizational support in balancing personal and professional life and in understanding age-related differences in conflict management strategies(Haji & Rahman, 2021; Yeung et al., 2015). These insights are crucial not only for effective human resource practices but also for policy making aimed at efficiently managing elder workers in modern work settings.

Theoretical base

This study is theoretically grounded in the intersection of interpersonal conflict, job satisfaction, and health status, especially within the context of the elderly workforce. Central to this exploration is the application of conflict resolution theories, which suggest that fostering positive problem-solving attitudes can effectively mediate workplace conflicts, ultimately enhancing job satisfaction among elder workers (Hillman, 2014). These theories emphasize the significance of employing constructive methods to resolve conflicts and promote improved intergenerational relationships within the workplace (De Dreu & Van Dierendonck, 2004).

Furthermore, the research incorporates principles from health psychology, emphasizing the crucial role of physical and mental health in elder employees' work performance and conflict resolution capabilities. The study proposes a moderated mediation model that examines the influence of

health status on the effectiveness of problem-solving strategies in managing workplace conflicts and improving job satisfaction for elder workers (Liu et al., 2018).

Through this framework emphasizes the need for human resource management strategies that are specifically tailored to the unique needs and contributions of elder employees, especially in a work environment that is rapidly adapting to demographic changes.

Research purpose

The main objective of this study is to investigate the impact of interpersonal conflict on job satisfaction among elder employees, with a focus on the role of positive problem-solving attitudes and the effects of health status. This research aims to understand how elder workers manage conflicts in the workplace and how these conflicts, along with their problem-solving approach and health condition, influence their job satisfaction (Frone, 2000). By exploring these aspects, the study aims to provide valuable insights for Human Resource Development (HRD) and organizational behavior, especially in developing strategies and policies that support and accommodate the elder workforce to improve their well-being and productivity in the workplace (Appelberg et al., 1991; Faucett et al., 2013).

Implications for HRD practice

This study presents strategic HRD interventions aimed at enhancing job satisfaction among elder employees through initiatives in conflict resolution and health-based customization. Emphasis is placed on developing training programs for elder employees that promote positive problem-solving strategies, addressing challenges like adapting to technology and bridging generational gaps (Lim & Ling, 2012). Additionally, the importance of Health Status-Driven Customization in HRD strategies is highlighted, advocating for flexible work arrangements and ergonomic workspace designs catering to the physical and mental health needs of elder employees (Khamlub et al., 2013).

Organizations are urged to focus on comprehensive health and wellness initiatives specifically for the elder workforce. These include regular health screenings and stress management sessions, aimed at enhancing overall health and improving conflict management skills (Kossek & Ozeki, 1998). Creating an inclusive organizational culture is also essential, promoting respect and intergenerational collaboration to improve mutual understanding and communication.

The study recommends incorporating feedback and continuous improvement measures to assess and refine HRD interventions, ensuring their ongoing effectiveness for elder employees. Furthermore, it suggests that the findings be used to formulate organizational policies supportive of elder employees. These policies should address issues like ageism, provide flexible retirement options, and offer continuous learning and career development opportunities, all geared towards supporting the elder workforce within organizations.

Conclusion

In summary, this study illuminates the management and support of an elder workforce, with a focus on the relationship between workplace conflicts and job satisfaction. Key findings demonstrate the significant role of positive problem-solving attitudes in mediating the effects of workplace conflicts on job satisfaction. Additionally, the study highlights the beneficial impact of good health status in mitigating conflict-related negative outcomes (Lee et al., 2020).

The study's practical recommendations for HRD and organizational practices include implementing customized conflict resolution programs and comprehensive health initiatives tailored to the elder

workforce (Findler et al., 2007). These interventions, in addition to flexible working conditions, an inclusive communication culture, regular employee satisfaction assessments, and continuous learning opportunities, are essential for establishing a supportive and productive work environment (Converso et al., 2020).

Ultimately, the research offers practical advice for HRD practitioners and organizations to improve job satisfaction among elder employees. By implementing these strategies, organizations can cultivate a healthier, more inclusive, and efficient workplace, effectively addressing the unique needs and integrating the valuable contributions of the elder workforce.

Keywords: Elder Workforce, Health Status in HRD, Interpersonal Conflict, Korean Longitudinal study of Elderly Employment

ID:111 - Navigating the Academy as Immigrant women in different roles: A duoethnography of a faculty member and a doctoral student's journey

Alene O' Malley & Rajashi Ghosh

ABSTRACT

This duoethnography explores the unique and at times shared lived experiences and perspectives of two immigrant females, one a tenured faculty member and the other a doctoral student, as they navigate the complex terrain of academia. Utilizing critical feminist and intersectional theories, this study illuminates the nuances, challenges, and triumphs encountered by these two women within the hierarchical and predominantly patriarchal structures of higher education. Drawing on the principles of collaborative storytelling and reflexivity, the present research examines the intersecting identities of the tenured faculty member and the doctoral student, unraveling the intricate web of race, gender, class, and power dynamics that shape their academic journeys. Through in-depth interviews, personal narratives, and critical reflection, the study highlights the participants' unique standpoints while exploring the commonalities and disparities in their experiences within academia and also uncovering how their upbringing and inherent values and beliefs shaped these experiences. This duoethnography aims to reveal the interplay of power dynamics, mentorship relationships, and institutional structures, exploring how these dynamics influence knowledge production, pedagogical approaches, and the perpetuation of systemic inequalities within academia.

In doing so, it contributes to the ongoing discourse on diversity, equity, and inclusion in higher education by offering nuanced insights into the lived experiences of female minority scholars. It calls for critical reflections on power dynamics, structural inequalities, and the imperative for transformative practices within academia to foster a more inclusive and supportive environment for international scholars from diverse backgrounds.

Keywords: duoethnography, academia, female scholars, minority faculty, doctoral candidate, intersectionality, power dynamics, mentorship, institutional barriers, diversity, equity, inclusion.

ID:129 - The Role of Privilege in Workplace Relationships

Eunbi Sim, Bhagyashree Barhate & Tonette Rocco

ABSTRACT

Paper's importance

Privilege research has predominantly focused on White male privilege (e.g., Carbado et al., 2016; McIntosh, 1989, 1992) or other distinct privileged identities such as heterosexual, class, religion, and citizenship. Even though scholars have called for expanding the understanding and deconstruction of privilege (e.g., Black and Stone, 2005; Case et al., 2012; McIntosh, 2012; Rocco and West, 1998), little has been done. Privilege affects workplaces and workers in terms of engagement (Shuck et al., 2016), and organizational culture and dynamics (Clark et al., 2002). Organizations are positioned to influence systems of power and privilege, which then enable organizational conditions that impact employee attitudes (Shuck et al., 2016). Employee attitudes also influence organizational culture, norms, and relationships. Organizational culture, team building and maintenance, relationships between workers and supervisor-subordinate relationships are affected by earned and unearned privilege in any workplace. We believe there is a need to critically examine how earned and unearned privilege affects work-based relationships.

Research purpose

The purpose of this paper is to understand the influence privilege has on relationships at work.

Research question/s
- How does unearned and earned privilege influence work relationships between colleagues?
- How does unearned and earned privilege influence supervisor-subordinate relationships at work?
- How does unearned and earned privilege of team members influence teamwork?

Theoretical basis

Privilege is "any unearned asset or benefit received by virtue of being born with a particular characteristic" (Rocco & West, 1998), which might include "unearned advantage" to safe spaces and "conferred dominance" when one group has power over another (McIntosh 1989, p. 10). A person can have intersecting identities that bestow unearned advantage (privilege) and disadvantage simultaneously. Earned privileges are "any earned conditions, skill, asset, or talent that benefit its possessor" (Bailey, 1998: 109). Earned privilege is attained through effort directed at achieving a goal (Rocco and West, 1998) though access to the resources needed to achieve the goal is often easier to attain if one enjoys unearned privilege (Rocco et al., 2023). Earned or unearned privileges, often experienced at the individual level, are manifested and operationalized by power at the organizational level, and power needs to be understood within relationships between individuals with different identities (Shuck et al., 2016). Introduced intersectionality to diverse social identities (e.g., age, class, (dis)ability, gender, nationality, race, religion, sexual orientation) are intersecting and interdependent shaping experience (Crenshaw (1989) Cho et al., 2013). Employees make sense of their tasks and the workplace through workplace relationships. Individuals develop relationships in the workplace by exchanging and coordinating knowledge and ideas (Teboul & Cole, 2005). Teboul and Cole (2005) suggest three tenets to relationship development – exploration, development, and maintenance and fluctuation.

Implications

An understanding of privilege's influence on workplace relationships has the potential to increase understanding of teamwork, supervisor-subordinate and peer relationships and how these relationships affect productivity.

Keywords: privilege, relationships at work, intersectionality

ID:152 - Exploring the Impact of New Digital Technologies on Work life Integration of Migrant Women in Scotland

Loliya Kagher, Cai Jing, Elham Moonesirust

ABSTRACT

This is a progressive study from previous research on the work-life balance of women of African origin in the United Kingdom (Akobo & Stewart, 2020). The research highlighted four key themes that inform the work-life priorities of women African origin in the United Kingdom. These include financial commitments, immigration policies, personality types and cultural sensitivis (Akobo & Stewart, 2020). Moreover, disruptions like increased reliance on digital technologies, COVID-19, BREXIT, and the war in Ukraine (Sky News, 2023, Carroll, 2024) inform current realities and discussions about citizens' work life integration within geographical spaces (Dwivedi, Y. K. et al. 2020; Ekuma, 2023). Employees in the workplace are continuously adopting the use of digital technologies like AI for task management, increased productivity, work creativity, innovation, writing and data management (Reijers, & Coeckelbergh, 2020; Rajagopal & Behl, 2022; Alrasheedi, et al, 2022) despite the concerns in relation to potential risks it possess to businesses. (Carroll, 2024). Furthermore, reflecting on the relevance of inclusion and belonging in the workplace (Allen, K.-A. et al 2021), this study establishes the need to further understand existing social and evolving technological influences that impact work-life integrations of employees from a diversity perspective. Consequently, this study aims to explore the impact of digital technologies on the work life integration of migrant women in Scotland. This is with the aim to not only understand how digital technologies are being adapted alongside psychosocial expectations of migrant women, but also to inform human resource development discourse (Rotatori et al, 2021; Watkins & Marsick, 2023) in relation to intentional practices for advancing inclusion and belonging in the workplace.

References

Akobo, L.A. and Stewart, J. (2020), "Contextualising work–life balance: a case of women of African origin in the UK", Industrial and Commercial Training, Vol. 52 No. 3, pp. 133-153. https://doi.org/10.1108/ICT-09-2019-0092

Allen, K.-A. et al. (2021) Belonging: a review of conceptual issues, an integrative framework, and directions for future research. Australian journal of psychology. [Online] 73 (1), 87–102. https://doi.org/10.1080/00049530.2021.1883409

Alrasheedi, N. S. et al. (2022) Understanding the characteristics of workforce transformation in a digital transformation context. Journal of decision systems. https://doi.org/10.1080/12460125.2022.2073636

Carroll L. (5th January 2024) AI in 2024: Five trends' workers need to know. Available AI in 2024: Five trends workers need to know - BBC Worklife Accessed 15 January 2024

Rotatori, D., Lee, E.J., & Sleeva, S. (2021). The evolution of the workforce during the fourth industrial revolution. Human Resource Development International, 24(1), 92–103. https://doi.org/10.1080/13678868.2020.1767453

Dwivedi, Y. K. et al. (2020) Impact of COVID-19 pandemic on information management research and practice: Transforming education, work and life. International journal of information management. https://doi.org/10.1016/j.ijinfomgt.2020.102211

Ekuma, K. (2023). Artificial Intelligence and Automation in Human Resource Development: A Systematic Review. Human Resource Development Review, 0(0). https://doi.org/10.1177/15344843231224009

Rajagopal & Behl, R. (2022) "Industry 4.0 Technologies Transforming the Future of Work in Post Pandemic World," in Inclusive Businesses in Developing Economies. [Online]. Switzerland: Springer International Publishing AG. pp. 311–321. https://doi.org/10.1007/978-3-031-12217-0_15

Reijers, W. & Coeckelbergh, M. (2020) Narrative and technology ethics. [Online]. Cham, Switzerland: Palgrave Macmillan. https://doi.org/10.1007/978-3-030-60272-7

Watkins, K. E., & Marsick, V. J. (2023). Rethinking Workplace Learning and Development Catalyzed by Complexity. Human Resource Development Review, 22(3), 333-344. https://doi.org/10.1177/15344843231186629

ID:134 - Community-led research: A case study of supporting the GTRSB UK community into Education

Patricia Jolliffe, Helen Collins & Sue Barry

ABSTRACT

Community-led research: A case study of supporting the GTRSB UK community into Education
The article contributes to the scholarly discourse on the influence of partnerships and collaborative interventions between (educational) organisations and communities. Utilising the theoretical framework of social capital (Bourdieu, 1986; Putnam, 2000), this longitudinal study critically examines initiatives co-imagined, designed, and implemented to facilitate the support of a marginalised community, specifically the Gypsy Traveller Roma Showmen and Boater (GTRSB), in their pursuit of Education.

Gypsy Traveller Roma Showmen and Boater (GTRSB) are notably underrepresented, for example, in Higher Education (HE), with only 3-4% of the population aged 18-30 accessing it, as opposed to 43% of the general population in the same age group (Greenfields, 2017). Research findings (Atherton, Dainty, & Roberts, 2020; Forster, Gallagher, & Cooper, 2020; Mulcahy, Baars, Bowen-Viner, & Menzies, 2019) suggest that even when individuals from GTRSB groups enrol in universities, many experience a sense of invisibility and feelings of unwelcome. For example, some identify concerns about unconscious bias, low institutional awareness regarding their ethnic identity, and a fear of encountering racist stereotypes if they choose to self-identify (Hall, 2020).
This research will share our journey of working with the GTRSB community over nine years to the point where our institution has signed the GTRSB into Higher Education Pledge. The Pledge compels participating universities to conduct data monitoring, evaluation, outreach, and the appointment of a named contact (Brassington, 2022). In signing the Pledge, the University commits to understanding and meeting the community's needs, including raising, building, and sharing internal and external knowledge awareness.

Our methodology places a significant emphasis on the participant's voice by utilising a Community-Based Participatory Research (CBPR) whose roots lie in Frieire's pedagogy (Heidemann & Almeida, 2011), aligned to our 'partnership working to seek meaningful data for social transformation' (Byrne, Canavan, & Millar, 2009, p.:68). Employing a phenomenological approach ensured that participant subjectivity was fundamental and avoided the temptation to prioritise the researcher as expert. In other words, we chose explicitly to go back to 'the things themselves', to paraphrase Husserl's (1969) phenomenological motto, and to study worker experiences as framed by the workers themselves rather than make a priori assumptions about them. The task is complex and time-consuming since it rests on engaging and leveraging the support of many different actors (Jongbloed, Enders, & Salerno, 2008). For example, university professional services, senior management, local NGOs, the Charity sector, the Council and the Housing Association. Engaging and linking in partnership forms a holistic educational ecosystem (Niemi, 2016).
We identify the challenge faced by traditional structures, such as Universities, to effectively connect with communities they purport to represent, e.g., in vision statements and demonstrate how it is only when communities play a central role in decision-making and actively participate in design, implementation, and evaluation of interventions is the dream realised. Using action and dialogue, the University's collaborations with the GTRSB communities have created a symbiotic relationship. This symbiosis is an adaptable and responsive system wherein various actors act as subsystems, operating in parallel and responding to unpredictable, non-linear, and spontaneous ways influenced by evolving circumstances. Via the symbiotic relationship, supported by bonding and bridging social capital, a cascade of effects is generated, fostering the continuity of the intervention

and giving rise to micro-interventions. Collectively, this aligns with an educational ecosystem approach between educational organisations, communities, and other actors and draws on bio-ecological theory, which posits human development, is influenced by interconnectedness and interrelationships between stakeholders and through the exchange of resources and information (Bronfenbrenner, 1979). This 'developmental contextual-ism' (Lerner, 1995) can elucidate the value of ongoing holistic and participatory interventions and the opportunity for positive reciprocal bi-directional impacts across micro, meso and macro levels.

Bibliography

Atherton, G., Dainty, A., & Roberts, A. (2020). Black and Minority Ethnic Students Navigating Their Way from Access Courses to Construction Related Undergraduate Degrees in a Post-1992 University in the UK: Staff and Student Perceptions. Eduction Sciences, 10(9), 238.

Bourdieu, P. (1986). The Forms of Capital In J. Richardson (Ed.), Handbook of Theory and Research for the Sociology of Education (pp. 241-258). New York: Greenwood.

Brassington, L. (2022). Gypsy, Roma and Travellers: The ethnic minorities most excluded from UK education. Retrieved from Sussex: https://www.hepi.ac.uk/wp-content/uploads/2022/07/Gypsies-Roma-and-Travellers.pdf

Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Cambridge, MA: Harvard University Press.

Byrne, A., Canavan, J., & Millar, M. (2009). Participatory research and the voice-centred relational method of data analysis: is it worth it? International Journal of Social Research Methodology, 12(1), 67-77. doi:10.1080/13645570701606044

Forster, N., Gallagher, M., & Cooper, C. (2020). Representations of Gypsy, Traveller, Roma, Showmen and Boater Communities in higher education widening participation discourse Retrieved from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://srhe.ac.uk/wp-content/uploads/2022/06/FORSTERfinalreport.pdf

Greenfields, M. (2017). Good Practice in Working with Housed Gypsies and Travellers. Retrieved from https://journals.rcni.com/primary-health-care/good-practice-in-working-with-gypsy-traveller-and-roma-communities-phc.2017.e1263

Heidemann, I. T. S. B., & Almeida, M. C. P. (2011). Friere's Dialogic Concept Enables Family Health Program Teams to Incorporate Health Promotion. Public Health Nursing, 28(2), 159-167 159p. doi:10.1111/j.1525-1446.2010.00898.x

Jongbloed, B., Enders, J., & Salerno, C. (2008). Higher education and its communities: Interconnections, interdependencies and a research agenda. Higher Education, 56(3), 303-324. doi:10.1007/s10734-008-9128-2

Lerner, R. M. (1995). Developing individuals within changing contexts: Implications of developmental contextualism for human development research, policy, and programs. In T. A. Kindermann & J.

Valsiner (Eds.), development of person-context relations (pp. 13-37). Hillsdale, NJ: Lawrence Erlbaum Associates.

Mulcahy, E., Baars, S., Bowen-Viner, K., & Menzies, L. (2019). The underrepresentation of Gypsy, Roma and Traveller pupils in higher education. Retrieved from London: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.cfey.org/wp-content/uploads/2017/07/KINGWIDE_28494_FINAL.pdf

Niemi, H. (2016). Building Partnerships in an Educational Ecosystem. CEPS, 6(3), 5-15. Retrieved from http://hdl.handle.net/10138/167262

Putnam, R. (2000). Bowling Alone: The Collapse and Revival of American Community. New York: Simon & Schuster.

ID:157 -'Bottom-up' policy change through communities of practice; the role of critical sense-making & sense-giving narratives in enhanced digitalised and hybrid work contexts

Elaine Yerby & Rebecca Page-Tickell

ABSTRACT

Communities of Practice (CoPs) first coined by Lave & Wenger (1991, p. 42) have been an established part of organisational learning for over 30 years as a mechanism for sharing knowledge and learning within and between organisations. Whilst application and definition can vary CoPs are commonly understood to be a means for professionals to voluntarily share their knowledge and experiences around a specific domain of interest in order to engender changes in practice or behaviour (Arthur's, 2016; Li, Grimshaw, Nielsen, Judd, Coyte, & Graham, 2009). In addition to knowledge sharing and learning CoPs play a role in driving innovation (Jørgensen, & Keller,2008; Morton, 2012) and due to socio-political factors at play in CoPs used to defend specific interests of a professional or managerial groups (Nicolini, 2022). Given their organisational prominence CoPs have received considerable empirical attention but there are calls for further research to understand how work-related identities shape CoP processes and how CoP mechanisms of knowledge and organisational innovation have been shaped by enhanced digitalised and hybrid work (Nicolini et al, 2022, Ajzen, & Taskin,2021 and du Preez, 2010).). In addressing these calls and in acknowledgment of the inherent power and potentially emancipatory role of CoPs, this research examines, through a Critical Sense Making (CSM) lens, how CoPs can drive bottom-up or employee-led policy change in enhanced digitalised and hybrid work contexts.

In the change management literature, there is not a defined literature on bottom-up or employee led change, it tends to be packaged in different ways (e.g. organisational learning, process theory of change, creativity, diffusion of innovations, imposed vs. evolution in both strategy and change and found within the change agents literature). Yet, a re-focus on bottom-up change is significant in the view of the ongoing high rates of change initiatives that fail, often due to a lack of buy-in from employees (Rosenbaum et al, 2018). Policy change often fails when employees feel they have limited influence on policy design and implementation (powerlessness) and or that new policy is meaningless to them in terms of their front line role (Tucket et al, 2021). Thus, CoPs become an important vehicle for understanding their potential role in of bottom-up change due to members' shared interests.

In order, to contextualise the research in enhanced and hybrid work contexts Critical Sense Making (CSM) theory (Aromaa, Eriksson, Helms Mills, Hiltunen, Lammassaari, & Mills, A. J. ,2019) is applied as an alternative to the Weick (1988 and 1995) sensemaking approach, which has been critiqued for neglecting issues of power and wider contextual factors (Helms Mills, 2003). Weick (1995) defined sense making as "the making of sense" (Weick, 1995, p. 4), through making explicit the implicit understandings of the actors in the situation, so that choices are made about how to act. (Weick, Sutcliffe, & Obstfeld, 2005). CSM takes this approach further by critically viewing the sensemaker as an actor in context with full consideration of power and context to evaluate agency and the sensemaking of researchers themselves (Aromaa, Eriksson, Helms Mills, Hiltunen, Lammassaari, & Mills, ,2019. Sensemaking and sense giving are both explored in narratives of how bottom-up change can emerge from the CoP and addresses calls for more research in sense giving experiences from those other than senior leaders and middle managers. Sensemaking and sensegiving lenses can be used to understand narratives and identity processes in organisations and thus provides a practical vehicle to explore how identities are maintained, constructed and reconstructed in bottom-up change management activities driven from membership of the CoP.

Methodology

The focus of this piece of research is on the narratives and meaning made through the lived experience of internal workplace mediators who are members of a CoP. This will be identified and analysed through narrative research (Clanidin & Connelly, 2000). As a working paper this research is at the data collection stage. Participants are workplace mediators who are members of a CoP of mediators within the UK. A convenience sample has been conducted and is highly appropriate for narrative interviews which are co-produced between both interviewer and interviewee, but led by the interviewee. Narratives and stories are omnipresent in organisations and are powerful in shaping the way that individuals and groups within organisations perceive issues (Bandola-Gill & Smith, 2022). The interviews are taking place over two periods, with around 3 weeks between them. It is intended that the preliminary outcomes of these interviews will be presented with a summary of the literature review with a discussion of the emergent findings and implications for practice.

References

Ajzen, M., & Taskin, L. (2021). The re-regulation of working communities and relationships in the context of flexwork: A spacing identity approach. Information and Organization, 31(4), 100364.

Aromaa, E., Eriksson, P., Helms Mills, J., Hiltunen, E., Lammassaari, M., & Mills, A. J. (2019). Critical sensemaking: challenges and promises. Qualitative Research in Organizations and Management: An International Journal, 14(3), 356-376.

Arthur, L. (2016). Communities of practice in higher education: Professional learning in an academic career. International Journal for Academic Development, 21(3), 230-241.

Bandola-Gill,J. & Smith, K.E. (2022) Governing by Narratives: REF impact case studies and restrictive storytelling in performance measurement Studies in Higher Education, 47:9, 1857-1871

Clanidin,D.J., & Connelly,F.M. (2000) Narrative Inquiry: Experience and story in qualitative research. San Francisco, CA: Jossey-Bass Publishers
du Preez, M. (2010), "Web-based Learning Solutions for Communities of Practice: Developing Virtual Environments for Social and Pedagogical Advancement", Online Information Review, Vol. 34 No. 3, pp. 511-512. https://doi.org/10.1108/14684521011054125

Jørgensen, K. M., & Keller, H. D. (2008). The contribution of communities of practice to human resource development: learning as negotiating identity. Advances in Developing Human Resources, 10(4), 525-540.

Lave, J. & Wenger, E. (1991). Situated learning: legitimate peripheral learning. Cambridge: University of Cambridge Press.

Li, L. C., Grimshaw, J. M., Nielsen, C., Judd, M., Coyte, P. C., & Graham, I. D. (2009). Use of communities of practice in business and health care sectors: a systematic review. Implementation science, 4(1), 1-9.

Morton, J. (2012). Communities of practice in higher education: A challenge from the discipline of architecture. Linguistics and Education, 23(1), 100-111.

Nicolini, D. et al. (2022) 'Understanding Communities of Practice: Taking Stock and Moving Forward', Academy of Management Annals, 16(2), pp. 680–718. doi:10.5465/annals.2020.0330.

Rosenbaum, D., More, E. and Steane, P. (2018), "Planned organisational change management: Forward to the past? An exploratory literature review", Journal of Organizational Change Management, Vol. 31 No. 2, pp. 286-303.

Weick, K. E. (1995). Sensemaking in organizations. Thousand Oaks, CA

Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the process of sensemaking and organizing. Organization Science, 16(4), 409–421

ID:163 – Languages in University Education – A Literature Review

Eduardo Tomé & Elizaveta Gromova

ABSTRACT
Purpose and Importance

In a globalized world languages have importance, because they are like a cultural passport to other cultures. In this paper we want to analyse a very specific problem regarding languages – the fact that a student studies in a context in which he or she has to use as course work language in Universities a language that it is not his main language, and one that he does not speak at home. We believe this divergence may cause much difficulty to the students, and particularly in a very specific situation. This situation arises when the language in which the class in performed is an official language in the country from which the student comes from, but at home in their own country the students talk in a different language with his family. This situation may happen in relation to African students, that come from the Anglophone, Francophone or Portuguese Spealing countries in Africa and have home language as dialects, and go to study in the UK, France or Portugal respectively. What follows we believe, by having observed the phenomena many times, that that difference between language spoken at home and language used in coursework harms very much the results of students. Languages may make them more agile but ignorance and cultural barriers make them less agile and less successful. Crucially this is an hidden problem, sometimes we believe that the students are not even aware of it, and if may really harm their success, in Universities and in the labour market. We have not seen any change in the situation for 10 years, in fact it only got worse because with globalization migration flows increased. And finally, the political powers don't believe the problem exist – which gives science a great reason to step in. In consequence we intend to do a study in two parts – this year we address the conceptual part and next year we hope to present some empirical work based on qualitative or quantitative field work Theories

The problem of bilingualism between school and home has already been addressed, namely from the parent's point of view (Wesely, 2016) and relating to Quebec, in Canada. This is a very good example because it is based in a very affluent country which is not dislocated. One of the additional problems we believe the students of our sample face is that they are usually dislocated from their families and second they may not be able to receive all the support that they could receive in Quebec, even if the UK, Spain and Portugal rank among the developed countries. One interesting experience in this context is the "dual language immersion programs" in the United States, which obtain very high marks in what relates to the satisfaction of parents (Olivos and Lucero, 2018). The same satisfaction with multilingual education has been found for countries such as Ireland (Kavanagh, 2014), Brazil (Oliveira and al, 2020), Spain (Freinauer, Whiting, 2014), and the US regarding English speaking students (Domer, 2014). These studies are very interesting because they underline the importance of bilingualism in students. However, they fall short of the purpose and intention of this paper.

The problem with try to address in this paper is – what happens when multilingualism is not accounted for, and on the contrary, it is completely overshadowed by a legal discourse that in fact denies the existence of the problem itself. Moreover, in the cases we want to address bilingualism is not even possible because the persons in question are essentially migrants and bilingual studies usually is given to locals.

Methods

Specifically in the paper we want to begin with a literature review and after we plan to do a questionnaire and or a survey with students that might be fill the requirements, to analyse in detail their situation.

Research Questions

What is known in the published literature about the situation of students that come from a country with a national language and to study in the mother language country, but in fact may feel dislocated, and in trouble because the language they speak at home is different.

Implications

By our own experience we believe that the students we focus in are a silent and disadvantaged minority. This disadvantage harms their achievement and their life and career prospects. The problem is accrued in a very big measure because legally there is an equality in relation to the law, which in fact masks a very hard social problem. In the long run, not addressing this question may lead to social and political unrest.

Conclusions

Students that study in a country with a given mother language, and come from a country with the same mother language may be very disadvantaged if at home they speak another language. The following table describes some of these possibilities:

Mother language	Receptor Country	Country of birth	Second language spoken at home
EnglishUK or US	English Speaking	Africa	African dialects and language
French	France French Speaking	Africa	Arab, African Dialects and Languages
Portuguese	Portugal Portuguese Speaking	Africa	African dialects and languages

Keywords: Languages, HRD, bilingualism

ID:164 - Building Connectedness and Community for Immigrants with HRD: An Integrative Review

Myungjung Shim, Bethany Brausen, Hyerim Cho & Stephanie Sisco

ABSTRACT

The immigrant population in the United States has experienced a significant increase, rising from 7.9 percent (9.6 million) in 1990 to 13 percent (40 million) in 2010, with an expected further growth to reach 19 percent by 2050 (Passel and D'Vera, 2008; United States Census Bureau, 2010). With this ongoing expansion, it becomes increasingly essential to address the unique barriers and challenges immigrants face. During the transition to a new country, social connectedness emerges as a pivotal protective factor (Safdar, Lay, & Struthers, 2003; Yeh & Inose, 2003). Defined as a sense of belonging and connection with individuals and social groups, connectedness plays a crucial role in mitigating the negative impacts of stressful life events, contributing significantly to the overall well-being of the immigrant population. It serves as a catalyst for a successful transition to a new host country (Safdar, Lay, & Struthers, 2003; Yeh & Inose, 2003).

Connectedness has been discussed in academic literature by Lee and Robbins (1995) in general context as a feeling of belonging and the ability to connect with other individuals and social groups. Based on this general concept of connectedness, connectedness can be found in the immigrant context to provide immigrants with a perceived belonging in the host community which results in positive outcomes such as positively effect on mitigating loneliness or isolation issues of immigrants (Brance et al., 2022; Peataw et al., 2023; Safdar et al., 2009). However, within the immigrant context, there remains a lack of clarity regarding the specific type of connectedness experienced by immigrants and the mechanisms through which immigrants establish a sense of connectedness to the host community.

Research Purpose & Importance

Recognizing immigrants as integral members of our community underscores the necessity of considering their successful transition to the host country, with connectedness playing a key role in this process. Addressing the issue of connectedness within the immigrant community should be a focal point of national human resource development (NHRD). This involves expanding the scope of existing human resource development (HRD) initiatives beyond workplace settings to encompass community development (Budhwani & McLean, 2012). NHRD at the community-societal level aims to enhance the quality of life for citizens by promoting networking and community development (Garavan et al., 2004). Recognizing the connection between the social integration of immigrants and their well-being in the host country, it becomes crucial to address this matter within the context of HRD to demonstrate how it has implications for organizations at the individual, community, and societal level.

Research Question

This paper delves into the current literature on connectedness in the immigrant community, aiming to broaden our understanding of identified connectedness types, antecedents, and their impact on outcomes. Additionally, we seek to pinpoint necessary HRD supports to facilitate social connectedness within the immigrant community. Therefore, our research questions are as follows:

RQ1. What are the antecedents of social connectedness in the immigrant community?
RQ2. What are the outcomes of social connectedness in the immigrant community?

RQ3. What are the necessary HRD supports to enhance social connectedness in the immigrant community?

Methods

The objective of this study is to formulate a comprehensive framework that delves into the factors influencing connectedness among immigrant populations, along with the associated outcomes. To achieve this objective, we conducted an integrative literature review of pertinent literature related to connectedness in immigrant communities, as outlined by Torraco (2005). Using the Web of Science database and employing synonyms for 'connectedness' and 'immigrants,' our search initially yielded 157 articles. Through a refined selection process, wherein we excluded literature not focused on the immigrant context or limited to the school context, we included a final set of 39 articles in this review.

Preliminary Results

The current integrative literature review reveals three distinct types of connectedness: 1) connectedness to host country residents, 2) connectedness to country of origin communities, and 3) mutual connectedness. The first two types involve immigrants feeling connected to specific groups without necessarily reciprocated feelings from host country residents. The literature also suggests that connectedness to country of origin communities may positively influence connectedness to host country residents.

Moreover, antecedents influencing connectedness include individual factors (family status, language fluency, living conditions, health, length of stay, pre-knowledge of the host country), relationship-building activities within the immigrant community (participation in community and religious activities), relationship-building activities between host country residents and immigrants (sharing food culture, sports events), support from the host country (language programs, local events involving both groups), and external environmental factors (employment rate, discrimination climate).

Examining the relationship between antecedents and types of connectedness, individual factors lead to a sense of connectedness to host country residents or country of origin communities. Relationship-building activities within the immigrant community foster connectedness to both host country residents and country of origin communities, while programs involving host country residents create mutual connectedness between the two groups. Support from the host country leads to connectedness to host country residents and mutual connectedness, whereas the external environment influences connectedness to host country residents.

Additionally, the literature reveals two mechanisms of connectedness building based on reactions to a new culture: 1) acculturation and 2) enculturation. Highly acculturated individuals value connections to host country communities, while those favoring enculturation prioritize connections within their cultural group. This preference for enculturation may result in limited connectedness with host country residents and potential negative implications for immigrants.
The outcomes of connectedness for immigrants fall into two main categories: 1) well-being and 2) community engagement. Connectedness to host country residents or country of origin communities positively influences immigrants' well-being. Support from the host country, such as diverse workforce training and frequent communication with immigrant communities by local governments, moderates this impact. All three types of connectedness contribute to community engagement, extending beyond ethnic or home country communities to involve participation in larger community activities and policy-making.

Implications for HRD and Conclusion

Finally, the paper explores the roles of HRD in enhancing connectedness within the immigrant community, drawing on the four phases of the onboarding process: production, synergism, integration, and strategic planning (Dunn & Jasinski, 2009). In the production phase, providing language programs is highlighted, while the synergism phase involves developing connections between immigrant and host country communities. Furthermore, the integration phase deals with helping immigrants become familiarized with the host country's culture, including food, sports, and religion. In the last phase, strategic planning, we point to the importance of professional development to ensure continuity in immigrants' development. By adopting the concept of onboarding, we illustrated necessary HRD supports in facilitating antecedents of connectedness in immigrant communities. Implications for theory, research, and practice were suggested.

Keywords: immigrant, connectedness, national human resource development

ID:171 - Critical Perspectives in HRD: Socioeconomic Status and Social Class

Julie Gedro

ABSTRACT

Paper's Importance

Sambrook (2007) explains that critical HRD must have an "investigative perspective" (p. 33) that uncovers what others take for granted. Research that interrogates systems of power and privilege, and that problematizes assumptions that workplaces (and correspondingly, Human Resource Development research and practice) exist to maximize efficiency and productivity (see Bierema & Callahan, 2014) has become increasingly visible in various outlets and publications in the field of HRD.

Theoretical Base

This conceptual literature review examines socioeconomic status (SES) and social class as dimensions of critical HRD. Gray and Kish-Gephart (2013) explain that socioeconomic status is represented by income or occupation while social class represents an internalized identity that has a foundation in one's resources such as educational attainment, income, and occupational prestige. Social class, or status, reflects someone's rank when compared to others (Gray & Kish-Gephart).

Research Purpose

This is a conceptual literature review examining SES and social class research in management, leadership, career development, and proximal fields. Because SES and social class are aspects of identity (see Manstead, 2018), there is fertile ground for a critical examination of the ways in which SES and class impact career development and leadership development.

Research Questions

Those from lower SES and social class backgrounds have comparatively limited aspects for leadership career trajectories (McNamee & Miller, 2009). Therefore, the primary research question posed by this working paper is: How can an understanding of the literature regarding the relationship between leadership and career development and socioeconomic status and social class, equip HRD practitioners with insights to develop HRD programs to disrupt the asymmetrical structures of career opportunities and possibilities?

SES and social class represent comparatively under-examined aspects of diversity, equity and inclusion and yet they impact (by way of reinforcement) a workplace status quo that is characterized by inequity. It has been examined and established that those who have higher socioeconomic status have durable, sustainable advantages with respect to access to education and various forms of capital including cultural, educational, financial, social, and career capital (Ingram, 2021). SES and social class confer privileges to some while marginalizing others. In the field of HRD, critical interrogations of power, privilege, marginalization, and oppression have been called out by those who champion a social justice paradigm for HRD (Byrd, 2014).

Martin et al (2017) posit that traits, psychological orientations, and their learned norms are influenced by SES and social class, and that growing up in a higher-class status "corresponds to having more resources at ones' disposal" (p. 50). By reviewing the literature in these selected fields,

the project probes the marginalization and oppression that can hamper career development and leadership development for those from lower-middle and lower class backgrounds.

Implications for HRD Practice

By critically examining these aspects of identity and offering some insights about their influences on individuals, workplaces, and societies, the aim is to equip HRD scholars and practitioners of HRD with awareness and knowledge to inspire and inform work that disrupts inequities.

Selected Proposed References

Bierema, L. & Callahan, J. L. (2014). Transforming HRD: A framework for critical HRD practice. Advances in Developing Human Resources, 16(4), 429-444.

Byrd, M. Y. (2014). A social justice paradigm for HRD: Philosophical and theoretical foundations. In

Chalofsky, N. E., Rocco, T. S., & Morris, M. L., (Eds)., Handbook of Human Resource Development. Wiley, pp. 281-298.

Creary, S. (2021, Oct. 21). How social class affects the career ladder. Knowledge at Wharton. https://knowledge.wharton.upenn.edu/podcast/knowledge-at-wharton-podcast/how-social-class-affects-the-career-ladder/

Gaskell, A. (2023, January 22). Social class in the C-suite. Forbes. https://www.forbes.com/sites/adigaskell/2023/01/22/social-class-in-the-c-suite/?sh=6b9ed3ed622c

Gray, B. & Kish-Gerphart, J. J. (2013). Encountering social class differences at work: How "class work" perpetuates inequality. The Academy of Management Review, 38(4), 670-699.

Ingram, P. (2021, February). The forgotten dimension of diversity. Harvard Business Review (Jan. – Feb.). https://hbr.org/2021/01/the-forgotten-dimension-of-diversity

Lee, M. L., Kish-Gephart, J. J., Mizruchi, M. S., Palmer, D. A., & Useem, M. (2021). Social class in organizations: Entrance, promotion, and organizational and social consequences of the corporate elite. Journal of Management Inquiry, 30(4), 385-394.

Li, W.D., Arvey, R. D., & Song, Z. (2011). The influence of mental ability, self-esteem and family socioeconomic status on leadership role occupancy and leader advancement: The moderating role of gender. The Leadership Quarterly, 22, 520-534.

Manstead, A. S. R. (2018). The psychology of social class: How socioeconomic status impacts thought, feelings, and behavior. British Journal of Social Psychology, 57, 267-291.

Martin, S. R., Innis, B. D., & Ward, R. G. (2017). Social class, leaders and leadership: A critical review and suggestions for development. Current Opinion in Psychology, 18, 49-54.

McNamee, S. J., & Miller, R. K. (2009). The Meritocracy Myth, 2nd edition. Rowman & Littlefield.

Moore, K. (2021, February 5). The missing ingredient: Ensure that social class is part of the diversity conversation. Forbes. https://www.forbes.com/sites/karlmoore/2021/02/05/the-missing-ingredient-ensure-that-social-class-is-part-of-the-diversity-conversation/?sh=4cb03497481c

Runyon, N. (2022, July 12). Reuters. How forward-thinking employers recognize social mobility as an emerging area of DEI. https://www.thomsonreuters.com/en-us/posts/news-and-media/social-mobility-dei/

Sambrook, S. (2007). Exploring the notion of 'time' and 'critical' HRD. In Rigg., C., Stewart. J., &

Trehan, K. (Eds). Critical Human Resource Development, Prentice Hall.

Keywords: critical HRD, socioeconomic status, social class

ID:187 - The impact of Equality, Diversity and Inclusion (EDI) policies on ethnic minorities' advancement into senior leadership roles in UK universities

Camille Heslop-Martin, Jessey Pswarayi & Fotios Mitsakis

ABSTRACT

Paper's importance

In recent years, the higher education sector in the United Kingdom has witnessed a growing emphasis on Equality, Diversity, and Inclusion (EDI) policies to address historical imbalances and to foster a more representative leadership landscape (Arday, 2018; Rollock, 2016; UCU, 2016). Ethnic minorities within Higher Education (HE) constantly experience inequality within the sector despite the introduction of policies to address inequalities (Bhopal, 2021). There is a research gap with peoples lived experience and the extent to which it impacts their progression to Senior Leadership position in UK HE from the lens of critical race theory. The research aims to explore the impact of national and institutional EDI policy's hindrance or improvement to ethnic minorities' advancement into senior leadership roles in UK universities. The research will provide a theoretical contribution towards developing research in 'ethnic' equality and outline implications policymakers and practitioners can use to tackle the lack of diversity in senior leadership roles.

Theoretical Base

The objective of introducing policies is to directly deal with inequalities (Bhopal and Pitkin, 2020). However, equality policies have been embraced by organisations only because they are bound by such policy requirements (Ahmed, 2007; Jones, 2006). An obligation to equality policies sees a failure of organisations to demonstrate an understanding of how to use equality policies to appropriately address inequalities. This calls for a greater need for universities to demonstrate an understanding of equality policies and how legal equality measures are being met by the 2010 Equality Act (Bhopal, 2019).

Research has shown that Critical Race Theory (CRT) is a useful framework to assist with understanding and addressing issues of inequalities in Higher Education (Ladson-Billings & Tate, 1995; Decuir & Dixson, 2004). The framework will be drawn on to illuminate the multifaceted nature of the challenges faced by ethnic minorities. A qualitative research design will be employed to include interviews and document analysis, the research aims to capture the lived experiences of ethnic minorities and provide rich, context-specific data for analysis (Jenkins, 2014).

Research Purpose

The primary purpose of this research is to critically examine the effectiveness of existing EDI policies in promoting the career advancement of ethnic minorities to senior leadership roles in UK universities. The study seeks to unravel the underlying mechanisms that either facilitate or hinder progress and identify areas for improvement in EDI initiatives.

Research Questions

1) To what extent do current EDI policies influence the career progression of ethnic minorities in UK universities?
2) What are the key barriers that ethnic minorities encounter in their pursuit of senior leadership roles?

3) How can EDI policies be enhanced to better support the advancement of ethnic minorities into senior leadership positions?

Implications for HRD practice

The findings from this research can inform the design and implementation of more effective EDI policies in UK universities, fostering inclusive leadership practices. HRD professionals can leverage the insights to tailor training programs that address the specific barriers identified, promoting a supportive environment for the career development of ethnic minorities. Moreover, the study contributes to a broader conversation on the role of HRD in advancing diversity and inclusion in educational institutions.

Conclusions

In conclusion, this research addresses a critical gap in the literature by examining the impact of EDI policies on the career advancement of ethnic minorities in senior leadership roles in UK universities. The findings are expected to inform both academic and practitioner communities, offering actionable insights for enhancing EDI initiatives and fostering a more inclusive and representative leadership landscape in higher education. Ultimately, the research seeks to contribute to the ongoing discourse on equity within academic institutions, creating a foundation for future studies and policy interventions.

Keywords: Ethnic Minority, Equality, Diversity and Inclusion (EDI), Policies, Higher Education, Senior Leadership Roles

ID:192 - Diversity, Inclusion and Firm Performance: A Systematic Review of Human Resource Management and Finance Journals

Corina Sheerin & Maura Sheehan

ABSTRACT

Objective

To review and synthesise the extant literature within the domain of Human Resource Management (HRM) and Finance for the period 2000-2023 to examine how the relationship between diversity, inclusion and firm performance has been presented.

Study Overview

The core objective of this Systematic Literature Review (SLR) is to critically evaluate, as opposed to simply summarise how the diversity, inclusion and firm performance relationship is represented over a 23-year timespan. This approach allows for a framework to be developed which provides a broad perspective of the key themes arising in the literature. The domains of HRM and Finance have been purposefully selected. Both spaces represent different understandings of firm performance. Within HRM literature, firm performance is generally a subjective measure of success which comprises a range of dimensions, including subjective measures of financial successes and efficiency (Mayrhofer et al. 2008). In contrast, within Finance, firm performance is usually an objective measure denoted by a financial (eg share prices) and/or profit metric. Sels et al. (2006, p.319) propose that the relationship between HRM and firm performance is a subjective one which is often "fuzzy" and contingent upon context and measurement approaches. Dundon and Rafferty (2018) argue that HRM considers a broad range of stakeholder interests as well as developmental objectives and long-term goals when defining organisational success, and therefore provide a holistic and inclusive measure of firm performance. The Dundon and Rafferty (2018) approach is often perceived as being at odds with 'value-creation' and 'firm performance' goals from the perspective of both scholars and practitioners within finance. Indeed, tensions have existed between HRM professionals and financial personnel for decades. In 'hyper-masculine environments such as investment banking this is particularly problematic with HRM perceived as "not meeting the challenges presented by the sector's environment" (Aldrich & Dietz;. p8 (XXX); Aldrich & Daniel (2019).

When we look to the issue of diversity and inclusion, HRM professionals are often organisational 'gatekeepers' who implement initiatives which promote difference and inclusion amongst employees, presenting them as essential for organisational success. From a finance perspective, the Global Financial Crisis (GFC (2028)) revealed the danger of 'groupthink' in relation to risk and performance, and as such, diversity and inclusion initiatives have seen increased levels of attention. However, for many financial professionals such programmes are perceived as "nice to have" rather than essential to firm performance.

This research will examine how diversity and inclusion is presented in the two bodies of literature – does a difference exist between the HRM and Finance academic communities? The key aim this research is to examine whether diversity and inclusion are treated as just "another variable" or does the literature contain a more critical orientation of the relationship between firm performance, diversity and inclusion problematized in a more holistic way.

The research questions which will guide the research are:

RQ1. What theories have influenced the investigation of diversity, inclusion and firm performance in the HRM and Finance literatures?

RQ2. How has diversity, inclusion and firm performance been investigated methodologically (quantitative/qualitative/mixed; subjective or objective measures of diversity, inclusion and performance; cross sectional or longitudinal) and empirically (primary and secondary data) within the HRM and Finance literatures?

RQ3.   What has the analysis found on the relationship between diversity, inclusion and measures of performance and do these findings vary between the HRM and finance literatures? Of particular importance will be do document whether the study is cross-sectional or longitudinal (the latter has the potential to establish whether there is causal inference).

RQ4.   Are there thematic clusters apparent within the HRM and Finance literatures in relation to diversity, inclusion, and firm performance?

(i)   Has there been temporal changes in the thematic clusters emergent from the literature over the 23-year timeframe?
(ii)   Did the GFC impact the narrative and themes within the literature concerning diversity and inclusion?
(iii)   Are there publication trends apparent in terms of context of study (private versus public sector), journals, authors, affiliated countries (developed vs developing nations)?
(iv)   Were narratives about diversity and inclusion reflective of EU and UK legislative changes and initiatives, for example the Gadhia ('Women in Finance' (2016)) report?

Design/methodology/approach

This paper will adopt a four-step systematic literature review (SLR) approach. At the outset we consulted the Scopus Web of Science (WOS) database and selected 1st quartile only journals in both HRM and Finance. This generated XXX articles in HRM and XXX articles Finance.

Within the XXX journals, a string of appropriate search terms will be used to search the papers in title, abstract and keywords. The search terms will be initially piloted and refined to ensure they are relevant [needs to be done]. The final search terms applied < "diversity" OR "inclusion" AND "firm performance" [needs to be confirmed]. The inclusion criteria required that the literature source selected be: English language only, be final and/or articles in print and the source type was peer-review journal articles published online. We purposely excluded commentaries, conference papers and editorials to ensure a far basis for comparison. Thereafter the articles will be screened based on (i) a review of abstracts or full papers to ensure they were focused upon gender and firm performance issues and (ii) CABS ranking (2*, 3*, 4*) [from selected Scopus search]. The data will be analysed using the constant comparative method of analysis, a data-led approach. With this approach, the focus will be upon a thematic analysis of the articles. To undertake this method, each article will be summarised with those who explored similar issues grouped into initial categories. Thereafter, several phases of coding will be undertaken by the researchers with initial categories merged and synthesised into broader themes. The coding process will be an iterative with the aim of concluding with a "theoretical saturation". In total XX themes were identified.

Outline of 'Findings'

The four step SLR approach led to XXX articles being analysed. These included: X quantitative, Y qualitative and Z mixed methods studies. The studies spanned X countries with a high

concentration of researchers in XX and the greatest number of articles printed in ABC journals. Most of the research was carried out between Year X and Year Y. Research concerning financial performance in the main considered issues of diversity and inclusion from the perspective of gender and/or age with both presented as 'just another variable' as opposed to a distinct aspect of analysis. Where gender/age were considered more deeply, issues such as women on boards, board diversity, female career advancement were explored.

Outline of 'Impact /Contribution'

The majority of SLR's are situated in one domain and an in-depth synthesis of the literature is undertaken. This research departs from that by undertaking an SLR within two contrasting domains. Such an approach allowed us to obtain a comprehensive and collective insight into the themes and publication patterns of both HRM and Finance led journals. Integrating these two disparate domains provides a multidisciplinary holistic framework from where we can identity both the dominant and the different narratives and discourses concerning diversity and inclusion in the context of firm performance.

Limitations

The research is limited to that published between 2000 and 2023. Only two databases were used and as such there is a possible relevant article may not be included in the analysis.
We only considered those journal articles published in the English language. While we are confident that we have provided a broad pattern of understanding rather than a precise picture our analysis does not consider the discourse in non-English language journals.

Implications for scholars and practitioners:
Corina Sheerin & Maura Sheehan, Jan 2024

Selected References

Aldrich, A. & Daniel, W. (2019). The consequences of quotas: Assessing the Effect of Varied Gender Quotas on Legislator Experience in the European Parliament. Politics and Gener, Vol. 16(3): 738-767.
Dundon, T. & Rafferty, A. (2018). The (potential) demise of HRM?. Human Resource Management Journal, Vol. 28(2): 1-15.

Mayrhofer, W., Meyer, M., Schiffinger, M., Schmidt, A. (2008). The influence of family responsibilities, career fields and gender on career success: An empirical study. Journal of Management Psychology, Vol. 23(3): 292-323.

Sels, L., De Winne, S., Maes, J., Dekmotte, J., Faems, D., Forrier, A. (2006). Unravelling the HRM–Performance Link: Value-Creating and Cost-Increasing Effects of Small Business HRM. Journal of Management Studies, Vol. 43(2): 319-342.

Keywords: diversity, inclusion, firm performance, systematic literature review

ID:223 - Exploring organizational practices for gender equity: A Narrative Inquiry Approach

Marica Liotino & Monica Fedeli

ABSTRACT

The paper delves into the burgeoning field of diversity management (DM) and its implications for gender equity, emphasizing a unique Italian context. While DM is recognized as a vital strategic choice for organizations globally (Olsen & Martins, 2012), its development in Italy needs to be more studied, with limited adoption and a predominant focus on female workforce issues (Colella & Di Lorenzo, 2023). The research builds on prior studies highlighting the need for a contextual understanding of DM approaches, challenging assumptions about their universal applicability (Ravazzani, 2016).

Examining the gender landscape in Italy, the data unveils a stark contrast between educational attainment and professional representation for women in line with the European situation. Despite higher educational achievements, women face lower employment rates, widening further with the number of children (Istat, 2022). Gender pay gaps persist, particularly in managerial roles, emphasizing the need for nuanced approaches to address systemic issues (Manello et al., 2023). Importantly, a critical mass of women in top management positively influences firm credit risk and internationalization (Bannò et al., 2019; Manello et al., 2023).

The theoretical framework guiding the research combines critical feminism and social constructionism. Critical feminism brings attention to dismantling patriarchal organizational structures, emphasizing reflection on privilege, structural reform for emancipation, increased gender consciousness, and the reconstruction of solidarity (Bierema et al., 2022). Social constructionism, rooted in claims-making and narrative analysis, underscores the contextual and interactive nature of social problems (Spector & Kitsuse, 1977; Tamboukou, 2008). Methodologically, the study employs Narrative Inquiry, focusing on personal narratives to understand gender equity perceptions in Vicenza organizations. After a preliminary survey administration to organizational employees, narrative inquiry through 15 interviews with human resource managers and/or trade union representatives will explore organizational policies and practices promoting gender equity. This effort aims to recognize organizational models used by manufacturing, cooperative, service, trade, tourism, tertiary, and craft enterprises in Vicenza (Veneto Region).

Furthermore, the research aims to disseminate findings effectively. The digital storytelling approach will showcase exemplary organizational practices, fostering awareness and professional development. Digital storytelling, recognized for its educational efficacy and inclusivity, has the potential to challenge stereotypes and empower women within organizational contexts. Additionally, interventions such as critical feminist coaching, informed by research outcomes, will target organizational mindsets, promoting gender equity and retaining female talent.
In conclusion, the research not only contributes to the understanding of gender equity in Vicenza organizations but also provides actionable insights and tools for fostering positive change. By emphasizing context-specific approaches, the study addresses the unique challenges faced by women in the workplace, paving the way for organizational transformations aligned with principles of diversity management and gender equity.

Keywords: Diversity Management, Gender Equity, Narrative Inquiry, Critical Feminism, Social Constructionism, Italian Organizations.

ID:232 - "Double Empathy and Relational Leadership in Neurodiverse Workplaces"

Katherine Kinnaird & Yoshie Nakamura

ABSTRACT

The purpose of the proposed qualitative study is to investigate the ways in which managers without autism spectrum disorder (hereafter "autism") and their staff with autism in the United States experience empathy in their relationships, such that traditional definitions of "leader" and "follower" blur in favor of relational leadership and two-way forms of understanding. In doing so, it addresses a gap in neurodiversity research by looking at autism, a specific neurological condition, in the context of relational leadership and offers guidance for developing two-way relationships in support of individual and organizational wellness.

The first research question looks at the empathy managers without autism and their staff with autism display in their work relationships and the second question looks at the dynamics of the relationships themselves.
1. How do managers without autism and their employees with autism in the United States exhibit empathy towards each other in their work relationships?
2. How do managers without autism and their employees with autism in the United States understand the relationship between their roles in the workplace?

While discussion around neurodiversity in the workplace has increased in recent years (Silver et al., 2023), the proposed project deeply connects to topics of diversity, equity, and inclusion in Human Resource Development (HRD) by addressing an ongoing need for research about neurodiversity in the context of relational leadership. This research challenges top-down relationships between non-autistic managers and their staff with autism in favor of two-directional relationships. Leaders and followers will begin "losing their traditional identity that is rooted in the formal organizational structure (manager-subordinate) and become inseparable parts of a co-constructing process of leadership" (Psychogios & Dimitriadis, 2021, p.2).

The project's emphasis on neurodiversity in the context of relational leadership reflects "the double empathy problem" in practical workplace contexts, in which different social experiences and expectations complicate the ability for people without autism to understand those with autism and vice versa (Milton, 2012). The proposed research's emphasis on double empathy links it to topics of inclusion and equity as it explores pathways of neurodiverse communication in the workplace. The research focuses on this "double empathy" as a vehicle through which leaders and their employees with autism exhibit "relational leadership," in contrast to the one-way relationships that have prevented non-autistic leaders and autistic followers from understanding each other. It recognizes that people with autism have strengths and weaknesses that overlap and diverge from strengths and weaknesses of those without autism. The extent to which an "individual impairment is actually experienced as disabling and disadvantaging is co-constituted by contextual and situational factors" (Dobusch, 2019, p. 383). There is also an element of inclusivity built into the study's definition of relational leadership, as it relates to two-way empathy for each other's experiences and needs. This aspect of inclusivity in leadership is "fundamental to relational leadership, as it focuses on interpersonal relationships and drives followers' perceptions that leaders are fair, accountable, and attentive to their needs" (Northouse, 2022, p. 325).

As noted, this research is part of ongoing dissertation work on double empathy and relational leadership. The paper submitted for the 2024 University Forum for Human Resource Development Conference will be a literature review to support the advancement of research in this field.

Keywords: double empathy, relational leadership, inclusion, neurodiversity

ID:234 - Social Justice Responsibility: A Concept, a Review, and a Research Agenda

Ciarán McFadden

ABSTRACT

In this paper, I argue that organisations are increasingly expected to engage in policies and practices centred on advancing social justice, both within the organisation and within broader society, and that this may (and indeed may have) become a standard through which consumers and potential employees judge them. A new term, which brings together aspects of EDI and CSR, namely Social Justice Responsibility (SJR), is introduced and conceptualised. The antecedents and implications of SJR are discussed, particularly emphasizing the role of the HRD function and scholarly field. I argue that this concept and practice should be seen as separate from existing corporate social responsibility and diversity management practices.

Scholars and activists argue that organisations often fail in a key aspect of their equality, diversity and inclusion (EDI) practice, because they focus more on the commercial advantages of diversity whilst failing to adequately address barriers faced by marginalised groups within their workplace. EDI as a practice also often tends to look inward, involving organisational policies and practices that solely affect employees and potential employees. Externally, Corporate Social Responsibility (CSR) and latterly Environmental, Social and Governance (ESG) goals have become more widespread, but are often characterized as highly individualised (Fordham & Robinson, 2018), too broad, a branding effort, and/or a way to increase share performance, rather than a genuine tool for social change. EDI and CSR/ESG are therefore well established, but focus on separate areas; EDI looking inward and on the organisation's micro-environment, CSR/ESG looking outward, often at issues far removed from the lives of employees. But how do social justice movements fit into this dichotomy? After the murder of George Floyd in 2020, many companies promised to take action to end racial injustice in the workplace and beyond; after #MeToo went viral in 2017, companies pledged to clean house and eliminate sexual harassment in their ranks. However, a CSR/ERG agenda that is overly broad, fuzzy and at the whim of executives, and an EDI approach that focuses solely on internal policies and practices, cannot adequately address rapidly evolving complex social justice movements which straddle both sides of the organisational boundary.

In the past it may have been easier for companies to wait until the dust of these social movements settled, and quietly disregard their promises and resume business as usual. However, Generation Z now makes up 15-20% of the population in the USA, and have distinct priorities, experiences and skills that differentiate them from other generations (e.g., Millennials, Boomers). Fighting for social justice is one of the defining features of this group (Seemiller & Grace, 2017; Meehan, 2016), and organisations are being increasingly expected to take stances on social justice issues, even if it risks alienating other groups of consumers (Fromm, 2021). As more and more of Generation Z enter the workforce, however, employer branding is also an issue that companies must take seriously. The 'war for talent' (Axelrod, Michaels, & Handfield-Jones, 2001) still rages, and has been exacerbated by the so-called Great Resignation. Engaging in effective practices aimed at address social injustice, therefore, may be a key way to attract and retain this group of employees.

Social Justice Responsibility is characterised here as the third, necessary complement to EDI and CSR/ESG. In comparison with the other two components, SJR practices seek to:

-   Acknowledge and bring attention to historical and contemporary social injustices, at the interpersonal, organisation, industry, and societal levels,

- Amplify the voices, objectives, and work of marginalized groups and individuals working in social justice movements;
- Contribute to or (where appropriate) lead work that seeks to eliminate social injustice,
- Work within the organisation and between organisations to create coalitions of experts in different areas and fields,
- Provide organizational resources, such as financial, network, technological and infrastructural resources, to those within social justice movements.

Literature & the Role of HRD

This paper will take the form of a review of the literature on similar concepts, the conceptualisation of SJR, and a research agenda for development of the concept. Many scholars have already advocated for a greater commitment to social responsibility within organisations. Byrd and Hughes (2015) argue that the practice of diversity management primarily serves the organisation and its goals, rather than those of the marginalised workforce in the organisation, and advocate for a "paradigm shift for diversity management that responds to the social injustices experienced by marginalized employees" (p. 1233). Similarly, Syed and Kramer (2009) argue for "socially responsible diversity management" that places the social justice case for EDI work at the forefront of initiatives, while Bierema and D'Abundo (2004) discuss organizational social consciousness, through which HRD practitioners can help promote socially responsible practices within the workplace. Collins, Zhang and Sisco (2021) highlight that there have been recent calls to move social justice work from the margins of the organisation towards its center. To complement those calls, one may also call for organisations to work together to advance social justice.

The HRD practitioner, as custodian of knowledge in organisations, has a vital role to play in SJR. In the same sense that Garavan and McGuire (2010, p. 489) argue that HRD can "raise the awareness of employees and develop positive attitudes toward sustainability . . . [and] can contribute to the development of a culture that supports sustainability, CSR, and ethics", HRD can promote the importance of SJR in the organisation – through, for example, providing information about social justice issues, develop employees' understanding of the importance of SJR and each individual's part to play within it, and to seek out best practice in other organisations. They can also help set up strategic links with social justice groups and other organisations to facilitate learning and development in areas where employees lack knowledge. As knowledge managers, HRD practitioners may also have an important and careful task in managing knowledge exchange between organisations. Should organisations work together in partnership, there may be opportunities for the sharing of knowledge and a synergetic, collaborative improvement in developing SJR policies and practices.

References

Bierema, L. L., & D'Abundo, M. L. (2004). HRD with a conscience: practicing socially responsible HRD. International Journal of Lifelong Education, 23(5), 443–458. https://doi.org/10.1080/026037042000293416

Byrd, M. Y., & Hughes, C. (2018a). A Paradigm Shift for Diversity Management: From Promoting Business Opportunity to Optimizing Lived Career Work Experiences. In I. Management Association (Ed.), Business Education and Ethics: Concepts, Methodologies, Tools, and Applications (pp. 1233-1259). IGI Global. https://doi.org/10.4018/978-1-5225-3153-1.ch063

Collins, J. C., Zhang, P., & Sisco, S. (2021). Everyone is Invited: Leveraging Bystander Intervention and Ally Development to Cultivate Social Justice in the Workplace. Human Resource Development Review, 20(4), 486–511. https://doi.org/10.1177/15344843211040734

Fromm, J. (2021). Five Undeniable Truths About Marketing To Gen-Z.
https://www.forbes.com/sites/jefffromm/2021/01/07/on-youtube-tiktok-and-ben--jerrys-five-
undeniable-truths-about-marketing-to-gen-z/?sh=d0af0bfb972e

Garavan, T. N., & McGuire, D. (2010). Human Resource Development and Society: Human Resource
Development's Role in Embedding Corporate Social Responsibility, Sustainability, and Ethics in
Organizations. Advances in Developing Human Resources, 12(5), 487–507.
https://doi.org/10.1177/1523422310394757

Meehan, M. (2016). The Next Generation: What Matters to Gen We. Forbes, 11 August 2016.
https://www.forbes.com/sites/marymeehan/2016/08/11/the-next-generation-what-matters-to-gen-
we/?sh=7894c80b7350

Seemiller, C., & Grace, M. (2017). Generation Z: Educating and Engaging the Next Generation of
Students. About Campus, 22(3), 21–26. https://doi.org/10.1002/abc.21293

Syed, J., & Kramar, R. (2009). Socially responsible diversity management. Journal of Management &
Organization, 15(5), 639-651. https://doi:10.5172/jmo.15.5.639

ID:240 - Navigating Misophonic Triggers at Work through Learning

Mosaab Sabah

ABSTRACT

Misophonia is a condition, first identified in 1997 by audiologist Marsha Johnson, and later named by Jasterboff and Jasterboff in 2002, in which individuals experience immediate, intense, and negative responses to auditory stimuli (Dozier & Mitchell, 2023). Stimuli often trigger responses such as irritation, anger, disgust, anxiety and escape (Brout et al., 2018; Swedo et al., 2022). These triggers can have a severely negative impact on social, occupational, and academic functioning (Dozier & Mitchell, 2023).

Dozier & Mitchell (2023) state that misophonia is a poorly known condition due to its recent discovery. They also posit that there is a lack of consensus on the etiology of misophonia. This position is held by other researchers, such as Guetta et al. (2022), Edelstein et al. (2013), and Cecilione et al. (2022), who state that misophonia is an unexplored, underresearched, and relatively new field of study. Since researchers suggest that the perception and response to triggers is influenced by the context in which the triggers occur, and over time, they can impair functioning of adults in professional, academic and social settings, it is important to understand these triggers in the workplace and their impact on employees with misophonia. Thus, the purpose of this conceptual working paper informed by a review of the literature and adult learning theories (Merriam & Bierema, 2014) is to present a framework that will guide the study of understanding the experiences of professionals with misophonia in order to reveal strategies used by these professionals to respond to misophonic triggers in the workplace. Implications for HRD practice and research will be presented at the conference.

References

Brout, J., J., Edelstein, M., Erfanian, M., Mannino, M., Miller, M. J., Lucy, Rouw, R., Kumar, S. & Rosenthal, M. Z. (2018). Investigating misophonia: A review of the empirical literature, clinical implications, and a research agenda. Frontiers in Neuroscience, 12(article 36), 1-13. https://doi.org/10.3389/fnins.2018.00036

Cecilione, J. L., Hitti, S. A., & Vrana, S. R. (2022). Treating adolescent misophonia with cognitive behavioral therapy: Considerations for including exposure. Clinical Case Studies, 21(3), p. 175-191. https://doi.org/10.1177/15346501211045707

Dozier, T., & Mitchell, N. (2023). Novel five-phase model for understanding the nature of misophonia, a conditioned aversive reflex disorder. F1000Research, 12, 1-29. https://doi.org/10.12688/f1000research.133506.3

Edelstein, M., Brang, D., Rouw, R., & Ramachandran, S. V. (2013). Misophonia: Physiological investigations and case descriptions. Frontier of Human Neuroscience, 7(article 296), 1-11. https://doi.org/10.3389/fnhum.2013.00296

Guetta, R. E., Cassiello-Robbins, C., Trumbull, J., Anand, D., & Rosenthal, M. Z. (2022). Examining emotional functioning in misophonia: The role of affective instability and difficulties with emotion regulation. PLoS ONE, 17(2), 1-13. https://doi.org/10.1371/journal.pone.0263230

Merriam, S. B., & Bierema, L. L. (2014). Adult learning: Linking theory and practice. Jossey-Bass.

Swedo, S. E., Baguley, D.M., Denys, D., Dixon, L. J., Erfanian, M., Fioretti, A., Jastreboff, P. J., Kumar, S., Rosenthal, M. Z., Rouw, R., Schiller, D., Simner, J., Storch, E.A., Taylor, S., Werff, K. R. V., Altimus, C. M., & Raver, S. M. (2022). Consensus definition of misophonia: A Delphi study. Frontiers in Neuroscience, 16, 1-16. http://doi.org/10.3389/fnins.2022.841816

Keywords: misophonia, workplace learning, HRD

ID:242 - Education for innovation in a complex, interconnected and changing world

Maria Inês Faria

ABSTRACT

This paper is based on the following questions: Does human capital make a difference in innovating solutions to persistent problems? Is the training skills profile of higher education students adequate to the diverse complexity of societal challenges? The aim here is to debate and critically analyse the constraints and potentialities of the constitution of multidisciplinary teams of young polytechnic higher education students and entrepreneurs in systems based on the co-creation of innovation, creativity and entrepreneurship. with a view to increasing the quality of employment and the creation of innovative companies

Keywords: MI_Faria

ID:148 - Introducing Transfer of "Critical" Learning in Human Resource Development and Management Education

Eunbi Sim & Laura Bierema

ABSTRACT

Paper's Importance

Critical scholars in human resource development (HRD) and management fields strive to promote organizational social justice by facilitating adult professionals' critical learning through education (e.g., Alfred et al., 2020; Alfred and Chlup, 2010; Armitage, 2010; Bierema, 2010; Bohonos et al., 2019; Collins, 2013, 2017; Fenwick, 2005; Gold and Bratton, 2014; Gray, 2004; Hibbert, 2013; et al., 2012; Lo, 2023; Rabelo et al., 2023; Sim and Bierema, 2023). Facilitating critical learning may be grounded in beliefs that adult professionals might transfer critical learning to workplaces through critical action in the organization. Nevertheless, whether critical HRD and management are practiced outside academia is questioned (Kwon & Archer, 2023).

Transferring attitudes, skills, and knowledge learned through education and training to the workplace has long been explored with the concept of "transfer of learning" (ToL), often interchangeably used with "transfer of training." However, most ToL studies lack a critical perspective. This omission might be irrelevant with traditional HRD and management research and education that (re)produce performance, profit, and production-oriented values, practices, and systems. In contrast to traditional learning, critical learning embraces criticality—the state of being critical—in learning and challenges injustice, inequity, domination, and oppression (Bierema et al., 2024; Trehan and Rigg, 2015). Critical learning requires creating shared knowledge and understanding related to social and political contexts based on critical and mutual dialogue in a learning community (Armitage, 2010; Valentin, 2007). Thus, the factors impacting the transfer of non-critical learning may differ from those of critical learning.

Another gap in ToL research is associated with the learning/training context. Extant research on ToL might be challenging to understand learning transferred in different organizations (i.e., university classrooms - work practices), given that most studies on ToL investigated learning transferred in the same organization (i.e., training programs offered by the workplace—work practices). Further, most ToL studies focus on face-to-face learning, even though virtual learning has grown. A new approach to examining adults' "critical" learning in HRD and management classrooms in a digital age could be transferred into the workplace is needed.

Research Purpose
This paper aims to introduce transfer of critical learning (ToCL) as a learning purpose of critical HRD and management education.

Research Questions
- How might ToCL be defined and assessed?
- Which factors might influence ToCL?
- How might ToCL be studied and practiced in a digital age?

Theoretical Basis
ToL and critical HRD and management education compose the study's theoretical background.

4.1. Transfer of Learning (ToL)

ToL studies are reviewed, including the history and research trends and factors impacting ToL.

4.1.1. History and research trends of ToL

Learning is considered transferred when adult learners apply information, strategies, and skills they have learned (e.g., in the classroom) to a new situation or context (e.g., in the organization). Early ToL tested and maximized training effectiveness. Thorndike and Woodworth (1901) initially suggested the notion of ToL, although originally described it as transfer of practice. They posited ToL depends on similarity between the function trained (e.g., learning contexts and tasks) and functions tested (e.g., practice/transfer contexts where learners should apply what they have learned).

Recent ToL studies employed diverse research methods, including longitudinal study and network analysis (e.g., Deckers et al., 2022; Van den Bossche et al., 2010; Van den Bossche and Segers, 2013; Wagstaff et al., 2022). Also, ToL research in e-learning settings has grown (e.g., Blume et al., 2023; Fauth et al., 2023; Park and Wentling, 2007; Testers et al., 2020).

4.1.2. Factors impacting ToL

ToL has been explored in adult education, work, and organization studies to enhance training effectiveness and bridge the gap between learning and transfer (Davis et al., 2013; Illeris, 2009; Philpott, 2007). Mainly using quantitative research methods, research has identified factors improving ToL (e.g., Blume et al., 2010, 2023; Cheng and Ho, 2001; Huang et al., 2015; Gegenfurtner et al., 2016; Grossman and Salas, 2011; Sudebi, 2004). Research includes individual (e.g., motivation and attitudes, personalities, abilities and skills, perceptions), relational (e.g., supervisory behaviors, peer supports, social and family supports, team characteristics), workplace environment (e.g., organizational climate and culture, post-training transfer environments), and learning/training environments (e.g., pre-training settings, training design, training delivery methods, and training content characteristics)

To find the factor associated with transfer of learning, studies have used some scales, including learning transfer system inventory (LTSI) measuring factors in the system affecting transfer of learning developed by Holton and colleagues (e.g., Bates et al., 2012; Holton et al., 2000, 2003), transfer interest questionnaire measuring trainee interest introduced by Gegenfurtner et al. (2020), and the unified model of task-specific motivation questionnaire (De Brabander and Glastra, 2018, 2021; De Jong et al., 2023).

4.2. Critical HRD and Management Education

Critical HRD and management education teaches adult professionals about HRD and management from a critical perspective and discusses diversity, equity, inclusion, and social justice issues at work (e.g., Armitage, 2010; Byrd and Scott, 2018; Collins, 2013, 2017; Gold and Bratton, 2014; Lawless et al., 2012; Lo, 2023; Rabelo et al., 2023; Sim and Bierema, 2023; Thomas et al., 2010). Critical HRD and management educators mindfully use critical pedagogy, including feminist, anti-racist, and intersectional pedagogy), to raise adult learners' critical, intersectional consciousness and facilitate learners to change the oppressive organizations, not the oppressed employees (Sim & Bierema, 2023).

Implications for HRD

As a conceptual paper exploring ToL from a critical perspective, this study would contribute to critical HRD and management education practices and studies. Advocating adult professionals' ToCL, this study is also expected to contribute to promoting diversity, equity, inclusion, and social justice at work.

Conclusions

Based on the theoretical basis, this study expects to answer the research questions. That is, we will (a) frame ToCL, (b) describe issues in relation to the assessment of ToCL, (c) examine factors that could impact ToCL, (d) explore research methods to study ToCL, and (e) discuss ToCL in the societal, digital contexts.

Keywords: transfer of learning, transfer of training, critical HRD education, critical management education, critical learning

ID:79 - Critical Success Factors in project management in the Portuguese public sector for the creation of value for the citizen

Tânia Patrício

ABSTRACT

The importance of Project Management and Benefits Realization Management (BRM) for the successful implementation of projects has been widely studied in the past years. It has been proven in the literature that BRM can leverage project implementation to achieve the benefits defined by the organizations across various sectors of activity. In the same way, it has also been observed which Critical Success Factors (CSF) can enable a successful project implementation in the public sector.

It is important to highlight that project management plays a crucial role in achieving the organization's strategy, and consequently moving from a position "as is" to "to be", while creating value for the organization and its stakeholders. The public sector plays an even more important role since the ultimate goal of projects in this sector is the creation of Public Value, e.g., value for society and the improvement of the citizens lives.

Nevertheless, the literature shows us that for most organizations it is still a challenge to harvest the benefits from the projects implemented, compromising the creation of value for its stakeholders, even more so in the public sector due to its complexity.
Although the topics above have been thoroughly investigated, it's still not clear how can we exploit the BRM practices (and which are the main CSFs) in the public sector project management for the creation of value for the citizens.

Therefore, we consider pertinent to inquire about which practices can leverage the implementation of projects in the public sector to add value for the citizens under the project management and BRM scope.

Our aim for the doctoral program is to deepen the CSFs in the implementation of the Project Management and BRM practices in this sector to have a citizen-centric approach and, consequently, not only achieve the benefits intended at the beginning of the project but also create value. Thus, our research aims to answer the following question: which are the critical success factors in project management in the Portuguese public sector for the creation of citizen value?
This paper constitutes our first step going forward in order to find some leads in our investigation. We summarize the literature main findings that we believe can inform and allow us to narrow our research. Additionally, it presents some of the main gaps we found in this field of study. Once we conclude our investigation, we aspire to add value in the field of Benefits Realization Management and Project management practices in the public sector, as well as contribute with recommendations for practitioners.

Keywords: Benefits Realization Management, Project Management, Public Sector, Value Creation, Citizen-Centricity

ID:136 -Enhancing Inclusive Leadership through Generative AI: A Discourse Analysis Approach

Rita Tóth, Anna Laura Hidegh & Eline Jammaers

ABSTRACT

In the evolving landscape of leadership development, there are contradicting views on how the integration of generative AI would enhance leadership qualities and decision-making processes. On one hand, there is research emphasizing AI as a supportive tool that enhances leadership capabilities, focusing on the necessity for leaders to adapt and develop skills such as agility, continuous learning, and ethical understanding in the AI era. It views AI more as a co-pilot in decision-making, highlighting the importance of human elements in leadership (Watson et al., 2021). Contrastingly, on the other hand, Quaquebeke and Gerpott (2023) discuss a more transformative role of AI in leadership. They outline a future where AI could potentially substitute human leadership functions, raising ethical questions and the potential for AI to cater to employees' needs better than human leaders. Thus, it is worth exploring how such AI systems can be designed and utilized to not only support but also enhance inclusivity in leadership roles.

Given the complex interplay of intersectional social identities and the related social norms, values, and beliefs (re)produced by discursive practices, the key challenge is to ensure that generative AI aids in acknowledging and addressing these organizational phenomena. Applied as a co-pilot, AI has great potential to transform organizational strategy and influence leader behaviour and also to impact skills and competencies contemporary leaders need for effective leadership (Watson et al., 2021). This research problem centers on investigating how generative AI can be tailored and employed to support inclusive leadership development, ensuring it recognizes and mitigates biases, respects diversity, and promotes equity (see Birhane 2022), thereby contributing to the creation of more inclusive organizational cultures.

Our proposed research question is: How can generative AI, as a developmental tool for leaders, address inclusivity issues inherent in its design and application? Employing discourse analysis, our study scrutinizes the dialogues and interactions between programmers, leaders, and AI systems, aiming to identify and address biases and inclusivity gaps in the AI's programming and recommendations, align with the findings of Newstead, Eager and Wilson (2023), who highlight the importance of examining AI-generated content for biases, and the need for leaders and AI programmers to be aware of and address these biases.

Our focus is on understanding the intricate interplay between the ethical framework guiding generative AI development, the personal beliefs of the programmers creating these AI systems, and the inclusivity perspectives of the leaders who utilize this AI co-pilot. The study's future findings aim to offer insights into the transformative potential of AI in shaping inclusive leadership dynamics.

References

Birhane, A. (2022). The unseen Black faces of AI algorithms. Nature, 610(7932), 451-452. https://doi.org/10.1038/d41586-022-03050-7

Newstead, T., Eager, B., & Wilson, S. (2023). How AI can perpetuate–or help mitigate–gender bias in leadership. Organizational Dynamics, 52(4), 100998.

Quaquebeke, N. V., & Gerpott, F. H. (2023). The Now, New, and Next of Digital Leadership: How Artificial Intelligence (AI) Will Take Over and Change Leadership as We Know It. Journal of Leadership & Organizational Studies, 15480518231181731.

Watson, G. J., Desouza, K. C., Ribiere, V. M., & Lindič, J. (2021). Will AI ever sit at the C-suite table? The future of senior leadership. Business Horizons, 64(4), 465-474.

ID:203 - The Digital Dimension as a Fundamental Variable for the Development of Human Capital in Public Administration: A Utilitarian Approach

João Rodrigues dos Santos, Andreia de Bem Machado, Maria José Sousa, José Dias Lopes & Rui Brito Fonseca

ABSTRACT

The maximization of utility, from the economic perspective of utilitarianism, derived from public resources, can be substantially enhanced by the systematic integration of knowledge into the Human Capital of the Public Administration, thus influencing decision-making and operational processes within the government.

This article seeks to theoretically highlight this relationship, focusing on the relevance of the Digital Age and Information and Communication Technologies (ICT) as essential catalysts for making a concrete impact, translated into increased efficiency, on the quality of the services provided by the Public Administration's Human Resources to citizens.

The concept of Human Capital, understood as the set of skills, knowledge and competencies of individuals, emerges as a protagonist in this context. The continuous insertion of knowledge and skills into the public sector's Human Capital not only improves individual effectiveness, but is also reflected in the overall capacity of the government apparatus to meet social demands.
The convergence of the Digital Age and ICT enables public administration to integrate advanced knowledge management systems, data analysis and process automation, resulting in an operational synergy that strengthens Human Capital. The ability to process and analyze large volumes of data provides valuable insights for informed decision-making, while the automation of routine tasks frees up professionals to focus on more strategic and complex activities.

Within this technical perspective, the Digital Age and ICT are presented as facilitators for the optimization of Human Capital, allowing for the customization of training and development programs, aligned with the specific demands of public administration. This strategic approach not only meets the individual needs of civil servants, but also contributes to more efficient and adaptable management.

In the context of this article, the distinction between public and private assets is central to the analysis of resource management. Public goods, characterized by non-rivalry and non-exclusion, require a specific approach to resource allocation. The use of technology in human resource management enables a better understanding of collective needs, allowing for the efficient allocation of resources to meet society's demands.

The Laffer curve, in turn, highlights the relationship between the tax burden and tax revenue. Technology plays a crucial role in optimizing tax collection and identifying ideal tax points, avoiding the overload that can lead to a drop in revenue. This promotes more efficient tax management, ensuring that the resources collected are used strategically to benefit society.
The utilitarian perspective in public management seeks to maximize utility for as many citizens as possible. By providing accurate data and metrics, technology allows public managers to identify priority areas and allocate resources in a way that maximizes social welfare. In this way, informed decision-making driven by technology contributes to the realization of utilitarian principles in public administration.

The principle of diminishing marginal utility, in turn, emphasizes that the value of a resource decreases as more units of that resource are acquired. In the context of human resource management, technology can be applied to ensure that repetitive and bureaucratic tasks are automated, freeing up professionals to focus on more strategic and value-added activities. This reflects the conceptual nature of the principle of diminishing marginal utility, where efficiency is maximized by directing resources towards more productive activities.

A practical example of this improvement in the performance of human resources in public administration can be seen in the implementation of personnel management systems based on artificial intelligence. These systems can analyze large data sets to identify performance patterns, allowing for more efficient allocation of personnel. Furthermore, by automating recruitment, training and performance evaluation processes, these systems reduce the bureaucratic burden on employees, allowing them to focus on more strategic tasks.

By incorporating information and communication technologies, the public administration can improve the effectiveness of training programs, customizing them based on the individual needs of employees. This not only increases the satisfaction and engagement of civil servants, but also contributes to a more efficient and productive working environment.

The concept of Human Capital gains even more relevance in the context of human resources management in the Public Administration, especially when integrated with information and communication technologies. When considering the importance of Human Capital in public administration, it is crucial to recognize that civil servants play a fundamental role in providing services and implementing policies. Valuing and developing these human resources is essential to ensuring an effective government that is responsive to society's needs.

Continuous training, supported by information and communication technologies, allows for the development of Human Capital, ensuring that civil servants are up to date with the skills needed to guarantee ever greater utility from the scarce public resources at their disposal.
Indeed, the efficient management of Human Capital in Public Administration resonates with the principles of utilitarianism, maximizing utility for society. Better trained public sector human resources, supported by appropriate technologies, are better equipped to understand the needs of the community and apply the public resources at their disposal more effectively, thus aligning with the objectives of public utility.

In the context of this article, the Principle of Diminishing Marginal Utility makes it possible to blur the subjective dimension of the utility that is generated from decisions made in the sphere of Public Administration.

In terms of diminishing marginal utility, the automation of routine processes frees up human resources for tasks that require specific skills, creativity and decision-making. This strategic reallocation of resources reflects not only operational efficiency, but also the practical application of the principle of diminishing marginal utility in human resource management.
Thus, the integration of knowledge into the Public Administration's Human Capital, enhanced by the Digital Age and ICT, emerges as a critical factor in maximizing the utility of public resources.

ID:5 - A multilevel analysis on faculty job satisfaction

Eunbi Sim & Shinhee Jeong

ABSTRACT

Paper's importance

Despite the crucial role faculty work plays in student learning, scientific advancement, and government decision-making, academic work environments have deteriorated over time (Shin and Jung, 2014). Tenure-track faculty members, including those in research-intensive universities, face the daunting task of teaching and mentoring students, providing professional services, and maintaining or improving research productivity. These responsibilities can take a toll on faculty members, leading to severe stress and burnout. In fact, a 2020 survey of over 1,000 faculty members found that 69% of them reported being extremely stressed (The Chronicle of Higher Education, 2020).

Given the pressing issues facing academia, there has been growing interest in improving faculty job satisfaction. However, most empirical studies on this topic have overlooked the department-level effects (e.g., Alonderiene and Majauskaite, 2016; Bozeman and Gaughan, 2011; Heyliger and Heyliger, 2014; Worthy et al., 2020), despite the fact that faculty members are nested within departments, each with its own unique atmosphere, policies, people, and culture.

Research purpose

The primary objective of this research is to develop and evaluate a faculty job satisfaction model, which considers the influence of individual differences and departmental context on the overall job satisfaction of faculty members.

Research questions

3.1. To what extent do individual-level hygiene factors (such as equitable work distribution) and departmental-level hygiene factors (such as departmental collegiality and ineffective leadership of department head or dean) impact faculty's job satisfaction?

3.2. How are hygiene factors at the individual and departmental levels interrelated in explaining faculty job satisfaction?

Theoretical basis

Using organizational justice theory (Greenberg, 1987) and the two-factor theory of motivation (Herzberg et al., 1959), this study aims to explain faculty job satisfaction. The two-factor theory explains that motivation and hygiene factors lead to job satisfaction or dissatisfaction. Motivation factors (e.g., achievement, autonomy, growth, responsibility) improve job satisfaction by meeting esteem and self-actualization needs. On the other hand, hygiene factors (e.g., relationships, salary, work conditions, job security) cause job dissatisfaction by not meeting physiological, safety, and love and belongingness needs. Hagedorn (2000) presented a faculty job satisfaction model based on the two-factor theory, which also considers demographic and environmental factors (e.g., gender, race, age, tenure, department) that impact job satisfaction. Empirical studies have found that hygiene factors have a greater impact on faculty job satisfaction than motivation factors. Collaboration opportunities and interpersonal relationships increase job satisfaction, while ineffective leadership styles, such as passive/avoidant leadership, decrease it.

Organizational justice theory, which draws on equity theory, is another useful framework for exploring faculty job satisfaction (Greenberg, 1987). This theory includes several components, such as (a) distributive justice, which examines how resources and outcomes (such as compensation and pay) are distributed fairly, (b) procedural justice, which looks at how organizational processes (such as decision-making) are conducted in a fair manner, and (c) interactional justice, which examines how employees are treated equitably. Research has found that employees' perception of organizational justice is positively associated with motivation and overall job satisfaction (Al-Zu'bi, 2010; Latham and Pinder, 2005).

Hypothesis 1. Equitable work distribution (EWD) is positively associated with overall job satisfaction (OJS).
Hypothesis 2. Departmental collegiality (DC) is positively associated with OJS.
Hypothesis 3. Departmental dean or head's ineffective leadership (DIL) is negatively associated with OJS.
Hypothesis 4. DC positively moderates the relationships between EWD and OJS, such that the relationship is stronger when DC is strong rather than weak.
Hypothesis 5. DIL negatively moderates the relationships between EWD and OJS, such that the relationship is stronger when DIL is weak rather than strong.

Implications for HRD practice

This paper aims to examine the impact of hygiene factors on the job satisfaction of faculty members at individual and departmental levels. It is expected to provide evidence to support HRD initiatives such as faculty development and retention, organization development interventions, and culture change in higher education institutions, particularly in relation to departmental leadership and culture.

Conclusions

A two-level hierarchical linear modeling (HLM) was employed to analyze data collected in 2021 at a research university located in the South of the United States. The data was structured with individual faculty members (n=392) nested within departments (n=50). The HLM results showed that all major effects of departmental and individual factors on OJS were significant, supporting hypotheses 1, 2, and 3. However, the moderation effect of DC on the relationships between EWD and OJS was not significant, meaning that hypothesis 4 was not supported. Additionally, the result for hypothesis 5 was contrary to what was expected - DIL exhibited a significant and positive moderation effect in explaining the positive association between EWD and OJS. A detailed discussion of these findings will be provided in the full paper.
Keywords: faculty job satisfaction, multilevel analysis, motivation, organizational justice, equitable work distribution, departmental leadership, departmental collegiality

ID:78 - Bridging the Generation Gap: Leadership Communication Competency framework for Leading Thai Diverse Workforces

Wilailuck Kamjam & Pawinee Petchsawang

ABSTRACT

Paper's importance

These days, four generations coexist in many organizations, each with their own distinct styles, habits, and levels of technical proficiency. (PwC's hopes & fears, 2023). The digital revolution is radically transforming the Thai workforce. Four distinct generations work side-by-side, each with unique styles, behaviors, and varying degrees of digital fluency. This presents an immense opportunity for innovation, agility, and a pressing challenge: bridging the digital generation gap. While digital tools connect like never before, they also amplify communication discrepancies. Leaders no longer simply manage; they must bridge the digital divide, foster collaboration, and unlock the full potential of their multigenerational teams. Existing frameworks lack the precision and depth needed to navigate the complex digital landscapes of a multigenerational workforce. Theoretical based – Guiding by the lens of generational behavior and characteristics, digital fluency and generation-specific online behaviors, leadership theories and models (Bass, 1985; Hersey and Blanchard, 1969; Pearce & Conger, 2003, etc.), and communication competency (Spitzberg & Cupach, 1984) to explore the communication competency framework of leadership in the Thai multi-generational workforce.

Research purpose

The purpose of this study is to investigate the theoretical framework of communication competency for leaders, clarifying the significance of a leadership style for managing multigenerational workplaces from the viewpoints of both leaders and employees. Additionally, in Thai multigenerational workplaces in the digital age, the elements crucial to developing a leader's communication ability will be explored.

Research questions

Three research questions will be addressed: i) What are the leadership styles to lead the multi-generation workplaces in the Thai digital era? ii) What are the important leaders' communication competencies in multi-generation workplaces based on the leader's and the employee's perspectives? iii) What are the factors that are important to create the leader's communication competency of Thai multi-generation workplaces in the digital era? To address the research questions, qualitative research was employed. Approximately 10-20 individuals, both management-level and staff-level, from a private organization with a multiple-generation environment will be interviewed.

Implication for HRD practice

This study builds upon research in leadership and communication in diverse workforces, specifically applying it to the unique challenges of the Thai digital era. The developed framework for leadership communication competency in the digital landscape offers Thai organizations a pragmatic roadmap to unlock the full potential of their multigenerational workforce. By equipping leaders with the skills to navigate the digital generation gap, Thai firms can foster collaborative innovation, agility, and future success.

Conclusion

In the Thai digital era, workforce diversity extends beyond generations, encompassing distinct levels of digital fluency. This presents unique challenges, not just in bridging the generation gap, but in harnessing the full potential of a multigenerational digital workforce. This study has tackled this challenge head-on by developing a framework for leadership communication competency specifically tailored to the Thai digital landscape. The framework also goes beyond traditional notions of "communicative leadership" by equipping leaders with the skills to navigate the complexities of digital communication across generations.

Keywords: Leadership communication, multi-generation workplace, Communication competency

ID:158 - Fertility Treatments, Egg Freezing and Your Uterus: Innovative Employee Benefit or Ethical & Moral Nightmare?

Clíodhna MacKenzie, Sarah Minnis, Joan Buckley & Elaine O'Brien

ABSTRACT

Importance of Paper

Employee fertility benefits such as 'egg freezing' have become a strategic retention tool for many employers (Beioley, 2021) who now consider the once avant-garde offer of 'egg freezing' passe if not bordering on pedestrian (Flynn and Leslie, 2023; O'Rourke et al., 2023). While these benefits arguably provide female employees with viable options that will allow them to establish a career foothold without the conflicting pressures associated with family planning and career development (De Proost and Coene, 2022; Murugesu et al., 2023), there are significant downside risks that have failed to gain traction in the wider academic literature (Kolata, 2022). Elective egg freezing, therefore, may hold the key to leveling the corporate playing field affording talented female employees time to establish their careers unencumbered by their reproductive biological timescales but could also mark an inflection point in where the line between the firm and its employees' family-building plans is at best blurred, at worse, intrusive.

One could conclude that these talent management and development strategies are remarkably progressive. An alternative narrative, however, might contend that they are little more than an attempt by organizations to hide work intensification, productivity, and delayed family planning in the guise of female empowerment and career development (Birenbaum-Carmeli, 2023; Bryant, 2023; Hammond, 2023). A more objective position might be that employers are offering an 'individual solution to structural problems' (Myers and Martin, 2021, p. 17). This raises an important question: Are fertility treatments such as egg freezing benefits an innovative female employee perk or ethical and moral nightmare? More importantly, given that talent management strategies are primarily interested in acquiring talent, will HRD professionals be left holding the proverbial and literal baby if things go sideways with the firm's 'egg freezing' benefit strategy? We simply don't know the answer to that question and may not for many years.

Theoretical Approach

We propose, given the nature of firm's offering 'egg freezing' benefits, a traditional social exchange perspective may not be applicable. Therefore, we argue that gift exchange / unconditional gift exchange theory (Fremeaux and Michelson, 2011; Akerlof, 1982) might provide a useful theoretical lens with which to understand the potential ethical and moral implications associated with firm's offering 'egg freezing' as an employee attraction and development strategy when there is an implicit obligation on those availing of 'egg freezing' benefits to reciprocate in kind.

Research Purpose

The purpose of this research is twofold. First, to date, there have been no empirical studies seeking to understand the longer-term career development goals of women electing to join firms offering 'egg freezing' benefits over firms that do not. Therefore, we aim to position this paper as an opportunity to initiate a more critical debate on the use of fertility treatments as a talent management attraction and development strategy. Second, there have been no studies to date that have sought to understand the role of HRD professionals tasked with the long-term development of high potential females that might avail of 'egg freezing' benefits. We know very little about the

motivation of women who elect to freeze their eggs in an effort to postpone family-building to build a career. Why is it necessary for women to trade their fertility for career development opportunities and potential progression?

Research Question

There are numerous questions that have yet to be addressed regarding 'egg freezing' benefits and long-term career development goals of women who avail of the benefit. For example, are the firm's talent attraction strategies integrated with the career development strategies of the firm? Are 'egg freezing' benefits a stand-alone benefit or part of a larger family-building policy / family-friendly policy? What are the ethical / moral / legal implication if the 'egg freezing' benefit fails to deliver? What happens if a high potential female decides to leave before her eggs are defrosted, does the firm own them? How does the firm approach gender non-conforming or trans members of staff? How might same sex couples be treated? Does the policy apply equally across the entire organization? Are females who elect to not freeze their eggs discriminated against because they may be perceived as not as committed as those that do?

Implications for Theory and Practice

While egg freezing benefits have been around since at least 2014 (Joiner, 2014; Shanahan, 2014; Alter, 2015; Mertes, 2015), and have become more mainstream since then, there is still a dearth of information with respect to how, why and under what circumstances firms may be offering 'egg freezing' benefits. This research aims to address this knowledge deficit. If the primary purpose of 'egg freezing' benefits is the long-term attraction, retention, and development of key female talent – what role do HRD professionals play? Presumably, given the myriad psychological and emotional challenges many women face when dealing with infertility and their fertility journey, one could argue HRD professionals may be out of their depth when it comes to 'egg freezing' benefits. This research aims to start a conversation that is overdue.

Conclusion

If 'egg freezing' is the answer to the war for talent, or more specifically the war on company benefits, just what question are companies really asking. More importantly, does any firm have the right to surreptitiously insert itself into the family dynamic of its workers? Where does the firm end and family begin? With 'egg freezing' benefits, we're not talking about golden handcuffs anymore, where talking about an umbilical tether, and that's just not right, or is it?

Keywords: Fertility benefits, egg freezing, HRD, career, female

ID:11 - Evaluating the diversity, equity, inclusion and belonging of training programmes

Ingeborg Kroese

ABSTRACT

With global crises and the rise of misogyny and sexism, progress regarding women's equality and empowerment is regressing. In these challenging times, HRD should be deeply concerned with and committed to sex/gender equity. This includes relevant and inclusive learning and development opportunities; however, sex/gender continues to be neglected in training theory and practice. This working paper discusses a case study research aimed at changing the current neglect of sex/gender, and other social categories of difference and marginalisation, such as race and disability, in training practice. The research explored whether learner survey questions that specifically focus on the diversity, equity, inclusiveness and belonging (DEIB) of training, provide the insights and incentives to recognise and address inequity in training.

Theoretical framework

The theoretical framework for this research was critical socioculturalism. With a critical sociocultural lens, training can be analysed as an integral part of organisations marked by inequities based on gender, race and other social categories. In addition, the author's research and theory on how sex/gender-blind employee training strengthens current inequities, guided this research.

Research purpose

DEIB of training and learning is typically not evaluated or measured as part of learner surveys. By including questions about the DEIB of a training, DEIB becomes a deliverable for training providers, and it enables the collection of actionable insights on how to improve the DEIB of training. For this purpose, a set of DEIB learner survey questions was developed. These questions were first shared with a panel of academic and professional L&D/ HRD thought leaders. Subsequently a case study was conducted, aimed at piloting and validating the questions.

Research methodology

This qualitative case study research was conducted at a multinational corporation with three embedded units of analysis (three global training programmes). Data was collected using think-aloud interviews, inviting interested learners to speak out loud while answering the survey questions, with the aim to understand how the questions and answer options were interpreted, how participants arrived at their answers and the completeness of the answer options. Data analysis included coding the interviews on experiences with the DEIB of training, the interpretation and validity of the survey questions, as well as opportunities for improvement.

Research questions

- How do the DEIB survey questions help to understand the level of DEIB of a training?
- What can be improved in the questions (clarity, relevance, completeness)?
- How did the learners experience the DEIB of the researched training programs, and are there opportunities for improvement?

Conclusion

DEIB in training and learning is an important and overlooked aspect in training practice. DEIB learner survey questions are a powerful tool to understand and evaluate the equity and inclusiveness of training, and to make training providers responsible and accountable for the DEIB of their programmes. Based on this research, an advanced set of DEIB learner survey questions was developed, and insights on how to apply these, with the aim to better understand and improve the DEIB of learning programmes in companies and organisations.

Keywords: diversity, equity, inclusion and belonging; learner surveys; employee training

ID:130 - Understanding Career Experiences of Muslim Professional Women in the West: Implications for HRD

Omaima Hajjami

ABSTRACT

Paper's importance

Members of minority faith such as Muslim women face many challenges in the workplace particularly in the western context. Existing studies showed that Muslim women are denied employment opportunities (Allison, 2023), pay increase (Abdelhadi, 2019), and workplace promotions (Karahan & Tugsuz, 2021) compared to their non-Muslim counterparts. Scholars highlights faith-based discrimination and religious stereotypes as impeding factors to Muslim women career development. Despite the critical importance of the topic, no current study has explored the experience of Muslim professional women in the west from a human resource development perspective. Addressing this gap is important to understand the challenges and suggest effective HRD and leadership practices to help improve Muslim women professional experience.

Theoretical base

Muslim women have captured the attention of scholars, intellectuals, and activists worldwide, addressing issues such as discrimination, family patriarchy, dress codes, and lack of representation in the workplace. Prevailing narratives repeatedly describe Muslim women in the west as oppressed, submissive, and weak (Ali et al., 2017). Those narratives often lead to conclusions that individualize the Muslim women marginalization from the workplace to religious or individual reasons. In order to explain the challenges faced by Muslim women in the western-based workplace, I use a multi-level analysis including individual (micro), organizational (meso), and national, societal, and cultural (Macro) level factors.

Research purpose

In this study, I will conduct a systematic literature review and synthesis of empirical studies exploring the career experiences of Muslim professional women in the western context. Ali et al. (2017) defined the western world as including all cultures that are derived from and influenced by European cultures. Europe, Americas, South Africa, and Oceania, together constitute western society.

Research questions

Three central questions are guiding this review:

1. What theoretical perspectives have informed the empirical studies of Muslim professional women's careers?
2. What methodological approaches have been used to explore Muslim professional women's career experiences?
3. What characterizes Muslim professional women's career experiences in terms of opportunities and challenges?

Implications for HRD

This article is not only important but is critical for human resource development. This study addresses a timely issue with significant theoretical, research, and practical relevance. For theoretical implications, this study could be useful for building new career theories that inform the experience of Muslim women in the workplace. For HRD research, this review will fill a part of the gap in diversity and inclusion literature and critical HRD that has not yet addressed the Muslim women minority population. For HRD practitioners, this review will provide evidence-based findings that will help organizational leadership and HRD professionals better understand the current issues facing these Muslim women, understand how to attract them, and better ways to improve their experience.

Conclusion:
Work in progress.

References

Abdelhadi, E. (2019). The Hijab and Muslim women's employment in the United States. Research in Social Stratification and Mobility, 61, 26-37. https://doi.org/10.1016/j.rssm.2019.01.006

Allison, I. (2023). CAIR Applauds Supreme Court's Ruling Strengthening Right to Religious Accommodations in Workplace. CAIR.

Karahan, H., & Tugsuz, N. (2021). The silent discrimination against headscarved professionals in the Turkish labor market: The case of women in the banking sector. Sustainability, 13(20), 11324.

Ali, F., Malik, A., Pereira, V., & Al Ariss, A. (2017). A relational understanding of work-life balance of Muslim migrant women in the west: future research agenda. The International Journal of Human Resource Management, 28(8), 1163-1181.

Keywords: Career development, Muslim women, Systematic literature review

ID:73 - Onboarding Immigrant Workers in Small to Medium Enterprises: A Canadian Model and Strategies

Alicia Piechowiak & Saul Carliner

ABSTRACT

Employers across the group of seven (G7) largest democratic industrialized countries, Canada, France, Germany, Italy, Japan, the United Kingdom, and the United States of America (Council on Foreign Relations, 2021) are struggling to tap into a critical source of labour: immigrants. Immigrants are needed to sustain G7 economies as their population ages, with a median age of 38.5 and 48.6 years (World Population Review, 2022), and birth rates dip below the 2.1 births required to maintain their population (Organisation for Economic Co-Operation and Development (OECD), 2020a). Yet, immigrants representing 10.4% to 21% of G7 populations between 2017 and 2019 (OECD, 2022) have unemployment rates ranging from 25.3% to 41.9% (OECD, 2020b). Reasons for this include a lack of language proficiency (Bélanger and Vézina, 2017; Townsend, Pascal and Delves, 2014), the non-recognition of education credentials (Walton-Roberts, 2005) and a lack of professional networks (Dalla, Ellis and Cramer, 2005; Hakak and Holzinger, 2010; Krahn, Derwing and Abu-Laban, 2005; Sherell, Hundman and Preniqi, 2005; Walton-Roberts, 2005). Moreover, employers in less popular immigrant destinations are grappling with additional immigrant attraction challenges such as local economic conditions (Miraftab and McConnell, 2008, Walton-Roberts, 2005), providing integration services and community amenities (Bonikowska, Hou and Picot, 2017; Brown, 2017; Carter, Morrish and Amoyaw 2008; Williams, Kitchen and Randall, 2015; Teixeira and Drolet, 2018) and building social networks (Collantes et al., 2014; Sapeha, 2015; Echref-Ouédraogo, 2012). These challenges may be addressed through companies' onboarding programs, the policies and procedures used to recruit and train new employees (Feldman, 1976; Van Maanen and Schein, 1979). However, there is a gap in the literature concerning the onboarding of immigrants in less popular immigrant destinations.

This study investigates the onboarding of immigrants in four Canadian companies in less popular immigrant destinations and their perceived efficacy from the perspectives of executives, managers, non-immigrant and immigrant workers. It reveals similarities and discontinuities between the two and helps develop a grounded model for onboarding immigrant workers with potential implications for how digital means may streamline the process.

The study answers five research questions:
1. What strategies do employers use to onboard immigrants in less popular immigrant destinations?
2. What are the perceived challenges of onboarding immigrants?
3. How do they see immigrants as meeting their labour needs and what drives this vision?
4. What are employers' additional support needs?
5. What are immigrants' onboarding experiences?

Framing this study is situated learning theory (Lave and Wenger, 2011), and systems theory from a Human Resource Development perspective (Weinberger, 1998), which requires multiple perspectives from within and across organizations to understand the whole. Data consisted of: i) qualitative hermeneutical phenomenological interviews with six to eight employees, for a total of 28, across four companies, ii) company onboarding and community integration service artefacts, and iii) field notes taken during visits to the companies and communities.

Results indicate the onboarding programs for immigrants are a cyclical learning process, framed by a culture of organizational learning, communication, and teamwork, and training is required for both new and existing workers. Implications for Human Resource Development practitioners highlight the importance of developing a continuous improvement work culture as it contributes to overcoming the economic integration challenges immigrants face. Moreover, a model adapted to the needs of immigrants emerged and consists of seven iterative steps: i) prepare an action plan, ii) advertise and recruit strategically, iii) prepare existing and incoming staff, iv) offer workplace and job orientation programs, v) offer social integration support, vi) follow-up with further investments in people and vii) evaluate the onboarding experience.

Keywords: onboarding, organizational socialization, immigrants

ID:14 -Impact of Work-Life Balance on Employee Retention: A Data-Driven Machine Learning Study

Ali El Dirani & Kassem Danach

ABSTRACT

A vital problem for companies looking to retain a skilled and effective team is employee retention. Using a data-driven methodology, this study examines the impact of work-life balance on employee retention. We examine a vast amount of employee data using sophisticated data analytics and machine learning algorithms to obtain an understanding of the intricate connection between work-life balance and retention rates. Many machine learning approaches are used in our research, such as neural networks, decision trees, random forests, regression analysis, and support vector machines. Our objective in utilizing these algorithms is to reveal latent trends, variables, and forecasters that influence workers' choices to remain with or go from their companies. The study makes use of an extensive dataset that was obtained from a variety of businesses. This dataset includes labor hours, job satisfaction indicators, employee demographics, and other pertinent characteristics. We use selection and feature engineering techniques to determine the key variables influencing employee retention. We further validate our results using performance indicators specific to each machine learning method and cross-validation. The knowledge acquired from this study may influence HR plans and guidelines, enabling businesses to deal with staff retention problems in a proactive manner. This research adds significantly to the current conversation on work-life balance and how it affects employee retention by utilizing data analytics and machine learning.

Keywords: Work-Life Balance, Employee Retention, Data Analytics, Machine Learning, HR Analytics

ID:27 – Smart Contracts: Contract Management in the Public Sector for Internal Control Transformations

Bruno Cezario, Fabiano Batista, Danielle Vieira, Martius Rodriguez, Patricia Bilotta & Andre Guedes

ABSTRACT

Contract management in the public sector is widely discussed in the literature, especially regarding the governance of processes and best practices in municipal public control. Therefore, a possible solution is using smart contracts in municipalities' control processes, as they enable a change in management, reduce costs, bring transparency and sustainability, and introduce innovative practices, such as inserting new payment methods. The sustainability of the municipal public management process for contract management becomes effective when several services no longer need to use paper forms – environmental improvement, as the software is modeled for different types of contracts that different parties of electronic way can audit. The literature review was carried out through qualitative exploratory research that analyzed scientific articles, theses, dissertations, case studies, books, reports on the study topic, and documents accessed during visits to the municipalities that were part of the research. The results of the literature studies were combined to obtain a broader view of the topic. The case study aimed to investigate the possibilities of using smart contracts in three (3) Brazilian Northeast Latin America municipalities by evaluating innovative technologies, such as electronic inspection processes and adherence to the insertion of smart contracts for better governance in public tenders. Environmental sustainability will only be met with social and economic sustainability since using intelligent contracts to prepare public contracts brings reliability, speed, cost reduction, publicity, and privacy. The project is aligned with the 2030 Agenda and international public transparency recommended by bodies such as the United Nations (UN) and the Organization for Economic Cooperation and Development (OECD).

Keywords: Smart Contracts; Contracts; Transparency; Internal controls

ID:29 - Definitions of organization well-being in the new normal era: A Qualitative research

Dawisa Sritanyarat, Oranuch Pruetipibultham & Asma Tehmarn

ABSTRACT

Changes in global and local contexts impacted perceptions, notions, and ways toward organization well-being. The lifestyle has changed through the years of digital transformation and the new normal led by the global pandemic. Likewise, the way working people interpret happiness at work, quality of work-life, and well-being has changed too. This research studied the definitions of organization well-being and how it is interpreted by working people in Thailand, as a starting point for broadening the concept of organization well-being, from personal happiness to a more holistic organization-related concept. Efforts should span from individual level, process level, to organization level. Changes should be facilitated considering organization strategy, structure, system design, process management, as well as employee well-being and satisfaction.
This research builds on the work of Sritanyarat and Pruetipibultham (2023) which investigated definitions of organization well-being in the new normal era, using an integrative literature review. This extended study explored the concept by collecting empirical data using the qualitative method to explore insight into definitions of organization well-being in the context of Thailand, especially in the new normal era.

Data were collected by interviewing practitioners that represent 20 organizations in Thailand from different industries, known to have supporting functions and policies for employee well-being. The semi-structured interviews were operated to collect data from participants, with probing questions asked when there were issues other than those from the main questions. Data analysis was conducted using the theory-based coding method (Ruona, 2005). The data derived from the definitions of organization well-being from the participants was used as the starting point. It was also coded based on the framework of Rummler and Brache's (2013) Nine Cells.

The concept of organization well-being in Thailand has been related to the Thai Health Foundation's concept of happy workplaces or the Happy 8, as well as the concept of healthy organization. Therefore, literature relating to the two concepts—a happy workplace and a healthy organization were reviewed. It was noticed that the two concepts relate to the organization well-being, yet not similar.

Sritanyarat and Pruetipibultham (2023) found that for an organization to achieve its well-being, it needs to design and manage processes and jobs to meet the desirable goals at every level. Their findings fit with the Nine Cells concept. Therefore, in this paper, another part of the literature review is dedicated to the concept of Nine Cells organization diagnosis, which would be used as a foundation of data interpretation.

The findings were discussed alongside the previous study of Sritanyarat and Pruetipibultham (2023) that examined the definitions based on the Nine Cell framework as well as used to fulfillment the concept of Happy 8 from the ThaiHealth organization. The results from this empirical qualitative research provided a wider and deeper elaboration of Sritanyarat and Pruetipibultham's (2023) elements of organization well-being. Sritanyarat and Pruetipibultham (2023) identified thirty-six performance variables, according to the term used in the Nine Cells concept, that emerged from the analysis of a good number of peer-reviewed sources. After qualitative data collection and interpretation, a total of thirty-nine performance variables were found, along with an elaboration of the existing performance variables.

Based on this qualitative study, it was found that organization well-being in the new normal era extends to both the physical and mental health of employees. This includes employees' work-life balance and employee engagement. To enhance well-being, organizations need to redesign systems/policies, restructure organizations well and allocate workforces to better serve the changing operational situations. After all, employees themselves need to be aware of 'why' and 'how' they are required to keep themselves fit and healthy.

The organization's policies and regulations should be revisited to allow the redesign of either goals, processes, or management approaches that nurture the well-being of employees. Clear processes should be put in place by adhering to principles relating to considering the well-being of health and work designed for them to have freedom in decision-making and be able to self-develop. In addition, appropriate physical working environments should be prepared for multi-platforms. Positive relationships at work across hierarchical levels should be ensured. Key take-away from the previously mentioned findings for HR practitioners is that organizational well-being is born out of nurturing, not by nature. It is a part of the results of HR and OD practices, with clear objectives to nurture organizational well-being. Moreover, the findings here can be interpreted that to nurture organizational well-being, practitioners need to work on HR and OD processes, not to only create activities. Having employee satisfaction-related activities is nice, yet not enough. The systematic processes are vital.

Apparently, the results show that the definitions of organization well-being that emerged from this qualitative research resembled the one based on the integrative literature review presented by Sritanyarat and Pruetipibultham (2023). In addition, this research discovered that employee engagement plays an important part in an organization's well-being.
It is also worth noting that employee engagement in this case extends to the ex-employees too. Specifically, the policies that were open for former employees to return to work with the organization were highlighted. HR policies in accordance with enabling such engagement were mentioned significantly as well. In addition to work-based competencies, recruitment, and selection should be redesigned and established to seek people who have personal goals that align with those of the organization. The redesigned policy needed to be inclusive and embrace diversity issues; these would lead to the design work process that supports employees with diverse needs. The freedom to choose whether to work remotely or in a hybrid manner, job design that can ensure transparency and fairness at work, and collective work environment were mentioned as the reason for work-based well-being.

This study elaborates on how Thai employees contemplate well-being at a multi-organizational level. Using the Nine-cell framework, the paper reveals how leaders can rethink and redesign the organizational system, policies, and structure to facilitate the transition of well-being in a new normal era. The prior concept regarding a happy workplace that had been predominantly established in Thailand was found to be rather short of the job-based dimension. It is worth noting that the results of this qualitative data interpretation demonstrated alignment with the results of the research based on an integrative literature review previously studied by Sritanyarat and Pruetipibultham (2023). The combined study is determined to be used for future organization well-being diagnosis tool development to enhance the understanding of organization well-being and happy workplace in Thailand. Based on the present study, individuals, academia, and practitioners who are interested in driving organization well-being may study these preliminary results and use them as a guideline or lesson to apply for their further work designs, future research questions, or escalating the issue for a better and concrete development.

ID:38 - Developing Employee Engagement Strategies in the new digital work environment: Strategies for Sustainable HRD Practice

Roopa Nagori

ABSTRACT

Research gap/significance

The emergence of hybrid work has implications for HRD professionals in the areas of people management capabilities, leadership development, communication and collaboration, productivity and wellbeing. There is now a case for a greater focus on well-being, especially digital wellbeing in hybrid work, for which we need to design specific interventions and strategies. The gap in literature highlights that a clearer understanding is required for the design and development of the hybrid workplace to protect worker's wellbeing, sustaining engagement and productivity. Further, the United Nations has proposed 16 Sustainable Development Goals (UNSDG), where goal 3 prioritises wellbeing while goal 8 focuses on decent work that results in enhancing employee wellbeing.

Further, there is a need to analyse which and how the different forms of working have an influence on wellbeing and performance, examining them through the medium of Employee Engagement. This aspect could be extremely relevant also for managers and companies that redesign their organisations to find the best fit of hybrid arrangements to stimulate and guarantee the general wellbeing of employees.

Aim
The main aim of this research is to recommend strategies for sustaining employee engagement and wellbeing in the current context of hybrid work

Objectives
- To evaluate the factors influencing employee engagement and wellbeing of employees in the new context of hybrid work
- To analyse the impact of current strategies that global organisations have adopted and their influence on HRD practice
- To recommend sustainable HRD strategies for improved productivity and digital wellbeing in hybrid work

Research Questions
1. What are the factors that influence employee engagement and wellbeing of employees in hybrid work?
2. What are the current strategies that global organisations have adopted and what is their influence on HRD practice?
3. What strategies are recommended to sustain productivity and digital wellbeing in the workplace?

Theoretical base

While progress in the field of HRD has acknowledged the benefits of employee engagement to performance outcomes, researchers such as Guest (2017), Jenkins and Delbridge (2013) are of the opinion that the search for a link between people development and performance has been pursued at the expense of a concern for employee wellbeing. Recent frameworks such as Caring HRM by

Saks (2022) and Sustainable Wellbeing as recommended by Fabio and Cooper (2023) highlight the current gaps in research and need for further investigation.

Methods/Analytical Techniques

This study uses an interpretive qualitative research methodology, undertaking semi-structured interviews with 32 HRD practitioners from global enterprises. Thematic content analysis is then applied to the findings to reveal key themes as strategies for industry.

Conclusions/Implications for HRD practice

There is a need now for organisations to develop a clear and effective strategy to balance employee needs in hybrid work and the requirements of the business and this can be achieved through sustainable HRD practice-effective communication, collaboration and development strategies in the new context of hybrid work. This paper will provide strategies to HRD practitioners to design and implement organization development practices for improved digital wellbeing and employee engagement in hybrid work.

Keywords: Employee Engagement, Digital Wellbeing, Hybrid Work, Sustainable HRD practice

ID:54 - Working Paper - Extracting the components of Psychological Contracts of Hotel employees in Northern Germany

Christian Rebehn, Lynn Nichol & Robin Bell

ABSTRACT

Paper's importance

Hotels around the world have been experiencing dangerous levels of labour shortage and high turnover (Hwang et al. 2014; Ma, Ren and Zhao 2021). These phenomena have been affecting both developed and emerging markets and staff retention is now an action priority for practitioners (dwif consulting 2022; Salama et al. 2022). The shortage of qualified labour has already caused noticeable economic damage in some regions (Müggler, Liechti and Schärrer 2022). In Northern Germany, tourism constitutes a key industry with a wide range of other sectors depending on it (SGVSH 2020); as the region, particularly its rural and remote areas, is facing developmental marginalization (Siedentop and Stroms 2021; Wolf 2016), stabilizing the industry is an important task.

Theoretical base

This research takes the position of Rousseau (1989) that the Psychological Contract is to be defined as a unilateral set of beliefs and expectations. Thus, the current project focuses exclusively on the subjective, intra-personal view on the Psychological Contract and aims to establish an understanding of the nature of Psychological Contracts among hotel employees in the region. The role of the Psychological Contract in employee retention has been recognized and received academic attention in recent years (Holland and Scullion 2021; Shanker Chaubey 2016; Snyman 2022; Tabassum and Ghosh 2023).

Research Purpose and Method

This study seeks answers to the following questions:
- What shared viewpoints exist among frontline hotel employees in Northern Germany about the employer inducements expected in their Psychological Contract?
- Which inducements are equally valued by employees?
- On the importance of which inducements do viewpoints differ?
- What demographic and workplace characteristics are associated with the different viewpoints?

We have adopted Q Methodology to enable us to determine the variety of viewpoints which may exist among different demographics and across the diverse landscape of workplaces. In this working paper we present the set of subjective statements reflecting expectations on employer inducements which may be formed by employees and potentially our initial findings from the Q sort. The statement concourse was accessed by reviewing 141 job postings published on a popular job search portal for hospitality professionals (Hotelcareer. 2023) in September 2023 as well as corporate career websites of hotel companies active in Northern Germany. Analysis revealed a concourse of explicitly and implicitly promised inducements from which 97 initial statements in 20 categories were derived. These were reduced to 49 statements in 13 themes, phrased from a first-person perspective. The statements will be employed in a Q Sort (Watts and Stenner 2012) to determine the relative importance of inducements to employees regarding their job satisfaction.

Conclusions and implications for practice

The overarching purpose of this study is to generate a basis on which practitioners can make informed decisions about strategies and tactics to improve their employees' job satisfaction and increase staff retention. The findings will also provide a basis for further academic engagement with the topic and for improving our understanding of the mechanisms behind the labor shortage in this particular environment and help the search for a sustainable solution.

Keywords: Psychological Contract, Q Methodology, Hotel Industry

ID:56 - "I have found a new love for working". HRD and engagement in later-career to extend working lives

Kate Black, Russell Warhurst & Claire Hedley

ABSTRACT

Importance of the paper

Despite significant digital developments and the robotisation of certain work, the Western world is experiencing significant skills and labour shortages (House of Commons, 2023). Such shortages can be attributed, at least in part, to the disengagement and departure of skilled later-carer workers from the workforce (CBI, 2022). In efforts to stem this loss, age-equalities policies and legal statute have attempted to reduce age discrimination and reverse stereotypes of older-workers. These efforts have included HRD-interventions to upskill later-career employees to prolong their workplace engagement but to also upskill their managers to understand how best to engage later-career employees. However, the efficacy of these interventions is typically limited (Davis, 2023), with later-career employees often taking retirement as soon as possible and diverting their energies elsewhere.

Research purpose
This paper examines the lived experiences of later-career workers with the specific intention of understanding if/how they are engaged by work and how HRD might strengthen their continued engagement.

Research questions
Three guiding questions are discerned:
1. How do later-career employees experience paid-employment?
2. How important for later-career employees is remaining engaged within their career?
3. How can HRD engender the engagement of later-career workers to extend working lives?

Theoretical base

The paper draws upon models of engagement (Saks, 2019; Kwon & Kim, 2020) and models for EWL (Krekula and Vickerstaff, 2017; Kooij et al., 2020) to inform an empirical study involving structured qualitative data generation with 79 participants. This sample comprised participants self-identifying as aged 55+ and in employment, self-employment or undertaking voluntary work.

Analysis and Implications

Initial analysis shows these later-career employees desired to engage with paid-employment for two overarching reasons. First, many feared that work cessation signalled decline and vulnerability while they, second, feared for their cognitive health through "boredom and lack of mental stimulation". However, rather than striving for high performance and productivity, their desire was to give back and make a difference for others, while learning afresh and reinventing themselves through such work. To achieve this rejuvenation, the participants often sought alternative, bridge jobs, whether paid or voluntary. Where their financial situation necessitated that they continued their career job, many yearned to "step back and do something more fulfilling".

These initial findings progress the extant literature that largely proposes accommodative strategies for EWL such as flexible working, to propose strategies that develop these employees' "new love for working". Implications thus lie in encouraging HRD-practitioners to offer those in later-career opportunities to "help to make someone else's day better" within their organisation. Repositioning later-career employees as mentors would enable organisations to not only extend these employees' working lives guarding then from premature ageing and ill-health, but economically, would reduce the leakage of vital skills and labour from organisations.

Conclusions

It should be acknowledged that the HRD necessary to support engagement of later-career workers is different to that of younger employees. It necessitates recognising that their ambitions may no longer lie in personal achievement but in learning new things in new ways and in supporting others to learn.

References

Brown, A.D., 2022. Identities in and around organizations: Towards an identity work perspective. Human Relations, 75(7), pp.1205-1237.

CBI 2022. Labour shortages: How a focus on older workers can help. https://www.cbi.org.uk/articles/labour-shortages-how-a-focus-on-older-workers-can-help/

Davies, R., 2023. British workers increasingly likely to work into their 70s. The Guardian, 30 April, https://www.theguardian.com/society/2023/apr/30/british-workers-work-into-70s-cost-of-living

House of Commons, 2023. Skills and Labour Shortages. https://commonslibrary.parliament.uk/research-briefings/cdp-2023-0001/

Kooij, D.T., Nijssen, H., Bal, P.M. and van der Kruijssen, D.T., 2020. Crafting an interesting job: Stimulating an active role of older workers in enhancing their daily work engagement and job performance. Work, Aging and Retirement, 6(3), pp.165-174.

Krekula, C. and Vickerstaff, S., 2017. Theoretical and conceptual issues in the extending working lives agenda. In Gender, ageing and extended working life (pp. 27-52). Policy Press.

Kwon, K. and Kim, T., 2020. An integrative literature review of employee engagement and innovative behavior: Revisiting the JD-R model. Human Resource Management Review, 30(2), p.100704.

Saks, A. 2019. Antecedents and consequences of employee engagement revisited. Journal of Organizational Effectiveness: People and Performance, 6(1), p.19-38.

Keywords: Engagement, later-career, extending working lives (EWL)

ID:64 - The impact of workplace spirituality on innovative work behavior of employees in public administration: a bibliometric analysis

Subhankar Das, Francesca Di Virgilio & Antonia Puccio

ABSTRACT

The evolution of the contemporary work environment has led to an increasing awareness of the importance of the spiritual climate in influencing employee behaviors. In the context of public administration, where the complexity of challenges requires innovative responses, the relationship between spiritual climate and Innovative Work Behavior (IWB) emerges as a topic of significant interest. By promoting ethical values and interpersonal connections, the spiritual climate acts as an accelerator to encourage and enhance the innovative work behavior of public employees.

The spiritual climate represents the collective perception of employees, providing an environment that facilitates personal harmonization through the meaning attributed to work, the ability to overcome individual limits and balance with the social and natural environment. Organizations grounded in spiritual values offer greater opportunities for personal growth to employees, strengthen interpersonal bonds, and attract and retain human resources. A spiritual work environment enables organizations to achieve much higher productivity compared to those that do not focus on this aspect, thus achieving higher performance.

Spirituality practiced in the workplace not only positively impacts organizational performance but also influences the innovative behavior of employees. Innovative work behavior represents employees' intentional generation, introduction, and application of innovations at work within a group or organization to contribute to performance. A spiritually enriched work environment stimulates the innovation and creativity of employees, positively impacting their innovative behavior. It generates organizational awareness, leading to creativity and innovation, deepens individual awareness, amplifies intuitive capacity to enhance innovation, and simultaneously increases a sense of duty and engagement to the organization.

To promote IWB in the public sector, it is imperative to redefine organizational culture through spiritual leadership, the result of beliefs, attitudes, and actions that naturally inspire and engage employees. Spiritual leadership enhances motivation, builds loyalty, and generates creative potential. The lack of spiritual leadership negatively impacts performance and organizational expectations, influencing the organizational climate.

Establishing a spiritual climate requires that employees are understood and valued, creating a sense of affection and belonging. Stimulating satisfaction, happiness, and joy among workers fosters higher motivation in task execution, increases the ability to tackle more challenging tasks, and makes workers more inclined to embrace innovation. Inevitably, this leads to a reduction in work stress.

In this scenario, the study will be conducted through a bibliometric analysis of literature focused on qualitative and quantitative approaches in the context of public administration, utilizing recognized academic databases to identify relevant studies. This approach will provide a comprehensive overview of current research trends and gaps, informing further developments in the field. This paper will present a future research agenda with the potential to generate new knowledge sharing in the field of public administration.

Keywords: innovative work behavior, workplace spirituality, engagement, public organizations, bibliometric analysis

ID:70 - The Impact of COVID-19 on Organisational Culture in UK Higher Education Institutions: A Systematic Literature Review

Ruby Christine Mathew, Philip Coombes, Steven Cock, Susie Walsh, Alan Johnston & Lynsey Walker-Smith

ABSTRACT

Purpose

There is growing concern internationally over the changing nature of work or the 'new normal' resulting from the COVID-19 global health crisis (Vyas, 2022). CIPD (2023) in their future workplace trends note that COVID-19 has been a major disrupter and a key workforce change accelerator resulting in changes to how work is likely to be perceived in the coming decade. Studies argue that changing workplace norms have resulted in increased job insecurity among workers, job intensification, increased use of technology and an associated requirement for skills development and changing boundaries of work and home (Hite and Macdonald, 2020; Watermeyer et al., 2021). In the context of academic organisations, studies further argue that Higher education institutions have now moved from the 'panic-gogy' stage of COVID-19 and are at the transformation stage where distance working and other flexible approaches to learning and delivery have become more commonplace (Dean & Campbell, 2020).

Recently, Cornelius-Bell and Bell (2021) have argued that academic work has turned out to be a 'precariat' for academics who struggle to find job security, are denied a stable future, and are required to hold educational qualifications that are greater than labour market expectations. Furthermore, they argue that a profit-driven approach has resulted in the 'zombification' of universities where academics must compete for the highest rated publications and teaching evaluation results. Studies recommend future research to investigate the 'pulse of universities' to better understand the transformation of the higher education workplace in challenging times (Watermeyer et al., 2021). In this context, it becomes imperative to update post-COVID-19 knowledge on organisational cultures within UK universities to support higher education policy development and enhance workplace practices to support UK academics.

We argue that more can however also be learned from a complementary systematic review of the entire body of work discussing the impact of COVID-19 on organisational culture in UK Higher Education Institutions. Therefore, the purpose of this research is to synthesise existing studies on the impact of COVID-19 on the organisational culture of UK higher education institutions into relevant topics and provide a road map for academic researchers and practitioners to further investigate such issues. This review seeks to understand current research undertaken on such topics and to synthesise research findings systematically to provide a more comprehensive understanding of post-COVID-19 workplace culture in UK higher education institutions.

Methodology

To present our analysis, a search using Clarivate Analytics Web of Science (WoS) was undertaken for the period between 2020 and 2023 inclusive. Following some experimentation with search strings, the final search was undertaken using the search string 'culture*' AND 'universit*' AND 'COVID-19' OR 'Covid-19' in the TOPIC of the publication. By selecting the TOPIC, WoS searches the document titles, abstracts, and keywords. This search revealed 147 journal articles in the WoS categories of Business, Business Finance, Education Educational Research, Education Scientific Disciplines,

Education Special, and Management, between 2021 and 2023. The 3-Rs Protocol of retrieve, review and report was implemented to underpin the study (Coombes, 2023).

Findings

The initial findings from our dataset indicate the formative nature of research investigating the impact of COVID-19 on the organisational culture in Higher Education Institutions. As part of our analysis, we deepen and identify the co-occurrence of all keywords analysis between 2021 and 2023. We undertake a bibliometric analysis of keywords, nodes, visualisations, labels, and co-citation links, including the use of techniques such as keyword maps. In our co-occurrence of Keywords map, four clusters have been identified. In Cluster 1, the keywords with the highest total link strength are diversity, equity, higher education, impact, management, perceptions, and performance. In Cluster 2, the keywords are digital transformation, higher education, knowledge, online learning, technology, and university. In Cluster 3, the keywords are covid-19 pandemic, culture, education, satisfaction, students, and teachers. Finally, in Cluster 4, the keywords are Covid-19, e-learning, and pandemic. However, following a manual screening of this dataset, only five articles in our sample presented research in the context of the United Kingdom (see Blell et al., 2023; Kotera et al., 2020; Watermeyer et al., 2021; Yang, 2022). This lacuna hence providing opportunities for further research.

Relevance/contribution

The paper contributes to organisational culture and HRD literature by presenting a brief longitudinal bibliometric analysis and, based on the analysis, discussing where assimilation has taken place in the literature hitherto for organisational behaviour scholarship to identify potential research directions going forward. This provides an insight for developing HRD interventions and strategies for the post-Covid workplace.

Reference list

Blell, M., Liu, S. J. S., & Verma, A. (2023). Working in unprecedented times: Intersectionality and women of color in UK higher education in and beyond the pandemic. Gender, Work & Organization, 30(2), 353-372.

CIPD (2023). People Profession 2023: International Survey Report [online]. Available at: https://www.cipd.org/uk/knowledge/reports/people-profession-survey-2023/

Coombes, P. (2023). Systematic Review Research in Marketing Scholarship: Optimizing Rigor. International Journal of Market Research. DOI: https://doi.org/10.1177/14707853231184729

Cornelius-Bell, A. and Bell, P.A., (2021). The academic precariat post-COVID-19. Fast Capitalism, 18(1). Available at: https://fastcapitalism.journal.library.uta.edu/index.php/fastcapitalism/article/view/404

Dean, B.A. and Campbell, M., (2020). Reshaping work-integrated learning in a post-COVID-19 world of work. International Journal of Work-Integrated Learning, 21(4), 355-364.

Hite, L.M. and McDonald, K.S., (2020). Careers after COVID-19: Challenges and changes. Human Resource Development International, 23(4), 427-437.

Kotera, Y., Green, P., Rhodes, C., Williams, A., Chircop, J., Spink, R., Rawso, R. & Okere, U. (2020). Dealing with isolation using online morning huddles for university lecturers during physical

distancing by COVID-19: Field notes. International Review of Research in Open and Distributed Learning, 21(4), 238-244.

Watermeyer, R., Crick, T., Knight, C. and Goodall, J., (2021). COVID-19 and digital disruption in UK universities: Afflictions and affordances of emergency online migration. Higher Education, 81, 623-641.

Vyas, L., (2022). "New normal" at work in a post-COVID world: work–life balance and labor markets. Policy and Society, 41(1), 155-167.

Yang, H. (2022). Team-based learning to improve diversity and inclusion of environmental engineering students: a mixed methods case study. International Journal of Engineering Education, 38(3), 684-694.

Keywords: Organisational Culture; Higher Education; Pandemic

ID:72 – 'Fair Work' HR as a Route to Employee Work Engagement

Colin Lindsay, Patricia Findlay & Johanna McQuarrie

ABSTRACT

There is evidence that improving work engagement can have benefits for organisational performance and employee wellbeing (CIPD, 2021; Saks and Gruman, 2021). Much of the extant research on antecedents of work engagement adopts the Job Demands Resources (JDR) model to identify elements of job design that might enhance engagement among employees (Lesener et al., 2020). There has been less emphasis on how job resources at the individual level combine with broader, formal HR and employment practices to foster conditions for improved work engagement. This working paper deploys mixed methods to explore the relationship between job demands and resources, a range of other progressive HR practices (which we term 'Fair Work' HR investments), and outcomes for employees in terms of work engagement and reduced burnout risk.

THEORETICAL BASE

A substantial evidence base has sought to identify facilitators of 'work engagement' – 'a positive, fulfilling, affective-motivational state of work-related wellbeing' (Bakker and Leitner, 2010) – given that there is evidence that higher levels of work engagement may be associated with positive outcomes for both organisations (for example, reduced absenteeism and staff turnover and improved productivity) and employees (for example, reduced burnout risk and better long-term wellbeing). There is evidence that suggests that the interaction of job demands and job resources (such as peer and line manager support; autonomy; and access to effective feedback) is important to understanding variance in employees' reported work engagement (Xanthopoulou and Bakker, 2021). However, despite the clear importance of this JDR-informed research, fewer studies have sought to factor in a broader range of 'progressive' HR practices as potential drivers of difference in levels of work engagement. This is despite the prioritisation of 'Decent Work' or 'Fair Work' (and the workplace and HR practices that might deliver it) by some policymakers, for example in the devolved governments of the UK (Fair Work Wales, 2019; Scottish Government, 2022). This working paper builds from the definition of 'Fair Work' adopted by Scotland's independent Fair Work Convention (2016) – 'work that offers all individuals an effective voice, opportunity, security, fulfilment and respect' – to operationalise Fair Work HR practices; and to explore how the presence of these practices, job demands and resources, and other workplace factors contribute to differences in work engagement among employees.

RESEARCH PURPOSE

This working paper seeks to explore the potential importance of Fair Work HR practices and a range of other workplace practices and organisational factors in providing the context for work engagement. To address these issues, we first present a preliminary, high-level analysis of survey responses from 3,665 employees across 30 UK organisations in six key sectors. We then present good practice case study evidence from three organisations in the engineering, hospitality and non-profit sectors (including 15 in-depth interviews with senior managers). We find that – controlling for a range of organisational, sectoral and individual-level factors – the presence of what we term Fair Work HR practices is a key driver of work engagement in many cases (with other job resources such as levels of autonomy also significant). Work engagement is inversely related to self-reported burnout among employees. Our case studies identify drivers of Fair Work HR investments across sectors associated with: the need to retain staff; a renewed emphasis on employee wellbeing informed by experiences during the Covid-19 crisis; and business models that (despite the diverse sectoral coverage of our case studies) depended on engaged employees delivering high quality,

personalised services. We also discuss limits to Fair Work HR investments such as resource constraints and variable line manager capabilities.

RESEARCH QUESTION/S

Our research questions include: How important are Fair Work HR practices in promoting work engagement? What forms do Fair Work HR practices take and what does 'good practice' look like within and across organisations? What organisational and team-level challenges generate barriers to Fair Work?

IMPLICATIONS FOR HRD PRACTICE

The research highlights the potential value of a range of different Fair Work HR practices – as well as investments in job resources – as a route to enhanced work engagement among employees. The research also considers the potentially important role of HRD interventions that support managers at all levels to promote Fair Work and employee engagement.

CONCLUSIONS

Our conclusions focus on the need for further research and practice-sharing on the scope for – and barriers to – Fair Work HR practices across different organisational contexts, as well further research on organisational and team-level barriers to and facilitators of the adoption of such practices.

Keywords: employee engagement; work engagement; job quality; fair work

ID:89 - Equity Leadership and Employee Engagement: A Qualitative Study

Matthew Hurtienne, Laura Hurtienne & Jessica Knierim

ABSTRACT

Paper's Importance

Various leadership theories have been looked at, researched, and analyzed in the field of social science. Many of these theories have been developed with the goal to benefit organizational cultures and outcomes (Hurtienne and Hurtienne, 2023). These leadership theories have direct implications to employee engagement and likely employee retention (Hurtienne et al. 2021). Human Resource Development plays an integral role in researching the intersection of leadership theories and employee engagement, as "HRD recognizes that no organization can reach its full potential if its own employees are not fully engaged and productive" (Hurtienne, p. 96). According to Brad Shuck (2020), the human resource development community that engages employees will "work harder, are more creative, and outperform their colleagues…experience life with less stress, report higher levels of wellbeing, are less frequently burned out, and have a higher life satisfaction score than other employees who report lower levels of engagement" (p. 59).
In professional organizations, it is not uncommon to see seventy-six percent of employees looking for other job opportunities if they do not feel valued by their organization and leaders (Remedy, 2021). A closer look reveals that only one in four employees feel they are connected to the culture of the organization and only one in every three employees feel they belong at that their organization (Gallup, 2022). Seventy-six percent of employees look for other job opportunities if they do not feel valued at work (Remedy, 2021). Apollo Technical (2022) notes that a third of all new employees will leave their jobs within six months. There is also an average of four million employees quit their jobs in 2022, with ten to twenty-two million job openings per month (U.S. Bureau of Labor Statistics, 2022).

Considering organizational statistics, it is not surprising that only that only 23 percent of the global workforce is effectively engaged at work and 31 percent of the workforce in North America (Gallup, 2023). Additionally, organizations that report low engagement are more likely to see higher levels of turnover, at rates up to 18% to 43% more than organizations with highly engaged employees (Gallup, 2021). Organizations should also note that each employee that resigns can cost the organization one-half to two times the employee's annual salary (Gallup, 2019). Collectively, these intricacies of employee engagement highlight the importance of organizations considering all variables that impact employee engagement, performance, and retention, especially when identifying the cost factors associated with employee retention.

Highly engaged employees demonstrate innovative behavior, better performance results, and a greater intent to stay with the organization (Gull et al., 2020; Schaufeli & Bakker, 2004). Employees who are engaged, supported, and find meaning in their work can impact organizational productivity and success (Hurtienne et al., 2021; Ramlall, 2008). Direct leaders can have a strong effect on employee engagement (Hurtienne et al., 2021); therefore, it is vital to understand how leadership approaches can influence employees. There are many different types of leadership styles that have been published. Not all theories have been published with same level of academic rigor or the ability to better understand the impact leadership models have a on employee engagement. This paper will closely look through a constructive qualitative research lens at how the framework of equity leadership (Hurtienne and Hurtienne, 2023; Hurtiene et al. 2023) impacts employee engagement.

Theoretical Base

Social exchange theory is often used to understand EE better, as it infers that "obligations are generated through a series of interactions between parties who are in a state of reciprocal interdependence" (Saks and Rotman, 2006 p. 603). Often, social exchange theory is seen as a guiding framework to better understand workplace behavior and decision-making (Cropanzano and Mitchell, 2005). In addition, social exchange theory understands that "relationships evolve over time into trusting, loyal, and mutual commitment" (p. 875). Through social exchange theory, an employee's engagement sets the stage for a cyclical reciprocation of positivity from the employer (Hurtienne et al., 2021, p. 141).

Social Exchange Theory helps to provide a lens to examine working individuals and the expectations employees have of their direct supervisor and other organizational leaders. This theory also speaks to the importance of organizations providing resources such as, salary, employee appreciation, trust, etc. (Fuller et al., 2006; Blau, 1964). At the core, the fundamental principles of Social Exchange help to explain that humans, both leaders and employees, in work environments will choose appropriate behavioral responses that will meet their own self-interests. In summary, Social Exchange Theory aids in understating how professional work relationships continues to move forward or come to an end; the measurement is based on a subject cost-benefit analysis between two individuals (Hurtienne et al., 2023).

Equity leadership is a theory that focuses on the reciprocal interactions of social exchange theory as well as the ERG theory of motivation (Hurtienne and Hurtienne, 2023). Equity Leadership seeks to identify individual employee's personal and professional resource, relationship, and opportunity needs in an effort to support and encourage employees to research their fullest potential in the workforce (Hurtienne and Hurtienne, 2023, Hurtienne et al., 2023). The theoretical framework of Equity Leadership was originally published in the European Journal Training and Development (Huritenne and Hurtienne, 2023). Subsequently, a quantitative research design regarding the relationships between equity leadership and employee engagement was published and presented at the 2023 University Forum of Human Resource Development (Hurtienne et al., 2023).

Research Purpose

Even though equity leadership has been shown to have a positive relationship to employee engagement (Hurtienne et al, 2023) there has not been any formal qualitative study that researched at the deep and rich connections between equity leadership and employee engagement. The purpose of this study is to further study the effect of equity leadership on employee engagement in a professional business setting through a qualitative lens.

Research Question/s

The guiding research question for this constructive qualitative study is: How does the framework of Equity Leadership impact employee engagement?

Implications for HRD Practice

The academic and practical fields of HRD look for ways to unleash expertise and improve performance. The field is reminded that employees who feel connected and part of the organization are more likely to have higher employee engagement, increased retention, and perform better (Burke 2018, Swanson and Holton 2009, Hurtienne et al. 2021). Even though Equity Leadership has shown a positive relationship to employee engagement (Hurtienne et al. 2023), further research is needed to better understand this relationship by uncovering deep and rich themes. The findings of

this research can be applied to leadership training to help develop and "unleash" leadership traits that can improve employee engagement.

Conclusions

What individual employees bring to an organization is central to organizational success; however, each employee has the choice to decide how engaged they will be with their current employee. According to Saks and Rotman (2006), "individuals who are more engaged are likely to be in more trusting and high-quality relationships with their employer and will, therefore, be more likely to report more positive attitudes and intentions toward the organization" (p. 603). If an organization wants to hire, engage, and retain talented employees, a focus must be placed on building a great organizational culture (Knierm et al, 2023), and recruiting and developing leaders is a good starting point. A previous study showed that leaders can turn to the core concepts of equity leadership to learn about employee's individual relationships, resources, and opportunity needs as a means of improving employee engagement (Hurtienne et al, 2023). Organizations should continue to look for ways to understand factors that lead to increased EE (Huritenne et at. 2021). This study takes aim at equity leadership to help further understand how the leadership style impacts employee engagement.

Reference

Blau, P. M. (1964). Exchange and power in social life. New York: John Wiley & Sons.

Burke, W. W. (2018). Organizational change: Theory and practice (5th ed.). Thousand Oaks, CA: Sage Publications.

Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. Journal of management, 31(6), 874-900.

Fuller, J. B., Hester, K., Barnett, T., Frey, L., & Relyea, C. (2006) Perceived organizational support and perceived external prestige: Predicting organizational attachment for university faculty, staff, and administrators. The Journal of Social Psychology 327(21).

Gallop. (2021, July 29). U.S. employee engagement data hold steady in first half of 2021. https://www.gallup.com/workplace/352949/employee-engagement-holds-steady-first-half-2021.aspx

Gallup (2021). State of the global workforce 2021. Available at https://canvas.umn.edu/courses/272754/files/23059519?verifier=g20qYLFU7vqupDal8edjlrgPF1Bwp ZOUZNjzecBo&wrap=1

Gallup (2022). Unleashing the human element at work: Transforming workplaces through recognition.
Available at https://bit.ly/3VQTz3Y.

Gallup (2023). State of the global workforce 2023. Available at https://www.gallup.com/workplace/349484/state-of-the-global-workplace.aspx

Gull, I. A., Khan, A., & Sheikh, A. M. (2020). Employee engagement-performance relationship through innovative work behavior and intention to stay. International Journal of Information, Business and Management, 12(4), 79–87.

Hurtienne, L. & Hurtienne, M. (2023). An introduction to equity leadership: Meeting individual employee needs across organizations. European Journal of Training and Development, https://doi.org/10.1108/EJTD-01-2023-0010.

Hurtienne, M. (2021). Framing your future through employee engagement. In Ramlall, S., Cross, T., & Love, M. (Eds.). Future of Work and Education: Implications for Curriculum Delivery and Work Design. Hershey, PA: IGI Global.

Hurtienne, M., Hurtienne, L., & Kempen, M. (2021). Employee engagement: Emerging insight of the millennial manufacturing workforce. Human Resource Development Quarterly, 33 (2), 137-156. https://doi.org/10.1002/hrdq.21453

Knierim, J., Hurtienne, M., Hurtienne, L., Ramlall, S. (2023). Positive organizational behavior: Connections to employee engagement. Peer-reviewed paper presented at the University Forum for Human Resource Development – 2023, Dublin, Ireland.

Ramlall, S. J. (2008). Enhancing employee performance through positive organizational behavior. Journal of Applied Social Psychology, 38(6), 1580–1600.

Saks, A. M., & Rotman, J. (2006). Antecedents and consequences of employee engagement. Journal of Managerial Psychology, 21, 600–619. https://doi.org/10.1108/JOEPP-06-2018-0034

Schaufeli, W.B., & Bakker, A.B. (2004). Job demands, job resources and their relationship with burnout and engagement: A multi-sample study. Journal of Organizational Behavior, 25, 293–315.

Shuck, B. (2020b) Employee engagement: State of the art in business research: Routledge. Swanson, R.A., and Holton E.F. III (2009). Foundation of Human Resource Development (2nd ed.). Berrett-Koehler Publishers.

Keywords: Employee Engagement, Equity Leadership

ID:93 - The Relationship between Coworker's Impression Management and Workplace Deviant Behavior: The Mediation Effect of Malicious Envy and Moderated Mediation Effect of Leader Political Skill

Seokyoung Oh, Jeein Kim & Ji Hoon Song

ABSTRACT

1. Paper's importance

Employees implement political actions such as impression management to impress their supervisors in order to advance their interests and influence in the organization. Subordinates create a good impression among their superiors by appearing to be high performers and engaging in organizational citizenship behavior (OCB). When an employee acquires a good image in their supervisor's perception through impression management and receives rewards such as promotion and wage increase, other employees may experience negative emotions such as relative deprivation and envy. The supervisor plays an important role in alleviating behaviors resulting from members' negative emotions.

The supervisor should evaluate employees' performance fairly and provide the same opportunities to employees who do not actively engage in impression management so that all employees perceive fairness in the organization. This study shows the importance of using leaders' political skills to create an atmosphere that encourages the maintenance of and cooperation with an organization's ethical climate by alleviating the malicious envy caused by employees who manage impressions for personal benefit, thus leading to deviant behavior.

2. Theoretical base

Social comparison between employees occurs frequently within organizations. When an employee with a high level of impression management receives positive rewards, other employees may perceive the situation as unfair. According to the relative deprivation theory, when individuals perceive that they are unfairly disadvantaged through social comparisons, the resulting negative emotions lead to negative behaviors such as deviant behavior in the workplace.
Supervisors with strong political skills have excellent networking abilities, form good relationships with subordinates, and have substantial social capital. According to the trait activation theory, an individual's personality traits are activated differently depending on the situational context. Therefore, supervisors can use their political skills to moderate negative behaviors by communicating with employees and providing social capital to those employees who feel malicious envy.

3. Research purpose

This study examines the impact of malicious envy on the relationship between peer impression management and workplace deviant behavior. In particular, the authors aim to investigate the role of leaders' political skills in this relationship to provide a basis for interventions addressing workplace deviant behavior.

4. Research questions

RQ1) What is the relationship between peer impression management and workplace deviant behavior?

RQ2) Does malicious envy mediate the relationship between impression management and workplace deviant behavior?

RQ3) Do leaders' political skills moderate the mediating effect of malicious envy in the relationship between peer impression management and workplace deviant behavior?

5. Implications for HRD practice

Firstly, it is crucial to underscore the significance of the organization and superiors in enabling employees' impression management to foster OCB.

Secondly, organizational resources should be distributed fairly so that employees can perceive the fairness of the organization.

Lastly, organizations should implement managerial development and leadership training programs to enhance leadership skills and foster effective management.

6. Conclusion

This research contributes to understanding and mitigating workplace deviance by examining internal and external factors. It underscores the significance of supervisorial political skills in managing negative emotions and behaviors within the organization.

Keywords: Impression management, envy, deviant behavior, political skill, relative deprivation, organizational justice

ID:96 - The Latent Profile Analysis on Career Plateau of Employees

Kyo-Min Nam, Eun-Sil Park, Yun-Jeong Ro & Ji-Hoon Song

ABSTRACT

1. Paper's importance
As the concept of a lifetime job has disappeared, concepts of borderless careers and protean career attitudes are emerging within the organization, away from traditional career concepts that are vertical and hierarchical. In accordance with this rapidly changing work environment, individual leading career management and development are becoming important. Interest and effort in a career at the individual level are important. However, interest and support at the organizational level for the career development of members, who are used as human resources, are also important. However, during career development, individuals experience career plateau due to pyramid-type organizational structure and intense competition, which is becoming an inevitable phenomenon.

A career plateau is defined as a state in which the possibility of promotion to a higher position is limited or there is a lack of opportunity to demonstrate competence in the current job. A career plateau was a limited concept of being stuck in a particular state due to the structurally low possibility of promotion. However, the term was expanded to include a state in which the meaning and interest in the job decreased due to limited opportunities for challenge in the job.
This structural and content plateau is both a problem at the individual level and a problem that the organization must fix. Members experience career stagnation as career development opportunities decrease depending on structural problems and personal characteristics within the organization. Feldman and Weitz (1988) classified the causes of career plateau into individual, job, and organizational-level variables. At the individual level, individual skills and abilities, values or low growth needs, age, and years of service were classified as the causes. At the organizational level, lack of external compensation, stress, and deterioration of organizational growth were classified as the causes.

Career plateau is generally associated with negative consequences, such as an increase in job turnover intention, and is a factor that negatively affects both individuals and organizations, which can be a problem for the organization's personnel management. Therefore, it is necessary to explore in-depth aspects of each type of career plateau experienced by members of the organization due to personal, job, and organizational characteristics and to examine the effect of career plateau on outcome factors. Although career plateau can be perceived in various ways within an individual due to contextual factors, previous studies have focused on exploring related variables using regression analysis rather than focusing on career plateau characteristics and types. Potential profile analysis is a person-centered approach that analyzes individual response patterns to derive subtypes. Therefore, it is possible to explore factors that affect career plateau and to identify differences in career satisfaction and job satisfaction levels by potential profile based on the results of categorizing career plateau. This will enable us not only to find variables that affect career plateau but also to seek strategies and provide implications for career plateau. In particular, examining the cause and effect factors of career stagnation will not only develop an individual's long-term career and plan it through human resource management but also contribute to securing the organization's competitiveness and sustainable growth.

2. Theoretical base
The theoretical foundation of this study involves a detailed review of relevant antecedents contributing to the phenomenon of career plateau experienced by organizational members. Additionally, a comprehensive examination of the impact of career plateau on individual job

satisfaction and career satisfaction within the organizational context is intended. This research adopts a typological approach to explain career plateau. Feldman and Weitz (1986) proposed six antecedents contributing to career plateau, highlighting the complex interplay of factors such as lack of promotion opportunities, insufficient rewards, individual characteristics, and job-related stress. The comprehensive nature of the approach to career plateau aligns with the context and objectives of this study. By presenting practical solutions at both individual and organizational levels for each type of career plateau, this paper aims to contribute a foundational basis for realistic problem-solving.

3. Research purpose

The primary objective of this study is to explore the latent profiles of career plateau types among organizational members and examine the distinctive characteristics associated with each type. Furthermore, the study aims to investigate the relationships between relevant variables in the career development process and the resolution of career plateau.

4. Research questions

RQ1: How many latent profiles can be identified based on career plateau among organizational members, and what are the distinctive characteristics of each latent profile?
RQ2: Among individual, organizational, and career factors, which factors significantly influence the classification of latent profiles in career plateau?
RQ3: How do job satisfaction and career satisfaction differ based on latent profiles of career plateau?

5. Implications for HRD practice

First, it will be necessary to prepare an improvement in organizational support awareness by creating an open organizational culture, personnel strategy, and career development system that can be presented at the organizational level. Second, it is necessary to provide members with a sense of psychological well-being through various job participation (TF) opportunities that can positively affect members individually. Lastly, it is necessary to provide career development opportunities for members through various programs such as professional improvement education according to the type of career plateau and leadership education by age/year.

6. Conclusions

In the career stage, it is important to understand the types of career plateaus of organizational members because career plateau not only has a negative impact on job satisfaction and individual life satisfaction but also act as a hindrance to organizational performance. The career plateau profile identified based on personal factors, organizational factors, and career factors is predicted to differ in career satisfaction and job satisfaction. This study differs from previous studies in that it explored potential profiles according to career plateau and personal characteristic factors in relation to job satisfaction and career satisfaction. In addition, it is expected to provide implications for establishing customized career development for each job type, human resource development, education and training, and personnel systems at the organizational level.

Keywords: Career Plateau, Latent Profile Analysis, job satisfaction

ID:101- Investigating the Relationships among Abusive Supervision, Subordinates' Emotional Exhaustion, Work Engagement, and Cyberloafing

Chung-Kai Huang, Chun-Yu Lin, Chia-Wen Chang & Wei-Yuan Lo

ABSTRACT

Research Background

With the rapid advancement of internet technology, its unrestricted use becomes an integral part of daily life and work. However, the convenience of internet access, while promoting workplace flexibility, presents a challenge in the form of cyberloafing. Cyberloafing, defined as non-work-related online activities during working hours, poses significant financial and security risks, estimated at around $85 billion in annual losses. Effective leadership is essential for shaping a positive social image within organizations, where supervisors' communication significantly influences subordinates' job performance (Chen, Tsui, & Farh, 2002). Leadership styles play a critical role in impacting organizational goals (Bass, 1990), influencing employee behavior, attitudes, and overall effectiveness (Steers & Black, 1994; Wagner & Hollenbeck, 2005). In a competitive external environment with pressures like heavy workloads, managers may experience frustration, leading to abusive supervisory behavior (Zellars, Tepper, & Duffy, 2002). Negative leadership incurs organizational costs (Isen, 1987, 1999), while positive leadership contributes positively (Podsakoff et al., 1990; Hirt et al., 1997). Abusive supervision results in negative emotions and withdrawal behaviors such as lateness and poor work attitudes, including cyberloafing. Workplace internet deviance (WID) is a prevalent issue impacting organizational operations. Managers seek to control cyberloafing as deviant behavior, while employees view it as a means of rest and motivation recovery. Diverse perspectives exist on the impact of cyberloafing.

Severe abusive supervision causes talent loss and negative organizational impacts, leading to subordinates displaying adverse actions and emotions, reducing positive behaviors (He, Cai, 2018). This results in negative work attitudes and decreased engagement (Harter, Schmidt, & Hayes, 2002; Schaufeli, Taris, & Van, 2008). High work engagement prompts dedicated efforts, while low engagement leads to detrimental behaviors. Positive leadership fosters positive behaviors in supervisor-subordinate interactions, according to reciprocal social exchange theory (Liden, & Maslyn, 1998).

Problem Statement

This study investigated whether conclusions drawn from existing literature are applicable to the military context, filling the gap in research as follows:

1. Abusive supervision has a negative impact on subordinates.
In organizational hierarchies, abusive supervision can emerge, causing negative repercussions for subordinates such as absenteeism and emotional distress. Despite the military's shift towards humane leadership, instances of abusive supervision persist due to task urgency. Severe cases negatively affect talent retention and work attitudes. Research highlights emotional instability and withdrawal behaviors among abused subordinates. The introduction of smartphones has led to cyberloafing during military work hours. This study addresses the gaps in research on military impacts and explores the relationships between abusive supervision, emotional exhaustion, work engagement, and cyberloafing within military organizations.

2. The Importance of Grit for Military Personnel

Positive psychology explores grit, a concept introduced by Professor Duckworth and her team at the University of Pennsylvania. Their U.S. military studies reveal that grit reduces negative emotions and enhances adaptability (Duckworth et al., 2007; Duckworth & Quinn, 2009; Duckworth et al., 2011). Xiong and Yu's (2023) study on Taiwanese military academy students shows higher grit correlates with better adaptability and emotional well-being. Thus, This study focused on voluntary military officers in Taiwan, examining whether grit moderates the negative impact of abusive supervision on subordinates' feelings and work behaviors, contributing valuable insights.

Research purpose

This study conducted a quantitative study in the Taiwanese military context. We explored the impact of abusive supervision on subordinates' emotional exhaustion, work engagement, and cyberloafing. We also examined whether grit moderates the relationships among abusive supervision and emotional exhaustion. Anticipating that data analysis can validate interrelationships, this research contributes to HRD academia and practice.

Hypotheses

H1: Abusive supervision is positively associated with subordinates' emotional exhaustion.
H2: Subordinates' emotional exhaustion is negatively associated with their work engagement.
H3: Subordinates' emotional exhaustion is positively associated with their cyberloafing.
H4: Abusive supervision is negatively associated with subordinates' work engagement.
H5: Abusive supervision is positively associated with subordinates' cyberloafing.
H6: Emotional exhaustion mediates the relationship between abusive supervision and work engagement.
H7: Emotional exhaustion mediates the relationship between abusive supervision and cyberloafing.
H8: Grit moderates the positive relationship between abusive supervision and emotional exhaustion.
H9: Grit moderates the mediating effect of emotional exhaustion on the relationship between abusive supervision and work engagement.
H10: Grit moderates the mediating effect of emotional exhaustion on the relationship between abusive supervision and cyberloafing.

Theoretical foundation

Based on Resource Conservation Theory and Affective Events Theory, this study examined previous literature on abusive supervision, emotional exhaustion, work engagement, cyberloafing, and grit. Drawing from existing literature, it is posited that subordinates experiencing abusive supervision may lead to emotional exhaustion, subsequently reducing work engagement and engaging in cyberloafing. Furthermore, this study explored the moderating role of grit in the relationship between abusive supervision and emotional exhaustion.

Methodology

This research framework consists of five constructs including abusive supervision and emotional exhaustion, work engagement, cyberloafing, and grit. All responses were assessed on a 7-point Likert-type scale (1 = strongly disagree to 7 = strongly agree).
The abusive supervision scale established by Tepper (2000) was designed to measure the extent to which employees perceive their supervisors engaging in abusive behaviors. The emotional exhaustion scale, initially part of Maslach Burnout Inventory (MBI), has 5 items. Leiter and Schaufeli later adapted it into MBI-GS (1996), a reliable and valid tool with three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. The Utrecht Work

Engagement Scale, developed by Schaufeli and Bakker (2002), comprises three dimensions: vigor, dedication, and absorption. It exists in two versions, the long form (17 items) and the short form (9 items), validated across various cultural and occupational contexts with good structural validity. This study utilized the short form, consisting of 3 items per dimension, totaling 9 questions. The scale revised by Blanchard and Henle (2008) is employed, adapted from the questionnaire developed by Lim and Chen (2002). The scale assesses two dimensions: minor (9 items) and severe non-work-related internet use (8 items). This study employs Duckworth et al.,'s (2007) Grit scale, reduced to 8 items by Quinn (2009). Assessing perseverance and passion, the modified version minimizes participant fatigue with 4 positive and 4 negatively phrased items. The Cronbach's α for the reliability of use and acceptance of abusive supervision, emotional exhaustion, work engagement, cyberloafing and grit are .91, .87, .93,.87 and .81.

The data was conducted during one month (August 2023) in Taiwan. Even though 510 online surveys were answered, the missing data sections, unavailable and wrong key-in data were taken out. In the end a total of 409 samples of online surveys were used for data analysis, giving a responding rate of 80.1%.

Implications for HRD practice

This study can have several implications for HRD practice. First, the results suggest that the promoting correct perspectives among educational supervisors can reduce the occurrence of abusive supervision, and reducing cyberloafing behavior can mitigate usage risks.
Insufficient leadership training for frontline supervisors necessitates practical education like communication and leadership workshops. This integration reduces inappropriate supervision instances, a common workplace problem with underestimated psychological impacts on subordinates. Organizations should prioritize managerial behavior to minimize costs.
In this study defines work-related internet leisure, cyberloafing. Inappropriate supervision or high emotional exhaustion increases such behavior, seen as a means to relax. Widespread smartphone use risks leaking confidential data and harming the military's image through sharing personal and work-related information on social media.

Significance/contribution to the HRD field

As sustainability gains more attention, ESG (Environmental, Social, and Governance) emerges as a vital indicator for organizations' sustainable development. Operating at the organizational level, ESG influences ethical practices, social responsibilities, and employee engagement. Proactive ESG practices establish a robust corporate value system, elevate reputation, and attract top talent. Employee engagement, crucial for sustainable human capital development, is emphasized in corporate ESG evaluations. Despite offering more meaningful work, recent trends show a decline in employee engagement, prompting the need for effective human resource development (HRD). Talent management is pivotal in this competitive era, recognizing employees as the most valuable asset. In Taiwan, corporate sustainability involves an effective talent development system. Addressing high-tech warfare trends, the Ministry of National Defense's professionalization policy focuses on recruiting and training skilled, long-term volunteers, recognizing talent as crucial for national military competitiveness (Defense Reports, 2021, 2023).
In brief, three points can contribute to the HRD field. First, we examined a research framework of how abusive supervision influence subordinates' work attitudes and behaviors through emotional exhaustion. Second, this study provides grit research on military aspect to HRD field in Taiwan context. Third, future studies are encouraged to expand similar concepts and theories in other workplaces or research contexts.

Keywords: Abusive Supervision, Emotional Exhaustion, Work Engagement, Cyberloafing

ID:103 - The role of workplace spirituality as a mediator on the influence of the Big Five personality traits on work engagement

Vivat Haetrakul & Pawinee Petchsawang

ABSTRACT

It is important to recognize the challenges employees and business leaders encounter as a result of volatile, uncertain, complex, and ambiguous business environments (McKibbin & Fernando, 2020). The persistent issues are still developing and affecting the organization. Researchers and business professionals continue to prioritize work engagement as a means of enhancing employee performance, well-being, and organizational effectiveness in the face of adversity (Mazzetti et al., 2021).

According to Kahn (1990), workers are engaged at work when they believe their jobs have a purpose, that their employability is secure, and that they have enough resources at their disposal to complete their tasks. Employees who are engaged at work exhibit high levels of vigor, commitment, and excitement for their jobs. They have a sense of challenge and meaning in their job, are engrossed in and engaged in the tasks at hand, and are feeling fulfilled and satisfied (Mazzetti et al., 2021). Furthermore, employees' perceptions and interpretations of their work lives have an impact on their level of work engagement (Shuck et al., 2011). To promote work engagement, many researchers suggest that cultivating workplace spirituality would help. Workplace spirituality refers to the concept of bringing spiritual aspects of individuals into the work environment, allowing employees to bring their whole selves to work, search for meaning in work, and make interconnection with others at work (Ashmos & Duchon, 2000). Spiritual employees experience transcendence, meaningful work with mindfulness, and compassion for others (Petchsawang & Duchon, 2009).

Another important individual factor influencing work engagement is personality traits (Kahn, 1990). People have different perceptions in life because they hold different personality traits (Cattell, 1964). Personality traits can be defined as a taxonomy of five dimensions that capture the fundamental aspects of human personality which comprises with openness, conscientiousness, extraversion, agreeableness, and neuroticism or emotional stability so called Big Five (Ji & Esqueda, 2022). While some researchers suggested that agreeableness, conscientiousness, and openness to experiences among employees have a higher level of work engagement than other personality traits (Hau & Bing, 2018; Shukla et al., 2014), other researchers have revealed different findings (Hopwood et al., 2023; Kim et al., 2009; Prieto-Díez et al., 2022). There is a need to verify the previous research findings and explore a mechanism that plausible account of the processes that cause the relationships. Additionally, it is also intriguing to look at the relationship between personality traits and work engagement and the mediator role of workplace spirituality.

This study aims to address two questions. Is Big Five personality traits an antecedent to workplace spirituality and work engagement, and what are the relationships between them? This study falls under the post-positivist paradigm. Quantitative methodology, survey method, and structural equation modeling will be adopted. This study will benefit the human resources development (HRD) field by highlighting the importance of workplace spirituality as a means to enhance work engagement, which ultimately enhances employee performance, well-being, and organizational effectiveness.

Keywords: Big Five personality traits, Work engagement, Workplace spirituality

ID:113 - Work-Life Balance, Work Engagement, and Job Satisfaction Among Generation Z Employees in Morocco

Hiba Afakkir, Khaoula El Fellahi & Jeong-Ha Yim

ABSTRACT

As technological advancements accelerate and many parts of our work and lives become digitalized, we are experiencing both benefits and losses. For example, while workers are given many opportunities for continuous learning and efficient work through technological support and automation, they suffer from the stress of responding to the rapid pace of technological and environmental changes. Additionally, as remote work has become more popular since the pandemic, technology has blurred the boundaries between work and life. This phenomenon suggests that HRD should pay more attention to employees' work-life balance in this digital age and strive to increase work engagement and job satisfaction.

Work-life balance (WLB) is the healthy equilibrium between work, play, and love that makes individuals productive (Kofodimos, 1993). It is linked to employee job and life satisfaction and is seen as a rewarding experience that requires proper distribution of personal resources (Clark, 2000). Job satisfaction (JS) encompasses emotional alignment with one's career, contentment with compensation, and positive emotional responses to work tasks (Locke, 1969). Work Engagement (WE) is critical to obtain job satisfaction and is characterized by enthusiasm, commitment, and deep absorption (Schaufeli & Bakker, 2004). WE has three dimensions: vigor, dedication, and absorption. Numerous studies on the relationship between WLB, JS, and WE exist. Among them, many studies, especially focusing on millennials who have experienced both the pros and cons of digitalization (Gabrielova & Buchko, 2021), highlight the importance of this topic in the workplace. According to recent studies, there is a positive causal relationship between WLB and JS (Susanto et al., 2022), and some components of WLB and WE (Jaharuddin & Zainol, 2019), and a positive relationship between WE and JS (Garg, Dar, & Mishra, 2018). However, there are few studies linking these three variables simultaneously. Also, because existing studies have focused on millennials, there is a lack of research on Generation Z, who are currently entering the workplace.

This study aims to investigate the relationship between WLB, JS, and WE among Generation Z employees in Moroccan organizational settings. The research questions are as follows:
1) What is the relationship between (each dimension of) WLB and JS?
2) What is the relationship between WLB and WE?
3) What is the relationship between WE and JS?
4) Does WE mediate the relationship between WLB and JS?

The data will be collected through a survey. The sample is 250 Gen Z employees working for more than one year in a Moroccan organization. Data will be analyzed using SPSS. Linear regression will be used to identify the relationship between the variables. Additionally, bootstrapping techniques will be used to test the mediating role of WE.

This study will advance our understanding of Gen Z, who, along with millennials, will become the majority of workers in the digital age. In addition, the study is expected to show the relationship between the three variables WLB, JS, and WE more clearly. Finally, this study will expand the breadth of HRD empirical research by adding the Moroccan organizational context, which is lacking in the existing literature.

Keywords: Work-life balance, job satisfaction, work engagement, Generation Z

ID:116 - A History of Incivility, Workplace Bullying, Cyberbullying and Hate Crimes 1980-2023: A Continuum of Toxic Behavior

Barbara A.W. Eversole

ABSTRACT

Reio, Jr. once stated, "The direct and indirect costs of incivility to a society or a culture can be substantial" (2011, p. 54). The cumulative effect of workplace incivility affects individual, team, and organizational performance (Estes and Wang, 2008). Incivility at work is part of a toxic continuum leading to violence (Ghosh, Dierkes and Falletta, 2011). One need only look at recent headlines to see the shocking violence that has gripped our world. We seem to have a particular predilection for violence as a way to express frustration. Hate crimes can be considered as a form of workplace violence (Jacobs and Scott, 2011). Now seems to be a suitable time to take a look at the origins of such behavior.

HRD scholars began studying incivility around 2008-2011, but its roots go back further than that in the management literature. Moreover, incivility and workplace bullying have evolved to cyberbullying in the workplace (Escartin et al., 2021; Piotrowski, 2012). By investigating the history of the study of toxic behavior, we should gain new insights into the violence of today's headlines, as well as implications for HRD research and practice today.

This paper introduces the topics of workplace incivility, bullying, and cyberbullying and defines the terms and constructs for these topics. It reviews the history of incivility and workplace violence in the two decades from 1980-2000. It then reviews the most recent toxic continuum of incivility to workplace bullying and cyberbullying to workplace violence and hate crimes in the last few years. The paper also discusses a theoretical framework for incivility. Andersson and Pearson (1999) defined workplace incivility as "low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect. Uncivil behaviors are characteristically rude and discourteous, displaying lack of regard for others" (p. 457). Schilpzand et al. (2016) described this as a social interactionist theory and provided two other options for a unifying theoretical framework for incivility theory (see page S81). Another possible theory is affective events theory (Weiss and Cropanzano, 1996), which is similar to Tracy and Robins' (2006) appraisal model of self-conscious emotions, the theoretical framework utilized by Miranda, Welbourne and Sariol (2020) in their study measuring shame and guilt in observers of workplace incivility. Eversole and Graham (2012) suggested Goffman's stigma theory to explain the instigator's affect. Miner et al. (2018) also suggested more avenues for theoretical expansion.

Workplace bullying goes further and actually creates a toxic environment that impedes the learning and development of employees (Reio Jr. and Ghosh, 2009). Similar to incivility, the interactionist framework (Samnani and Singh, 2016) theorizes that bullying has impacts beyond the individual affected to work groups and the organizational system itself. Valentine, Giacalone, and Fleischman (2021) found that workplace bullying indeed leads to mistrust of others and a political view of jobs, leading to decreased work group effectiveness and ultimately decreased organizational effectiveness.

Finally, the paper discusses implications for research and practice. Implications for research include antecedents and mediating variables associated with emotions, personality, intersectionality and uncivil behavior and the association between incivility and hate crimes. Implications for practice include training & development programs, organization development cultural change efforts, and performance management to monitor behavior and arrange consequences.

Keywords: Incivility, workplace bullying, cyberbullying, workplace violence

References

Andersen, L.M. & Pearson, C.M. (1999) 'Tit for tat? The spiraling effect of incivility in the workplace', Academy of Management Review, 24, pp. 452-471.

Escartín, J., Vranjes, I., Baillien, E., and Notelaers, G. (2021) 'Workplace bullying and cyberbullying scales: An overview', In P. D'Cruz, E. Noronha, G. Notelaers, & C. Rayner (eds). Concepts, Approaches and Methods. Springer Link, pp. 325-368.

Estes, B. and Wang, J. (2008) 'Workplace incivility: Impacts on individual and organizational performance', Human Resource Development Review, 7(2), pp. 218-240. doi:10.1177/1534484308315565

Eversole, B.A.W. and Graham, C.M. (2012) 'Workplace incivility: Antecedents of instigator affect and potential implications', In Wang, J. (Ed.) Proceedings from the 2012 Academy of Human Resource Development Conference. St. Paul, MN:AHRD.

Ghosh, R., Dierkes, S., and Falletta. (2011) 'Incivility spiral in mentoring relationships: Reconceptualizing negative mentoring as deviant workplace behavior', Advances in Developing Human Resources, 13(1), pp. 22-40. doi:10.1177/1523422311410646

Goffman, E. (1986) Stigma: Notes on the management of spoiled identity. Simon & Shuster.

Jacobs, J.L. and Scott, C.L. (2011) 'Hate crimes as one aspect of workplace violence: Recommendations for HRD', Advances in Developing Human Resources, 13(1), pp. 85-98. doi:10.1177/1523422311410653

Miner, K. N., Diaz, I., Wooderson, R. L., McDonald, J. N., Smittick, A. L., and Lomeli, L. C. (2018) 'A workplace incivility roadmap: Identifying theoretical speedbumps and alternative routes for future research', Journal of Occupational Health Psychology, 23(3), pp. 320.

Miranda, G. A., Welbourne, J. L., and Sariol, A. M. (2020) 'Feeling shame and guilt when observing workplace incivility: Elicitors and behavioral responses', Human Resource Development Quarterly, 31(4), pp. 371-392.

Piotrowski, C. (2012) 'From workplace bullying to cyberbullying: The enigma of e-harassment in modern organizations', Organization Development Journal, 30(4), pp. 44.

Samnani, A. and Singh, P. (2016) 'Workplace bullying: Considering the interaction between individual and work environment', Journal of Business Ethics, 139, pp. 537-549.

Tracy, J. L., and Robins, R. W. (2006) 'Appraisal antecedents of shame and guilt: Support for a theoretical model', Personality and social psychology bulletin, 32(10), pp. 1339-1351.

Reio, Jr., T.G. (2011) 'Supervisor and coworker incivility: Testing the work frustration-aggression model', Advances in Developing Human Resources, 13(1), pp. 54-868. doi:10.1177/1523422311410648

Reio, Jr. T.G. and Ghosh, R. (2009) 'Antecedents and outcomes of workplace incivility: Implications for research and practice', Human Resource Development Quarterly, 20, pp. 237-264.

Schilpzand, P., De Pater, I. E., and Erez, A. (2016) 'Workplace incivility: A review of the literature and agenda for future research', Journal of Organizational behavior, 37, pp. S57-S88.

Valentine, S.R., Giacalone, R.A., and Fleischman, G. (2021) 'Workplace bullying, socially aversive attitudes, reduced work group effectiveness, and organizational frustration', Human Resource Development Quarterly, 32, pp.131-153. doi:10.1002/hrdq.21418

Weiss, H. M., and Cropanzano, R. (1996) 'Affective events theory', Research in Organizational Behavior, 18(1), pp. 1-74.

ID:122 - Development of the Work Characteristics Inventory-12

Wesley B. Wilson & Kim Nimon

ABSTRACT

This study introduces an inventory of 12 single-item measures of employees' perceptions of the characteristics of work, organized around three domains: the host organization, the people involved, and the job itself.

Employee engagement has been conflated and potentially misinterpreted throughout the literature (Kaufman et al. 2020; Schaufeli 2014) leading some researchers to examine antecedents of engagement at the lowest levels, beginning with employees' cognition of work characteristics (Zigarmi et al. 2011).

Research details the effects of employees' perceptions of their working conditions as antecedents to intentions and consequential behaviors (e.g., Zigarmi et al. 2009; Nimon et al. 2011). While several factors intervene this relationship, this path of perception to intention is significant in the overarching concept of employee engagement (Shuck et al. 2017). In the digital age filled with social media, online employer reviews, quiet-quitting, and other disruptions to the traditional employee-employer relationship, researchers have suggested organizations may benefit from measuring indicators of engagement and satisfaction regularly using Pulse Surveys (Bakker 2014; Brown 2022).

Increased frequency of assessment and advances in digital survey deployment (e.g. SMS, West et al. 2015; mobile web, Toepoel and Lustig 2022) necessitate reducing the length of instruments. Shorter scales decrease response burden and increase administration convenience. Many widely-accepted instruments have been shortened (e.g., Utrecht Work Engagement Scale; UWES-3, Schaufeli et al. 2019). Matthews, Pineault, and Hong (2022) advocated for the use of single-item instruments in behavioral science research and provided a framework for the development of such measures.

Acknowledging the need for short instruments to measure facets of employee engagement, the purpose of this study is to develop and validate the 12-item Work Characteristics Inventory (WCI-12), consisting of single-item measures of employees' perception of: Organizational Characteristics (Distributive Justice, DJ; Growth, GR; Performance Expectations, PE; Procedural Justice, PJ); People Characteristics (Collaboration, CO; Connectedness with Colleagues, CC; Connectedness with Leader, CL; Feedback, FB); and Job Characteristics (Autonomy, AU; Meaningful Work, MW; Task Variety, TV; and Workload Balance, WB). Following the process introduce by Matthews et al. (2022), we test the following hypotheses:

H1: WCI-12 demonstrates empirically acceptable definitional correspondence with the measured constructs.
H2: WCI-12 demonstrates empirically acceptable test-retest reliability.
H3: WCI-12 correlates to longer validated scales measuring the same constructs.
H4: Outcomes predicted by the WCI-12 correlate with outcomes predicted by longer validated scales measuring the same constructs.

To test, we develop a series of instruments in Qualtrics deployed to participants sampled from Prolific. H1 requires participants to rate the degree which the proposed items match the constructs' definitions with .60 representing acceptable correspondence. H2 incorporates a between-person experimental design with three groups responding across three temporal conditions (Matthews 2022). An ICC greater than .40 demonstrates support. H3 is tested by correlating scale scores of Nimon and Zigarmi's Work Cognitions Inventory-Revised (WCI-R, 2015a) to the related scores

proposed in the WCI-12. Finally, H4 compares the regression effects of the proposed WCI-12 on Nimon and Zigarmi's Work Intentions Inventory-Short Form (2015b) to effects of the WCI-R on the same intentions.

Keywords: single-item measure, employee engagement, validity

ID:132 - The Impact of Technological Change on Workers: Opportunities and Challenges

Travor Brown, Bui Petersen, Judah Adeniyi & Ray Gosine

ABSTRACT

Paper's Importance

Technological change has dramatically transformed the world of work in recent years and is expected to continue to do so (Halvorson, 2023; Patel, 2022). Thus, it is important to explore, as we do in this study: (1) the impact of technological change on workers; and (2) opportunities, barriers, and equity in a time of technological and economic transformation.
Theoretical Base
We employed an equity theory lens (Brynjolfsson & McAfee, 2011; Huseman, Hatfield & Miles, 1987). In the context of technological change and the changing nature of work, applying equity theory helped us understand the disparities in workers' experiences with technological change and provided insights into how the adoption of technologies may affect perceptions of fairness in the workplace.

Research Purpose

We conducted a qualitative, exploratory study to explore the perceptions and experiences of a diverse sample of workers regarding the impact of technological change on workers. Semi-structured interviews (N=11) were conducted with participants from a variety of industries and representatives from different diversity-focused stakeholder groups.

Research Questions

1. What are the equity gaps that exist due to a changing technological work environment?
2. What are the opportunities and challenges that workers experience due to technological change?

Implications for HRD practice

Participants viewed technological change as both a threat and an opportunity. Some participants expressed concerns about job displacement and the difficulty of keeping up with rapidly evolving technology. Others saw technological change as an opportunity for job enhancement and the creation of new, technologically-based jobs.

In terms of the skills and knowledge required for future work, participants identified the need for adaptability, flexibility, and a willingness to continuously learn and upskill. Participants also cited the impact of the pandemic on advancing technological change in their workplaces. In particular, the sudden shift to remote work, and the need for organizations to continue operations in the face of lockdowns/healthcare directives, accelerated the adoption of new technologies and transformed the way work is done.

Participants further identified potential equity issues that arise from technological change in the workplace. This included the digital divide, with some population groups having less access to technology.

Thus, this study offers significant implications for HRD practice. Participants stressed the importance of workplace training and education programs, as well as clear communication and transparency from employers concerning the impact of technological change on job security and future job opportunities. In so doing, this study offers insights and provides valuable suggestions on how employers and policymakers can support workers through technological change.

Conclusion

Our findings highlight the complex and nuanced nature of technological change on workers and the changing nature of work. Participants view technological change as both a challenge and an opportunity and emphasize the need for adaptability, continuous learning, and support from employers and policymakers. Our results can inform efforts to prepare and support workers for the challenges and opportunities related to a rapidly changing technological environment, while also providing equity-related insights.

References

Brynjolfsson, E., & McAfee, A. (2011). Race against the machine how the Digital Revolution is accelerating innovation, driving productivity, and irreversibly transforming employment and the economy. Erik Brynjolfsson and Andrew McAfee © 2011.

Halvorson, C. (2023, January 4). How technology can benefit restaurant employees instead of replacing them. Restaurant Technology News. Retrieved February 10, 2023, from https://restauranttechnologynews.com/2023/01/how-technology-can-benefit-restaurant-employees-instead-of-replacing-them

Huseman, R. C., Hatfield, J. D., & Miles, E. W. (1987). A new perspective on equity theory: The equity sensitivity construct. Academy of Management Review, 12(2), 222–234. https://doi.org/10.5465/amr.1987.4307799

Patel, N. (2022, December 11). Can the new AI tool chatgpt replace human work? judge for yourself | CBC news. CBCnews. Retrieved February 10, 2023, from https://www.cbc.ca/news/business/chatgpt-artificial-intelligence-1.6681401

ID:133 - Multigenerational coexistence: perceptions of the public servants from Universidade Federal Fluminense through the lens of the generation Y

Clarice Rodrigues Pinheiro, Mauro Gonçalves Camara, Américo da Costa Ramos Filho & Maria Carolina Martins Rodrigues

ABSTRACT

In an era marked by dynamic and unpredictable changes, organizations face the challenge of adapting to shifting scenarios. This study delves into demographic transformations, with a specific focus on the Brazilian landscape, where the aging of the population has become increasingly pronounced. Recent data from the Brazilian Institute of Geography and Statistics (IBGE) underscores a persistent aging trend, indicating a notable increase in the average age of the Brazilian population by six years since 2010, reaching 35 years in 2022. Moreover, the elderly population, aged 60 or older, has surged to represent 15.6% of the overall demographic, marking a significant 56% increase from 2010.

In response to these demographic shifts, the Brazilian government, under President Bolsonaro in 2019, implemented a comprehensive pension reform. The rationale behind this reform, as reported by the Senate, was directly linked to the aging population and the resultant strain on the pension system. These demographic shifts have profound implications not only for societal structures but also for organizational dynamics, necessitating a recalibration of public policies and the introduction of awareness programs to address emerging challenges such as ageism. There are various versions regarding the categories related to these generations. One of them, generation Y, the focus of this study, comprises individuals between 30 and 45 years old, approximately.

A critical dimension of these changes is the increasing coexistence of multiple generations in the workplace.. The need to foster a harmonious organizational climate, characterized by employees working collaboratively towards positive outcomes, underscores the significance of acknowledging multigenerational dynamics as a catalyst for enrichment. This recognition becomes particularly pertinent in an era where diversity and inclusion are central themes.

Navigating interactions among individuals within an organizational setting is already a complex task, compounded further when considering generational differences. The public sector, where stability often results in individuals working in the same environment throughout their contributory years, amplifies this interaction, given the regularity of public service examinations over the years.
The study is situated at the Federal Fluminense University, located in Niterói, Rio de Janeiro, Brazil. Established in 1960, the institution boasts academic units in Niterói and eight other municipalities in the state. As of 2020, the university accommodated approximately 57,600 active students across on-site and distance learning programs, along with 7,540 teaching and administrative staff dispersed across 45 educational units.

Contextualizing our thematic focus, the research aims to answer the question: "How is multigenerational coexistence perceived at the Federal Fluminense University by Generation Y employees?" The specific objective is to obtain relevant insights into the interaction between generations within the public service environment, particularly from the perspective of Generation Y. This generation plays a pivotal role in bridging older and younger cohorts, embodying a unique position in the generational spectrum. Also, the choice os this generation was due to the availability of more individuals in this age group for participation in the research, without invalidating the perception of other generations, which is intended to be investigated in future studies.

The article unfolds across seven sections: an introductory overview, a narrative review of scientific contributions related to the proposed theme, a detailed exposition of research methods, presentation and analysis of research findings from 15 public servants at Federal Fluminense University, a discussion section synthesizing the earlier results, conclusion and limitations of the study, and finally, a comprehensive list of essential references.

The results, emanating from thematic analysis, categorize diverse dimensions: the work environment's harmony and conflicts, perspectives on generational differences, the impact of technology on work, responses to the challenges posed by the pandemic and remote work, and strategies for fostering a harmonious multigenerational environment.

Analyzing these findings against the backdrop of the upcoming congress themes yields intriguing connections. Initiatives for innovative worker engagement surface organically, intertwined with the discussion on harmonious work environments and the acknowledgment of generational diversity. The effectiveness of such engagement becomes apparent in the perceived harmony at the workplace and the interconnectedness of worker satisfaction.

The intricate interplay between worker engagement and organizational culture is illuminated by the discussion on respect, communication, and collaboration among different generations. As the research participants express their willingness to contribute to a more inclusive and harmonious workplace, they inherently address the core elements of fostering an organizational culture that values diversity and respects individual contributions.

The impact of technology on worker engagement, a focal point in the research, resonates with the broader theme of understanding how technological advancements influence worker commitment. The challenges and opportunities presented by technology, as discussed by Generation Y employees, shed light on the nuanced relationship between technological integration and multigenerational work dynamics.

In essence, this comprehensive exploration of multigenerational coexistence at the Federal Fluminense University not only enriches our understanding of Generation Y perspectives but also provides valuable insights aligned with the broader congress themes. The findings underscore the complexity of managing generational diversity in the contemporary workplace, necessitating strategic approaches for effective integration. Strategies encompassing comprehensive training programs and initiatives fostering continuous learning emerge as crucial for facilitating a seamless transition amidst technological changes.

As we reflect on the convergence between theoretical frameworks and research outcomes, the study advocates for nuanced strategies that recognize the distinct needs and strengths of different generations. The recognition of these dynamics provides a solid foundation for practical recommendations and management strategies discussed in theoretical frameworks. This alignment suggests that theoretical frameworks are reflective of the workplace reality investigated, offering a robust basis for practical recommendations and management strategies outlined in the theoretical framework.

In conclusion, the study demonstrates the intricate dynamics of multigenerational coexistence, offering pragmatic insights for managing the ever-evolving workplace. This comprehensive exploration encompasses theoretical and practical implications, paving the way for reflections on innovative initiatives, effectiveness assessments, and the promotion of inclusive environments within the context of generational coexistence.

Keywords: Multigenerational coexistence; Public servants; Generation Y

ID:137 - Learning from Social Relationships, Organizational Commitment, and Job Involvement in Early Careers: The Mediating Role of Meaningful Work

Jihyun Chang, Seonghye Kim & Cho Hyun Park

ABSTRACT

Paper's Importance
Work is at the center of a person's life, though the perception of its centrality can be subjective (Budd, 2011). When individuals perceive that their work is meaningful in their lives, the benefits extend beyond the personal level, positively impacting the workplace and organization. This has led to the need to identify ways to support workers in finding meaning in their work and create a workplace environment in which employees experience meaningful work (MW). Thus, it is important for HRD to help employees perceive their work as meaningful, fostering the growth of both employees and the organization.

Research Purpose
This study aims to explore how HRD can create a workplace where early-career employees can experience their work as meaningful, with a focus on learning from social relationship (LSR), which promotes meaningful work (MW), and organizational commitment (OC) and job involvement (JI) as the outcomes of meaningfulness.

Theoretical Base
Meaningful work is defined as "work that is personally significant and worthwhile" (Lysova et al., 2019, p. 375). Studies on MW explore how individuals percieve and relate to their work and how this relationship influences their life, work, and workplace (Rosso et al., 2010). MW can be promoted by various factors such as leadership (Lee et al., 2017; Tummers & Knies, 2013), organizational culture (Cardador & Rupp, 2011; Sorakraikitikul & Siengthai, 2014), HR policies (Albrecht et al., 2015; Fletcher, 2019), and positive interactions among employees (Grant, 2007; Kahn, 2007). Especially, an organizational learning culture, in which open and supportive communication and interaction are promoted (Watkins & Marsick, 1993), enables employees to experience positive meaning in their work (Lysova et al., 2019) and establish positive attitudes towards their organization and job, such as commitment to the organization (Song et al., 2013) and job involvement (Brown, 1996). When employees feel significant in their work within an organizational environment in which learning from social relationships (LSR) is supported, they are likely to have a high level of commitment to organization because they perceive their contributions as meaningful (Steger et al., 2012). Thus, this study developed the following hypotheses.

Research Questions/Hypotheses
H1: LSR is positively related to MW.
H2: LSR is positively related to affective commitment and JI.
H3: MW works as mediating role between LSR and OC or JI.

Methodology
We gathered date on LSR (Yang et al., 2004), OC (Meyer & Allen, 1991), JI (Kanungo, 1982), MW (Steger et al., 2012). Using the data obtained from 286 early-career employees in South Korea, we analyzed the correlation between variables and conducted the three-step regression analysis (Baron & Kenny, 1986) to verify the mediating effect.

Implications for HRD Practice and Conclusion

Our findings indicated that LSR significantly affected MW of early-career employees, and MW positively mediated the relation between LSR and OC and JI. Thus, management and leadership efforts are needed to focus on fostering LSR for early-career workers' MW, OC and JI. Additionally, enhancing OC and JI should involve promoting intrinsic motivation and meaning in the work experiences of early-career workers.

References

Albrecht, S. L., Bakker, A. B., Gruman, J. A., Macey, W. H., & Saks, A. M. (2015). Employee engagement, human resource management practices and competitive advantage: An integrated approach. Journal of Organizational Effectiveness: People and Performance, 2(1), 7-35.

Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. Journal of Personality and Social Psychology, 51(6), 1173-1182.

Budd, J. W. (2011). The thought of work. Cornell University Press.

Cardador, M. T., & Rupp, D. E. (2011). Organizational culture, multiple needs, and the meaningfulness of work. In N. M. Ashkanasy, C. P. M. Wilderom, & M. F. Peterson (Eds.), The handbook of organizational culture and climate (pp. 158-175). Sage Publishing.

Fletcher, L. (2019). How can personal development lead to increased engagement? The roles of meaningfulness and perceived line manager relations. The International Journal of Human Resource Management, 30(7), 1203-1226.

Grant, A. M. (2007). Relational job design and the motivation to make a prosocial difference. Academy of Management Review, 32(2), 393-417.

Kahn, W. A. (2007). Meaningful connections: Positive relationships and attachments at work. In J. E.

Dutton & B. R. Ragins (Eds.), Exploring positive relationships at work: Building a theoretical and research foundation (pp. 189-206). Lawrence Erlbaum Associates Publishers.

Kanungo, R. N. (1982). Measurement of job and work involvement. Journal of applied psychology, 67(3), 341-349.

Lee, M. C. C., Idris, M. A., & Delfabbro, P. H. (2017). The linkages between hierarchical culture and empowering leadership and their effects on employees' work engagement: Work meaningfulness as a mediator. International Journal of Stress Management, 24(4), 392-415.

Lysova, E. I., Allan, B. A., Dik, B. J., Duffy, R. D., & Steger, M. F. (2019). Fostering meaningful work in organizations: A multi-level review and integration. Journal of Vocational Behavior, 110, 374-389.

Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. Human Resource Management Review, 1(1), 61-89.

Rosso, B. D., Dekas, K. H., & Wrzesniewski, A. (2010). On the meaning of work: A theoretical integration and review. Research in Organizational Behavior, 30, 91-127.

Sorakraikitikul, M., & Siengthai, S. (2014). Organizational learning culture and workplace spirituality: Is knowledge-sharing behaviour a missing link? The Learning Organization, 21(3), 175-192.

Steger, M. F., Dik, B. J., & Duffy, R. D. (2012). Measuring meaningful work: The work and meaning inventory (WAMI). Journal of Career Assessment, 20(3), 322-337.

Tummers, L. G., & Knies, E. (2013). Leadership and meaningful work in the public sector. Public Administration Review, 73(6), 859-868.

Yang, B., Watkins, K. E., & Marsick, V. J. (2004). The construct of learning organization: Dimensions, measurement, and validation. Human Resource Development Quarterly, 15(1), 31-55.

ID:149 - Job-Crafting and Work Engagement in Flexible Work Arrangements: A Review for HRD Implications

Kyung Nam Kim, Hyerim Cho, Shyamal Pandya & Yob Ha

ABSTRACT

Paper's Significance
The importance of studying job-crafting and work engagement has increased due to the evolving needs of today's workforce. This shift is evident with nearly 50% of U.S. employees now voluntarily changing jobs, compared to about 40% a decade ago (U.S. Bureau of Labor Statistics, 2009, 2022). The COVID-19 pandemic's impact on work norms, such as remote work, has highlighted the need for ensured performance in a dynamic world. As a result, there is a heightened focus on how job-crafting enhances work engagement, especially with flexible work models, including remote and hybrid work (Wijngaards et al., 2022).

Job-crafting enables individuals to reshape their work's meaning and tasks (Wrzesniewski & Dutton, 2001), specifically for those in flexible work environments. Meanwhile, work engagement refers to a positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption (Schaufeli et al., 2002). Research suggests job-crafting enhances engagement along with perceived work meaningfulness and performance (Lee & Lee, 2018) and benefits organizations by boosting commitment and prosocial behaviors (Wang et al., 2018).
Therefore, exploring the previous discussion on job-crafting and work engagement from Human Resource Development (HRD) perspectives with a focus on flexible working conditions can help address the concerns of individual employees and organizations. Despite the obvious relationships, there is a lack of inquiry regarding how these impacts provide insights for HRD. Consequently, this review gains greater significance for both individual and organizational success.

Research Purpose and Questions
To explore job-crafting and work engagement among employees with flexible work arrangements, and building upon previous studies on these topics, we formulated three research questions:

1. How have job-crafting and work engagement for employees in flexible work arrangements been studied?
2. What is the relationship between job-crafting and work engagement in flexible work arrangements?
3. What implications for HRD can be drawn from the existing literature?

Research Method
We apply the integrative review approach that allows researchers to comprehensively analyze and synthesize existing literature (Toracco, 2005; Whittemore & Knafl, 2005). By integrating key findings identified from relevant studies, we capture the relationships between employee job-crafting and work engagement in flexible work arrangements and gain insights for HRD. We follow the literature screening process suggested by Toracco (2005).

Implications for HRD Practice
This review examines how integrating job-crafting and work engagement in flexible work arrangements can improve HRD practices, focusing on enhancing performance and reducing turnover intentions (Seppälä et al., 2020). The findings underscore the importance of HRD professionals supporting job-crafting to elevate work engagement at individual and team levels. The insights offer guidance for achieving beneficial outcomes for individuals, teams, and organizations.

Conclusion

This review emphasizes the interplay between job-crafting and work engagement among employees in flexible work settings, enhancing our understanding of these dynamics and providing insights for better HRD interventions and future opportunities. It strongly urges HRD researchers and practitioners to further investigate this dynamic within organizational contexts.

Keywords: job-crafting, work engagement, flexible work arrangements, human resource development (HRD)

ID:151 - The Role of Meaningful Work in Work-Life Balance: Review and Summary

Eun-Jee Kim & Sunyoung Park

ABSTRACT

Meaningful work has been noted as a crucial subject within the context of human resource development, given its positive relationships with personal growth, employee engagement, and work-life balance. By providing a sense of purpose and identity, meaningful work has been proposed as a mechanism for work-to-life enrichment. However, the extant literature presents a lack of empirical studies on the relationship between work meaningfulness and work-life balance. As a critical step towards future empirical research, we conducted a literature review to understand the interrelated dimensions of work meaningfulness and work-life constructs. This review classifies the current research landscape of the meaningful work and work-life constructs, elucidating the ensuing implications for HRD research and practice. As a working paper, we also clarify the pathways through which meaningful work impacts work-life constructs and propose future research directions.

Keywords: meaningful work, work-life balance, literature review

ID:155 - Activating Leadership: A conduit for advancing Employee Experience mechanisms deployment in Organisational Employee Engagement Narratives

Leemon Choudhury & Adetola Adekunle

ABSTRACT

Large bodies of literature have demonstrated the business value employee engagement (EE) provides organisations (Gifford and Young, 2021) such as engaged employees being more likely to behave in positive, cooperative ways to benefit the firm and themselves (Acas, 2010). However, recent data shows that EE levels are plummeting due to number of factors such as competitive war for talent increasing (Mercer, 2019), multi-generational working (i.e. up to 4 generations working side by side Plaskoff, 2017), technological disruptions such as the use of AI in task completion and an increased need for employee wellbeing post Covid-19 (Tucker, 2020). Thus, this brings to sharp focus on the need for employees to be seen as consumers in the workplace with the option of choice. Thus, the need to explore antecedents of EE cannot be overemphasised in ensuring global EE levels are improved (Morgan, 2017).

A key term Employee Experience (EX) is one such key antecedent. Affiliated to EE, EX s taking a greater foothold especially among HR practitioners within the profession (Deloitte, 2017). With a 2020 LinkedIn Talent report highlighting an increased 240% usage of the term by members who cited EX in their job titles (Bridger and Gannaway, 2021) thus indicating an increased focus on this subject/discipline by greater majority of practitioners. This is further strengthened with the Chartered Institute of Personnel Development (CIPD) integrating employee experience as a specialist knowledge category in their professional standards (CIPD 2021; CIPD 2023). Additionally, Panneerselvam and Balaraman (2022) suggested that employee experience is increasing its footprint in HR practice for reasons due to continuous technological advancement and increased importance of Wellbeing in workspaces post Covid-19.

Based on a 2023 qualitative study conducted within Company X (a multinational energy organisation and a top five global largest company in the world by revenue) with over 70,000 global workforce. Eleven HR Business Partners practitioners were sampled using semi-structured interviews from a population of 39, representing a large demographic base, range of the company eight business lines as well as nationalities and an additional interview with an external industry expert to compare findings with regional and global trends. All sampled HR Business Partners are highly experienced practitioners with key role duties comprising stewardship of the company's talent and performance cycles and employee engagement response plans.

Our study outcomes suggested that 'activating leadership' which is an act of creating needed awareness and sense of responsibility on the part of company leaders at all levels is a crucial enabler to the successful deployment of EX strategy mechanisms which is an antecedent for EE. Participants asserted that activating leadership spectrum of interventions should include measurable actions such as senior management role-modelling, training, communications, and integrating employee engagement as a mechanism to reward and promote leaders. The later can be done by embedding EX outcomes in each leader's KPI's and performance goals.

Keywords: Employee Experience, Employee Engagement, Leadership, Leadership Activation.

ID:165 - Post, Connect and Retain: The Use of social media as an Employee Engagement Strategy in the Healthcare Industry

Tarinni Karak & Cindy L. Crowder

ABSTRACT

In today's highly competitive market, industries including healthcare are increasingly concerned about retaining employees (Anderlini, 2018). Employee retention has long been a priority for HR managers as it is crucial to the success of any business and relates to strategies aimed at maintaining a stable workforce. Retaining skilled and experienced employees ensures that companies have capable staff while also boosting morale and motivation (Anderlini, 2018). Employee retention in the healthcare industry in the United States has posed significant challenges with turnover rates estimated between 20% and 30% over the past decade (Colosi, 2022). Factors contributing to this issue include lengthy working hours, high stress levels, burnout, lack of work-life balance along with shortages of qualified professionals creating a competitive job market.
The turnover of healthcare professionals such as nurses comes with considerable costs averaging $22,000 per replacement due to factors like training time for new hires and decreased productivity (McHugh et al., 2011). Extensive research has been conducted on this topic; however, findings have been inconsistent. Singh & Loncar (2010) discovered that compensation and benefits may not always be sufficiently competitive for employee retention within healthcare whereas Baker & Sutner (2022) disagreed with this perspective.

Theoretical Framework

A sense of belonging is one of several human needs outlined by Maslow (1943) as a powerful motivator of human behavior. He believed that individuals were unable to pursue their full potential until they had satisfied basic needs of safety, belonging, and esteem, and if those needs were met, individuals were better equipped mentally to grow. Rosenberg and McCullough (1981) stated sense of belonging is a feeling of connectedness, that one is important or matters to others. Baumeister and Leary (1995) argued that people have a "pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships" (p. 497), and lacking fulfillment of this need results in significant decrements to well-being.
Maslow (1998) also suggested that if belongingness could be applied to individual's educational achievements, belongingness in the work environment could also influence employees and their relationship to one's work. Among employees, belongingness is a reciprocal relationship that provides a feeling that employees matter to each other and their needs will be met through that relationship (McMillan & Chavis, 1986). Within organizations, each employee benefits from being part of the organization, and the organization benefits from the contributions of each employee. In order to retain employees effectively, organizations must convey a sense of belongingness and value. This can be achieved by creating a perception of unity within the organization where everyone works together towards shared success. Organizational culture can indirectly impact employee retention as well. When employees feel like they fit into the culture, it creates a sense of belonging and fosters strong emotional ties between them and the organization. Furthermore, when workers believe that their employer values and appreciates them, they are more inclined to remain loyal.

Purpose

Existing employee retention strategies in healthcare include competitive salaries and benefits, training, and development, fostering a positive work environment, and offering flexible work arrangements and telecommuting options. However, the problem persists. To address these concerns, this study aimed to identify new strategies for employee retention in healthcare by determining the key factors important to healthcare employees, identifying effective retention

programs specifically for the healthcare sector, and assessing current practices in implementing retention initiatives in the field. Specifically, the researchers examined how leveraging social media, particularly TikTok and Instagram could serve as an employee retention strategy for nurse practitioners in the healthcare industry.

Social media has emerged as a powerful tool that is being used for branding, marketing etc. by many industries to create a presence. With millions of people actively using social media platforms like TikTok, Instagram, and LinkedIn, these platforms offer a unique opportunity for healthcare organizations to connect with their employees, engage them, and ultimately retain them. The use of social media as an employee retention strategy has gained considerable attention in recent years, particularly in industries such as healthcare where employee turnover and burnout were prevalent. With work life balance getting more and more difficult to attain, healthcare workers are often left with the feeling disconnected from both their colleagues and their workplaces. This lack of connection can have detrimental effects on their job satisfaction, overall well-being, and even patient outcomes. However, social media platforms have the potential to bridge this gap and create a sense of community among healthcare employees. Research questions included:

1. How does the use of social media contribute to employee retention in the healthcare industry?
2. How does the implementation of social media promote a sense of belonging among nurse practitioners in the healthcare industry?

Implication for practice in HRD
One significant aspect of using social media in healthcare settings is the opportunity it provides employees to connect with one another (Mulauzi, 2018). Traditional work structures often hinder interaction between different departments and shifts, leading to limited opportunities for meaningful connections within the organization. By utilizing social media platforms, healthcare workers can easily establish connections with colleagues they may not interact with on a regular basis. This leads to increased collaboration, knowledge sharing, and an overall sense of belonging within the organization.

The results of the study revealed that nurse practitioners perceived social media as a valuable tool for employee retention. It proved to be a valuable tool that can be harnessed to improve employee retention for nurse practitioners, particularly for traveling nurses, promoting a sense of work-life balance, and helping nurses access additional compensation through brand deals. In addition, the ability to connect and engage with colleagues, share knowledge and best practices, and seek support and advice from a wider network were identified as key advantages. Nurse practitioners highlighted how social media platforms allowed them to build relationships, both professionally and personally, fostering a sense of belonging and community within the healthcare industry (Dewanto & Wardhani, 2018).

Belongingness is essential for individuals, including healthcare employees, to feel connected and engaged in their work (Wu, 2013). Social media platforms play a crucial role in fostering this sense of belonging by allowing healthcare professionals to share their experiences, challenges, and successes, creating trust and unity among colleagues (Wu, 2013).
Additionally, social media provides an outlet for healthcare workers to decompress from the high-stress nature of their job. By discussing their day-to-day experiences with like-minded peers who understand the unique demands of the profession on these platforms can be highly therapeutic (Wu, 2013). Moreover, by sharing stories and experiences on social media platforms like Twitter or LinkedIn helps them learn from one another giving insights into different areas within the field while also discovering innovative approaches to patient care.

Furthermore, using social media in healthcare allows professionals to create a global community beyond physical workplace boundaries. It enables connection with colleagues worldwide facilitating collaboration on research projects; sharing best practices leads establishing mentorship relationships which promote personal growth too (Cao et al., 2021). Additionally serving as a platform for showcasing achievements celebrating milestones not just individual but recognition towards contributions made by fellow medical practitioners.

Conclusion

The findings of this study aligned with existing literature on the benefits of social media in employee retention efforts. Research had shown that social media could enhance employer branding and improve talent acquisition, as it allowed organizations to showcase their positive workplace culture and attract potential candidates. Additionally, employees who utilized social media for work-related purposes had been found to be more engaged and satisfied in their roles (McHugh et al., 2011). By embracing social media as an employee retention strategy, human resource practitioners in healthcare organizations can create a stronger sense of community and improve communication among their workforce, ultimately leading to increased retention rates and a more stable and motivated workforce.

References

Anderlini, D. (2018, May 31). The United States healthcare system is sick: from Adam Smith to overspecialization. NCBI. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6067811/

Baker, P., & Sutner, S. (2022, September 20). What is employee retention? Everything you need to know. Employee Retention. https://www.techtarget.com/searchhrsoftware/definition/employee-retention

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. Psychological Bulletin,117, 497–529.

Bizzi, L (2018). Employees who use social media for work are more engaged — but also more likely to leave their jobs. Harvard Business Review. https://hbr.org/2018/05/employees-who-use-social-media-for-work-are-more-engaged-but-also-more-likely-to-leave-their-jobs

Cao, D., Meadows,M. , Wong,D. , Xia,S. (2021) Understanding consumers' social media engagement behavior: An examination of the moderation effect of social media context. Journal of Business Research.

Colosi, B. (2022). 2022 NSI national healthcare retention & RN staffing report. NSI. https://www.nsinursingsolutions.com/Documents/Library/NSI_National_Health_Care_Retention_Report.pdf

Dewanto, A., & Wardhani, V. (2018, December 19). Nurse turnover and perceived causes and consequences: A preliminary study at private hospitals in Indonesia. BMC nursing. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6299511/

Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50, 370–396.

Maslow, A. H. (1998). Maslow on management. John Wiley & Sons.

McHugh MD, Kutney-Lee A, Cimiotti JP, Sloane DM, Aiken LH (February, 30,2011). Nurses' widespread job dissatisfaction, burnout, and frustration with health benefits signal problems for patient care. Health Aff (Millwood). 202-10. doi: 10.1377/hlthaff.2010.0100

McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. Journal of Community Psychology, 14(1), 6-23.

Mulauzi, Felesia. (2018). Social media in the workplace: Friend or foe?. Library and Information Association of Zambia (LIAZ) Journal, 3(1 & 2), 100 – 111. ISSN 2414 – 2700.

Rosenberg, M., & McCullough, B. C. (1981). Mattering: Inferred significance and mental health among adolescents. Research in Community & Mental Health, 2, 163–182.

Singh, P., & Loncar, N. (2010). Pay satisfaction, job satisfaction and turnover intent. Industrial Relations, 65(3), 470–490.

Wu, L. (2013) Social network effects on performance and layoffs: Evidence from the adoption of a social networking tool. Information Systems Research, 24, 30-51.

Keywords: employee retention, social media, healthcare, sense of belonging

ID:169 - Exploratory Approach to Conceptualising and Exploring the Meaning of Employee Engagement

Oluwole Shokunbi

ABSTRACT

INTRODUCTION
Previous research has revealed that employee engagement has several meanings in different contexts (Little &Little, 2006; Shuck, 2011; Shokunbi, 2016), which has led to the emergence of different measuring tools measuring employee engagement from different perspectives (e.g., Harter et al, 2002; Kahn, 1990; Schaufeli et al, 2002; Saks, 2006; Shokunbi, 2016). Employee engagement has been referred to as involvement, commitment, passion, absorption, enthusiasm, dedication, zeal, and even energy. This underlines the strong division between practitioners and researchers as to whether the concept is "employee engagement" or "work engagement." This lack of a generally acceptable definition for the concept has been attributed to how the popularity of the employee engagement quickly manifested in the practitioner community with much focus on the related positive outcomes as against clearly conceptualising the term Macey and Schneider, 2008).

THEORETICAL BASE
This study attempts to understand and conceptualise employee engagement from the perspectives of both HRD/M practitioners and researchers. Severally, HRD/M practitioners and researchers have consistently avoid defining employee engagement in their different studies. Hence, this study draws on the analyses of Little & Little (2006), Macey & Schneider (2008) and Shuck (2011) to empirically investigate the meanings accrued to employee engagement from the perspectives of both HRD/M practitioners and researchers. This comparative analytic study is highly relevant to the chosen conference stream.

PURPOSE, QUESTIONS AND METHODS
The purpose of this study is to determine the differences and similarities between the understandings of HRD/M academics and practitioners about employee engagement to determine the relationship between employee engagement and other well-known constructs such as affective commitment, job involvement and organisational citizenship behaviour. In addition, this study attempts to determine the uniqueness and importance of employee engagement.
The main research question of this study is "what is employee engagement?" To find answer to this question, the researcher worked with a sample of 56 individuals (28 HRD/M academics/researchers and 28 HRD/M practitioners) using both semi-structured interviews and questionnaires as methods of data collection and thematic analysis and statistical analysis to analyse the data.

IMPORTANCE
This study will be of interest to both HRD/M researcher and practitioners in finding a common ground about the meaning of employee engagement and help address the problem of how to and what to measure when attempting to build and sustain a high performing engaged workforce. The comparative analysis of perspectives of employee engagement from both academics and practitioners will provide data on main components of the concepts and other related constructs.

CONCLUSION
The findings of this study reveal that the understandings of employee engagement from the perspectives of both HRD/M researchers and practitioners are similar with strong links to the extant literature. The study concludes that HRD/M researchers and practitioners need to start

collaborating more effectively not only in research around employee engagement, but also in designing interventions for the development of an engaged workforce.

REFERENCES

Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: a meta-analysis. Journal of applied psychology, 87(2), 268.

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. Academy of management journal, 33(4), 692-724.

Little, B., & Little, P. (2006). Employee engagement: Conceptual issues. Journal of Organizational Culture, Communications and Conflict, 10(1), 111-120.

Macey, W. H., & Schneider, B. (2008). The meaning of employee engagement. Industrial and organizational Psychology, 1(1), 3-30.

Saks, A. M. (2006). Antecedents and consequences of employee engagement. Journal of managerial psychology, 21(7), 600-619.

Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. Journal of Happiness studies, 3, 71-92.

Shokunbi, O. A. (2016). Antecedents to employee engagement: A qualitative study of 28 senior secondary school teachers in Nigeria. International journal of scientific and research publications, 6(6), 128-135.

Shuck, B. (2011). Integrative literature review: Four emerging perspectives of employee engagement: An integrative literature review. Human Resource Development Review, 10(3), 304-328.

Keywords: Employee engagement, Nigeria, Antecedents of engagement,

ID:179 - How Work and Family Domains Relate to a Woman's Job Satisfaction

Deriyana R. Banks, Cindy L. Crowder & Barbara A. W. Eversole

ABSTRACT

An individual's work status can cause an imbalance with their family life. The reverse may also happen in which obligations within one's family may impact an employee's work. The roles assumed by these individuals add to the burden of navigating a busy home life and career. Greenhaus and Beutell (1985) defined this as conflict. Parenting young children, working long hours or a second job, maintaining a marital relationship, and caring for an elderly parent are all example of roles that contribute to the spillover between the two domains.

Individuals have a limited amount of resources within each domain and can experience a drain in one or both domains when the resources are depleted (Frone, 2003; Voydanoff, 2004). Fatigue and strain diminish one's overall level of satisfaction. Shifts have occurred in the family structures to create complex family compositions, leading to an increased awareness of gender roles, trends, and patterns. However, women tend to assume more roles, creating the opportunity for conflict to exist. Pichler (2009) and Tan et al. (2022) found that women experienced more challenges when faced with conflict between the two domains.

Employers have recognized the strain amongst employees and have offered programs and workplace policies to promote a more integrated approach to managing work and family responsibilities, attempting to decrease conflict and increase satisfaction within each domain. The purpose of most programs and policies is to decrease the work and family conflicts among employed parents (Glass & Fujimoto, 1995) while at the same time, decreasing absenteeism and improve productivity (Frone & Yardley, 1996) and increase job satisfaction (Terry & Woo, 2021). Thompson, et al's. (1999) study found that employees who utilized these types of programs reported experiencing significantly less stress in meeting the competing demands of work and family.

Work-life literature often includes the concept of balance. A basic definition of balance used in the work-life literature encompasses emotional, physical, spiritual, and developmental components (Haddock, et al., 2001). However, researchers have struggled with the concept because it implies one can find equal distribution of work and life. Instead, the word integration is more appropriate. Work should not be separated from life, and it should be recognized as a meaningful and essential part of life (Rapoport et al., 2002). Therefore, work-life should be approached as an integrated perspective.

Theoretical framework
The demands on a job and the availability of resources during a job influence performance. Like Greenhaus and Beutell's (1985) conflict between work and family domains, job and personal demands can trigger a resource impairment process that leads to undesirable individual outcomes. Job Demands-Resource Theory (JD-R) suggested strain is a response to imbalance between demands on employees and the resources they have to deal with those demands can explain organizational processes influencing employee health, well-being, and performance (Bakker & Demerouti, 2017). However, instead of focusing solely on the negative outcomes like burnout or sickness caused by the presence of job demands and the lack of job resources, JD-R theory includes both negative and positive indicators and outcomes of employee well-being. Job resources may buffer the effect of job demands on job strain. JD-R theory proposes reversed causal effects: whereas burned-out employees may create more job demands over time for themselves, engaged workers mobilize their own job resources to stay engaged (Bakker et al, 2023).

Job satisfaction is studied within the context of employee behavior linked to organizational outcomes such as productivity, performance, and absenteeism (Filiz, 2014). Locke (1978) defined job satisfaction as "a pleasure or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304). In developing the scale to measure job satisfaction, Brayfield and Rothe (1951) focused on the individual's attitude toward their work and building an index to over-all job satisfaction rather than to specific aspects of a job situation. They stated their scale would elicit an expression of feeling and include items that evoke cooperation from both management and employees, contributing to less conflict.

Purpose of the Study
The purpose of this student was to examine the relationship between work and family in the lives of women and how that relationship impacted their job satisfaction. Items from the European Social Survey (ESS II) were used to examine the work- and family-related causes of work-life balance and imbalance, and Brayfield and Rothe's () Job Satisfaction Scale was used to measure the connections between satisfaction and work/family issues. The following research questions were addressed:

1.   Do resource drains in the work domain impact an employee's job satisfaction?
2.   Do resource drains in the family domain impact an employee's job satisfaction?

Implications for Practice in HRD
While extensive research has been conducted to determine the factors that produce or reduce conflict between work and family domains, little has been done to identify specific factors that produce enrichment. Human resource professionals should examine the contrasting tenet within the JD-R model that while job strain develops when job demands are high and when job resources are limited, work engagement occurs when job resources are high. This implies human resource professionals should be watching for high demands within job designs and identify additional resources that can be provided to employees. They can review existing policies that offer alternatives to employees who experience conflict between the domains of work and family, encouraging employees to utilize the programs without fear of retribution within the organization.

References
Bakker, A. B., & Demerouti, E. (2017). .Job demands–resources theory: Taking stock and looking forward. Journal of Occupational Health Psychology,.22, 273–85.

Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. (2023). Job demands–resources theory: Ten years later. Annual Review of Organizational Psychology and Organizational Behavior, 10, 25-53.

Brayfield, A. H., & Rothe, H. F. (1951). An index of job satisfaction. Journal of Applied Psychology, 35(5), 307-311.

Filiz, Z. (2014). An Analysis of the Levels of Job Satisfaction and Life Satisfaction of the Academic Staff. Social Indicators Research, 116, 793-808.

Frone, M. R. (2003). Work-family balance. In Handbook of occupational health psychology. (pp. 143-162). American Psychological Association.

Frone, M. R., & Yardley, J. K. (1996). Workplace family-supportive programs: Predictors of employed parents' importance ratings. Journal of Occupational and Organizational Psychology, 69(4), 351-366.

Glass, J., & Fujimoto, T. (1995). Employer characteristics and the provision of family-friendly policies. Work and Occupations, 22(4), 380-411.

Greenhaus, J. H., & Beutell, N. J. (1985). Source of conflict between work and family roles. Academy of Management Review, 10(1), 76-88.

Haddock, S. A., Zimmerman, T. S., Ziemba, S. J., & Current, L. R. (2001). Ten adaptive strategies for family and work balance: Advice from successful. Journal of Marital and Family Therapy, 27(4), 445-58.

Locke, E. (1978). The motivation to work: What we know. Advances in Motivation and Achievement, 10, 375-412.

Pichler, F. (2009). Determinants of work-life balance: Shortcomings in the contemporary measurement of WLB in large-scale surveys. Social indicators research, 92(3), 449-469.

Rapoport, R., Bailyn, L., Fletcher, J. K., & Pruitt, B. H. (2002). Beyond work-family balance: Advancing gender equity and workplace performance. Jossey-Bass

Tan, K. L., Sim, A. K., & Donohue, T. (2022). To predict and to explain: a multigroup analysis of gender on job and family satisfaction among hospitality employees. Gender in Management: An International Journal, 37(7), 891-911.

Terry, D. L., & Woo, M. J. (2021). Burnout, job satisfaction, and work-family conflict among rural medical providers. Psychology, Health & Medicine, 26(2), 196-203.

Thompson, C. A., Beauvais, L. L., & Lyness, K. S. (1999). When work–family benefits are not enough: The influence of work–family culture on benefit utilization, organizational attachment, and work–family conflict. Journal of Vocational Behavior 54(3), 392–415.

Voydanoff, P. (2004). The effects of work demands and resources on work-to-family conflict and facilitation. Journal of Marriage and Family, 66(2), 398-412.

Keywords: work-life, job satisfaction, role drain, gender

ID:186 - How does a CEO influence TMT employee engagement?

Wafa Damlaj & Matthew W Hurtienne

ABSTRACT

Paper's importance
Highly engaged employees, in teams, play a pivotal role in driving an organization's competitive advantage (Gallup, 2023; Decuypere & Schaufeli, 2021; Shuck & Herd, 2012). And team engagement is strongly influenced by leadership—a leader's role accounts for at least 70% of the engagement variance (Gallup, 2023; Harter, 2018). An extensive body of literature, comprising over 200 studies, has explored the relationship between leadership and employee engagement, highlighting the correlation and the direct or indirect effects of leadership on employee engagement. Moreover, they found that leaders play an important role in subordinates' employee engagement (Carasco-Saul et al., 2015; Bakker & Albrecht, 2018; Li et al., 2021). However, in most of those empirical studies, this relationship is examined within the middle management levels of leadership and not, for instance, at the C-suite leadership level. In the realm of leadership theories, there is a dedicated body of literature that focuses exclusively on C-suite leadership, commonly referred to as strategic leadership, as there are distinctions that exist between leadership and strategic leadership. Strategic leadership encompasses individuals such as CEOs and CEOs' direct reports, referred to as top management teams (TMTs), including CFOs and CHROs (Finkelstein et al., 2009).
In addition, although research routinely emphasizes the significant influence of the CEO on overall organizational outcomes (Hambrick, 2007), a source of research also purports that TMT attributes have the potential to provide a more comprehensive influence on organizational objectives (Hambrick, 2007; Finkelstein et al., 2009). Moreover, there is compelling evidence that both CEO and TMT traits can be contributory to employee engagement (Xu & Thomas, 2011). Yet, little attention has been paid to understanding the nexus of CEO influence on TMT employee engagement. This research aims to explore the mechanisms that either promote or hinder TMT employee engagement under the influence of a CEO.

Theoretical Base
Social Exchange Theory is a commonly used framework to analyze and understand employee engagement. According to this theory, obligations are created through interactions between parties who are interdependent (Saks and Rotman, 2006). Social Exchange Theory provides a perspective to explore the expectations of employees from their direct supervisors and other leaders in the organization. It also helps to understand how professional relationships develop over time, leading to mutual commitment, trust, and loyalty (Cropanzano and Mitchel, 2005, p. 875). The theory suggests that employees tend to be more engaged when they believe that their employer or supervisor will reciprocate by providing positive motivation, leading to a cycle of reciprocal relationships (Hurtienne et al., 2021). Hence, Social Exchange Theory is an appropriate framework for studying employee engagement (Saks and Rotman, 2006).

Research Purpose
On one hand, the C-suite, positioned at the top of the organizational hierarchy, possesses the capacity and power to significantly influence various organizational outcomes (Finkelstein et al., 2009). Their decisions play a critical role in determining the ongoing success of the organization (Munawaroh et al., 2021; Hogan & Kaiser, 2005). On the other hand, employee engagement has a significantly positive correlation with business success at the individual and organizational levels and produces multiple successful attributes, including retention, productivity, and profitability (Popli & Rizvi, 2016). When examining the relationship between C-suite leadership and employee engagement, there is a gap in the research regarding the factors that the CEO impacts TMT

employee engagement. Thus, the purpose of this study is to understand how the CEO influences TMT employee engagement.

Research Question

Strategic leadership and employee engagement are two heavily researched topics in organizational studies. However, the relationship between strategic leadership (i.e., C-suite leadership) and employee engagement has not been sufficiently explored. More specifically, the influence of CEO leaders on TMT employee engagement has been largely overlooked. Thus, in this qualitative research project, the research question is: how does a CEO influence TMT employee engagement?

Implications for Practice

Recognizing the critical roles of both CEOs and TMTs in an organization, pivotal role of engaged employees in business success, and the significance of leaders in fostering team employee engagement, the influence of CEOs on TMTs employee engagement emerges as a compelling and crucial area for investigation in organizational and HRD studies. This examination sheds light on potential implications for practice, offering insights to guide HRD practices, leadership development programs, and strategies dedicated to enhancing employee engagement among C-suite leadership. The outcome aims at fostering better team productivity and performance, benefiting both individuals and the organization as a whole.

References

Bakker, A. B., & Albrecht, S. (2018). Work engagement: Current trends. Career Development International, 23(1), 4–11.

Carasco-Saul, M., Kim, W., & Kim, T. (2015). Leadership and Employee Engagement: Proposing Research Agendas Through a Review of Literature. Human Resource Development Review, 14(1), 38–63.

Decuypere, A., & Schaufeli, W. (2021). Exploring the Leadership–Engagement Nexus: A Moderated Meta-Analysis and Review of Explaining Mechanisms. International Journal of Environmental Research and Public Health, 18(16), 8592.

Finkelstein, S., Hambrick, D. C., & Cannella, A. A. (2009). Strategic Leadership: Theory and Research on Executives, Top Management Teams, and Boards. Oxford University Press.

Gallup, Inc. (2023). How to improve employee engagement in the workplace. Gallup.com. https://www.gallup.com/workplace/285674/improve-employee-engagement-workplace.aspx
Hambrick, D. C. (2007). Upper Echelons Theory: An Update. The Academy of Management Review, 32(2), 334–343.

Harter, J. (2018). Employee engagement on the rise in the U.S. Gallup News August 26. Retrieved from https://news.gallup.com/poll/241649/employee-engagement-rise.aspx.

Hogan, R., & Kaiser, R. B. (2005). What we know about leadership. Review of General Psychology, 9(2), 169–180.

Hurtienne, M., Hurtienne, L., & Kempen, M. (2021). Employee engagement: Emerging insight of the millennial manufacturing workforce. Human Resource Development Quarterly, 33 (2), 137-156.

Li, P., Sun, J.-M., Taris, T. W., Xing, L., & Peeters, M. C. W. (2021). Country differences in the relationship between leadership and employee engagement: A meta-analysis. The Leadership Quarterly, 32(1), 101458.

Munawaroh M., Santoso B., Gumilang R. R., Hidayatullah D., Hermawan A., Marhanah S., Gunawan A., Sunarsi D., & Purwanto A. (2021). The effect of strategic leadership and organization culture on business performance: An empirical study in Indonesia. Journal of Asian Finance, Economics and Business, 8(6), 0455–0463.

Popli, S., & Rizvi, I. A. (2016). Drivers of employee engagement: The role of leadership style. Global Business Review, 17(4), 965–979.

Saks, A. M., & Rotman, J. (2006). Antecedents and consequences of employee engagement. Journal of Managerial Psychology, 21, 600–619.

Shuck, B., & Herd, A. M. (2012). Employee engagement and leadership: Exploring the convergence of two frameworks and implications for leadership development in HRD. Human Resource Development Review, 11(2), 156–181.

Keywords: CEO-TMT, employee engagement, HRD

ID:211 - A temporary truce between labour and capital with furlough

Amir Keshtiban, Ian Fitzgerald & David McNulty

ABSTRACT

This paper investigates the impact of the furlough scheme on professional workers and the role of unions during the lockdown. In the context of the lockdown roadmap, a majority of furloughed employees from skill levels one to three are expected to return to work. However, a distinct scenario unfolds for skill level four employees, comprising highly skilled professionals who were furloughed while their roles were assumed by non-furloughed colleagues. With the collaboration of the Trades Union Congress (TUC), this project aims to enhance our understanding of the impact of the furlough scheme specifically on skill level four employees. It assesses the effectiveness of the scheme in preserving the jobs of these highly skilled workers, explores any resulting shifts in work methodologies, and investigates opportunities for refining the scheme's design.
The study delves into the extent to which this impact has influenced or will influence the current and future strategies of businesses and organizations in managing their furloughed workforce. Additionally, it examines the degree of trade union engagement among skill level four professional employees both before and during the pandemic. Through these investigations, the research seeks to provide nuanced insights into the experiences and considerations surrounding high-skilled employees in the context of the furlough scheme. The ultimate goal is to offer valuable recommendations for enhancing policies and organizational strategies in response to the unique challenges faced by skill level four employees during the pandemic and beyond.

Keywords: Furlough scheme Lockdown Trades Union Congress (TUC)- Professional workers -Trade union engagement

ID:235 - Positive Psychological Capital as a Predictor of Perceived Performance: A Study Applied to Students of the Air Force Academy

Gonçalo Margarido, Ana Gomes & Sónia P. Gonçalves

ABSTRACT

Today, more than ever, new ways of increasing competitiveness in the labor market are being sought. One of the ways found to increase this edge over other companies was to bet on the workers and their ability to improve. In this way, they started looking for new fields to invest efforts in and thus increase organizations' productivity. With this, fields of study emerged that sought to increase the productivity of companies, paying special attention to individuals and their ability to improve (Lopes et al, 2005), as well as to their happiness and well-being, since they believe that this is an added value (Wright, 2003) As a result, new concepts emerged, such as Positive Psychological Capital (PPC) and Work Engagement (WE).

It is therefore relevant to understand the relationship between PPC and WE because, as the literature states, work engagement is a predictor of performance.
Due to its mission, performance is a central variable in any context, especially in a military organization. This was highlighted by Chambel et al. (2019), who concluded that it is crucial to study the effects of WE on military behaviors, as well as on their performance.
In the organizational behavior literature, perceived performance has been conceptualized with the following dimensions, task performance, contextual performance and counterproductive work behaviors. These three types of perceived performance appear in 1990 with Campbell, who defines them as actions that contribute to the achievement of a company's objectives, the so-called Individual Work Performance (IWP).

With this work, we intend to study the relationship between positive psychological capital and the perceived performance of students at the Portuguese Air Force Academy (PoAFA), with WE playing a fundamental role as a mediating variable. It is therefore assumed that PPC is decisive for a psychological state of energy, enthusiasm, and involvement in study, which is reflected in better task and contextual performance and less counterproductive WE in the military students. Based on these concepts, the following Research Question becomes pertinent:
"What is the influence of Positive Psychological Capital on the perceived performance of Air Force Academy students?"

A cross-sectional correlational study was conducted with a quantitative methodology, through a questionnaire survey. The sample consisted of 242 students of the PoAFA. To carry out data processing, the Statistical Package for the Social Sciences (SPSS) version 28.0 platform was used. Initially, the psychometric qualities of the measuring instruments were analyzed. Descriptive analyzes of the variables under study were then carried out. Finally, the correlational analysis was carried out, as well as the analysis of mediation hypotheses, using the Process v3.1 macro tool. As a complement, mean difference tests were also carried out to analyze the hypothesis of significant differences between specialty, position and gender among PoAFA students.
Results confirmed the existence of a positive and significant relation between PPC and WE with IWP. Regarding the three components of individual work performance, there was a positive and significant relation between PPC and WE with task and contextual performance, and negative and significant with counterproductive work behaviors.

it was possible to confirm that WE plays an important role in the relationship between PPC and IWP.

This research has expanded the knowledge of variables that lead to better performance levels in POAFA military students. Given this, specific programs regarding the improvement of PPC should be implemented to improve students' performance.

References

Campbell, J. P. (1990). Modeling the performance prediction problem in industrial and organizational psychology. Em: M. D. Dunnette & L. M. Hough (Eds.), Handbook of industrial and organizational psychology (pp. 687–732). Consulting Psychologists Press.

Chambel, M. J., Lopes, S., Castanheira, F., & Silveira, C. R. (2019). Militaries' Burnout and Work Engagement: A Qualitative Systematic Literature Review. Em U. Kumar, The Routledge International Handbook of Military Psychology and Mental Health (pp. 283-316). Routledge.

Wright, T. A. (2003). Positive organizational behavior: an idea whose time has truly come. Journal of Organizational Behavior, 24(4), 437-442. https://doi.org/10.1002/job.197.

ID:246 - Employer Branding in Public Organization

David Xavier, Damasceno Dias & Miguel Agrochão

ABSTRACT

The study is carried out in the context of the Public Sector, seeking to bring the issue of the Employer to the fore. Branding in Portugal compared to what has been done in some European countries. The literature explains the con-cept, the elaboration of strategies, the complexities of the involvement of the actors, who create their own meanings around the concept. This study aims to add a new paradigm to organizational image and reputation, seeking to adapt, recreate an employer brand strategy in the public sector through the lens of Employer theory Branding. This is a major challenge for public or-ganizations, since public employment is perceived as being unattractive.

The aim of this study was to explore some employer branding practices within the public sector and see to what extent the idea can be endogenized through interpretation, understandings of the actors involved and interest in the concept. The research context is merely exploratory, and it is hoped that it can contribute to explaining how the employer brand is constructed in practice and how it emerged within public organizations for understanding the contribution of the employer brand.

The restructuring of government functions, privatization and cuts in per-sonnel costs have led, in many countries, to a decrease of public servants and one of the crucial challenges facing the public sector will be how to at-tract personnel to the functions of the future. The practice will be a complex construction process, which obviously must be adapted to different work contexts to be successful.

Keywords: Employer Branding, Nudge, Public sector, PSM.

ID:257 - Intrapreneurial behavior: development of a measurement scale

Rita Oliveira Pelica, Patricia Jardim da Palma & Maria João Velez

ABSTRACT

The objective of this study is to develop an intrapreneurial behavior scale, to measure intrapreneurship at the individual-level. A four steps process was followed. First, the identification of the domains and items generation: through a systematic literary review the intrapreneurship concept was defined as a behavior - the voluntary act of employees, going the "extra-mile" in their jobs – with six domains emerging from the literature: 1) communication and information, 2) innovativeness, 3) networking and influence, 4) new business and opportunities, 5) personal initiative and 6) risk tolerance. Based on the domains' definition, 41 original items were generated. Second, building content validity and pre-questions: a panel of twelve experts evaluated the domains' content and the items' quality. Third, the development of a questionnaire including a scale of 39 final validated items. Fourth, the questionnaire administration: the scale in now being tested through an online questionnaire, via Google Forms, on the professional network Linkedin. Despite not having results yet, our expectation is to contribute to the HRD theory and practice by developing a new and relevant instrument to measure intrapreneurship, that scholars can apply in their research and human resources practitioners in their work.

Keywords: Scale of intrapreneurship, intrapreneurship, individual level, bottom-up, behavior, HRD

ID:82 - Problem-Finding Project: The Crucial Element for Value Creation in Organizations

Carla Sofia Fonseca

ABSTRACT

The current VUCA environment makes it essential to understand and follow the dynamics and constant evolution of the business world, a challenge that leads organizations to emerge in their ability to adapt to achieve success and sustainability in a global and increasingly competitive world. Mutation includes the projectification of society and the capitalism of stakeholders in the alignment of their strategy. It involves addressing new transformative dynamics based on an economy of innovative, unique, differentiating and value-creating projects, designed to achieve and manage benefits not only for the organization but for the entire ecosystem in which it operates because it develops solutions to real, complex problems that promote the ESRS. The lack of knowledge, complexity and novelty of the problem is at the heart of it, manifested in complex interactions, in which the relationship between the experience of the client's dimensions has a relevant role and contribution, which is decisive in getting to know the deep, hidden layers of the problem's iceberg, which requires new approaches that the classic, rational and linear management approach is unable to provide. The value of interaction is reflected in the innovation strategy, which addresses problem-solving and consists of four stages: identifying and defining the problem, analyzing the problem, prioritizing the solution, and implementing the solution. The value of the solution comes from the biggest challenge, Problem Finding is the first and most important stage of this process, the beginning of value creation, which is established by correctly identifying and defining the problem, based on real facts, and the scientific method in analyzing the root cause. Problem Finding is the disruptive element that aims to align strategy, innovation and change through the development of resource perspectives and dynamic capabilities, involving the collaboration of various actors in the construction and development of innovative strategies and solutions that understand their context of action and their stakeholders. Manifested in the value of perceiving real problems, resulting from feedback and the constant involvement of customer dimensions, allowing problems to be identified, leading to the co-creation of value. Understanding the synergy of the Problem Finding project, as a differentiating factor in innovation, sustainability, and value creation projects, recognizing the role of resource perspectives and dynamic capabilities, outlines the objective of this study, identifying Problem Finding as the elementary key to innovation and value creation, the research problem is:
How is Problem Finding the approach that enables innovation and value creation in an organization?

This analysis of the research problem involves understanding the importance and value of Problem Finding and its steps:

Identifying, defining, and analyzing the cause of the problem.
Recognizing the impact of correct problem definition on innovation and the creation and sustaining of value.

Keywords: project management, projectification, project economy, problem-solving, problem finding, stakeholders, customer experience, employee experience, resources-based view, dynamic capabilities, stakeholder capitalism, innovation, sustainability, cocreation

ID:195 - Passion as Payroll - Unleashing the potential of volunteers

Edmina Bradshaw

ABSTRACT

The pressure on nonprofit organizations to show results and strategic solutions is unending. This persistent deficit in results is attributed to equally persistent shortfalls in funding and human capital.

Self Directed Volunteer Teams (SDVT) is a structured volunteer engagement model focused on strategic outcomes that has been codified and its application tested across a wide variety of organizations in the U.S. Given the challenges of volunteer engagement and retention, compounded by resource requirements for volunteer management, can self direction of volunteers be an optimal approach for nonprofits? Self directed employee teams in the business field is a well-established concept, but its application in the volunteer sector demands a radically different approach.

This paper describes the SDVT model and argues for its place as a promising model that produces measurable outcomes, increases organizational capacity by freeing staff to fulfill other job roles, taps the full range of volunteer talent and experience, and increases the strategic outcomes for the organization.

Keywords: Volunteer engagement; Teams; Self Direction; Unleashing talent; Nonprofit organizations

ID:15 - The intuitive responses of UK employees to sycophantic behaviour being exhibited within the workplace. Is it time to manage this with practical HRM support?

Neil Beasley, Madeline Stevens & Hannah Wilson

ABSTRACT

The intuitive responses of UK employees to sycophantic behaviour being exhibited within the workplace. Is it time to manage this with practical HRM support?

The definition of ingratiation, is that of a behavioural act of trying to please a target by deeds, compliments or actions (Jones, 1964). When one is sycophantic, these deeds and actions are deemed insincere, deceptive or manipulative (Carlson, 2012). However, when one exclusively ingratiates upwards to senior colleagues or people of influence, the insincerity and manipulative nature of the actions can be indistinguishable from sycophancy (Turnley & Bolino, 2001). The act of exclusively ingratiating upwards or exhibiting sycophantic behaviour in UK workplaces, has been researched by conducting semi-structured interviews in accordance with a pragmatic qualitative methodology, underpinned by a framework based upon the cognitive dissonance theory (Zou et al., 2020). The purpose of this research is unique in the fact that it considers the following question; Would it be beneficial to the workforce, to manage, investigate and where required conduct disciplinary proceedings of this deviant branch of impression management? This question is the main focus of the research which has generated the following objectives:

- To investigate if the act of exclusively upwards ingratiation affects civility between colleagues within workplaces;
- To understand if the act of individuals exclusively ingratiating upwards, effects the morale of employees in an organisation;
- To investigate if employees in UK workplaces, think that sycophantic acts that are detrimental to others in the workplace, should be tolerated without consequences or think that such cases should be classified as misconduct and treated accordingly.

This research has highlighted the negative effects of sycophantic behaviour and exclusively ingratiating upwards has on the workplace. One participant, highlighted the effect on teamwork, sycophantic behaviour, can have within the workplace. 'Sycophancy means raising yourself in somebody's esteem at the expense of somebody else, on the ladder. And so... it's going to impact upon on the ability to be part of a team.' On the issue of managing these behavioural traits via an HRM process, a comparison to another behaviour already managed by HRM professionals is proffered. 'Sycophantic behaviour... is coming into the same category as bullying. And it's hard sometimes, especially with bullying and sycophantic behaviour, because you are dealing with... people that are manipulative, and manipulating people are quite charismatic. And when you're charismatic, you're more believable.' Another participant was more explicit on this same subject matter stating 'sycophancy is a small behaviour which is indicative of a bigger problem and it needs to be addressed.' These findings have also been franked by existing impression management literature (Vonk, 1998; Deluga, 2004, Kim, LePine and Chun, 2018, Klotz et al., 2018).

The implications of this research, if realised, means HRM professionals would be educated to see the signs of when people are using the deviant side of ingratiation. And in the process the workplace should become a fairer, more balanced place for everyone concerned. Most stakeholders within a company should feel the positive effects of the implementation of appropriate guidance

and instruction, distributed from HRM to the wider workforce. And more importantly, workplace management and HRM will have another practical tool to manage deviancy.

References

Carlson, J. (2012) 'Lying up on the Job: Does Deceptive Impression Management Work?' Ivey Business Journal, 76(1), p. 21.

Deluga, R. (2003) 'Kissing up to the Boss: What It Is and What to do about it' Business Forum, pp.14–18.

Jones, E. (1964). Ingratiation, a social psychological analysis. New York: Meredith Publishing Company.

Kim, J. K., LePine, J. A. and Chun, J. U. (2018) 'Stuck between a rock and a hard place: Contrasting upward and downward effects of leaders' ingratiation', Personnel Psychology, 71(4), pp. 495–518.

Klotz, A.C. et al. (2018) 'Good actors but bad apples: Deviant consequences of daily impression management at work.', Journal of Applied Psychology, 103(10), pp. 1145–1154.

Turnley, W. H. and Bolino, M. C. (2001) 'Achieving desired images while avoiding undesired images: Exploring the role of self-monitoring in impression management.', Journal of Applied Psychology, 86(2), pp. 351–360.

Vonk, R. (1998). The Slime Effect: Suspicion and Dislike of Likeable Behavior Toward Superiors. Journal of Personality and Social Psychology, 74(4), pp.849–864.

Zou, X., Chen, X., Chen, F., Luo, C. and Liu, H. (2020) 'The influence of negative workplace gossip on knowledge sharing: Insight from the Cognitive Dissonance Perspective', Sustainability, 12(8), p. 3282.

Keywords: Impression Management. Ingratiation. Sycophancy. Management.

ID:51 - Family Employer Brand, Work Engagement, and Turnover Intention: A Study on Nonfamily Employees in Family Businesses

Tuan-Duong Nguyen & Shyh-jer Chen

ABSTRACT

This study investigates the impact of nonfamily employees' perceptions of the family business employer brand, based on the organizational instrumental and symbolic attributes, on turnover intention, and the mediator (i.e. work engagement) and moderator (i.e., motivation and occupational rank) for this relationship. 209 pairs of nonfamily employees and their direct managers data was collected. More specifically this study assesses the evaluation of incumbent nonfamily employees in the family business on the employer brand based on the organizational instrumental and symbolic attributes. In addition, the impact of nonfamily employees' perceptions of instrumental attributes and symbolic attributes on their turnover intention with the mediating role of work engagement. In addition, the moderating effects of occupational rank and motivation of nonfamily employees in the relationship between their perceptions of instrumental attributes and symbolic attributes on work engagement were tested. The results of the Partial Least Squares-Structural Equation Modeling (PLS-SEM) with SMARTPLS 3.0 showed that: (1) nonfamily employees had relatively positive evaluations of family business employer brand; (2) nonfamily employees' perceptions of instrumental attributes were not related to, while their perceptions of symbolic attributes were significantly related to turnover intention; (3) work engagement mediated the perceptions of family business employer brand and turnover intention relationship; (4) the moderating effect of nonfamily employees' motivation were not supported; (5) occupational rank moderated the relationship between perceptions of family business employer brand instrumental attributes and work engagement, such that the relationship was stronger for blue than white-collar workers; (6) occupational rank moderated the relationship between perceptions of family business employer brand symbolic attributes and work engagement, such that the relationship was stronger for white than blue-collar workers.

Keywords: Employer Brand, Motivation, Occupational Rank, Turnover Intention, Work Engagement.

ID:68 - When humans work in-tandem with artificial intelligence systems: The impact on staff wellbeing in the logistics industry

Ewuradjoa Mansa Quansah & Dr Xiaoxian Zhu

ABSTRACT

Introduction
The aim of the research is to identify the effects of artificial intelligence systems on staff wellbeing at the workplace where employees work in tandem with AI systems. As AI is advancing and being incorporated into firms, there is the constant need for workers to keep up with technological pace and the addition of these AI technologies in operations (Fleming, 2020; Zirar, Ali and Islam, 2023). These additions of these technologies tend to have some effects employees on wellbeing when working alongside these technologies (Selenko et al., 2022). (Chowdhury et al., 2022) stipulates how difficult it is for organizations to integrate AI and workers. Further, a cognitive survey by Deloitte indicated that 47% of the respondents found it difficult to integrate these technologies with existing processes . The research explored how HR can better support employee wellbeing by providing rich insight into the human impacts of AI to inform better HR policies, training, and employee support systems.

Theoretical Foundations
Employee wellbeing is essential in the carrying employee tasks (Adams, 2019). When employees have good health they can be productive and carry on their roles. The job-demands-resources (JD-R) theory by Bakker and his co-authors (Demerouti et al., 2001) is employed in this study to analyse AI systems impacts on workers. They propose 2 broad categories of working conditions: job demands and job resources. (Demerouti et al., 2001) state job demands as the "physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological (cognitive and emotional) effort or skills and are therefore associated with certain physiological and/or psychological costs". Whereas Job resources are "those physical, psychological, social, or organizational aspects of the job that are functional in achieving work goals, reducing job demands and the associated physiological and psychological costs, and stimulating personal growth, learning, and development". The study relies on this model to explain that human-AI collaboration put some strain or demand on workers that needs to be identified and the appropriate job resources made available for workers; as illustrated by (Mäkikangas et al., 2021) the job resources are those resources that help individuals deal with the demands of their jobs.

Research Design
The research design is qualitative in nature. Qualitative design helps us derive rich insights into the phenomenon at hand. The philosophical paradigm employed in the research is the interpretivist approach. The interpretivist approach focuses on how humans make sense of the world (Saunders et. al, 2009).

Population, Sample & Sampling Technique
The target population is the UK this is because of how advanced the country is in digital transformation, previous research identified the UK as the digital capital of Europe (Hathaway, Bailey and Cilauro, 2017). A purposeful sampling technique based on criterion sampling was utilised. The unit of analysis were individuals of a company that uses AI systems in their operations specifically in the logistics industry. The criteria used for sample selection included individuals based

in the UK who work in-tandem with AI systems like robots and other AI technologies and who have been working with these technologies for a minimum of three months.
Data Collection
The method of data collection included semi-structured interviews. Individuals were contacted through WhatsApp and emails. The participants were identified from social media platforms like LinkedIn, company websites and researcher contacts. The interviews were conducted on Microsoft Teams. The interviews were recorded and transcribed and lasted for an hour.

Data Analysis
Thematic analysis is being used to identify themes and trends in the data. NVivo software is being used to analyse the data. The data is being analysed as the data is being collected, which the qualitative method lends itself to. The goal of the analysis will be to identify patterns and trends in the data (Edmondson and Mcmanus, 2007).

Preliminary Results
The current preliminary results suggests that while AI provides more flexibility for employees, it also creates pressure to constantly be productive. Employees feel their "antennas are always up" and they have little time to rest. This highlights the need for HR to balance technology use with employee wellbeing. The study also highlights the static and monotonous nature when interacting with robots and other AI systems. In instances, where there was less human interaction this posed a strain on employee mental wellbeing and satisfaction levels. The study further shows how AI is automating certain HR processes like leave approvals which increases efficiency and allows HR to focus on more strategic priorities. The research also demonstrated how AI is being used to track productivity and performance. The technology records employee activities, withdrawals, breaks etc. This allows HR and managers to monitor staff more closely which could also potentially have negative impacts on employee wellbeing.

Conclusion
Overall, this study provides a qualitative view into how the increasing use of AI is impacting employee overall wellbeing when collaborating with AI systems. The research calls for organizations to properly train staff to leverage AI and technology developers to augment the technology while supporting health, wellbeing and development. When employers and companies are aware of the impact AI has on staff wellbeing companies would be able to properly train and develop their human resource and adjust how these technologies function to be able to recoup maximum benefits and ensure staff are healthy to perform their roles.

Keywords: artificial intelligence, staff wellbeing, human resource development, tandem

ID:102 - Unveiling the double-edged sword effects of perceived overqualification: the role of self-efficacy and transformational leadership

Tuan-Duong Nguyen, Thi Huong Giang Vu & Shyh-Jer Chen

ABSTRACT

Overqualification as a part of underemployment occurs when an individual possesses more qualifications such as education, knowledge, skills, and ability than that which is required to perform their job efficiently. As more people are getting higher education, the job market has become more competitive, leading to individuals being employed in positions that do not match their qualifications. As such, perceived overqualification is a widespread phenomenon in the global workplace. Moreover, the COVID-19 pandemic and associated economic downturn have concerning implications for the labor market, especially in nations with high unemployment rates. As a result, enhancing our understanding of employee reactions to this phenomenon is crucial not only in the West but also in other parts of the world. In literature, overqualification can be described as either objective or subjective. It is argued that perceived overqualification (POQ) is a better measure of overqualification than objective measures because of two key points. First, POQ captures the personal experiences of overqualified employees better than objective overqualification. Second, the indicators used to assess objective overqualification fail to capture the differences between positions with the same name. Therefore, this study focuses on a subjective measure of overqualification known as POQ.

Previous studies have mostly focused on negative work attitudes and behaviors resulting from perceived overqualified, such as job burnout, turnover, counterproductive work behavior, and job searching. Nevertheless, recent research indicates that employees who feel overqualified may positively view their redundant skills and use them to proactively produce positive work outcomes. Moreover, there is limited research on the mediators between POQ and employee outcomes as well as boundary conditions that can mitigate or enhance the effects of POQ. Therefore, this study investigates the double-edged sword effects of perceived overqualification with the mediating role of self-efficacy and the moderating role of transformational leadership. In terms of variable outcomes, this study specifically focuses on turnover intention as a dark side and innovative work behaviors as a bright side. The data of 468 voluntary respondents working in various industries in Vietnam were analyzed with partial least squares structural equation modeling (PLS-SEM) to evaluate the assessment measurement model and test the proposed hypotheses. The results indicated that self-efficacy mediates the negative relationship between POQ and turnover intention as well as the positive relationship between POQ and innovative work behaviors. Besides, this study also highlights the role of transformational leadership as boundary conditions in the two side effects of POQ on turnover intention and innovative work behaviors. Particularly, transformational leadership moderates the perceived overqualification-turnover intention association such that this relationship will be stronger with a high level of transformational leadership rather than a low one. Meanwhile, the positive relationship between POQ and innovative work behaviors will be stronger with a high level of transformational leadership rather than a low one. Finally, this study significantly contributes to the growing body of knowledge on both the dark side and bright side of perceived overqualification in developing countries.

Keywords: perceived overqualification, self-efficacy, transformational leadership, turnover intention, innovative work behavior

ID:154 - Making Things Work: Public Perceptions of UK Manufacturing

Robert Stewart, Jillian MacBryde, Colin Lindsay & Carolina Marin Cadavid

ABSTRACT

Paper's Importance
We hear much about the ongoing 'war for talent', high numbers of unfilled vacancies and skill shortages in UK manufacturing. Previous policy analysis and survey research highlights that the image of manufacturing work and jobs are problems to be 'fixed' in post-industrial economies such as the UK and US, and that the older industrial legacy/image of the sector makes these jobs less desirable to jobseekers. However, the adoption of new manufacturing digital technologies and the need for greater workforce digital skills may help address some of the negative images associated with working in the sector and offer better job quality. This should help manufacturers better compete for emerging Gen Z talent and extend their reach into under-represented groups such as women and minorities. This paper reports new primary survey data to better understand public perceptions of the UK manufacturing sector and jobs, what factors shape these views and how industry stakeholders can better engage under-represented groups such as women in the industry

Theoretical base
The paper draws on a range of concepts but is largely theoretically based within the literature on job quality. The latter refers to the job attributes that contributes to, or detracts from, workers' well-being (Muñoz de Bustillo et al 2011). Job quality is of course multidimensional and overlaps with related concepts such as 'good' or 'decent' jobs and 'fair work' (e.g. Findlay 2016, Findlay et al 2017). Although there is no single accepted definition of job quality, Findlay (2016) argues for a focus on employment quality (pay and employment terms), job or task quality (skills utilisation, pace, autonomy, control, problem-solving and opportunities for learning) and workplace quality (opportunity, voice and respect). Warhurst et al (2017) provide an overlapping definition, identifying six key dimensions of job quality: pay and rewards; intrinsic objective (e.g. skills, autonomy, and control) and subjective (e.g. effort, fulfilment) characteristics; terms of employment (e.g. contractual security, career development); health and safety; work-life balance (e.g. flexibility); and representation and voice. Our survey looks at what people value in jobs, the images they associate with manufacturing work (and jobs) and the relative attraction of the sector as a career pathway in the context of emerging new digital technologies. Our survey measures what people value in choosing a new job, how this compares to what they think of work in manufacturing and how new technologies may help change work and careers in the sector.

Research purpose
This paper seeks to explore the perceived importance and image of UK manufacturing in the post-industrial UK economy as a career destination for jobseekers. We present a high-level analysis of survey responses from a representative sample of 2,107 people across the UK. We find that while people strongly value the contribution of the sector (for the continuous supply of goods, innovation, and future prosperity), views on manufacturing work and jobs are strongly shaped by proximity and familiarity: the closer people are connected to the sector (either directly through their work or social networks), the more positive they are about job quality and how new technologies will change future jobs and careers. Despite this and because the sector must better attract talent from under-represented groups, we discuss what women think of manufacturing work and what the sector has to do to make it more attractive to this demographic in terms of greater flexibility practices and inclusive workspaces.

Research question/s
Our research questions include: whether people still value the manufacturing sector in the post-industrial economy; what things people associate with manufacturing work, and what job qualities they are looking for in the current labour market; the perceived quality of manufacturing jobs; and how new manufacturing technologies are likely to change the attractiveness of future jobs and careers?

Implications for HRD practice
The research highlights the potential value of working in advanced UK manufacturing as a career destination and the importance of a range of different HR practices – as well as investments in job resources – as a route to enhanced job attractiveness and better work engagement among employees. The findings have implications for HR practice, sector and employer branding.

Conclusions
Our conclusions focus on the need a strong industry narrative on the value of the sector, the importance of identifying/reflecting jobseekers needs, the importance of positively engaging workforces around new technologies in terms of upskilling (and not downskilling or job destruction) and going forward with best practice HR in terms of flexibility and engaging under-represented groups.

Keywords: UK Manufacturing, Public Perceptions

ID:26 – The Work Design Puzzle: Untangling its Relationship with Work-Life Balance Across Different Forms of Work

Amadeja Lamovšek, Matej Černe, Aleš Popovič, Laura Trinchera, Shaima' Salem Moh'd & Ivan Radević

ABSTRACT

Designing jobs across different forms of work (on-site, hybrid, and remote) is a comprehensive yet understudied topic, despite the uptake of alternative work arrangements in recent years. This study aims to identify the most beneficial work design configurations in terms of fostering employees' work-life balance (WLB) across different forms of work. Research has recognized the strategic value of work-life balance programs in promoting employee retention, minimizing costs associated with turnover, and reducing absenteeism (Eby et al., 2005; Hyman & Summers, 2004). In addition to these established factors, our study sheds light on another way to improve WLB. In particular, work design emerges as an important determinant that can influence WLB, although the impact varies across forms of work. It attempts to solve the practice-relevant problem of designing the work configuration that is most beneficial for WLB within a particular form of work and the theory-relevant problem of traditional work design theories that need to be modernised to fit the technologically advanced new work environments. The study corresponds to some suggestions from previous studies (e.g., Chan et al., 2023; Chatterjee et al., 2021) by complementing previous research on WLB by exploring the phenomenon through the lens of work design.

Our results suggest that work design impact on WLB matters most for on-site workers, followed by hybrid workers and, to a lesser extent, remote workers. These findings underscore the importance of considering work design as one of the factors in promoting optimal WLB outcomes. Chan and colleagues (2023) suggested many recommendations for individual-level HR recommendations (e.g., building employee resilience), team- or organisational-level HR recommendations (e.g., building a compassionate and supportive workplace culture), and socio- or governmental-level HR recommendations (e.g., reforming existing legislation relating to flexible working). With our study, we complement their research and provide recommendations for team- or organisational-level HR strategies while examining the potential impact of job design on WLB, focusing specifically on different forms of work. We do this by providing specific configurations that are most beneficial for WLB for each form of work.

By integrating job design with new information and communication technology (ICT) characteristics, the paper aims to provide insights for optimising work design in technologically advanced work environments. For that, we designed two studies. The first study data were collected from 605 respondents in France between November and December 2022, while the second study data were collected from 1535 respondents in Montenegro in May 2023. By applying fuzzy-set qualitative comparative analysis (fsQCA), our study takes a holistic approach to work design configurations. The analysis of variance showed that workers who work in hybrid work environments generally have the highest WLB, followed by remote employees and onsite workers. Further, the fsQCA analysis suggests that work design is important for WLB across all work forms, but it appears to be most salient for on-site work, followed by hybrid and then remote work. In addition, a necessity analysis reveals common work design requirements for all work forms, highlighting the gravity of information processing, task variety, and social support. Task variety is critical for on-site and remote work, while IT presenteeism emerges as an important factor for hybrid work. The second study's findings contribute to a comprehensive work design framework that promotes WLB in different work arrangements. By considering both traditional work design elements and ICT-related

factors, organisations can optimise work design to meet the evolving needs of employees in technologically advanced work environments.

In conclusion, striking a balance between job demands and job resources is critical for managers to optimise work design and promote WLB across different work forms. The study results indicate that enriched work design holds promise for improving work-life balance across all three forms of work. However, it is noteworthy that job complexity and technological complexity show an interchangeable effect, suggesting that it is important to focus on one of the two components to avoid overwhelming employees with excessive demands. In addition, the necessity analysis identifies key work design requirements that apply equally to all three forms of work. These include providing employees with a high level of information processing, skill variety, and social support. Moreover, both on-site and remote work require providing task variety to promote employee engagement and satisfaction. On the other hand, hybrid work emphasises the significance of IT presenteeism, which is the need for employees to be available for effective collaboration and communication during designated work hours. By adhering to these work design principles, managers can create an environment that promotes work-life balance and overall employee well-being.

Keywords: Work/ job design, work modes, work-life balance, configurations, fsQCA

ID:199 - From organizational support to employee productivity and engagement: The mediating role of generative AI in knowledge management work of IT engineers

Pawel Korzynski, Olga Protsiuk

ABSTRACT

The integration of generative AI into various sectors, particularly in the domain of coding and documentation, has opened new avenues for enhancing knowledge management within organizations. This research aims to explore the potential benefits of employing generative AI in the IT sector, focusing on how training, workplace environment, and communication can impact intrinsic motivation among employees for knowledge management work. In this study we gathered data from 116 elite software engineers employed by Fortune 500 companies in the IT industry, spanning countries such as the United States, France, Germany, the United Kingdom, and India. Our methodology involved using Partial Least Squares Structural Equation Modeling (PLS-SEM) for data analysis. The results indicate that training serves as a crucial facilitator of intrinsic motivation towards knowledge management work when using generative AI. This motivation, in turn, significantly impacts employee engagement and productivity. Our findings may offer insightful implications for organizations, suggesting that strategic training and support in using generative AI for knowledge management can not only enhance employee engagement and productivity but also provide a competitive edge in the rapidly evolving technological landscape.

Keywords: generative AI, knowledge management, employee engagement, organizational support

ID:17 - Unveiling Moroccan Women's Experiences in the Corporate Boards and C-Suite

Khadija Al Arkoubi & Fadoua Tahari

ABSTRACT

The purpose of this research study is to gain insights into the experiences, challenges, opportunities, and perceptions of Moroccan women who serve on corporate boards. The findings of this study will contribute to a better understanding of gender diversity in leadership roles and may help specify the most effective initiatives to promote gender equity and inclusion in corporate governance and the workplace in Morocco.

The Underrepresentation of women on corporate boards is global phenomenon (Catalyst, 2021). Morocco like other countries is still grappling with this challenge despite its commendable strides in recent years to foster gender equality and equal opportunities in corporate governance. In fact, the progress made in this domain is still slow and the disparity is stark in upper managerial positions, where a mere 5.40% of women currently occupy roles, indicating significant gender gap. Furthermore, the ownership of international businesses by women in Morocco stands at a meager 2.5%, highlighting the pressing need for enhanced support systems and increased opportunities for women entrepreneurs (WEF, 2023).

As part of its efforts to enhance women's representation on boards, Morocco mandated a quota of 30% for women on publicly traded limited companies' boards by 2024. This percentage is set to increase to 40% by 2027 (International Finance Corporation, 2022). Nevertheless, it is currently hard to tell whether this compulsory quota system could accelerate the effective participation of women in corporate governance.

Since there is a scant body of literature on women on boards in Morocco, we decided to conduct this qualitative study that relies on storytelling to uncover women's experiences in corporate boardrooms as well as their opinions, emotions, and perceptions of gender equity and inclusion in the realms of organizational, social, and economic life. The choice of storytelling as a research method is justified by the urgency of creating a relational space where stories can unfold safely and softly in a culture marked by an oral tradition and known for the need of women to share their tales and confide to each other to relieve themselves and find solutions to their pressing problems as they engage in the act of storytelling. Our sample is composed of a carefully selected group of women (20) who are members of the "Club des femmes administratrices d'entreprises" (Club of Women on Corporate Boards). By eliciting and sharing these stories, we aspire to contribute meaningfully to the ongoing discourse on gender diversity and inclusion in Moroccan corporations, ultimately fostering a more inclusive and equitable business environment.

We also seek to provide a robust analysis of women's experiences and opinions that will inform DEI (diversity, Equity, and Inclusion) policies and practices in Morocco and contribute to enhancing the impact of women in corporate governance structures as well as the C-Suites.

This study makes three key contributions. First, it validates and affirms the personal story of every woman participant resulting in a reinforced sense of self, a high self-efficacy and self-confidence. Participants may find the storytelling process therapeutic, gaining insights into their own lives and values and leading to a heightened self-awareness. Second, it informs policy discussions and initiatives related to board diversity, gender representation and ways to address gender biases, glass ceilings, maternal walls, and systemic barriers. Finally, it enriches the existing body of

knowledge by shedding light on the experiences, challenges, and successes of Moroccan women on corporate boards in Morocco.

References

Catalyst. (2021). Women on corporate boards (quick take). https://www.catalyst.org/research/women-on-corporate-boards/

World Economic Forum (2023). Global Gender Gap Report. Global Gender Gap Report 2023 | World Economic Forum (weforum.org)

International Finance Corporation (2022) Enquête Gouvernance et Parité – Women on Boards in Morocco. (n.d.). International Finance Corporation. https://www.ifc.org/en/insights-reports/2022/publications-women-on-boards-morocco

Gender equality in corporate leadership: Africa. (n.d.). SSE Initiative. https://sseinitiative.org/wp-content/uploads/2023-SSE-IFC-Gender-Equality-AFRICA.pdf

Keywords: Corporate Governance, Moroccan Corporate Boards, Women, Morocco, Gender Diversity & Equity

ID:18 - Exploring Human Resource Management Practise through the Qatar HR Forum; framing the influence of 'Tharaba' culture and the development of Qatar-Centric competencies for HR Professionals practising in Qatar

Najat El Mahdy

ABSTRACT

Qatarisation policy has emerged from the Qatar National Vision 2030 and has become embedded into organisations' core strategic visions. Qatarisation aims to place knowledgeable local Qataris into senior professional roles to lead their country. Human Development is a core pillar of the National Vision and is an expected responsibility of each organisation and its employees. This responsibility directly impacts the Human Resource Management (HRM) function and HRM professionals developing talent in Qatar. This is a challenge due to a lack of Qatar-centric frameworks available to HR Professionals practising in Qatar and a lack of understanding of influences on HRM Practises. The research focused on overcoming this challenge and contributing to a sustainable framework solution for HR professionals in Qatar.
There were three main aims; to review HR literature while exploring the fundamental principles and context of the HR professional practise in Qatar; to explore ways HR practitioners in the Qatar HR Forum could drive and support a change in HRM practise, and to contribute to professionalising HRM Practise in Qatar. A qualitative interpretivistic approach explored the experiences and perceptions of HR professionals practising in Qatar, who are members of the Qatar HR Forum, through surveys, interviews, and focus groups, to understand the complexities of HRM in Qatar.

The findings show that distinctive expatriate and Qatari influences need to be considered with a new framing of how Qatari culture might influence and impact current and future HRM practises. This has been conceptualised as 'Tharaba Culture' – ذرابه, which encompasses behaviours, customs, and unwritten expectations that locals acknowledge as their culture. It is based on influences such as family ties, leadership status, expected norms and non-negotiable behaviours, engulfed in the wisdom of the respected elders formulated from tribal descent. The research further impacts practise, with a significant outcome being the development of a Qatar-Centric HR competency framework, which will provide a foundation for HR professionals to meet the unique challenges and complexities of HRM practise in Qatar.

Keywords: Human Resources, Talent, Culture, Arab, Qatar, nationalisation, leadership

ID:77 - The Impact of Green Spaces on Job Satisfaction in Urban Japan

Bethany Hager

ABSTRACT

Green spaces have been found to impact individuals' well-being positively, and previous studies from around the world have shown that access to green spaces in the workplace can lead to increased job satisfaction and productivity (Lau et al., 2014). Green space can also impact a person's overall health, another benefit for organizations (Kondo et al., 2018). However, little research has been conducted to understand how the frequency and length of time spent in green space can influence job satisfaction. This study aims to understand the relationship between job satisfaction and time spent in green spaces during work. As green spaces are becoming more popular globally, their creation and successful management may be crucial to Japan, the world's third-largest economy (Adebayo & Kirikkaleli, 2021). While green spaces often fall on cities to fund, the financial burden of the creation and management of these spaces is extremely pronounced in Japan because demographic trends of aging and depopulation are decreasing the tax base for municipalities throughout the country (Rupprecht, 2017), causing the responsibility of these faces to fall on organizations. Japan is one of the top ten most green and sustainable countries in the world and is currently working towards having at least 50% of new cars produced with zero emissions, meeting a goal of 100% carbon emission-free by 2050 in major cities, and is considered to have one of the best recycling systems in the world (Berry, 2021). The successful implementation of green spaces in organizations will only amplify Japan's environmental commitment.

- RQ1: Will employees feel greater job satisfaction when they have access to green space at work?
- RQ2: Do employees believe the length of time spent in green spaces influences the effect it has on job satisfaction?

Over 200 city employees located in two cities in Japan participated in this study, which utilized the Job Satisfaction Survey 36 item, nine-facet scale to assess employee attitudes about the job and aspects of the job created by John Spector in 1985.

Method

This study utilizes a survey designed to investigate the relationship between green space at work, job satisfaction, and whether the amount of time spent in green space is a mediating factor in their relationship. Descriptive statistics and regression analysis via SPSS are being conducted to analyze results, and findings will be interpreted to discuss the implications of the results.

References

Adebayo, T. S., & Kirikkaleli, D. (2021). Impact of renewable energy consumption, globalization, and technological innovation on environmental degradation in Japan: Application of wavelet tools. Environment, Development and Sustainability, 23(11), 16057–16082. https://doi.org/10.1007/s10668-021-01322-2

Berry, I. (2021, November). Top 10 greenest countries. Sustainability Magazine, 11–17.

Kondo M.C., Fluehr J.M., McKeon T., Branas C.C. Urban green space and its impact on human health. International Journal of Environmental Research and Public Health. 2018; 15(3):445. https://doi.org/10.3390/ijerph15030445

Lau, S. S. Y., Gou, Z., & Liu, Y. (2014). Healthy campus by open space design: Approaches and guidelines. Frontiers of Architectural Research, 3(4), 452–467. https://doi-org/10.1016/j.foar.2014.06.006

Rupprecht, C. (2017). Informal urban green space: Residents' perception, use, and management preferences across four major Japanese shrinking cities. Land, 6(3), 59. https://doi.org/10.3390/land6030059

Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the job satisfaction survey. American Journal of Community Psychology, 13(6), 693–713. https://doi.org/10.1007/bf00929796

ID:94 - The aftermath of unprepared anti-workplace bullying legislation: The chaos of South Korean workplace

Yoojeong Nadine Seo

ABSTRACT

Five years passed since the enactment of anti-workplace bullying in South Korea. Strong legal punishment applies to the employers who do not respond to workplace bullying claims (upto 5 years sentences or fines of 50 million KRW). On the positive side, the legislation raised awareness on workplace bullying itself. However, the increasing managerial expedients and false claims are over-shadowing the positive effect of anti-workplace bullying legisaltion and the legilsation has become a cause of chaos in Korean workplace. The paper will review the relevant literature and address the reason behind the chaos. It will then explain the types of expedients employed by the management and motives of false claims.

One reason for the managerial expedients lies in that the enactment of anti-workplace bullying legislation did not accompany employer consensus or sense of responsibility. Despite the legal change, many Korean employers still consider workplace bullying an individual matter, not something that should be addressed by the management. Instead of abiding by the law, Korean employers and management have opted for various expedients to minimize their responsibilities and involvement in workplace bullying claims. From supressing/ignoring workplace bullying claims to protecting perpetrators, their expedients manifest at all stage of workplace bullying claims management. The anti-workplace bullying legislation contains an article about employer punishment for such expedients but the punishment can only occur when an employee reports it. Korean employees are usually avoidant of reporting the management or employer in fear of retaliation.

The reasons for rising false claims lies in that that the legal enactment also did not accompany enhanced employees' ethics and that Korean leglsation does not mention duration/frequency criteria for bullying. Some Korean workers have been wrongly educated that when they feel something is bullying, then it is bullying. Resultantly, some of them began filing a claim against a single incidence of ordinary managerial behavior and demand reimbursement. Soon, false claims of bullying became an issue in which the claimant uses the claim as a means to gain(money, renewal of work contract, undeserved credits for work, heightened performance grade and etc.). In 2023 survey, 1.4% of Korean workers responded that they have been the victims of false bullying claims. The figure was particularly high among the people in their 30s (2.3%) and 20s (1.5%). Another 1.6% were threatended with the possibility of false bullying claims. The figure was much higher for women (2.3%) than for men (0.8%). Employers also began utilising false claims as a means to drive out employees who act out to protect employees' rights (e.g,, union members).

The case of South Korea shows how enacting a new legislation could create a societal chaos when the interested parties were not prepared for the legal changes. Creating consensus and raising ethics should preced the enactment of new legislation.

Keywords: South Korea, workplace bullying, anti-workplace bullying legislation, increasing false claims, managerial expediencyincreasing

ID:106 - Symposium on: To be or not to be strategic and why: provocations based on evidence in four global regions.

Jim Stewart, Henriette Lundgren, Jenni Jones, Robert Hamlin, Rob Poell & Ellen Scully-Russ

ABSTRACT

Introduction
Previous research has demonstrated both the strategic nature of Human Resource Development (HRD) with a need for a more strategic contribution (McGoldrick, Stewart and Watson, 2001) and the continuing failure of HRD professionals to consistently achieve the necessary status and influence in organisations to achieve such a contribution (Torraco and Lundgren, 2020; Byrd, 2024). In addition, and in line with a trend in Human Resource Management (HRM) more generally, HRD professionals have experienced increasing devolvement of HRD functions to line and operational managers as well as increasing use of outsourced providers of HRD services (Garavan et al, 2020). These factors taken together have raised questions about the strategic role of the HRD function and of HRD professionals in work organisations (Mitsakis, 2019; Gold et al, 2022).

Theoretical Base
The symposium applies the concept of role to examine the strategic contribution or otherwise of HRD/M professionals. This concept has been widely used to study the contribution of both HRM and HRD to organisation success for many years (e.g., Storey, 1992; Ulrich and Brockbank, 2005; McLagan, 1989; Garavan et al, 2020). Drawing on an analysis of well-established role theories from sociology and social psychology we apply this concept together with that of strategic HRD to analyse the roles of HRD/M professionals in North America, Europe, Asia-Pacific, and the Middle East/North Africa. This almost global representation and the comparative nature of the study is highly relevant to the selected conference stream.

Purpose, Questions and Methods
The main purpose of the symposium is to stimulate debate on reasons for failure of HRD professionals to achieve a strategic role in work organisations. Questions to be addressed are:

1-Does success in achieving a strategic role for HRD professionals vary across four global regions?
2-What factors might explain the lack of strategic role for HRD professionals?

The symposium contributions will draw on the findings of recent research examining HRD roles in the USA, UK and the Netherlands reported in Lundgren et al, (2023). This will be supplemented by recent reports of international surveys conducted by the UK Chartered Institute of Personnel and Development (Peters, 2023; Overton, 2023).

The symposium organisers will provide short presentations on the findings from these research projects and provocative statements on possible causes for a lack of strategic role for HRD professionals. These possible causes will include:

1-Higher and professional education of both HRD and non-HRD managers
2-Digitalization of organising
3-National and organisational cultures
4-Lack of evidence base for HRD policies and practice adopted by HRD professionals

We request a session of 90 minutes for the symposium.

Importance
The symposium will be of interest and value to both HRD academics and professional practitioners in addressing a perennial and intractable problem experiences by HRD professionals. The comparative analysis of four global regions will provide data on the very latest knowledge of the role of HRD professionals across the world

Conclusion
The symposium provides a rare opportunity to engage with an important issue for HRD educators, researchers, and practitioners.

References

Byrd, M. 2024. "Celebrating 25 Years: Then and Now". Advances in Developing Human Resources, 26 (1): 3–4

Garavan, T. N., S. Heneghan, F. O'Brien, C. Gubbins, Y. Lai, R. Carbery, J. Duggan, R. Lannon, M. Sheehan, and K. Grant. 2020. "L&D Professionals in Organisations: Much Ambition, Unfilled Promise." European Journal of Training and Development

Gold, J., P. Jolliffe, J. Stewart, C. Glaister, and S. Halliday. 2022. "Futures and Foresight Learning in HRD." European Journal of Training and Development,

Lundgren, H., Stewart, J., Kah, S., Jones, J., Poell, R.F., Hamlin, R.G., & Scully-Russ, E. (2023) Mind the gap – a comparative analysis of (in-)congruences in HRD role perception, Human Resource Development International, DOI: 10.1080/13678868.2023.2244711

McGoldrick, J., J. Stewart, and S. Watson. 2001. "Theorizing Human Resource Development." Human Resource Development International 4 (3): 343–356.

McLagan, P. A. 1989. "Models for HRD Practice." Training & Development Journal 43 (9): 49–60.

Mitsakis, F. 2019. "Modify the Redefined: Strategic Human Resource Development Maturity at a Crossroads." Human Resource Development Review 18 (4): 470–506.

Overton, L. (2023) Learning at work 2023 survey report. London: Chartered Institute of Personnel and Development.

Peters, R. (2023) People Profession 2023: International survey report. London: Chartered Institute of Personnel and Development.

Storey, J. 1992. Developments in the Management of Human Resources: An Analytical Review. Oxford: Blackwell.

Torraco, R. J., and H. Lundgren. 2020. "What HRD Is Doing—What HRD Should Be Doing: The Case for Transforming HRD." Human Resource Development Review 19 (1): 39–65.

Ulrich, D., and W. Brockbank. 2005. The HR Value Proposition. Boston, MA: Harvard Business Press.

Keywords: HRD practitioners; role theory; strategic HRD

ID:107 - Cultivating Talent Attraction and Retention in African Tribal Leadership: A Framework for Success

Anna-Marie Pelser & Keititeng Matlapeng

ABSTRACT

Paper's importance
Talent equates to human capital, encompassing knowledge, skills, and experience. Fitzgerald (2014) sees talent as exceptional performers who surpass expectations. Numerous studies highlight the African perspective lagging, with Western dominance (Fornes & Mendez, 2018; Reisen, 2015). Additionally, African leadership, per Mbigi (2002), centers on culture. April and Peters (2011) studied Afrocentric paradigms emphasizing collectivism in traditional societies. Perkins, Shirley, Wint (2008) and Hanges, Aiken, Park, and Su (2016) explored leadership through the lens of cultural diversity and cross-culture, highlighting the influential role of leaders in politics, the economy, and social aspects, serving as catalysts for change through their capacity to influence others.
The African worldview, rooted in Ubuntu philosophy, emphasizes belonging, as seen in the Zulu proverb "umuntu ngumuntu ngabantu." Conversely, Western and Northern perspectives favor individualism, emphasizing competitiveness and sustainability (April & Ephraim, 2010; Mbigi, 2002, Mbigi, 2007, Mbigi & Maree, 2014). Japanese and Eastern societies also prioritize collectivism. Despite modernization's social changes, traditional African norms underpinning leadership remain slow to adapt.

Succession planning should integrate with talent management (Rothwell, 2010). Talent scarcity is universal, impacting both developed and developing nations (Rothwell, 2010). Africa faces acute talent scarcity due to significant brain drain (Docquier, 2017).

Theoretical base
The researcher chose a qualitative method to explore the topic thoroughly, encourage transparency, and capture participants' experiences and insights.
The study centred on tribal councils in South Africa's North-West Province, specifically in Ngaka Modiri Molema, Bojanala, and Dr. Ruth Segomotsi Mompati districts, focusing on rural areas where these councils are located.

Africa boasts diverse ethnic groups and tribes, each with unique cultures, languages, traditions, and social structures (Harahap, 2023). This diversity can lead to issues like xenophobia, tribalism, racism, and is compounded by the fourth industrial revolution with technologies like artificial intelligence and digitalization.

According to James & Mathew (2012), effective strategies counteract turnover and promote retention (Kaye & Jordan-Evans, 2000; Hytter, 2006). Attractive strategies encompass employee engagement, upward mobility, recognition, Performance Appraisal (PA), career development, motivation, and competitive pay (Armstrong & Taylor, 2014; Dockel, Basson, & Coetzee, 2006; Hytter, 2006). Talent attraction and retention add value to the organisation.

Talent retention counteracts the intention to quit. Talent in the organisation is perceived as individuals with human capital in the form of skills, ability and knowledge (Born & Heer, 2009; Cappelli, 2008). Furthermore, it entails the ability to learn and grow within the same organisation (Dittmar, 2012).

The meaningful inclusion and active participation of tribal communities in talent management plays a pivotal role. The involvement of the tribal leaders and the communities' members into decision making fosters the local language, tribal language, cultural values and ownership of the projects and programmes for sustainable development for the benefits of the communities but taking into consideration the ethical imperatives. Inclusion allows everyone to comment irrespective of race, gender, and status (Ranadel et al., 2018; Roberson & Perry, 2021,). Hence, it promotes gender equality and equity. The inclusive leader embraces change (Gotsis & Grimani, 2017). Furthermore, an inclusive leader promotes an inclusive organisational culture.

Research purpose
The researcher aimed to enhance the talent management field by crafting a talent management framework rooted in African tribal leadership principles. This study is expected to highlight facilitating factors for talent development and retention in the chosen area. Unlike existing talent management frameworks, which typically originate from a Western standpoint and focus on single dimensions, this research seeks to integrate the tribal leadership perspective.
The Western perspective often draws from Western culture and experiences, which may not fully align with developing countries (Simmonds, 2013). This study's value is multifaceted. The talent management framework developed under traditional authorities can inform national policy, guideline, and strategy development, promoting transformation, system enhancement, and structural progress. It can establish a governance structure, such as a board of directors, for talent management under tribal authorities, in line with the mandate of cooperative governance to contribute to organizational value.

This inductive phenomenological qualitative study followed the social constructivism paradigm. Data was collected in the form of focus group discussion using a designed interview guide with a structured questionnaire. Hundred and four participants were interviewed from the tribal authorities including the Human Resource Practitioners from Cooperative Governance for Traditional Affairs. Data from group discussion were analysed using the thematic analysis technique. Four themes were generated from data collected. The study findings indicated that development of a talent management framework should be prioritised since there is no framework now. The participants indicated that the framework would serve as a source of reference for future generations. The contribution made to the body of knowledge was the development of a talent management framework for tribal leaders in the selected villages of the North-West Province. The researcher also conducted a comprehensive review using various search engines, including SABINET, EBSCO HOST, EMERALD research database, and Google Scholar. The examination of articles and theses related to talent management from diverse perspectives revealed a dearth of research on the African perspective concerning talent management under tribal authorities. This scarcity led to the selection of this topic for exploratory research.

Research Question
- How do African Leaders perceive talent management?
- How effective is attraction and retention of talent from an African tribal leadership perspective?
- What are the complexities of talent attraction and retention from an African tribal leadership perspective?

Implications for practice:
The framework will be shared with the house of traditional leaders for implementation and with the relevant department as a guiding tool and reference source. Furthermore, the relevant department will oversee monitoring and evaluation to assess the framework's impact. Proper implementation hinges on the department's adoption of the framework, with capacity-building through training

preceding its rollout. This research will contribute to knowledge by creating a talent management framework tailored to traditional leaders from an African perspective.

Conclusions

The Talent Management Framework was created with the tribal viewpoint in mind and distributed to the house of traditional leaders and tribal authorities for implementation to support the tribal authority. Tribal authorities will use the framework as a guide. A digital culture will be developed as an online learning environment to convey regional dialects, customs, and knowledge - intangible cultural heritage - for the purpose of digital transformation. Cultural repositories will serve as hubs of information for upcoming generations as well as places to save historical artifacts. Preserve culture for future generations' co-creation, knowledge transmission, and exchange. Universities must examine the curriculum, rethink the one that will give the tribe's leaders more authority, and create a new curriculum that will enhance the design of education.

Keywords: African tribal leadership; attracting talent; multi-faceted challenges; retaining talent; talent; talent management;

ID:112 - Talent Retention Strategies within the Moroccan Context: A Case Study

Sara Naim & Jeong-Ha Yim

ABSTRACT

The modern business world strongly emphasizes talent retention, thereby incentivizing companies to maintain a competitive advantage through that crucial HRD function (Brown et al., 2003). As Moroccan companies are becoming progressively aware of the importance of talent retention in improving effectiveness, productivity, and organizational capability, digitalization can act as an asset to enhance the effectiveness and efficiency of talent retention strategies (Habachi et al., 2022). Retention is defined as the efforts made by employers to keep talented employees to achieve specific objectives (Frank, 2004; Ibrahim and Daniel, 2018). In Morocco, a significant concern plaguing companies pertains to the difficulty in retaining top employees long-term (Hajjami, 2020; Iddoub and Barzi, 2023). Approximately 50% of Moroccan talent are willing to switch careers and work in another country (Hajjami, 2020). The lack of advancement opportunities and enhanced quality of life, as well as an unpredictable work environment, contribute to the issue of turnover (Ongori, 2007; Al-Suraihi et al., 2021).

While there have been studies exploring this matter (e.g., Habachi et al., 2022; Ford-Colin, 2022), little research has been conducted to investigate the key agents of employee turnover and inform actionable strategies that could potentially be implemented by organizations, especially in the context of Morocco. Effective talent retention strategies can ensure better productivity and enhanced effectiveness (Al Mamun and Hasan, 2017). Therefore, making sense of the specific contextual agents affecting talent retention is relevant for Moroccan companies to design stronger HR strategies.

By conducting a thorough analysis, this research is aimed at investigating the company's talent retention practice to offer valuable insight into the factors impacting talent retention and the effectiveness of established strategies within the company. We opted to use the Psychological Contract Theory (PCT) as a theoretical framework to guide this study. The psychological contract assesses the mutual relationship between employees' obligations, duties, and rights, as well as those of the employer (Silva and Weerasinghe, 2016; Okolie and Memeh, 2022). The research questions are the following: 1) What are the talent retention strategies in the organization? 2) What are the factors negatively affecting talent retention? 3) How do digital tools support talent retention? Qualitative research is suitable for extracting insights on unexplored topics (Creswell, 2016). On the basis of purposeful sampling, this research targets 20-25 employees and HRD practitioners working at the Moroccan company. The data will be gathered via semi-structured interviews and a review of documentation related to talent retention. The data will then be analyzed through a thematic analysis to uncover key insights following the seven phases of thematic analysis proposed by Lester et al. (2020).

By tackling the unique challenges the company faces in regard to talent retention, this study can provide actionable insight that could be implemented in a broader fashion throughout the Moroccan business environment. Furthermore, this research can contribute to the HRD field by providing a nuanced understanding of employee retention strategies within a specific organizational and cultural context.

Keywords: Talent retention, Morocco, Psychological Contract Theory (PCT)

ID:121 - A Case Study: Investigating the Intersection of National Culture and Religiosity and its Impact on Employee Behavior in a Moroccan Public University

Oumaima Tati & Jeong-Ha Yim

ABSTRACT

Hofstede's 1980 definition of culture as "the collective programming of the mind that distinguishes one group's members from others" laid the foundation for a comprehensive model comprising power distance, individualism, masculinity, and uncertainty avoidance. Two additional dimensions (long-term and indulgence) were added (Hofstede et al., 2010) after research involving IBM employees.

While Hofstede's dimensions offer valuable insights into HRD, explaining the influence of national culture on behavior and organizational tendencies (Louahabi et al., 2020), they fall short of capturing culture's complexities (Ailon, 2008). Further research is needed to unravel the intricate interplay among culture, human behaviors, and HRD practices (Najera, 2008). Scholars advocate refining Hofstede's framework by considering regional and subcultural variations within countries to enhance HRD strategies (Balambo, 2014; Duncanson et al., 2016; Hennekam & Tahssain-Gay, 2015; Louahabi et al., 2020).

This study explores the Moroccan context, with Balambo (2014) using Hofstede's model to uncover unique cultural traits, emphasizing the religious factor. Louahabi et al.'s (2020) exploration of Hofstede's 6-D model at the subcultural level reveals significant deviations from national culture, with religious factors playing a key role in shaping workplace dynamics.
Empirical studies on Moroccan organizational culture through Hofstede's model are notably scarce (Aljayi et al., 2016). The diverse regional subcultures and the influential role of religious characteristics in Morocco pose challenges in applying Hofstede's model (Balambo, 2014; Louahabi et al., 2020).

This paper qualitatively explores Moroccan culture's impact on employee behaviors, focusing on the administrative staff at a public university. The study examines the interplay of national culture, particularly the religiosity factor, on organizational behavior. Rooted in Hofstede's six cultural dimensions (Hofstede et al., 2010) and enriched by the religious dimension emphasized by Balambo (2014), this research transcends existing limitations, providing a nuanced understanding of additional cultural dimensions.

The research design prioritizes selecting diverse administrative staff for a comprehensive perspective (Johnson et al., 2021; Brown & Martinez, 2022; Lichtman, 2023). This group's representation spans various job levels, genders, ages, and regions, offering insights into cultural dynamics within the public university. As key participants in organizational operations, the administrative staff plays a crucial role in understanding the intersections of culture, religiosity, and workplace behavior.

The chosen methodology employs semi-structured interviews and field observations as primary data collection methods, using thematic analysis for in-depth exploration. This approach facilitates understanding participants' experiences, perceptions, and behaviors within the organizational setting. Rigorous confidentiality measures, including consent forms, pseudonyms, secure data storage, and researcher-only access (Merriam & Tisdell, 2016), maintain participant privacy. Furthermore, the independent recruitment process, individual contact for participation consent,

and a commitment to unbiased evaluation aim to cultivate a safe and trustworthy environment for honest input.

This research holds the potential to offer comprehensive insights for enhancing work conditions, particularly in culturally diverse businesses. It also aims to provide insight into culture's deep impact on organizational dynamics, crucial for establishing peaceful, inclusive, and high-performing workplaces.

Keywords: Hofstede's cultural dimensions, Moroccan culture, employee behavior, religiosity factor.

ID:172 – Sacred Threads in The Corporate Fabric: A Review of Religiosity's Influence on Micro, Small and Medium Enterprises

Diane Keeble-Ramsay & Obinna Ejiogu

ABSTRACT

More than half of the global workforce relies on micro, small, and medium enterprises (MSMEs) since they constitute 90% of all business or employers (World Bank, 2022). MSMEs, act as conduits for the introduction of new technologies, operational knowledge, and innovative products. When compared to larger corporations, MSMEs possess the capacity to generate a more diverse range of employment opportunities across varying specialties (Khan & Khalique, 2014; Andah & Onana, 2020). The recognition of their potential impact on socioeconomic progress, especially within numerous developing nations, including Nigeria, has resulted in a prioritization of the support for MSMEs. Within such countries, MSMEs have contributed over 55% to the GDP. They further account for 65% of total employment (Akbar et al., 2018; Al-Dairi et al., 2012; Nakibullah, 2018). Further, to explore the nature of the role of successful MSMEs in the economic ecosystem, it seems paramount to identify any key factors that contribute to the sustainable and continued success of MSME enterprises.

This paper originates from doctoral investigation into the growth dynamics of MSMEs in Nigeria. Adopting a phenomenological interpretation, it focused upon the approaches of MSME owners. Adopting a Critical Human Resource Development (CHRD) (Lee, 2001; Gold & Bratton, 2014) lens, the study initially analysed exploratory semi-structured interviews undertaken. From this initial investigatory review, Religiosity adopted by the proprietor was identified as a possible success factor for Nigerian MSME (Ejiogu & Keeble-Ramsay, 2023).   Acknowledging the cultural and religious landscape in developing economies, where religion plays a prominent role in daily life (Adeleke & Olabisi, 2018; Ogujiuba & Uzor, 2020), it emerged that further consideration of any intersection of religion and business was warranted. Specifically, given the context of MSMEs, such exploration might offer valuable insights. In particular, by unpacking how religious beliefs and practices influence and play out may have potential for considering resilience and growth potential of the enterprise facing environmental and economic challenges. Through conducting an initial scoping literature review (Arksey & O'Malley, 2005) to investigate any intersection of religiosity and business, this paper reports then on the discourse surrounding any relationship between religiosity and business practices.

Scholars (Smith & Rayment, 2007; Koenig et al., 2001; Kimura et al., 2012; Lucchetti et al., 2012; Armitage & Keeble-Ramsay, 2015; Dias & Pais-Ribeiro, 2017; Panzini et al., 2017) across diverse disciplines, have considered how religious and spiritual contexts influence individuals in their lives and work. These works recognised that organisations have increasingly adopted management models which address employees' emotional, affective, and spiritual well-being alongside their material needs (Chowdhury, 2018; Silva, 2008). In conducting this scoping review, searches were conducted by engaging with academic databases (such as PubMed, PsycINFO, JSTOR) using keywords like "religiosity in business," "faith and entrepreneurship," "spirituality in the workplace," to provide any landscape of current thinking.   Given the study was conducted in 2023, the Inclusion Criteria for this investigation encompassed studies in peer-reviewed journals, and conference proceedings published between 2000 and 2022, prioritizing English-language publications. A two-step selection process involving initial articles provided the final selection of sources. The finalised selection considered the contributions in terms of critical insights into any religiosity-business relationship.   Aiming to identify common themes, patterns, and gaps, Thematic organization and analysis further facilitated the final synthesis of the research topic.

This undertaking contributes towards the learning and ponderance upon the influences of religiosity and relative diverse aspects. It discusses and considers this by contemplating business outputs linking discourse towards ethical behaviours, employee and entrepreneurial attitudes, alongside any potential impact of religiosity for possible interpretation or adherence towards Corporate Social Responsibility (CSR).   The synthesis of current writings highlighted by this investigation identified the possibility of positive associations between religiosity with more ethical behaviors and/or businesses' earnest engagement in CSR initiatives.   By examining attitudes towards work and entrepreneurial intentions, it further questioned whether these potentially shape decision-making processes, organisational culture, and employee's behaviour (within the Nigerian MSME context).   Whilst revealing two significant gaps within the intersection of religiosity and business, it also explores whether religiosity impacts upon consumer behaviours.

Previous research (Kurland & Pelled, 2000; Weaver et al., 2005; Gatewood et al., 2005; Ahmetoglu et al., 2011; Duska et al., 2011; Treviño et al., 2014; Armitage & Keeble-Ramsay, 2015; Johnson et al., 2017; Adeleke & Olabisi, 2018; Adelaja et al., 2018; Faliagka et al., 2019; Ford et al., 2019; McKinnon & Murray, 2018; Ofori et al., 2018; Ogujiuba & Uzor, 2020; Nusair & Rosli, 2020; Ozer et al., 2020; Ndedi et al., 2020; Alshehri et al., 2021; Maidl et al., 2022) explored the impact of religiosity on business outcomes, ethical behavior, work attitudes, and entrepreneurship extensively, yet this paper identified that there remained limited understanding of the underlying mechanisms through which religiosity operates. Existing studies predominantly focus upon specific religious traditions, such as Christianity or Islam, within particular geographic regions, leaving a gap in understanding how religiosity in other religious traditions and diverse cultural contexts which might influence business outcomes and behaviour. This study recognises that further investigation is needed to identify further the specific mechanisms by which religious beliefs and practices shape decision-making, behaviors, and outcomes in the business context.   In so doing, given potential for concerns of any critical discourse of religiosity within the developing country context, it considered whether the topic had been neglected.

Keywords: Religiousity, Business, MSME

ID:191- Female Entrepreneurship within the Chinese and Asian Context

Dr TJ McCabe & Professor Thomas Garavan

ABSTRACT

Paper's Importance
This study was prompted by calls to strategically promote female entrepreneurship in a drive to achieve sustainable economic growth within Asia (Global Entrepreneurship Monitor 2018; Mastercard 2018). McKinsey Global Institute's (2018) report on women's equality in Asia, found that the region's economic development could be greatly enhanced by advancing women's participation in economic activities. While most studies on women in leadership have been conducted in a Western context (Cho et al., 2020), the Asia context differs in several different respects. Cooke and Xiao (2021) pointed out that research has not kept pace with the recent growth in the number of women entrepreneurs in China. Furthermore, the economic impact of the COVID-19 pandemic has also led to large-scale unemployment and underemployment. This has resulted in many people, including women, setting up their own businesses and becoming self-employed. These developments all have human resource development (HRD) implications (Li, et al., 2020).

Theoretical base
The barriers female entrepreneurs face in starting or running their businesses have attracted increasing attention from researchers and policymakers (Cooke and Xiao, 2021). Tong and Chen (2004) regard female entrepreneurs as those who take part in the process of building up a company, sharing part of its property rights, and taking charge of company operations. Despite shared characteristics across national settings, entrepreneurship is context-specific (Gelderen and Masurel 2012).

Research also highlights important gender differences in both career anchors and work values (Haslett and Leidel 2015; Hardin et al. 2006; Dyke and Murphy 2006; Kirchmeyer 2006). Studies show that men and women differ in their entrepreneurial career aspirations and trajectories as entrepreneurs (Cooke and Xiao 2021). The role of gender has unique complexities in the Chinese and Asian contexts, where traditional culture and religious beliefs dictate the inferior status of women in their daily lives and this spills over into the realm of entrepreneurship (Cooke and Xiao 2021). The internalization of Chinese culture and beliefs has resulted in many women prioritizing family over career development. The notion that men are more capable as the primary income generator and women as the caregiver of the family (Cooke and Xiao 2021), has in some cases undermined women's self-confidence (Cooke and Xiao 2021). Recent studies suggest gender stereotypes embedded in traditional Chinese culture hamper women's entrepreneurship. Women in China take up self-employment for multiple reasons including work-life balance, personal career development and self-actualization (Li et al. 2020; Ng et al. 2016; Zhu et al. 2019). Some women perceive disadvantages in self-employment and value job security more so than males (Díaz and Jiménez 2010; Haslett and Leidel 2015). Chinese culture emphasizes a preference for male as opposed to female entrepreneurship with many women viewing it as less desirable (Diaz-Garcia et al. 2015). This affects the types of challenges female entrepreneurs face and their motivation towards business creation and development (Henry et al. 2016; Jennings and Brush 2013).

Research purpose
Our study is in response to calls by Cho et al. (2021) for further research and new insights into female entrepreneurship that include and go beyond the Chinese and Asian context (Cooke and Xiao, 2021). In exploring the socio-cultural barriers to female entrepreneurship, we intend to use an interpretive research design for this study. We will also use a quantitative, survey method in

capturing and measuring specific variables relating to the sociocultural barriers to female entrepreneurship.

Research Question

Linked to the research gaps identified, we propose undertaking a mixed-method approach in exploring the following broadly stated research questions.

RQ1 Exploring differences in motivations driving male and female entrepreneurship in the Chinese and Asian context.

RQ2 Identifying and exploring social and cultural barriers to female entrepreneurship within the Chinese and Asian context.

RQ3 Exploring the role of HRD in overcoming social and cultural barriers to female entrepreneurship within the Chinese and the Asian context.

Implications for HRD practice

Our study lends further support to Cho et al. (2021) who call for further studies, using mixed methodologies to uncover new insights into women's entrepreneurship that both include and go beyond Chinese and Asian contexts (Cooke and Xiao, 2021). HRD professionals in both Chinese national and international contexts need to appreciate the role of gender and develop programs for aspiring female entrepreneurs, that incorporate and build entrepreneurial competencies.

Conclusions

We intend to use qualitative research, through semi-structured interviews and focus groups in exploring the motives of male and female entrepreneurship and examining the socio-cultural barriers to female entrepreneurship. A quantitative survey methodology will also be used to examine correlations and cause-and-effect relationships with key variables identified in the literature. Our findings will complement and build on other studies on female entrepreneurship in the China and Asia context and beyond.

References

Cho, Y., Park, J., Han, S.J., Sung, M. and Park, C. (2021), "Women entrepreneurs in South Korea: motivations, challenges and career success", European Journal of Training and Development, Vol. 45 No. 2/3, pp. 97-119. https://doi.org/10.1108/EJTD-03-2020-0039

Cooke, F.L. and M. Xiao. 2021. "Women entrepreneurship in China: where are we now and where are we heading." Human Resource Development International 24 (1): 104-121, DOI: 10.1080/13678868.2020.1842983

Díaz-García, M. C., & Jiménez-Moreno, J. (2010). Entrepreneurial Intention: The Role of Gender. International Entrepreneurship and Management Journal, 6, 261-283. https://doi.org/10.1007/s11365-008-0103-2

Díaz-García, C., F. Sáez-Martínez, F., J. Jiménez-Moreno. 2015. "Evaluación del impacto del programa educativo "Emprendedores" en la intención emprendedora de los participantes." RUSC. Universities and Knowledge Society Journal 12 (3): 17-31. http://dx.doi.org/10.7238/rusc.v12i3.2146

Dyke, L.S. and S.A. Murphy. 2006. "How we define success: a qualitative study of what matters most to women and men." Sex Roles 55: 357-71. https://doi.org/10.1007/s11199-006-9091-2

Gelderen, V. M., and E. Masurel. 2012. Entrepreneurship in Context. London: Routledge.

Tong, L., and J. Chen. 2004. "Research on the Motivation of Women Entrepreneurs." Journal of China University of Geosciences (Social Sciences Edition), no. 4: 109–123.

Hardin, E.E., F.P. Varghese, U.V. Tran, and A.Z. Carlson. 2006. "Anxiety and career exploration: gender differences in the role of self-construal." Journal of Vocational Behavior 69: 246-58.

Haslett, B. B. and K. Leidel. 2015. "Work values in a changing global environment: Comparing Chinese and U.S. students." Intercultural Communication Studies 24 (2): 11-34.

Henry, C., Foss, L. and Ahl, H. (2016), "Gender and entrepreneurship research: a review of methodological approaches", International Small Business Journal: Researching Entrepreneurship, Vol. 34 No. 3, pp. 217-241.

Jennings, J.E. and Brush, C.G. (2013), "Research on women entrepreneurs: challenges to (and from) the broader entrepreneurship literature?", Academy of Management Annals, Vol. 7 No. 1, pp. 663-715.

Kirchmeyer, C. 2006. "The different effects of family on objective career success across gender: a test of alternative explanations." Journal of Vocational Behavior 68:323-46.

Li, J., J. Y. Sun, L. J. Wang, and K. Jie. 2020. "Second-generation Women Entrepreneurs in Chinese Family-owned Businesses: Motives, Challenges, and Opportunities." Advance in Developing Human Resources 22: 124–136. Advance online publication. doi:10.1177/1523422320907043. Mastercard. 2018. Mastercard Index of Women Entrepreneurs (MIWE) 2018 (Report). https://newsroom.mastercard.com/wpcontent/uploads/2018/03/MIWE_2018_Final_Report.pdf

McKinsey Global Institute. 2018. The power of parity: Advancing women's equality in Asia Pacific [Report]. https://www.mckinsey.com/featured-insights/gender-equality/the-powerof-parity-advancing-women's-equality-in-Asia-pacific.

Ng, J. C. Y., M. M. D. Huang, and Y. P. Liu. 2016. "The 'Feminine' Entrepreneurial Personality Trait: The Competitive Advantage of Female College-Student Entrepreneurs in Chinese Wei-Shang Businesses?" Asia Business & Management 15 (5): 343–369. doi:10.1057/s41291-016-0012-0.

Zhu, X. W. 2019. "An Analysis of Opportunities and Challenges for Female Entrepreneurs." Enterprise Reform and Management, no. 10: 80–82.

ID:212 - Supporting Coastal Community Resilience through Leadership Development and Training in Thailand

Oliver Crocco & Pimsiri Aroonsri

ABSTRACT

Paper Importance
Sea-level rise as a result of climate change is threatening 10% of the world's population whose livelihoods and communities depend on coastal areas (Wahl, Brown, Haigh, and Nilsen, 2018). As a result, coastal issues around the world have seen massive investment, including in the U.S. Bipartisan Infrastructure Law, which includes funding for coastal resilience (National Oceanic and Atmospheric Administration, 2022). This has also led research universities such as Louisiana State University to prioritize interdisciplinary research around coastal issues as a way to maximize societal impact (Louisiana State University, n.d.). Similar to coastal areas in Louisiana, Thailand experiences some of the world's most complex and critical environmental problems, such as coastal land loss, nutrient and chemical pollution, and vulnerability to severe weather (Bridhikitti, Prabambroong, Liu, and Yu, 2021), which make it an illustrative and comparable example of coastal challenges (Fanh, 2003). Coastal erosion has a long history in Thailand (Vongyisessomjai et al., 1996), which affects communities and wildlife habitats such as fisheries that are crucial for Thailand's economy and its citizens' well-being (Nicholls et al. 2007). Even the popular tourism destination of Bangkok is sinking due to shoreline erosion, groundwater extraction, and climate change (Olson and Kreznor, 2021), the costs of which will continue to be astronomical (Hinkel et al., 2014). While important work is being done by environmental engineers and scientists (Sangsupavanich, Chonwattana, and Naimsampao, 2009) as well as ecotourism operators (Tseng et al., 2019), thinking long-term about addressing these problems requires leveraging community-based efforts in leadership development and training around coastal protection. Building community resilience through training and leadership development is key to long-term sustainability and coastal preservation. Research shows that training and human resource development are key mechanisms for communicating the risks of climate change and 'enabling pro-environmental behavior' (Sadler-Smith, 2015). While there have been vital contributions related to environmental education and training in Thailand generally (Junkaew, Wongchantra, and Wutthisak, 2021), more work needs to be done related specifically to the unique challenges of community resilience amidst coastal erosion and sea-level rise. This project builds on my recent grant work in 2022 (NSF Award No. 2226565, $99,869.00; PI - Christopher D'Elia) where we developed and evaluated teacher training on coastal preservation for a school STEM Program.

Theoretical Base
The theoretical base framing this inquiry includes (a) Human resource development, in particular leadership development and training, (b) community resilience, and (c) coastal preservation and environmental change.

Research Purpose
The purpose of this exploratory multi-case study is to understand the role of leadership development and training in coastal preservation and community resilience in Thailand.

Research Questions
The research questions guiding this inquiry include: (a) In what ways do environmental organizations in Thailand utilize human resource development activities such as leadership development and training to build coastal community resilience? (b) What do training materials and organizational documents demonstrate are the mechanisms utilized in facilitating these activities?

(c) How do stakeholders perceive the role of these activities in supporting coastal preservation and community resilience?

Implications for HRD Practice

Implications for HRD practice primarily revolve around transferability and lessons learned about HRD in coastal preservation and community resilience. If more could be understood about the role of HRD activities (e.g., leadership development and training) in supporting coastal community resilience in a salient context such as Thailand, this knowledge innovation could be used to inform new ideas and approaches for how environmental organizations in coastal areas around the world, such as the Gulf Coast in the United States, can build resilience in their communities.

Keywords: leadership development, training, climate change, coastal preservation, community resilience

ID:216 - Climate Change Mitigation, Sustainability, and Green HRD: HRD Professionals Working in Disrupted Ecosystems

Maria Cseh, Beatriz Coningham & Mengying Cao

ABSTRACT

The Intergovernmental Panel on Climate Change's latest report (IPCC, 2023) noted that climate change is a threat to human well-being and planetary health and only thorough transformative systematic change that incorporates community ownership and indigenous knowledge will we be able to limit global warming to 1.5 degrees Celsius and avoid its dangerous consequences. The IPCC (2023) report also noted that to mitigate climate change adaptive governance, lifestyle and behavioral changes and innovative financing mechanisms are needed. Mitigating climate change requires significant paradigm shifts (e.g., to long-term thinking, development and use of renewable energy sources, of circular economy, of sustainable agriculture and diet, etc.) and a shift from short-term outcomes to long-term benefits. Climate change has the potential to disrupt ecosystems, economies, and societies in unprecedented ways and poses one of the most significant threads to sustainability.

It has been eight years since the special issue on Green HRD was published (Scully-Russ & Cseh, 2015). In this issue Sadler-Smith (2015) discussed the important role of HRD professionals to mitigate climate change by enabling pro-environmental behavior change through individual learning and development, and organizational development and change interventions. Although, Jang and Ardichvili (2020) discussed the roles HRD professionals play in corporate social responsibility (CSR) and sustainability initiatives in multinational companies, the relationship among climate change, sustainability, and Green HRD, and the role of HRD in climate change mitigation and adaptation need further attention.

The purpose of this conceptual paper informed by a systematic literature review is to discuss the relationship between sustainability, climate change, and green HRD, and the role HRD professionals play in mitigating climate change in organizations operating in disrupted ecosystems and economies in regions severely affected by climate change around the world.

References

IPCC. (2023). AR6 Synthesis Report: Climate Change 2023. Www.ipcc.ch. https://www.ipcc.ch/report/ar6/syr/

Jang, S., & Ardichvili, A. (2020). The role of HRD in CSR and sustainability: A content analysis of corporate responsibility reports. European Journal of Training and Development, 44(6/7), 549-573. https://doi.org/10.1108/EJTD-01-2020-0006

Sadler-Smith, E. (2015). Communicating climate change risk and enabling pro-environmental behavior change through human resource development. Advances in Developing Human Resources, 17(4), 442-459. https://doi.org/10.1177/1523422315601087

Scully-Russ, E., & Cseh, M. (Eds.). (2015). Green HRD. Special Issue of the Advances in Developing Human Resources, 17(4).

ID:221 - Hospitality Management Strategy Importance of Human Resources Customer Cultural Awareness The case of the Asian Market

Paula Tavares de Carvalho

ABSTRACT

Purpose –This study examines the strategy of luxury hotels operating in Portugal concerning Asian Market in general and Chinese and Japanese in particular, identifying factors behind Japanese and Chinese customers' satisfaction or dissatisfaction with hotel attributes.
Theoretical framework – Comparing with Western, Asian tourists prefer the basic and practical aspects of service, giving higher ratings for variables such as "staff understanding your problems and needs," and "responding effectively.". (Tsang and Ap, 2007). Expectations of hotel hospitality are influenced by personal factors (Ariffin and Maghzi, 2012). Compared with the Chinese, the Japanese seem less comfortable when they are not shown politeness in situations where they would expect it (Tao, 2013). Luxury hotels should focus on staff training, cleanness of rooms and location choice to improve customer satisfaction (Chang et al., 2023).

Asian Customers are not all the same and hotels strategy should take in consideration the customer country of origin to retain, attract and recover these customers and markets seen as very profitable, delighting them (Tavares de Carvalho and Reis, 2023).

Design/methodology/approach – A three-steps methodological approach is used: literature review; 1.354 booking.com content analysis of customers reviews, 501 questionnaires had been sent to managers, valid responses were analysed using SPSS (Principal Components, Hypothesis test and Structural Equation Modelling).

Findings – Tools of digital age (online travel agencies reviews) can be an useful tool to discuss and improve the customer strategy approach and to the development of Hospitality Human Resources. Findings of content reviews analysis reveal that Japanese and Chinese customers are pleased differently concerning hotel attributes and it falls into six dimensions: location, facilities, room, breakfast, staff-service, finance. The hotels strategy is not taking in consideration the customer origin, having negative customer satisfaction implications. Training to hotels human resources in Asian culture (Japanese and Chinese) should be made.

Research, Practical & Social implications – Asian Customers are not all the same and hotels strategy should take in consideration the customer country of origin to retain, attract these customers. Originality/value – There are few studies made about this subject. This study contributes for the understanding of the improvement that Hotel Management should do if they want to attract and delight the Asian customers, confirming that the use of digital platforms are a big help in the understanding of the customers 'satisfaction and dissatisfaction factors with hotel attributes.

REFERENCES

Ariffin, A. A. M., & Maghzi, A. (2012). A preliminary study on customer expectations of hotel hospitality: Influences of personal and hotel factors. International Journal of Hospitality Management, 31(1), 191–198. https://doi.org/10.1016/j.ijhm.2011.04.012

Chang, V., Liu L., Xu Q., Li, T., Hsien Hsu, C. (2023). An Improved Model for Sentiment Analysis on Luxury Hotel Review. Expert Systems. Wiley Online Library.

Tao, L. (2013). Politeness in Chinese and Japanese Verbal Communication. Intercultural Communication Studies, 22(2), 151–165.

Tavares de Carvalho, P. and Reis, E. (2023). Understanding positive and negative portuguese luxury hotels attributes. Japanese and chinese customers. VII Internacional Forum on Management. "Recuperação Incerteza e Transformação Digital"- book of proceedings. Universidade da Madeira.

Tsang, N. K. F., & Ap, J. (2007). Tourists' perceptions of relational quality service attributes: A cross-cultural study. Journal of Travel Research, 45(3), 355–363. https://doi.org/10.1177/0047287506295911.

ID:225 - Influence of Status and Characteristics of Employment on Lifelong Learning Participation and Perceived Quality of Life

Eun Keong Jung, Namhee Kim & Fabiola Pereira Aquize

ABSTRACT

Introduction

Since the global business environment is constantly and rapidly changing, how to adapt to new skills emerging in the workplace is becoming a serious concern among organizations and nations (Darlinda, 2019). Workers need to continuously learn new skills and knowledge to either maintain their current jobs or transition to better employment opportunities (Sarojni & Anh, 2023) and lifelong learning is considered an effective tool for improving their professional lives (Päivi, 2016). Although lifelong learning experiences are also known to affect the perception of quality of life in various aspects (Dion & Ben, 2011; Hammond, 2004), the experience of learning participation differs based on the employment status or profession of working adults, and these variations in experience may also influence their perception of quality of life (Jonathan & Maura, 2002; Lee, 2006).

The purpose of this proposal is to investigate whether employment status and stability, and types of occupations influence participation in lifelong learning and whether those characteristics affect their perception of quality of life after participating in lifelong learning.

Literature Review and Research Hypotheses

From an organizational perspective, the development of workers' capabilities is an essential task through education and training. At the individual level, participation in vocational programs is common for developing current or future job-related skills, and lifelong learning participation is reported to lead to an improvement in the quality of life as well (Hwang & Kil, 2017).
Human capital theory is a widely recognized economic theory that explains the relationship between education and quality of life. Human capital represented as skills, functions, and knowledge acquired over an extended period through education and training can enhance an individual's productivity, and ultimately leading to an improved quality of life even though it does not account for all factors influencing an individual's well-being. Adult learners often participate in lifelong learning to perform their jobs more effectively. Knowles' adult learning theory (1980), Andragogy, highlights that adults' learning motivations frequently stem from a desire to improve their careers or quality of life (Sung et al., 2015).

The stability of employment type affects the learning environment of working individuals. Previous studies suggest that individuals with higher employment stability tend to participate more in lifelong learning compared to those with lower stability (Son, 2004; Yoon & Park, 2017). In contrast, non-regular workers with lower employment stability may perceive exclusion or discrimination from organizational learning experiences (Pyun et al., 2007).
Lifelong learning has also been discussed in relation to quality of life. For instance, higher participation in lifelong learning is associated with higher happiness levels (Hwang, 2015; Koh & Lee, 2014; Kwon, 2013) and lifelong learning participation contributes to recovery from mental health disorders and enhances the ability to cope with potential stress-inducing situations (Hammond, 2004). Overall, lifelong learning participation and satisfaction may positively influence the quality of life and happiness.

Research hypotheses of this study include:

RH1. Employed individuals are expected to show greater participation in lifelong learning than those who are not employed.

RH2. Individuals with higher employment stability are expected to show greater participation in lifelong learning than those who have lower employment stability.

RH 3. Individuals with more professional jobs are expected to show greater participation in lifelong learning than those who have non-professional jobs.

RH 4. Employed individuals are expected to perceive a more positive quality of life through lifelong learning participation than those who are not employed.

RH 5. Individuals with higher employment stability are expected to perceive a more positive quality of life through lifelong learning participation than those who have lower employment stability.

RH 6. Individuals with more professional jobs are expected to perceive a more positive quality of life through lifelong learning participation than those who have non-professional jobs.

Tentative Results

Analysis of data from Korea's Lifelong Learning Personal Survey (Korea Education Development Institute, 2022), a national survey data targeting lifelong learning participants, produced the following results, which are still in progress: (1) Hypotheses 1, 2, and 3 were supported and (2) Hypotheses 4, 5, and 6 were partially supported.

Implications for HRD

This study can provide insights into HRD in terms of workforce training and education for organizations and nations. At the organizational level, training programs need to be designed according to the demands of members and promote a learning atmosphere that supports individual development. Additionally, at the national level of HRD, we can learn how to consider employment characteristics based on our research findings when developing vocational programs.

References

Darlinda M. (2019). Lifelong education for the global and intercultural workplace. Revista Lusofona de Educacao, 45(45), 43-56.

Dion S. Y. L., Ben C. P. L. (2011). Lifelong Education, Quality of Life and Self-Efficacy of Chinese Older Adults. Educational Gerontology, 37(11), 967-981.

Hammond, C. (2004). Impacts of lifelong learning upon emotional resilience, psychological and mental health: fieldwork evidence. Oxford Review of Education, 30(4), 551-568.

Hwang Jeongwon, Kil Hyeji (2017). Analysis of Influential Factors Related to Learner on the Participation in Non-Formal Lifelong Education: Focusing on Programs Regarding Vocational Competence and Liberal Arts and Humanities. Journal of Lifelong Learning Society, 13(4), 105-127.

Hwang Jin-Mi (2015). Analysis of the influence on lifelong learning practice to the married women's happiness. Unpublished master's thesis. Dong-Eui University, Pusan, Korea.

Jonathan M., Maura S. Q. (2002). Labour Market Flexibility, Human Resource Management and Corporate Performance. British Journal of Management, 12, 287–306.

Koh Eun-Hyeon, Lee Sung (2014). Study on Happiness of Lifelong Learning and Happiness of Life for Adults. The Korean Journal of Educational Methodology Studies, 26(4), 851-870.

Korean Educational Development Institute (2022). 2022 <Personal Survey on Lifelong Learning> Data and codebooks, questionnaires, and what to keep in mind when using data.

Kwon Haein (2013). Study for difference in happiness depending on lifelong   education program participation of adult learners. Unpublished master's thesis. Daegu University, Gyeongbuk, Korea.

Päivi S. (2016). Becoming an educable lifelong learning subject: adult graduates' transitions in education and working life. International Journal   of Lifelong Education, 35(1), 36-50.

Pyun Chonghyun, Hur Sunjoo, Kwon Daebong (2007). Understanding learning experiences of contingent workers within organizations. The Journal of Korean Education, 34(2), 129-154.

Sarojni C., Anh H. L. (2023). Workplace practices that support learning across working life. Australian Journal of Adult Learning; 63(3), 321-342.

Son Joon-Jong (2004). Vocational Education/Training Participation Decisions of Adult Employed and Unemployed Workers. Journal of Lifelong Education, 10(2), 109-128.

Sung N.D., An B.H., Ga Y.H., Lim S.W. (2015). Introduction to Lifelong Education. Seoul: Dongmunsa.

Yoon Jiyoung, Park Soojung (2017). An Analysis on the Factor of Young Adults Participating in Lifelong Learning Forms. Journal of Education & Culture, 23(3), 51-73.

ID:263 - Corporate Social Responsibility Strategies of Business and Human Trafficking

Serdar Yener, Helena Belchior-Rocha & Aykut Arslan

ABSTRACT

Human trafficking, a pervasive global issue with an estimated 28 million cases of forced labor, is increasingly spotlighting the role of Corporate Social Responsibility (CSR) in its mitigation. This study endeavors to highlight the potential of the business sector in combating human trafficking through efficacious CSR strategies.

Utilizing a literature review methodology, we delve into the dimensions of CSR approaches that could potentially deter human trafficking. Our review accentuates references from international organizations actively involved in anti-human trafficking initiatives, with a distinct emphasis on recent publications.

The paper is organized into several sections: a comprehensive review of human trafficking and CSR concepts, a discussion presenting CSR recommendations to counteract human trafficking, and a concluding section that encapsulates the findings, limitations, and further recommendations.
This study augments the discourse by introducing a business perspective to the issue of human trafficking, a problem intensifying in both financial and non-financial aspects. Moreover, it underscores the escalating importance of CSR approaches in business and strategic management disciplines, offering a unique viewpoint on formulating and developing strategies against human trafficking.

Keywords: Human trafficking, Corporate Social Responsibility, Immigration.

ID:91 – Political Activist Leader Narratives

Adelaide Madiesse-Nguela & Nisha Manikoth

Abstract

The fight for social and economic justice has been ongoing in sub-Saharan Africa (Dwyer & Zeilig, 2012; Joseph, 1998). Even after the national liberation movements from the 1950s to the 1970s, when many countries broke free from colonialism, they have been plagued by authoritarian neo-patrimonial rulers who continue to erode democratic principles (Diamond & Plattner, 1999; Fonchingong, 2004; Nur, 2015). Cameroon achieved independence on January 1, 1960. However, the country continues to be an illiberal democracy with flawed elections, corruption, reduced civil liberties, marginalization of ethnic groups, and inequalities in the distribution of resources (Nsangou, 2022). President Biya has personified the regime since 1982, subverting the democratic process by changing presidential term limits and by changing the constitution through legally dubious amendments (Fonkwa, 2020).

Political activism in Sub-Saharan Africa has seen many phases. Pro-democracy protests in the 1990s evolved into modern street mobilization or street democracy, referred to as "rucratie" (Sadovskaya et al., 2021, p. xx). This new wave of protest, also called the third wave (Nwosu, 2012; Nur, 2016), is known for using non-traditional protest methods highlighting the persistence of activists in protesting in the streets and city squares. More recently, the use of nontraditional tactics including strikes, nonviolent resistance, etc., combined with the intensive use of social media, has given birth to hybrid social movements with new strategies to curtail the effects of repressive regimes (De Waal & Ibreck, 2013).

Activism for social and political change has the power to create movements and momentum to effect substantial policy changes and even overturn authoritarian regimes. Given the social importance of political activism, it is critical to understand what motivates these leaders to engage in it, how they become engaged in it, and their experiences as political activists, fighting for social justice and democratization. Past research has predominantly focused on the structural aspects of the movements (Mateos & Erro, 2021) rather than on leaders, or on individual and collective frustrations as factors that motivate political actions (Bettache et. al., 2019). However, the lived experiences of leaders engaged in political activism has been largely neglected in the literature. There is little known about activists in sub-Saharan Africa, and almost none about such leaders from Cameroon. Further, there are no studies, to my knowledge, that have looked at how experiences of political activism can be different when they are embedded within an authoritarian regime, and when they are engaged as part of the diaspora from a different country (Moss, 2019, 2020). Therefore, there is a significant lacuna in the academic literature, which this study seeks to address. The purpose of this study was to understand, through narrative inquiry (Clandinin, 2013; 2016; Clandinin & Caine, 2011; Riessman, 2008), the lived experiences of nonviolent political activists in Cameroon and those from the diaspora who are engaged in political activism for democratization in sub-Saharan Africa. In order to conduct this type of methodological research based upon narrative inquiry (Clandinin, 2013; 2016; Clandinin & Caine, 2011; Riessman, 2008), 15 nonviolent political activists who took part in change movements in Cameroon were recruited as research participants using critical case sampling (Patton, 2002; Staller, 2021). I conducted in-depth semi-structured narrative interviews (Riessman, 2008) via Zoom. These interviews were recorded on Zoom and transcribed into text files. After reading each transcript, member checks were conducted (Creswell, 2018; Miles, Huberman & Saldana, 2014; Saldana & Omasta, 2022). These transcriptions served as the primary source of information, with the interview data being treated as histories, narratives, and events through which the interviewees described their world (Gubrium & Holstein, 1995). The

process of narrative analysis encompassed multiple sequential readings, each involving text annotations and memo writing (Josselson & Hammack, 2021). At each step of the process, I returned to the video recordings, and also listened to the audio recordings to enhance the quality of the transcripts.

The study challenges assumptions and stereotypes about political activism. By presenting diverse and nuanced narratives, it underscores the complexity of activism, dismantling one-dimensional portrayals and fostering a more accurate and empathetic understanding of the lived experiences of activists. The findings of this study will inform political activists facing similar challenges. This study also provides the opportunity for the voices of political activists to be heard outside the walls of the repressive regime that they are often silenced within. Insights from the study offer policymakers a deeper understanding of the diverse challenges faced by political activists in Cameroon. This understanding is crucial for developing targeted policies that support and protect activists, acknowledging their engagement's dynamic nature and the evolving challenges across the life course. Furthermore, this study is a valuable resource for social activists, advocacy groups, and organizations promoting political and social change. Highlighting activists' experiences, challenges, and leadership qualities provides a basis for informed advocacy strategies and the development of supportive networks. Further, this study sheds light on human resource processes and practices in social movements, which is often overlooked in HRD research since social movements do not fit the description of a typical organization (Callahan, 2013), contributing to the HRD literature on social movements.

References

Berg, B. L., & Lune, H. (2017). Qualitative Research Methods for the Social Sciences. Pearson.

Bettache, K., Chiu, C. Y., Jasko, K., Szastok, M., Grzymala-Moszczynska, J., Maj, M., & Kruglanski, A. W. (2019). Rebel with a Cause: Personal Significance from Political Activism Predicts Willingness to Self-Sacrifice. Journal of Social Issues, 75(1), 314. https://doi.org/10.1111/josi.12307

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101.

Callahan, J. (2013). 'Space, the final frontier'? Social movements as organizing spaces for applying HRD. Human Resource Development International, 16(3), 298–312. https://doi.org/10.1080/13678868.2013.782945

Clandinin, D. J. A. (2016). Engaging in narrative inquiry. Routledge.
Creswell, J. W. A. (2018). Research design: Qualitative, quantitative & mixed methods approaches. SAGE.

De Waal, A. & Ibreck, R. (2013). Hybrid social movements in Africa. Journal of Contemporary African Studies, 31(2), 303-324.

DeCesare, M. (2013). Toward an Interpretive Approach to Social Movement Leadership. International Review of Modern Sociology, 39(2), 239–257.

Diamond, L. J., & Plattner, M. F. (1999). Democratization in Africa. Johns Hopkins University Press.

Dwyer & Zeilig. (2012). African Struggles Today: Social Movements Since Independence. Haymarket Books.

Fonchingong, C. C. (2004). The Travails of Democratization in Cameroon in the Context of Political Liberalization since the 1990s. African & Asian Studies, 3(1), 33–59. https://doi.org/10.1163/15692108-00301003

Fokwa, M. H. (2020). The State of Democracy in Cameroon: 1992-2020. African Journal of Democracy and Governance, 7(3-4), 21–45.

Joseph, R. (1998). Africa, 1990-1997: From Abertura to Closure. Journal of Democracy, 9(2), 3–17.

Gubrium, J., & Holstein, J. A. (1995). Biographical work and new ethnography. In Interpreting experience: The narrative study of lives. Ed. R. Josselson & A. Lieblich. Vol. 3. Thousand Oaks, CA: Sage, 1–26.

Gubrium, J., & Holstein, J. (2009). Analyzing narrative reality. Sage.

Josselson, R., & Hammack, P. L. (2021). Essentials of narrative analysis. American Psychological Association.

Lindlof, T. R. (2011). Qualitative communication research methods. SAGE Publications.

Mateos, & Erro, C. B. (2021). Protest, Internet Activism, and Sociopolitical Change in Sub-Saharan Africa. The American Behavioral Scientist, 65(4), 650–665. https://doi.org/10.1177/0002764220975060

Miles, M., Huberman, A., & Saldana, J. (2014). Qualitative data analysis: A methods sourcebook (3rd ed.). Thousand Oaks: Sage.

Moss, D. M. (2019). The Promises and Perils of Diaspora Mobilization against Authoritarian Regimes. Brown Journal of World Affairs, 26(1), 7–20.

Moss, D. M. (2020). Voice After Exit: Explaining Diaspora Mobilization for the Arab Spring. Social Forces, 98(4), 1669–1694. https://doi.org/10.1093/sf/soz070

Newbury, C. (1994). Introduction: Paradoxes of Democratization in Africa. African Studies Review, 37(1), 1–8.

Nsangou, A. N. (2022). Emergence des mouvements ambazonien et de la Brigade Anti Sardinards (B.A.S) : entre quête de souveraineté anglophone et lutte pour le changement socio-politique au

Cameroun. (French). Studia Universitatis Babes-Bolyai, Europaea, 67(1), 185–223. https://doi.org/10.24200/subbeuropaea.2022.1.08

Nur, S. (2015). Third Wave Democratization in Post-Cold War Africa: The Rise of Illiberal Democracy in Comparative Perspective. CEU Political Science Journal, 10(1–2), 51.

Nwosu, B., U. (2012). Tracks of the third wave: democracy theory, democratization and the dilemma of political succession in Africa. Review of African Political Economy, 39(131), 11–25. https://doi.org/10.1080/03056244.2012.658717

Owen, W. F. (1984). Interpretive Themes in Relational Communication. Quarterly Journal of Speech, 70(3), 274–287. https://doi.org/10.1080/00335638409383697

Patton, M., Q. (2002). Qualitative research & evaluation methods. Sage

Riessman, C. K. (2008). Narrative methods for the human sciences. Sage.

Sadovskaya, L. M., Fakhrutdinova, N. Z., & Kochanova, T. V. (2021). Evolution of Civic Protest Movements in Sub-Saharan Africa: From Independence to the Present Day. Social Evolution & History, 20(2), 157–173. https://doi.org/10.30884/seh/2021.02.07

Sadovskaya, L., Fakhrutdinova, N., & Kochanova, T. (2019). Global Political Destabilization and Modern Civic Protest Movements in Sub-Saharan Africa. Journal of Globalization Studies, 10(2), 77–90. https://doi.org/10.30884/jogs/2019.02.06

Staller, K. M. (2021). Big enough? Sampling in qualitative inquiry. Qualitative Social Work, 20(4), 897–904. https://doi.org/10.1177/14733250211024516

ID:100 - Exploring the Socio-Cultural Dimensions of Sustainability Consciousness in Nigeria

Ufuoma Egbegbedia, Clare Rigg & Adetola Adekunle

ABSTRACT

Exploring the Socio-cultural Dimensions of Sustainability Consciousness in Nigeria
For both the sustainable growth of Nigeria and the welfare of its citizens, sustainability consciousness is essential. It is crucial to consider the socio-cultural dynamics at work as well as technological and economic aspects to properly handle these difficulties. How Nigerians interact with their environment and manage it is greatly influenced by cultural ideas, traditions, and social conventions (Okotie et al., 2019; Onyishi et al., 2021). Therefore, creating sustainable practices and policies requires an understanding of and integration of the socio-cultural elements that influence sustainable environmental development in Nigeria.

Thus, drawn from an ongoing doctoral research into exploring the notion of sustainability consciousness in Nigeria through the lived experiences of actors and stakeholders in environmental sustainability. , Our paper proposes that as Nigeria faces the twin goals of meeting socio-economic development and ensuring environmental sustainability simultaneously to compete in par with other African and global economies. The development of the nation's environmental policy is very much dependent on its economic and socio-cultural efficacy into implementing and monitoring relevant policy infrastructure and an enhancement of the environmental knowledge of its citizens (Goldsmith, 1997).

Another key rationale for this study is the conventional application of western solutions to environmental issues to solve African challenges. However as previously highlighted the socio-economic issues facing most African countries including Nigeria are different in comparison to socio-economic issues facing the West. Hence this study proposes how sustainability consciousness can be contextually inculcated for practice among environmental sustainability stakeholders within Nigeria.

Our paper thus in-depth explores the central research question of, "How can the needs of the environment be made a priority for Nigeria with the persistent socio-economic issues?". As various studies have all revealed that the lived experiences of victims of environmental degradation have been under reported, the loopholes in environmental policies and regulations have been improperly analyzed, and a contemporary approach to sustainability consciousness needs to emerge (Agboola & Agboola, 1997 and Areola, 2001).

Using the Interpretative Phenomenological Analysis (IPA) approach is employed by the research (Smith, Flowers & Larkin, 2009) in which actors and stakeholders' experiences are analyzed. Data was collected through in-depth semi-structured interviews from both pre-colonial and post-colonial lived experiences of victims affected by environmental degradation in Nigeria, policy makers and decision makers in oil producing and processing companies. This was interpreted and analyzed covering aspects of environmental sustainability; sustainability consciousness and awareness of policy frameworks and infrastructures for managing environmental sustainability in the country. This paper provides insights for future investigations and policy actions drawing on Environmental, Social and Governance (ESG) framework; Theory of Change and; Theory of Planned Behaviour as the theoretical lenses.

It seeks to give a voice to victims of environmental degradation, contribute to existing knowledge, and advance theoretical and practical understanding on the subject matter of sustainability consciousness and environmental sustainability in the Nigerian context.

Keywords: Post-colonial Perspectives; Environmental Sustainability; Cultural Dimensions; Theory of Change.

ID:22 - The role of HR in preventing and managing sexual Harassment in the Egyptian workplace

Hanan Shehata & Stevens Madeleine

ABSTRACT

The role of HR in preventing and managing sexual harassment in the Egyptian workplace
Sexual harassment of females in the workplace is a significant problem impacting individuals as well as the organisation. Studies in the Western nations have become increasingly prevalent, whilst academic research in African countries such as Egypt is relatively limited. We belief, the limited studies could be linked to the culture of fear of speaking out in Egypt. In fact, by conducting this research alone, the lead author experienced harassment and intimidation from nationals who objected to this study.

One of the most significant obstacles that victims of sexual harassment face are that certain organisations are hesitant to accept incidences of inappropriate conduct, and they may distort evidence and witnesses or refuse to allow the victim of harassment to access investigation findings. Although they may urge victims to speak out, they do not provide them with any safety to continue advancing their careers. Victims may also feel victimised and vulnerable in a hostile workplace (Ghoneimy, 2022) for example, there was a well-known sexual harassment case in Cairo in 2018 when The Dokki Prosecution decided to administratively close the investigation into journalist Dandrawy El Hawary's alleged sexual harassment of his colleague, journalist Mai El Shamy, in the editorial office of the newspaper Al Youm Al Sabaa, where he serves as Executive Editor-in-Chief (Cairo24, 2018). This case influenced a further study to establish the incidences of sexual harassment in Egypt.

This study analyses the impact of sexual harassment on Egyptian women by establishing the following objectives:
• 	The incandesces of sexual harassment in the workplace
• 	The impact of sexual harassment on well-being, job satisfaction and productivity
• 	The role of workplace social support as a mediator in mitigating the adverse effects of workplace sexual harassment

Data was collected through a survey of 366 Egyptian women aged 18 and over, using quantitative analysis through Statistical Package for the Social Sciences (SPSS).
From the 366 respondents, 72.4% of the females had experienced sexual harassment in the workplace. The research indicates that 81% of respondents experienced adverse effects on their well-being with symptoms of anxiety and depression and reduced job satisfaction and decreased productivity, as a result of workplace sexual harassment.

When it came to support from colleagues who witnessed sexual harassment a staggering 79% stated that they would most likely not intervene.

Theoretical underpinning:
We argue that an individual's social identity can easily be altered through a perceived breach of organisational trust when sexual harassment occurs and / or is left ignored in an organisation, moving employees from 'in group' inclusiveness to 'out group' by drawing on Tayfel's (1979) social identity framework. The occurrence or sexual harassment thus leaves victims of sexual harassment with a dissatisfied social identity.

HR's role in helping to prevent sexual harassment:
74.9% of respondents expressed the need for a comprehensive workplace policy to raise awareness, prevent and address incidences of sexual harassment.
Only a staggering 4.3% of respondents felt that HR was very helpful when dealing with their respective cases of sexual harassment.

Organisations must take proactive measures to combat sexual harassment and HR can help to create a culture of a more inclusive workplace.
Preventing sexual harassment is less costly, time-consuming, and disruptive than investigating and litigating individual cases (Abdel-Fattah et al., 2020). Prevention is the most effective method for limiting the high incidences of sexual harassment.
This indicated the need for organisations to establish clear and well-communicated policies outlining zero tolerance for harassment, defining reporting mechanisms, and ensuring appropriate disciplinary actions (Cochrane, Zeid, and Sharif, 2019; Ouederni, 2020; Abdel-Fattah et al., 2020).
High on the agenda for HR is to raise awareness of what sexual harassment is and to advocate what is acceptable behaviour. Promoting a culture of support for victims will help raise the occurrences of reporting which is pivotal in addressing the problem.

Keywords: sexual harassment; Egypt; social identity theory

ID:34 - Intercultural Communicative Competence in Virtual and Face-to-Face Teamwork

Katul Yousef

ABSTRACT

The COVID-19 pandemic has elevated the significance of virtual teams, creating a need to explore cultural diversity transformation in virtual and face-to-face interactions. This study investigates the vital role of intercultural communicative competence in the context of global, virtual coworking, and traditional face-to-face teamwork. This research uses a quantitative methodology to analyze teamwork patterns within culturally diverse teams. 133 questionnaires were collected and analyzed using the IBM SPSS Statistics 27 program. The findings indicate that intercultural communicative competence is crucial for success in virtual teams. Proficient intercultural skills facilitate identifying and considering cultural differences during project management, enhancing overall team performance. However, the dynamics of intercultural competence in face-to-face teamwork appear more complex. The willingness to explore and understand the backgrounds of fellow teammates emerges as a higher priority than temporary effectiveness achieved through intercultural competence. In today's globalized world, intercultural communicative competence is a vital workplace requirement across industries, professions, and geographic locations. The ability to comprehend and adapt to diverse cultural perspectives is increasingly essential for effective collaboration in virtual settings or face-to-face interactions. This research underscores the need to nurture intercultural competencies to foster successful teamwork and cross-cultural understanding in contemporary work environments.

Keywords: Intercultural communicative competence, Virtual teams, Cultural diversity

ID:13 - Block and blend teaching/learning: Impact on the international student experience

Ross Kemble & Laura Reeves

ABSTRACT

International students (IS) often face unique challenges when it comes to teaching delivery methods. The UK is the second most popular choice in the world for IS to study (Lillyman & Bennett, 2014). Attention has been paid to the IS and learning experience in UK universities (see Lillyman & Bennett, 2014). These experiences highlight challenges such as language barriers, writing in a second language (Evans & Stevenson, 2011) and cultural differences (Huang, 2012). In addition, there has been some attention on the issues for IS when faced with new approaches to teaching/learning (e.g., Carroll, 2014).

One new approach to teaching/learning is block and blend. Block teaching is a mode of learning where courses are structured so that students engage with a single module at a time. Whilst not a new development in HE, with intensive course existing in many guises across FE and HE sectors, a block mode of teaching/learning has been trialled more recently in UK institutions (e.g., Liverpool John Moores, The University of Bedfordshire, Manchester Metropolitan University). These trials were met with some practical concerns around timetabling, staff fatigue and the limited time for reflection upon teaching delivery and materials (Buck & Tyrrell, 2022). However, on a more positive note, block teaching can be seen as a useful transition tool and helpful in promoting continuous learning experiences.

Whereas blended learning can be identified as an umbrella term describing 'the use of technology in education settings' within delivery of courses and/or curriculum (Buck & Tyrell, 2022 p.1080). Its rapid growth, triggered by the COVID-19 pandemic, saw a mass shift to online learning. To begin with the Wonkhe and Pearson (2020) student expectation survey highlighted how students experienced wellbeing and practical difficulties because of the transition to online learning, and the survey envisages this to continue. However, 80% of students also agree that they would like to continue some form of blended teaching/learning experiences due to the flexibility of virtual learning. Since the COVID-19 pandemic blended learning is more of a permanent and strategic change across HE, because it creates greater accessibility, new ways of widening participation and can facilitate improved student engagement with learning (Buck & Tyrrell, 2022). However, there is little understanding on how block and blended approaches to teaching/learning impact on the IS experience.

This paper aims to explore the impact block and blend teaching has on the IS experience. The University of XXXX adopts a block and blend approach to teaching, where full-time undergraduate courses are typically delivered through 12-week modules of learning and assessment. Using The University of XXXX as a case study from a pilot study, 10-15 semi-structured interviews have been conducted with IS who study at the University. The paper will show the impact block and blend has on the learning and teaching experience for international studies compared to traditional forms of teaching. It will conclude by considering what can be done to support the IS in block and blend settings.

References

Buck, E. & Tyrell, K. (2022) Block and blend: A mixed method investigation into the impact of a pilot block teaching and blended learning approach upon student outcomes and experience. Journal of Further and Higher Education, 46(8): 1078-1091.

Carroll, J (2014) Tools for teaching in an educationally mobile world. UK: Routledge.
Evans, C. & Stevenson, K. (2011) The experience of international nursing students studying for a PhD in the UK: A qualitative study. BMC Nursing 10(11): 1-13.

Huang, Y. (2012) Transitioning challenges faced by Chinese graduate students. Adult Learning, 23: 138-147.

Lillyman, S. & Bennett, C. (2014) Providing a positive learning experience for international students studying at UK universities: A literature review. Journal of Research in International Education, 13(1): 63-75.

Wonkhe & Pearson (2020) "Student expectation survey July 2020" [online] Available: <Pearson-Wonkhe-student-expectations-survey-published-version.pdf> Accessed: 12/11/2023.

ID:16 - Teaching Research Methods in HRD: New Directions and Opportunities

Valerie Anderson, Rita Fontinha, Henriette Lundgren, Rob Poell & Mark Saunders

ABSTRACT

Abstract / Workshop outline

1.   Workshop importance

The ability to carry out robust research is a central component of HRD. Evidence based practice relies on practitioners who are able to identify good quality research and know how to apply findings impactfully in their practice. Research methods training and the requirement for a dissertation or research project are core to Masters and Doctorate level qualifications. Pedagogy, in relation research methods, involves an interaction between learning and teaching practices, and educators' underlying beliefs and values regarding how both learning and research can and should occur and does, occur. Most higher education pedagogy in HRD is grounded in theories of experiential learning (Yeo & Marquart, 2015), reflective learning (Tomozumi Nakamura and Yorks, 2011) and inquiry-based or action learning (Yeo & Gold, 2011). However, many students struggle with this feature of their professional development and many educators find that a research methods pedagogy, appropriate to meet the wide range of learning needs and backgrounds of an increasingly diverse student population, is challenging to develop.

2.   Workshop aim and purpose

The aim of this workshop is to generate practice sharing stories from everyone who attends focused on successes, challenges, and opportunities for learning and teaching research methods in contemporary contexts.

This knowledge sharing session will be followed by the opportunity to contribute to a research methods teaching resource listing that will be circulated to participants after the workshop

3.   Workshop process

1. The workshop will begin with short facilitator introductions and brief reflections around the question: How did I learn to be a competent researcher and what struggles did I encounter in this process?

2. A structured but impromptu networking process will take place to enable participants to meet others who they do not know and share their reflections on the challenges and opportunities facing RM learners and (as appropriate) RM teachers these days?

3. Following feedback of main themes / issues from this process, participants will engage in breakout groups to discuss RM teaching opportunities and issues in more depth by sharing stories of positive critical incidents; highlighting new RM teaching and learning opportunities they have encountered recently, and any other 'lightbulb moments' relevant to teaching and learning research methods

4. The workshop will conclude with a plenary-style session to share key points from the group and provide pointers towards useful resources for teaching Research Methods

4.   Workshop facilitators

Five expert research methodologists from different countries who have developed research methods teaching resources and books that are utilized in a range of course and student contexts have agreed to participate in this workshop.

Prof Valerie Anderson – University of Portsmouth, UK. Emeritus Professor of HRD and Education, co-author of Research Methods in HRM (recently published as a 5th edition).

Dr Rita Fontinha – University of Reading, UK. Associate Professor of International Business and Strategy and Director of Flexible Work in the World of Work Institute, co-author of Research Methods in HRM (recently published as a 5th edition).
Dr Henriette Lundgren – Assistant Professor, University of Georgia, USA. Expert in experiential and inquiry-based learning.
Prof Rob Poell – Professor of Human Resource Development, Tilburg University, NL. Lead Professor for Masters Thesis in Human Resource Studies. Expert in the organization of learning in the workplace
Prof Mark NK Saunders – University of Birmingham, UK and University of Pretoria, SA Professor of Business Research Methods, lead author of Research Methods for Business Students (currently in its 9th edition), and co-editor of How to Keep your Doctorate on Track.

ID:31 - World Café: An Integrative Review of Empirical Studies

Hyerim Cho

ABSTRACT

The World Café is a widely recognized large group intervention for fostering meaningful conversations and harnessing collective wisdom. It creates a welcoming café-like environment where individuals come together to address critical issues. Despite its recognition at local, regional, and national levels as a promising approach to problem-solving, there has been limited scholarly attention on the World Café within the HRD field. This paper adopted an integrative literature review method to identify key insights from the World Cafe literature and suggest how the World Café research and practice should proceed. The review included 79 empirical articles highlighting a growing body of research on the World Café, particularly in English-speaking countries. Principal findings emphasized the diverse applications of the World Café and its positive impacts on participants and organizers. The roles of café hosts and table hosts and strategies for conducting Virtual Cafés were examined. Despite its strengths, the review also acknowledged limitations, suggesting potential mitigation strategies. This review contributes valuable insights for HRD research and practice by highlighting the World Café's applicability, effectiveness, and areas for improvement.

Keywords: World Cafe, Large Group Intervention, Organization Development, Integrative Literature Review

ID:36 - Working paper: Developing a new framework for organisational performance in the post-pandemic world: A study of German Corporates

Annika Hesse & Lynn Nichol

ABSTRACT

Paper's importance
The post pandemic normal of hybrid working was predicted by some (Alipour et al., 2020; Bianchi-Weinand and Wannöffel, 2022), hoped for by others (Speck, 2022) and is not completely researched (Sekhar and Patwardhan, 2023; Verma et al., 2023). This working paper focuses on developing appropriate frameworks to enable individual and organisational performance in the context of specific labour law by sharing the preliminary findings of an ongoing study in German Corporates.

Theoretical base
Hybrid work has become an integral part of today's professional life (Flüter-Hoffmann and Stettes, 2022). The challenge for employees and employers is to find a good balance between working in the office and from home - with the aim of ensuring and strengthening the performance of the individual as well as the overall organisational performance (Lee and Gascó-Hernandez, 2023). Positive aspects include the flexibility gained, the compatibility of work and family life and the increased personal responsibility of employees (Boch, 2021; Schaffelhofer, 2022). Critics emphasise the blurred boundaries between work and leisure time, isolation while working from home and loss of control by managers (Burkhart, 2023; Von Bergen et al., 2019).

Both advocates and critics emphasise the need for further research to create an effective working model focused on the organisational perspective. Two key models of organisational performance developed prior to the pandemic are the JD-R model (Bakker and Demerouti, 2017)and the approach of the seven (formerly 16) HRM best practises (Pfeffer, 1998). Both models work on the assumption that the interaction of HR practices and factors can have an influence on organisational performance. This study explores the appropriateness of such models in developing frameworks for hybrid working.

Research purpose
In order to investigate the ambiguities in previous research and develop a new framework for hybrid working the study will seek through a series of qualitative interviews and thematic analysis (Braun and Clarke, 2021) answers to the following questions through the perspective of HR managers, general managers and employees:

1. What do HR professionals perceive as the essential features of effective working from home in hybrid patterns on an overall organisational level?
2. What do general managers perceive as the essential features of effective working from home in hybrid patterns on an overall organisational level?
3. What do white-collar employees perceive as the essential features of effective working from home in hybrid patterns on an overall organisational level?
4. Where do HR professionals, general management, and white-collar employees agree and disagree regarding effective working from home in hybrid patterns on an overall organisational level?

Conclusions and implications for practice

Previous findings suggest a positive link between organisational performance and teleworking. However, the majority of studies have not differentiated between the perspectives of the managers, HR managers and employee. The integrative approach will counteract this methodological vagueness, gain new insights specifically drawn from the German context enable the practical development of frameworks to ensure organisational performance and address the pandemic-related paradigm shift in meeting employee needs and the shortage of skilled workers.

Keywords: hybrid working, models of organisational performance, German labour law, qualitative interviews

ID:53 - Belonging, mattering and becoming: accelerating students sense of belonging with high-impact, meaningful activities

Jenni Jones

ABSTRACT
Working paper

Theoretical base:
'Education is not just about imparting knowledge; it's about nurturing the holistic growth of students. Belonging, mattering and becoming form the foundation upon which self-actualisation and self-efficacy are built'. (Gaunt & O'Hara, 2023). In terms of belonging, we know that students who make friends quickly are more likely to stay, to engage and to progress better and that a sense of belonging is strongly associated with academic success (Thomas et al, 2021), so the activity showcased here is a great way to demonstrate how these foundations are built.

Papers importance:
This presentation/paper is important as it will show how Higher Education Institutions can build a sense of belonging earlier for their students and as a result, develop their relationship building skills and their chances of staying.

Research/Activity Purpose:
The University of Wolverhampton Business School is well known for it's successful Student-Director partnership whereby mentors from the Institute of Directors (IoD) nurture final year undergraduate students towards becoming ready for the job of their dreams. Looking for ways of extending this very effective 14 year partnership further for the benefit of developing a sense of belonging and mattering for our first year students, we developed a welcome week activity involving IoD mentors too, called the £10 challenge.

This £10 challenge involves all of our new Business School students (approximately 250 students) in their first week with us being put into groups to set up a small business by creating a product or service to sell that week, with the aim of raising as much money for a local charity as possible within their first 3 days. Each group is given £10 to start with (provided by a local bank) and the hope is that students will at least be able to double this money; so we can give the £10 back to the bank and also give the additional monies to the local charity.
The student groups are each given an IoD Director as a mentor to support their planning and their activities over the week. This year, over 25 groups of students were involved and they made over £1500.00 in profit, in just 3 days.

Findings/Implications for practice:
This high-impact welcome week activity provides a clear focus and holistic growth for the students on their first few days with us. It is an opportunity to work with other students doing meaningful work that is very relevant to their business degree. It is a chance to find out more about the university location and surrounding environment. It is an opportunity to raise money for a much needed local cause. In addition, it is a great opportunity for students to make friends, settle in more quickly and gain an early sense of belonging.

This session/paper will share insights into how the £10 challenge was managed, the results that were gained and the learning gained by both students and staff alike. Having run the activity for the last 2 years, we have reflected on some of the challenges and have made some changes that we would like to share with others who may be thinking of running such an activity in the future.

References:

Gaunt, J & O'Hara, M. (2023). Belonging, mattering and becoming: empowering education through connection AdvanceHE website: https://advance-he.ac.uk/news-and-views/belonging-mattering-and-becoming-empowering-education-through-connection

Thomas, L., Kift, S., Shah, M. (2021). Student Retention and Success in Higher Education. In: Shah, M.,

Kift, S., Thomas, L. (eds) Student Retention and Success in Higher Education. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-80045-1_1

Keywords: first year students, welcome week, activity, mentoring, belonging

ID:58 - Support and enhance learning communities al entrepreneurship education service through the focus group

Candida Parlato

ABSTRACT

The concept of learning community refers to the process that brings together (into a community) otherwise individual actions of self-training for common learning goals, Wenger in the book dedicated to processing of the concept of community of practice (Wenger, 1998) describes the different characteristics of the learning that takes place there context and more generally in the interaction with the world. He talks about : Learning as meaning creation, Learning as identity development, Learning as belonging to a community, learning as a result of practice within a community. In the learning community, the key word is "Collaborate (co-labore) means working together, which implies a sharing of tasks, and an explicit intention to "add value". Entrepreneurship education, is part of the theme, and has the aim of developing attitudes, knowledge, skills and competences in the participants, useful not only for their possible commitment in the entrepreneurial field, but in every working context and in every experience of active citizenship . They are therefore transversal skills and skills for life. The aim is to create a "transformative" tool to educate learning communities about entrepreneurship, the methodology will consist of a contextual and state-of the-art analysis, implementing a SWOT Analysis (analysis of strengths), weaknesses, opportunities (opportunities) and threats (threats)) in progress and post intervention, using the focus group as a tool. The focus group can be a suitable tool to facilitate and build a common and effective language, within the various interdisciplinary groups, because it is a qualitative language-based technique; in which a group of people is invited to talk, discuss and discuss attitudes personal to a topic. This dynamic of learning and change can be an effective way to connect and mediate between often contradictory demands regarding issues of environmental sustainability and companies.

Bibliography

Hill, T. & R.(1997). SWOT Analysis: It's Time for a Product Recall. Long Range Planning.

Lewin K. (1951), Theory and experimentation in social psychology, Il Mulino.

Wenger E., (1998), Community of practice, Cambridge University press, Cambridge.

Keywords: Keywords: learning community, focus group, SWOT Analysis.

ID:90 - The Circle of Life: The Development Process for An Online HRD Graduate Masters in Learning & Talent Development (MLTD)

Crispin Boyd & Ken Bartlett

ABSTRACT

"It's the circle of life, and it moves us all, through despair and hope, through faith and love, 'til we find our place". From 'Circle of Life', The Lion King (Elton John & Tim Rice, 1994)
In many ways, the following study on the conception, design, development and delivery of the University of Minnesota's forthcoming fully online and asynchronous Master's in Learning and Talent Development (MLTD) echoes the apparent themes of the above quoted song - birth, opportunities, development, death, uncertainty and finally rebirth. And through the lifespan, it is relationships that define the journey and so perhaps the story is best told within those guiding parameters. In this paper, we present the development of this new graduate degree program in Human Resource Development (HRD) with connection of an applied pedagogical and project management effort within frames of existing research and theory on training and instructional design.

There exists a number of studies that describe the characteristics and current status of HRD academic programs, in the UK (Stewart, J., Mills, S., & Sambrook, S. (2015), the US (Kunchinke, 2002; Watkins & Marsick, 2016; Zachmeier, Cho, & Kim, 2014) and globally (Kuchinke & Oh, 2006). Yet, there are few studies in HRD that describe the process of development of new programs, especially at the graduate level (masters and doctoral). While what we wish to present is firmly rooted in our own personal experiences of being involved in the project from inception, it will also explore the academic program's development from a local, national, and international perspective. The selection of local, national, and internationally analytical lens allows examination of core aspects of the current state of the global higher education market and more specifically to existing and future HRD academic program development and operation in theory and practice.

The overall theoretical frame for this study of the development of a new graduate online HRD degree program draws from established models for curriculum design in training and instructional design. However, and in support of Willeke (2011) who observed "the industry standard for curriculum developers that is increasingly found wanting due to its lack of practical application to real world situations is a methodology called ADDIE, and represents Analyze, Design, Develop, Implement, and Evaluate." (p. 2). In response, we sought to explore alternative approaches that would lead to a richer and more complete understanding of the process of development of a new graduate HRD program. The purpose of the study was therefore to examine the design, development, and delivery of a fully online graduate HRD program to provide insight for faculty and higher education administrators interested in this complex process.

Birth & Opportunities (Analysis)

With reference to the Analysis element of ADDIE, this section will explore the conception of the new program. However, the term analysis often is presented as a technical, bias-free process absent from influence. We suggest a wide range of hegemonic factors including institutional policy, politics, and individual attitudes of those involved in program development play a role. Therefore, adopting the Birth and Opportunities label, this phase will be considered at the local level of the University of Minnesota and will especially consider its relationship to the current state of the global higher education market as well as existing HRD theory and practice. Even before the pandemic, many different observers were openly calling for higher education institutions (HEIs) to adopt more flexible approaches, including the introduction of more online learning in response to lower revenues caused by increased competition, higher costs, fewer endowments and external aid,

dwindling enrolments and a public, certainly in the US, which is increasingly questioning the overall value and opportunity, traditionally associated with higher education. It will also consider the birth of the program in response to recent calls for HRD to forge new directions in its own identity (e.g. Torraco, 2019).

Development, Death and Uncertainty (Design and Development)
This section will explore how the MLTD program came into being and will use the Development and Design phases of ADDIE, not just to describe the processes involved but also how the model was used to create new material required for each of the core courses within the new program. Again, the Design and Development stages of ADDIE are usually presented as separate from elements such as human emotion, attitudes, and behavior of those involved in curriculum and program design. In our case, and integral to this part of the process was our recently departed colleague and friend, Dr David Christensen, whose unexpected death in February 2023 brought not only profound sadness to us all, but also great uncertainty as to the future of the program. This unexpected event showed how leaders of curriculum development efforts play multiple roles and how their departure (e.g., death, turnover, promotion to another project) can impact in numerous significant ways.

Rebirth (Implementation)
Despite the sadness and uncertainty brought about by our colleague's passing and with the persistence and determination which embodied his many personal qualities, the program continued its development. In this section, we detail the implementation phase of the program which will include a discussion about how learners were recruited to the new program, as well as the content of the first two courses on the program.

Evaluation
The new program will launch officially in January 2024 with its first cohort of students recruited from around the world. We hope to be able to share further reflections on the delivery and evaluation of the program as it progresses through its circle of life, but for the purposes of this proposal and inline with current thinking about needing to consider evaluation at every stage of the ADDIE model, we will offer some observations about this aspect of the program development. Ultimately, this study will highlight why and how the MLTD was conceived, designed and implemented with lessons learned to guide other HRD academic programs interested in considering similar new degree options.

Keywords: Online HRD Learning, ADDIE, University of Minnesota, Learning and Talent Development, Instructional Design

ID:104 - Examining the Research-Practice Gap from the Perspective of HR Practitioners: A Qualitative Study

Kelly Moore & Yonjoo Cho

ABSTRACT

This study on the research-practice gap was motivated by the first author's reflection on her extensive human resources leadership role, spanning three decades in the manufacturing sector. As a home-grown HR practitioner shaped by one-on-one mentoring and internal promotions, her missed opportunities to apply HRD research in her career moved her to examine extant literature on the topic. Research on the research-to-practice gap (e.g., Beer, 2020; Bleijenbergh et al., 2021; Lawler & Benson, 2022) highlights the stark divide between research findings and their implementation in real-world contexts. This disconnect is evident in the HRD field, despite its objective of enhancing organizational performance through learning and development at individual, team, and organizational levels (Cho & Zachmeier, 2015). The purpose of this study, therefore, was to see the current state of the research-practice gap and how to bridge the chasm between HRD research and its practical applications.

In this qualitative study, we examined the lived experiences of HR practitioners to gain insights into identifying solutions to workplace challenges and their perceptions of the role of research in shaping those solutions. Three key research questions guided our inquiry: what workplace challenges do HR practitioners face? What resources do HR practitioners employ to resolve workplace issues? And why, or why not, do HR practitioners use research to find solutions for workplace challenges? To address these questions, we employed a basic qualitative research design (Merriam & Tisdell, 2016) used to provide an in-depth qualitative exploration of the research-practice gap through HR practitioners' experiences in their own words. We used a purposeful sampling to select interview participants employed as HR practitioners with at least five years of work experience in the United States so that they can reflect on their perspective of research. We conducted semi-structured interviews with 15 HR practitioners through the East Texas Human Resource Association (https://goethra.org/), using interview questions developed to probe HR practitioners' perspectives on the role of research in resolving workplace issues. To ensure the study's validity, we asked participants to review their transcript in a member-check process. To analyze the interview data, we used a thematic analysis (Lester et al., 2020) with the help of NVivo 14, qualitative data analysis software, and identified three major themes:

- HR practitioners grapple with urgent workplace challenges: time constraints, recruitment, and retention
- HR practitioners predominantly rely on resources provided by practitioner organizations (e.g., SHRM and the ATD), often bypassing research organizations (e.g., AHRD and UFHRD)
- HR practitioners perceive research as lacking practicality, ease, and urgency in addressing workplace issues

This qualitative study is significant as it aptly captures HRD practitioners' insights into the research-practice gap. Through an in-depth exploration of HR practitioners' experiences and perspectives, this qualitative study yielded information about the workplace challenges HR practitioners face and their preferred resources for addressing workplace issues. Below are the implications for research and practice, emphasizing the importance of collaboration between researchers and practitioners. Tourish (2020) argued that research papers are formulaic, cautious, dull, and often unreadable and that academic writing often becomes a barrier as it excludes practitioners. Tourish's critical observation about management research also implies the reluctance of practitioners to engage with

research articles due to language complexities and their preference for concise, actionable solutions. This challenge in the research-practice gap calls for research on the investigation of the effectiveness of various knowledge translation strategies, including professional, organizational, and regulatory approaches. Future research agendas (Beer, 2020; Fisher et al., 2021; Gioia, 2022), therefore, include unraveling specific language and communication barriers, identifying effective translation strategies, and devising improved methods for presenting research findings that facilitate timely and practical resources for HR practitioners.

To effectively address real-world issues, researchers are encouraged to actively seek collaboration with HR practitioners for a deeper contextual understanding of workplace challenges (Bleijenbergh et al., 2021). Collaboration between the two is pivotal for identifying and prioritizing research topics that resonate with the challenges HR practitioners encounter in the workplace. For instance, Gray et al. (2011) introduced the concept of mode 2 research, suggesting the formation of collaborative teams comprising researchers and practitioners to address workplace issues together. Cho and Egan (2023) advocate for action-oriented research, wherein researchers and practitioners collaborate in investigating complex problems at work, leading to mutual learning that can inform future problem-solving efforts. Subsequent research initiatives should delve into the mechanisms available and proven effective in facilitating collaboration between researchers and practitioners. These mechanisms can support the continuous monitoring and evaluation of the impact and effectiveness of research on HR programs and policies. Embracing this collaborative approach can significantly enhance the impact of evidence-based solutions on the workplace (Brown & Latham, 2018; Lawler & Benson, 2022).

In practice, our study findings offer insights and actionable guidance for human resources. HR practitioners are encouraged to seek research that aligns with their organizations' specific challenges, advocating for the seamless integration of research-based practices into their workflows. Recognizing the intrinsic value of research and maintaining active engagement with action-oriented research can empower practitioners to make informed decisions and improve the quality of HR practices in their organizations. In so doing, organizations should foster a culture of research-based decision-making to facilitate such integration between research and practice. Actively nurturing collaboration among HR practitioners, researchers, and policymakers will attain the goal of breaking down the research-practice gap. Such collaborative endeavors will generate the possibility of enhancing effective HR management and development initiatives (de Frutos-Belizon et al., 2020; Vosburgh, 2022). For this collaboration to happen, HR practitioners should remain open to working closely with researchers, contributing practical insights, providing constructive feedback, and demonstrating a willingness to adapt research-based solutions to their organization's needs and cultural context (Bleijenbergh et al., 2021). Such partnerships will make research findings applicable and beneficial to HR practice.

Keywords: the research-to-practice gap, HR practitioners, qualitative study

References

Beer, M. (2020). Making a difference: Developing actionable knowledge for practice and theory. The Journal of Applied Behavioral Science, 56(4), 506-520. http://dx.doi.org/10.1177/0021886320939613

Bleijenbergh, I., Van Mierlo, J., & Bondarouk, T. (2021). Closing the gap between scholarly knowledge and practice: Guidelines for HRM action research. Human Resource Management Review, 31(2). http://dx.doi.org/10.1016/j.hrmr.2020.100764

Brown, T., & Latham, G. (2018). Maintaining relevance and rigor: How we bridge the practitioner–scholar divide within human resource development. Human Resource Development Quarterly, 29(2), 99-105. http://dx.doi.org/10.1002/hrdq.21308

Cho, Y., & Egan, T. (2023). The changing landscape of action learning and research and practice. Human Resource Development International, 26(4), 378-404. https://doi.org/10.1080/13678868.2022.2124584

Cho, Y., & Zachmeier, A. (2015). HRD educators' views on teaching and learning: An international perspective [Special issue]. Advances in Developing Human Resources, 17(2), 145–161. https://doi.org/10.1177/1523422315572618

de Frutos-Belizón, J., Martín-Alcázar, F. & Sánchez-Gardey, G. (2021). The research–practice gap in the field of HRM: A qualitative study from the academic side of the gap. Review of Managerial Science 15(6), 1465–1515. https://doi.org/10.1007/s11846-020-00397-x

Fisher, P., Risavy, S., Robie, C., König, C., Christiansen, N., Tett, R., & Simonet, D. (2021). Selection myths: A conceptual replication of HR professionals' beliefs about effective human resource practices in the US and Canada. Journal of Personnel Psychology, 20(2), 51-60. http://dx.doi.org/10.1027/1866-5888/a000263

Gioia, D. (2022). On the road to hell: Why academia is viewed as irrelevant to practicing managers. Academy of Management Discoveries, 8(2), 174-179. http://dx.doi.org/10.5465/amd.2021.0200

Gray, D. E., Iles, P., Watson, S. (2011). Spanning the HRD academic-practitioner divide: Bridging the gap through mode 2 research. Journal of European Industrial Training, 35(3). 247-263. http://dx.doi.org/10.1108/03090591111120403

Lawler, E., & Benson, G. (2022). The practitioner-academic gap: A view from the middle. Human Resource Management Review, 32(1), 100748. http://dx.doi.org/10.1016/j.hrmr.2020.100748

Lester, J. N., Cho, Y., & Lochmiller, C. R. (2020). Learning to do qualitative data analysis: A starting point. Human Resource Development Review, 19(1), 94–106. https://doi.org/10.1177/1534484320903890

Merriam, S. B., & Tisdell, E. J. 2016. Chapter 2: Six common qualitative research designs. In Qualitative research: A guide to design and implementation (4th ed.) (pp. 22-42). Jossey-Bass.

Tourish, D. (2020). The triumph of nonsense in management studies. Academy of Management Learning & Education, 19(1), 99-109. https://doi.org/10.5465/amle.2019.0255

Vosburgh, R. (2022). Closing the academic-practitioner gap: Research must answer the "SO WHAT" question. Human Resource Management Review, 32(1), 100633. https://doi.org/10.1016/j.hrmr.2017.11.006

ID:120 - Integrating Technology and AI into Teaching and Research in Higher Education

Jeong-Ha Yim

ABSTRACT

We are entering another phase of the digital era, where technological advancements and full-scale use of AI begin (Levin & Mamlok, 2021). The field of educational technology has been researching how to incorporate technology into education and training (Luckin & Cukurova, 2019; Seels & Richey, 2012), and the integration of technology has now become the hottest topic in all fields. HRD is no exception. As an interdisciplinary field combining disciplines such as education, management, and psychology (Jacobs, 1990, 2023), HRD must be sensitive to the change and effective use of technology to improve performance.

Many scholars have already encouraged the adoption of research methods using diverse technologies in the HRD field (Akdere et al., 2022; Yoon, 2018, 2021) and emphasized the integration of the latest technologies to support effective HRD and digital transformation in practice (Graßmann & Schermuly, 2021; Kim, 2022; Mulder, 2021; Yim, 2021). Nevertheless, few papers study how the latest technology and AI are used in organizational practice. In particular, in higher education, Generation Z learners are already quickly adopting and using the latest technology in their learning(Wang et al. 2021), while many educators are straggling to adapt technology as quickly as students (Michel-Villarreal et al., 2023).

Just as the use of technology in organizations is a still-exploring research field, the current state of technology and AI use in higher education remains a large gap in the literature (Zawacki-Richter et al., 2019). Therefore, this study explores the reality of technology and AI utilization in higher education, focusing on educators. Three research questions guide this study.

1)   What difficulties and benefits do university faculty experience due to technological change and the emergence of AI?
2)   How do university faculty recognize and respond to students using technology and AI in their classes?
3)   How are university faculty integrating and utilizing technology and AI into their teaching practices?
4)   How are university faculty integrating and utilizing technology and AI into their research practices?
5)   What competencies do university faculty need to utilize technology and AI better?

Qualitative research methods are suitable for studying underexplored topics where structured knowledge and theories do not yet exist (Creswell & Poth, 2016). Data is collected through semi-structured interviews with 38 university faculty members recruited through purposeful sampling. Interviews were audio recorded, transcribed, and analyzed simultaneously with the collection. Several coding methods and constant comparison method are used to analyze the data (Charmaz, 2006).

As an adult learner and an educator of adult learners, it is important to study how higher education educators respond to the latest technological changes, the emergence of AI in practice, and how they utilize them in teaching and research. The findings of this study will be able to suggest the direction of training for faculty in higher education to better respond to social and technological

developments and equip them with the competencies to develop future talent. These potential implications of the study and empirical evidence of technology use in higher education will certainly contribute to HRD.

Keywords: Artificial Intelligence, Technology Integration, Higher Education

ID:156 – Collaborative Research and Learning and Development: An Integrative Research Framework and Associated Competencies

Thomas Garavan

ABSTRACT

Learning and development research is increasingly expected to support a variety of stakeholders with practical insights on how to address major organisational and societal issues (Kulichyova et al 2013). To address these challenges, Bartunek (20220 has proposed a solution utilising 'transformative-systemic-collaborative projects'. This arrangement involves L&D researchers working closely with stakeholders to explore complex phenomenon and generate actionable outcomes (Williams & Whiteman 2021). The L&D domain appears to be particularly well suited to provide actionable knowledge on organizational and societal problems given its focus on investigating L&D practices and their implementation in organisations. Yet the reality is something different all together where L&D and HRD academics are focused on theory and discipline issues and have given the world of practice a low priority (Kougiannou & Ridgway, 2022).

Collaborative research can be understood as an umbrella concepts and covers a variety of concepts succah s engaged scholarship, action research and participatory research and Guerci et al (2023) highlight that collaborative research can be focused on   technical, practical and emancipatory interests. while these different approaches share common principles they do have differences depending on who initiate the research process , the partners degree of involvement and the focus on generating theoretical knowledge (Ellistrom et al 2020). Despite the appeal of collaborative research, it is inevitable that tensions will arise and is significantly more challenging than an approach led   by researchers alone.   This therefore explains where there are calls to better understand how to make collaborative research work more productively.

In this article, I argue that an integrative research approach may provide an alternative   way for L&D research to help bridge the theory -practice gap. An integrative research approach is defined by Ellistrom et al (2020) as ' a collaborative research approach characterised by recurrent interactions and joint learning activities between researchers and practitioners in commonly agreed upon efforts to study change and innovation on organisations' (p, 1520). The purpose of this paper is threefold: (1) to introduce an integrative framework into L&D research (2) to describe the lessons learned   from implementing such as research approach in three organisations over a period of 4 years and involving 52 interviews with multiple L&D stakeholders or actors. (3) to address the skills and competencies that L&D researchers require for successful collaborative research. In essence we provide insights on an approach to collaborative research that gives attention to theory generation and practice improvements, leverages the roles of L&D researchers and practitioners who have different interests , responsibilities and competencies and offers insights into the interaction processes and enhanced joint learning in research and practice.
Keywords: L&D and collaborative research, an integrative research framework, competencies

ID:170 - The Mediating Effect of Innovative Work Behavior on Employee's Psychological Capital and Adaptive Performance: Evidence from Start-ups in Thailand

Witsarut Srisiwaset

ABSTRACT

Work environments have long been recognized as volatile, uncertain, complex, and ambiguous driven by constant change and technological advancement such as IoT and AI. But with the emergence of the traumatic COVID-19 pandemic, the environment has recently shifted to what a futurist Jamais Cascio (2020) called BANI world where environments are brittle, anxious, nonlinear, and incomprehensible. Organizations need to adjust to this new reality and make sure that their employees are equipped with knowledge, skills, and behaviors that will enable even more successful performance if they want to survive and remain competitive in such an atmosphere. One of the key factors in determining an organization's success is innovation which could be fostered at an individual level through innovative mindset and behavior. Innovative work behavior (IWB) is the process by which employees develop, adopt, and implement new ideas for goods/ services, technology, and working procedures. According to earlier research, innovative work behavior is positively related to employees' task performance. However, task performance is typically defined by job descriptions and does not take into account employees' ability to adapt and cope with dynamic and unprecedented challenges which reflect current work environment. Therefore, adaptive performance, a more recent construct which is simply described as employees' capability to adapt to rapidly changing work situations has been introduced by researchers. It is interesting to investigate if, aside from task performance, innovative work behavior could also be associated with adaptive performance.

Furthermore, studies discovered that organizations needed positive or optimistic employees who could thrive under the most trying circumstances to guarantee long-term business competitiveness and success. It is, therefore, more crucial than ever to develop positive-minded employees and create a positive workplace. Among many factors, Psychological Capital (PsyCap), which is defined as an individual's positive psychological state of development characterized by self-efficacy, optimism, hope, and resilience, might be useful to address the issue as it can be measured, developed, and managed to improve performance. Based on Broaden-and-Build theory by Fredrickson (1998) which posits that positive emotions will make a person more conscious and inspire them to think and act in new ways, PsyCap may influence employees' innovative work behavior which in turn could impact adaptive performance.

The purpose of this research is to investigate the relationships among psychological capital, innovative work behavior, and adaptive performance with data collected from full-time employees working in start-up companies in Thailand through online questionnaires.

The findings of this research will not only contribute to HRD domain by extending our understanding of psychological capital, innovative work behavior, and adaptive performance literature, but also provide practitioners with actionable insights as all variables in this research can be managed and developed.

Keywords: Innovative Work Behavior, Psychological Capital, Adaptive Performance, Start-up

ID:177 - Using HRD to Develop a Model for Advising Non-Traditional College Students

Kevin Rose

ABSTRACT

In the United States, the average age of college students across the country has risen over the past several decades (Goldrick-Rab & Cook, 2011). In practice, this is a result of the many degree programs that now cater to "non-traditional" and adult students as well as the increased availability of online programs. These programs allow students who are caring for children, working full time, or managing other life issues to obtain a college education (Kasworm et al., 2010). Despite the astronomical growth of this demographic of college students, historical support systems that have supported the "traditional" student have not kept pace. For example, student academic advising services are still largely focused on younger people with fewer obligations outside of the classroom. While some scholarship has been done in this area (e.g. Akers, et al., 2021; Roessger et al., 2019), there is a need to develop frameworks and models for supporting adult students in their college experience. The purpose of this paper is to propose a model for advising non-traditional college students based on a human resource development (HRD) framework. Much like HRD advances practices like mentoring, coaching, self-directed learning, micro-learning, and other concepts, I believe the field of HRD can make a valuable contribution to the scholarship on non-traditional college students. Though HRD has focused on the workplace learner (Garavan et al., 2002; Park & Lee, 2018), they share many characteristics with the adult college student, I argue. Thus, an interdisciplinary model that applies HRD theory to college student advising could be fruitful.

References

Akers, R., Carter, J., & Coder, D. (2021). Academic advising at a distance: Proactive programming to assist with student success. Online Journal of Distance Learning Administration, 24(2).

Garavan, T. N., Morley, M., Gunnigle, P., & McGuire, D. (2002). Human resource development and workplace learning: emerging theoretical perspectives and organisational practices. Journal of European Industrial Training, 26(2/3/4), 60-71.

Goldrick-Rab, S., & Cook, M. A. E. (2011). College students in changing contexts. In P. G. Altbach, P. J.

Gumport, & R. O. Berdahl (Eds.), American higher education in the twenty-first century: Social, political, and economic challenges (3rd ed., pp. 254–278). Baltimore, MD: Johns Hopkins University Press.

Kasworm, C. E., Rose, A. D., & Ross-Gordon, J. (2010). Adult learners. In C. E. Kasworm, A. D. Rose, & J. Ross-Gordon (Eds.), Handbook of Adult and Continuing Education (pp. 13–24). Thousand Oaks, CA: Sage.

Park, S., & Lee, J. Y. (2018). Workplace learning measures for human resource development: review and summary. Industrial and commercial training, 50(7/8), 420-431.

Roessger, K. M., Eisentrout, K., & Hevel, M. S. (2019). Age and academic advising in community colleges: Examining the assumption of self-directed learning. Community College Journal of Research and Practice, 43(6), 441-454, https://doi.org/10.1080/10668926.2018.1490669

Keywords: non-traditional college students, academic advising

ID:184 -Developing HE Assessment Practices in a post-pandemic world: staff development implications

Christine OLeary

ABSTRACT

Rationale
The recent pandemic has caused a step-change in the way many institutions approach teaching and learning (Pokhrel & Chhetri, 2021), with an opportunity to rethink traditional models and explore the affordances of digital technologies in Higher Education Pedagogy (Navarro Cira & Carillo López, 2020), including more agentic assessment with the opportunity for choice and a multimodal approach (Silseth and Gilje, 2017) to cater for a diverse range of learners. The recent growth in generative artificial intelligence software such as ChatGBT has further challenged traditional methods of assessment, such as essays or questions of a more general nature (Moqbel & Al-Kadi, 2023).

Overall aim and purpose
This working paper explores the implications of these changes for staff development relating to pedagogy in Higher Education, particularly in assessment design.

Theoretical underpinnings
Assessment as a vehicle for learning as well as a measurement of that learning. (Evans, 2013; O'Leary, 2014) should not be underestimated. Indeed, assessment for or as learning with a strong focus on the learning process and providing feedback as part of a formative or summative assessment task has been recognised to improve achievement, and skills development, including autonomy within a social dimension (O'Leary, 2014). In addition, assessment for or as learning can play a role in improving assessment literacy i.e. students' ability to engage successfully in the process (Smith et al., 2013).

The emergence of generative artificial intelligence(GAI) is causing concerns in relation to assessment, particularly those focused on products e.g. written assignments and exam (Moqbel & Al-Kadi, 2023). Stobart (2023) questions the validity of evaluating skills through traditional tests. Recent papers on ChatGPT express concerns about plagiarism and the authenticity of students' work (see Rudolph, Tan & Tan, 2023; Kasneci et al, 2023). Moqbel & AL-Kadi (2023) suggest that Academic integrity can be protected through using alternative types of assessment such as: performance-based tasks, self-assessment, peer-assessment, portfolio and teacher observation. Traditional assessment practices such as exams and essays will need to change in response to both the changing role of assessment, within the curriculum, and the increasing availability of generative AI.

Methodology
Based on a narrative literature review relating to changes in assessment practices post-pandemic within HE, including the impact of the recent emergence of Generative Artificial Intelligence on these practices, the paper will examine key changes to assessment design principles and associated practices.

In conclusion, this working paper will consider the changing role of assessment and the implications for professional practice within HE.

Keywords: Assessment, Higher Education, Professional Education Practice

ID:185 - Process to develop business schools' graduates' readiness to become strategic, transformational innovative HRD leaders in the digital era

Teresa Roca

ABSTRACT

Pedagogic Practice Paper
This pedagogic practice paper abstract details a learning and assessment process to develop Masters students employability knowledge, skills, abilities and attributes (KSAA's) relevant to HRD strategic transformational leaders. Proposes developing high level self-and-other awareness, intra-and-interpersonal skills, critical thinking, research, and market intelligence, together with a deep understanding of the holistic process of learning and learning styles. By doing so, provides foundations to develop metacognition, strategic and systems thinking, required by HRD leaders to make ethical informed choices, with digital era, challenges, and opportunities. (83 words)

The Pedagogic Practice
Two modules designed to develop Masters graduates' employability, providing authentic learning experiences and reflective learning - to identify, develop and foster managerial and leadership, capabilities, across programmes.
One, delivered face-to-face, includes a residential weekend to experientially apply the key theoretical concepts to develop managerial and leadership competency, with problem solving activities, creative games, and business simulation.
The other, distance learning using online technology, include lively discussion forums, reflective practitioner diary, career theory, range of experiential activities and in-depth self-analysis. Focusses on developing self for strategic career development, for life. Highlights value on building authentic personal brands, underpinned by strong business ethics to promote sustainable employability in the digital era. (109 words)

What the learners do
Learners embark on a reflective experiential process of self-discovery, undertaking accredited tools on personality traits, emotional, cultural and crystalised intelligence, motivation, and learning styles, underpinned by apposite theory. Culminating in critical and reflective analyses on the value of self-other awareness, continuous-learning, critical thinking, and research skills.
Learners also conduct organisational-environmental analysis, use market intelligence and research skills to match values, KSAA's, and learning styles to make informed person-organisation-fit career paths, choices. Whilst, developing SMART career development plans to achieve short-and-long-term goals. Frameworks learned to be periodically updated, to respond effectively to market and personal changes through continuous learning. (98 words)

Relevance to HRD
This pedagogic practice is relevant to future HRD leaders, characterised by a good proportion of generation Z and Y, thriving on meaning and authenticity. To develop and engender authentic, sustainable value-driven personal career brands. A key facet of HRD is "enabling people to develop their employability, by facilitating them to learn about themselves to inform career choices, aligned to their potential capabilities, and motivations, which will ensure their flourishing in work and in life". Ultimately, high-level critical and systems thinking, due to the ways in which human brains are wired, is best achieved, using a holistic process of learning, and experiential personal construction of knowledge, and meaning. (105 words)

Evaluation: how have the students benefitted?
Learners benefit from developing readiness to choose and enter HRD careers, tailored to their selves, aligned to targeted organisations in terms of values, KSAA's, interests, and motivations. In turn, enabling graduates maximising the expression of their potential, job satisfaction, well-being, and retention over time. (44 words)

What are the results of the evaluation?
Results with several cohorts, validated the proposed learning process to educate business schools innovative transformational HRD leaders of the future. Suggesting that thriving in the diverse, multi-generational, complex, digital era, require authentic, self-and-other aware graduates. Equipped with a set of foundational knowledge, soft-hard skills, and holistic learning capabilities, which together with subject-knowledge, critical-and-systems thinking, promote strategic decision-making, enabling graduates to see/seize opportunities, maximise human potential development, organisational learning, and career success. (71 words)

Keywords: learning, HRD leaders, digital era, employability assets, pedagogic practice

ID:205 - Becoming change agents at University: challenges and opportunity

Concetta Tino & Monica Fedeli

ABSTRACT

At the University of Padua, thanks to a professional development programme that started in 2016, has begun a process of change, detecting significant transformations within teaching processes. Contributing to this process of change were not only individuals, but also those teachers who voluntarily have chosen to follow a dedicated training path to be able to play the role of Change Agent (CA) within their departments and the University Community. Exercising the role of CA in the Padua reality implies intersecting two trajectories and crossing the boundaries of two realities: the internal reality of the departments and the broader "external" reality, that is the University Community. In this context acting the role of CA means operating in ways: on the one hand, as facilitators, mentors and animators of innovation for colleagues in their own departments, generating comparison and discussion on innovation of teaching/learning processes; on the other hand, as boundary spanners (Akkerman, & Bakker, 2011), as they are called to cross the boundaries of their department and their fields of knowledge to co-construct new sharing objects, made of practices, experiences, experimentation of methods and initiatives, in an attempt to contaminate the methods and processes of teaching and learning, as well as to open new perspectives within the individual Professional Learning Communities (PLCs). In fact, this is precisely their role: to promote continuous professional development (CPD) among the teaching staff of their department through the care and growth of PLCs who can facilitate the transition from individual to collaborative professional development, creating a space where everyone can experience processes of sharing and mutual support (Cordingley et al., 2015), where everyone can recognize critical reflection as a determining factor that fuels and makes innovation and change sustainable, as well as the professional growth of teachers (Stanley , 2011). The construction of PLCs is recognized as the most effective strategies to promote continuous and collaborative professional development (Vangrieken et al., 2017), where the role of facilitators becomes crucial for the growth and evolution of communities. The most important task therefore for change agents is to promote the development of PLCs as the key to sustainable change within their institutions. The study, through a qualitative approach, sought to explore: (i) What changes in learning and teach have experienced after training as a CA? (ii) What challenges do they have faced within their departments? (iii)What elements need to be considered for the sustainability of a Learning Community?

Keywords: Change Agent; Change; Professional Learning community, teaching innovation; challenges

ID:215 - Legal Issues HRD Practitioners face on Daily Basis; Dissemination of data 2010-2022

Bassou El Mansour

Abstract
1. Purpose:
The purpose of this paper is to disseminate and report first-hand data collected by graduate students as course assignments starting from 2007 to 2019. Every semester, students were instructed and guided in a class assignment to interview an HRD/HRM practitioner using the same unaltered questionnaire for 10 years. The purpose of the assignment was for the students to gain knowledge regarding some practices in the field of HRD/HRM as opposed to academic theories that are accessible through a review of literature and classwork. Class discussions took place using compiled documentation containing all the answers so the students could benefit from all the respondents' practices.

2. Theoretical Base

Human Resource Development (HRD) has become a field of study and practice. In this perspective, HRD has developed various and multiple models and approaches for scholars and practitioners to utilize as frameworks. Theory is particularly important to a discipline that is emerging and growing (Chalofsky, 1990; Ruona, 2000; Torraco, 2005). While practitioners need many theories in their toolkit, scholars of HRD seek an encompassing theory to define and guide the profession.
The following two definitions from HRD scholars capture the essence of theory and the challenge facing our profession:

1. "A theory simply explains what a phenomenon is and how it works" (Torraco, 1997, p. 115).
2. "Theory building is the process or recurring cycle by which coherent descriptions, explanations and representations of observed or experienced phenomena are generated, verified, and refined"(Lynham, 2000b, p. 160). Theory building uses scientific methods to analyze a phenomenon, an event, or a behavior.

3.Methodology

Every semester, students are instructed and guided in a class assignment to interview an HRD practitioner using the same unaltered questionnaire. The instructions to the students were to identify a Human Resource Development professional, a Training professional or Organization Development professional or any other person who can provide them with answers regarding the functioning of HRD in their organization (profit or non-profit). They had to write a paragraph about the title of the person to interview and his/her job as well as their organization. Students were also instructed not mention names or any other personal information regarding the person or the company. They interview the person using the questionnaire provided by the instructor. The students were instructed to record the answers under the question and submit the completed questionnaire via BlackBoard platform as an assignment. The questionnaire was composed of 20 questions. Some of the questions were:

1. What kind of qualifications a person in your department should have that would make them more successful in the HRD field?
2. How often does your department do training?
3. What challenges do you face during the recruiting and retention process?
4. How often does your Human Resources Department, update training materials?
5. Do you have any experience in training employees for global employment?

6.	What do you do when an employee has completed the provided required training, but remains incompetent in that skill?

7.	When recruiting, do you promote from within or do you prefer recruiting from outside your company

8.	What type of legal issues do you face on a daily basis?

9.	What have you found to be the most popular reward for employees?

The purpose of the assignment is for the students to gain knowledge regarding some practices in the field of HRD as opposed to academic theories that are accessible through a review of literature and classwork. Class discussions take place using a compiled document containing all the answers so the students can benefit from all the respondents' practices.

## 3.	Data

The data collected is presented as follows:

Every semester about 300 responses regarding HRD practices are collected (15 students X 20 questions). With an average of 15 students every semester during a period of 10 years (22 semesters), the total number of respondents is 330 HRD practitioners or 330 questionnaires to analyze (660 answers). The following is an example of data to be analyzed by practice:

•	Recruiting and retention (challenges, courses needed outside HRD, internal hiring vs external),

•	Training (frequency, training materials updates, needs assessment, global training),

•	Daily legal issues (training and disciplinary actions when an employee is failing, types of daily legal issues,).

•	Most important aspects of the job.

•	Performance improvement undertaken, turnover and design of motivation, most popular reward for employees.

•	Methods used in training (internet/online, teleconferences, face-to- face, handouts, Power Point presentations, etc.)

The last question: "What do you think is the most challenging issue facing the HRD field today?" will be treated and analyzed separately as a non- practice.

Table: Examples from 2010 and 2022 Answers to Question 11.

Question 11: What type of legal issues do you face on a daily basis?

	2010	Question 11:What type of legal issues do you face on a daily basis?
	2016	Question 11:What type of legal issues do you face on a daily basis?
	2022

•	Anything having to do with ADA, FMLA, or the perception of discrimination and/or unfair practices or decisions.

•	Terminations related issues, discipline issues, and dealings with the EEOC.

•	Traffic tickets for parking and accidents caused by our drivers.

•	There are lots of legal issues that HR department faces on a daily basis, for example, employment and background verification, harassment, information security issues, disability definitions and accommodations etc.

•	Privacy act laws, equal opportunity laws, fair wage laws, discrimination laws

•	When it comes to training issues, the two biggest legal issues I face are Fiscal Law and Labor Relations issues. Using allotted money legally is a large part of this job, and if anyone has a complaint then LR will step in.

•	We deal with the Family Medical Leave Act, Child Support, and the local authorities if an employee has gotten into trouble

•	One legal issue I face is to not discriminate on the basis of gender or age. Also, because some of the jobs are union, I have to make sure that all open positions are posted at least 5 days before hiring an external candidate

•	There are no daily legal issues. Occasionally there are cases of harassment or discrimination to be dealt with

•	Dealing with regulations with the FDA

- Anti-harassment only
- Typical FMLA discrimination issues from terminations
- The only legal issues that I have to deal with are that the company is required to provide all of the required training to all team members. As a company we are continuously getting audited for compliance
- Enforcing equal opportunity laws, sexual harassment, and ensuring all OSHA required training documents are in order. Most importantly I would say enforcing the health information privacy at. It can be a rather daunting task at time
- It is not uncommon to have to deal with things like patient complaints of medical malpractice, accusations of wrongful termination, or problems between employees like harassment or negligence. Dealing with insurance and benefits issues, it is important to stay informed about what is required.
- Since we have much bigger global workforce and presence, many a times we deal with many legal issues with the country government officials we work for. Furthermore, in one of our outlets the NFRA compliances were not well adhered to, that did become a huge issue and we understand why it was so.
- Safety is a big thing which must be upheld at all costs. Furthermore, adherence to OSHA is also another legal obligation that we take very seriously.
- We do not have a daily basis legal issues but I would say that it is the issue of harassment at the workplace. It comes up quite often in the workplace.
- Buying foreign goods or selling products all attract legal attention at some point of time. Food need to be approved and accredited by USFA
- Lots of issues regarding confidentiality and issues like trade secrets.
- There is a lot liability when it comes to worker's comp.
- Making sure there is absolutely no type of discrimination within the workplace. We have a strict zero- tolerance policy.
- The medical industry has a significant amount of legal issues and should be a major focus for all employees. I could start naming all the issues but could never including them all.
- Many of our legal issues are tied to our acquisitions of other companies and the lay-offs associated with these. Also, we face issues with non-compete agreements. Our company is also in the middle of a 2011 government audit, so we are extremely away of all EEOC policies.
- Claims of harassment, discrimination, working in a hostile work environment, Family and
- Medical Leave Act (FMLA) compliance, and HIPPA (medical privacy issues). .
- knowledgeable of legal trends at all levels (city, state, federal).
- Quality of work, productivity, safety, and respect/dignity in all interactions.
- Discrimination law suits are looking for inconsistent treatment of employees and classes of employees. But there is a ton of others; wage and hour,harassment, co-employment, etc etc etc.
- Unfair dismissal and harassment from managers, not always sexual harassment,
- lack interpersonal skills resulting in the employees feeling harassed.
- Termination issues are the biggest one. Issues with wrongful termination, discrimination issues, etc.
- Privacy laws and the new healthcare act

5. Results

As the workplace evolves, practices and theories interact to better serve the field of HRD/HRM. The 660 answers gathered during a period of 10 years yielded some important facts and practices such as: Most respondents reported sexual harassements, hostile work environment, Anything having to do with ADA, FMLA, or the perception of discrimination and/or unfair practices or decisions. Terminations related issues, discipline issues, and dealings with the EEOC. Medical was mentioned in 2022 and not in previews years, while Privacy act laws, equal opportunity laws, fair wage laws, discrimination laws are common to 2010 ,2016, and 2022.

In conclusion, the legal issues that HRD/HRM practioners did not change significantly from 2010 to 2022. This indicates that the laws governing the workplace did not changed significantly over a period of 12 years.

6.Conclusion

HRD is an evolving field of every day practices that are deemed necessary to face challenges, create opportunities, and solve everyday problems and issues. While theories take time to explain a phenomenon, many models of HRD are based on extensive practical experiences with development and improvement.

7.Implications

This paper has significant implications to the HRD and HRM fields as "HRD policies are closely associated with that aspect of HRM that is concerned with investing in people and developing the organization's human capital" (Armstrong, 2006, p. 535) cited by Matthew W. Hurtienne et al (2017). Theory in an applied field such as HRD is required to be both scholarly and successful in practice and can be the basis of significant advances.

Keywords: Practitioners, legal issues, research dissemination,

ID:218 - Characteristics of innovator in the Royal Navy

Thawanporn Marin & Asma Tehmarn

ABSTRACT

The Royal Thai Navy is responsible for preserve sovereignty of the nation includes rivers and the Gulf of Thailand and the Indian Ocean. The vision of The Royal Thai Navy is to be a leader in the region and excels in management. Thus, it must strive for excellence standard by being a learning organization and create innovations that enhance the performance for the benefit of Thai society. The Royal Thai Naval Academy is an educational institution that provides education and prepares cadets to perform their duties effectively in various departments in the future. One of the expected learning outcomes of the education program is to think, act, and be creative in order to solve problems appropriately (Education Department of the Royal Thai Naval Academy, 2021). Office of the Basic Education Commission (2017) defined an innovator as a person who thinks, makes, or creates things whether they are tools or methods that meet the needs of people in the society in order to bring convenience in everyday life. It can be said that graduates should have a characteristics of innovator. Thus, education program should develop the innovator in the cadets. However, the characteristics of innovator in Thai navy are still not clearly defined yet. This study aims to discover the characteristics of by using literature review of published articles in peer-reviewed journals and book chapters. Content analysis method is used to create themes of characteristics of innovator in Thai Navy. The benefit of the study is that researcher will have better understanding characteristics of innovator in Thai Navy. Furthermore, practitioners of The Royal Thai Naval Academy can use the findings to develop the education program in the academy to support innovators in Thai navy.

Keywords: Thai Royal Navy, the Royal Thai Naval Academy, Innovation, Innovator, Education

ID:238 - Towards a tutor supporting international students in'becoming' independent learners 'by developing assessment and feedback literacy'

Dr. Chrisie Macneil

ABSTRACT

Introduction
A teaching and learning intervention designed by the module leader and, academic mentors helped support ISs transition to becoming independent learners in a Diverse UK university. This working paper describes how international students (ISs) during an informal workshop gained assessment literacy during tutor feedback, peer-review and academic writing practice in a Research methods module.

Research problem
The research methods module had a high failure rate in assessment for ISs compared with home students.
The chosen IS population are Asian students from India and Pakistan in UK universities, students come from one-way directed tutor-directed educational cultures. Furthermore, post-graduate programmes students have less 'adjustment' time compared to undergraduate Degrees.
ISs travel into university for formal lectures they often participate less in extra-curricular activities designed to support their learning and learning needs. Theoretical frame.
The chosen pedagogy is students are not empty vessels devoid of knowledge but, are co-creators of knowledge with tutors. Nevertheless, ISs have different learning needs and, academic learning support matters to encourage their sense of 'belonging' within a UK HE Institution.

Research Methods
The study included a small sample of students in the post-graduate Research methods module, evaluated through student feedback and, also assessment results.

Findings
The informal workshop gave students opportunities to practice their academic writing, gain assessment literacy and engage in co-determination with tutors of their learning.
The home and international students shared cultural understandings during peer-feedback about their academic writing. The students transported their learning into feed forward between module lectures and workshops. This encouraged a two-way partnership between tutor and students, not a one-way directed tutor learning process in the Research methods module.

Keywords: tutor international students becoming independent learners

ID:24 - SMEs – Does one size fit all? An Exploration of Learning within Small and Medium-Sized Enterprises

Judith Woods, Martin McCracken & Ian Smyth

ABSTRACT

Papers Importance
How organisations are categorised typically takes size-based definitions in terms of employee headcount, turnover and balance sheet. The category of small and medium-sized enterprises (SMEs) is made up of enterprises which employ fewer than 250 persons and which have an annual turnover not exceeding 50 million euro, and/or an annual balance sheet total not exceeding 43 million euro (EC, 2005; OECD, 2023).

With approximately 5.97 million SMEs operating within the UK (ILO, 2023) and accounting for two thirds of all jobs worldwide, SMEs play a key role in our national and global economies (FSB, 2020; Department for International Trade, 2020; ILO, 2023). However, from an academic perspective SME's are often categorised homogenously despite evidence of heterogeneity with 'SME' label used ubiquitously without an understanding of the differences inherent within the SME category itself (DIE, 2013).

As Porter (1985) outlines, both small and large firms can effectively capture niche markets, while medium-sized firms are 'stuck in the middle' in the sense that they can be less competitive than their counterparts in either end of the firm size distribution. Conversely, other research has shown that medium-sized businesses can have a higher growth potential than small businesses due to their greater resources and ability to access financing (North, 2011). In light of such clear variations in the ways in which SMEs operate it is perhaps naïve and ill-informed to assume that learning within small versus medium sized enterprises is one and the same. With markedly different resource bases and organisational needs firms within the SME continuum are unlikely to engage in HRD in the same way. With limited research breaking down the SME definition (references) and exploring HRD across the SME size spectrum we are left with a significant gap in our knowledge and understanding.

Theoretical base
To help us fully understand the issues connected to this research we utilised two primary theoretical lenses. The first of these was the well-established Life Cycle Theory (Greiner, 1972; Cameron and Whetten, 1981), which proposes that there are a series of 'expansion' stages and resultant 'crises', that organisations proceed through during their lifecycles, from an initial creative phase to expansion through collaboration. Although many contributions have augmented this basic theory since its initial inception, designed to add more practical implications for organisations in different sectors with a range of revenue contingencies (Flamholtz and Randle, 2007; Mosca et al, 2021), the basic premise that an incremental movement is observed for organisations as they grow through these phases has been consistent.

In this research, the aim is to apply our knowledge of HRD needs and application to understand what type of training and development practices are most appropriate at different points during the organisational lifecycle. This is where the second major theoretical base for this study comes in, linked to informal and incidental learning (Marsick and Volpe,1999; Marsick and Watkins, 1990). Conventional wisdom would advocate that by their nature SMEs and particularly those organisations towards the smaller end of the size spectrum, will employ more informal and

incidental learning approaches vs interventions and activities which are formalised. However, such an assumption has not been addressed in empirical research and the nuances associated with understanding effective HRD and learning strategy, especially amongst a range of organisations which range in size from micro (under 10 employees) to those at the larger end of the SME spectrum (over 200 employees) has received scant attention.

Research Purpose

With HRD research in SMEs having received comparatively less attention than HRD in a more general sense (Nolan and Garavan, 2016) and even less work conducted on HRD in firms of varying sizes along the SME spectrum there is a clear impetus for research that explores the nuances of learning within these contexts. Eliciting a greater appreciation of the HRD techniques and interventions and how they differ within small versus medium sized enterprises has the potential to make a significant contribution to knowledge in the field. Furthermore, value is also derived more broadly as we highlight the necessity of adopting a more nuanced approach to research within the SME categorisation and illustrate the limitations of broadly generalising behaviours and experiences among firms within the SME landscape. Finally we offer insights and practical guidance on HRD interventions and their efficacy for firms of varying sizes within the SME context.

Research question/s

The ultimate aim of this study is to explore the nuances of learning within the SME spectrum and consequently our research questions are threefold:
1. How do HRD interventions and techniques differ within the small/micro sized enterprise vs the medium sized enterprise?
2. From the perspective of the firm what is the rationale for the interventions and techniques employed by small vs medium sized enterprises?
3. How can HRD interventions be better tailored to meet the learning demands and resource profiles of firms within the SME categorisation?

In pursuit of answers to these questions we are interested in exploring the application of qualitative research methods as both a means of understanding the complexity of learning within the small- and medium-sized firm as well as generate a more fine grained insight into HRD interventions and techniques employed by different sized firms within the SME category.
Our insights are be based on 18 qualitative interviews among 4 case firms. The case firms in question are drawn across the SME size spectrum and interviews were conducted among employees as well as managerial staff allowing for a more holistic and multi-level consideration and exploration of the research questions posed.

Implications for HRD practice

Given existing research calls for further understanding of HRD practices in SMEs (Skinner and Powell, 2003; Nolan and Garavan, 2016), it is pertinent from the practitioner perspective to understand the full gamut of developmental activity as it relates to differences in firm size across micro, small and medium categories of firm size (Saunders, Gray, and Goregaokar, 2014). Short (2019) argues that SMEs should not be treated as a homogenous group. Therefore, whether size is causal or merely correlative, a better appreciation of differences in resources, scale, and organizational structures as they relate to HRD practices is necessary.

Conclusions

Driven by a lack of nuanced research in the SME context and, more notably the assumed homogeneity in terms of the nature of learning and HRD among firms across the SME spectrum, this paper makes an important distinction and thus offers a unique insight into SME learning and HRD. Focusing on 4 case study firms we illustrate the variations in HRD techniques and interventions employed by firms at the multiple points along the SME spectrum.

ID:66 -Which Factor Facilitates the Career Development of Generation Z in Small and Medium Enterprises? : Multi-group Analysis of Employment Type in South Korea

Jaehong Joo, Dahyun Kim, MYUNGHYUN YOO & Ji Hoon Song

ABSTRACT

Paper's importance
An employee's career is a continuous journey marked by individual perceptions, behaviors, and attitudes towards task-related experiences and activities throughout their life (Hall & Heras, 2010). With a notable shift in focus from organizations to employees in terms of career development (De Vos et al., 2009), the behaviors guiding their career trajectory, based on their career orientation, undergo continuous change (Forrier et al., 2009). Particularly, as employees subjectively interpret their experiences within the organization and derive meaning from their work, they actively manage and advance their careers in a voluntary manner (Savickas, 2013). Therefore, it is crucial to ensure that employees recognize their organization's provision of supportive resources for career advancement (Joo et al., 2023).

As the concept of lifelong employment within an organization fades in many countries, welfare benefits emerge as a crucial aspect of human resource management strategy. Employee attitudes towards both career development and the organization are influenced by various workplace factors with their job fitness (Edwards, 1991; Uzair et al., 2017). It is important for employees to receive fairly the rewards for their efforts in performing their work and the opportunities provided to them (Colquitt, 2011; Yanik & Gürsoy, 2015). Moreover, transparent HR practices are anticipated to result in high performance (Bowen & Ostroff, 2004; Wright & Nishii, 2007). Therefore, it is meaningful to examine the effectiveness of fairness in performance appraisal to employee attitudes. Employees perceive their careers as indicators of growth within the organization, and it becomes essential to shape a career identity rooted in self-awareness (Savickas, 2012; Valcour & Ladge, 2008). This identity not only fosters confidence but also enhances adaptability within their careers. Generation Z actively seek challenging tasks and gravitate towards work that aligns with their values (Barhate & Dirani, 2021). Moreover, given their inclination towards a boundaryless approach to career development, when they perceive their organization as supportive of their career growth and find their tasks meaningful and challenging, employees are likely to believe in their ability to continually manage and develop their careers.

Meanwhile, SMEs in Korea often offer less favorable working conditions compared to larger enterprises and are susceptible to future labor market risks (Ko, 2021). Furthermore, employees in SMEs receive differential resources based on their employment type (Cho et al., 2008). The quality of employees' experiences is contingent upon their employment type, considering varying work conditions such as training and development opportunities, and welfare benefits. In other words, it may lead to variations in career development behaviors based on their employment type. Therefore, to foster the career development of generation Z employees, it is imperative to examine the influential relationship between the limited support environment and job perception. Specifically, comparing groups can illuminate the antecedent factors that play a decisive role, depending on the employment type.

Theoretical base
Organizational support is a pivotal factor influencing employees' job performance and shaping employee's behavior (Zare, 2012). Our study focused on self-efficacy and adaptability from the perspective of career development (Lent & Hackett, 1987; Savickas, 1997). We also considered

organizational satisfaction as an indicator of whether generation Z comprehensively feels positive experiences in the workplace. Among the determinants affecting their career development, we focused the organizational welfare system (Donahue et al., 2000; Jong, 2023), organizational justice (Murphy & Cleveland, 1995; Jawahar, 2007), and job fitness (Cable & DeRue, 2002). We applied organizational support theory (Eisenberger et al., 1986) and social cognitive career theory (Hackett & Betz, 1981) to theoretically discuss the relationship.

Employees evaluate whether the organization adequately provides career support opportunities and systems. When they perceive their organization as conducive to their career development, they consistently invest effort with confidence. a fair system and practices, along with a highly suitable work environment, deepen their engagement in career development. This study focuses on generation Z within small and medium enterprises (SMEs). Due to the specificity of organizational context and generational characteristics, our comparative approach contributes to expand the theoretical discussion by integrating organizational support and career theory.

Research purpose
The purpose of our study is to provide customized career development interventions for employees, taking into consideration their employment type in SMEs in South Korea. In align with the purpose, we examined the structural relationships between organizational support system, fairness of performance appraisal, person-job fitness, organizational and career attitudes. Specifically, we would like to derive the strategic interventions that empower employees, recognized as essential organizational assets, to proactively manage their career and cultivate a positive workplace experience.

Implications for HRD practice
In the context of South Korea, characterized by an abnormal organizational structure and employee ratio, we anticipate that our findings will enhance awareness of career development among employees, considering their employment type. Additionally, these results are expected to contribute to an overall improvement in workplace satisfaction. By exploring organizational factors, including the organizational support system and fairness of performance appraisal, as well as individual factors such as person-job fit, based on employment type, we can identify the relative importance of these factors in shaping employees' perceptions of career development. Identifying these factors is crucial in aligning with organizational development strategies. Furthermore, by leveraging responses from generation Z employees, our study contributes to expanding the discourse on the career development characteristics of generation Z, building upon previous discussions (Barhate & Dirani, 2022).

Conclusion
This study conducted multi-group, considering employment type, to investigate the differences in the influence of factors determining the perception of career development and organizational satisfaction among SMEs in South Korea. For the positive experiences of the within an organization to directly impact the organization's performance, it is essential for the organization to provide job autonomy and a supportive environment, enabling employees to proactively develop their careers (De Fillippi & Arthur, 1994; De Vos et al., 2009; Mihail, 2008). Developing employees' career and aligning it with the organization's values and goals is the first step toward mutual growth between employees and the organization. Although our study's context is specific, considering company size, employment type, and employees' generational characteristics, we believe that our findings hold international implications for further research.

Keywords: SMEs Employees, Organizational Support System, Career Development, Multigroup Analysis

ID:83 - Learning Emotion in workplace learning: Case Studies of SMEs in Korea

Seok Young Oh, Sehwa Kim, Hye Yoon Jeong & Seongju Jee

ABSTRACT

This paper explores how workplace learning is formed and practiced as experienced by Korean SME workers, and examine the roles of emotion in shaping, sustaining, and changing work identities during the workplace learning process.

Based on social learning and experiential learning theories, this study defines emotions as conscious and unconscious phenomena that are experienced in a specific sociocultural experience and psychic contexts and also defines 'learning emotions' as individual or group emotions experienced in their learning process.

This study is theoretically based on Illeris' workplace learning model which emphasizes that workplace learning takes place with emotions, perceived learning content, and work practices in a sociocultural context, and assumes that learning emotions play an important role in shaping, maintaining, and changing work identities. Work identities represent the degree to which a person internalizes characteristic features of the social entity into their self-concept at work. And it is also an important prerequisite, constituent, and outcome of agency which refers to the idea that people act intentionally within a given framework, rather than being completely autonomous or simply determined by external factors. It allows people to have partial influence over their environment and life course.

Therefore, we conducted in-depth interviews with SME workers to explore the factors and contexts in which learning emotions arise.
Interviews were conducted with employees from 8 SMEs in South Korea to explore the connection between organizational emotions and the development and sustainability of occupational identities. The findings of the study reveal that transformative changes, such as shifts in work dynamics due to the COVID-19 pandemic, sales growth, business restructuring, workplace relocations, and the introduction of new policies, evoke learning emotions. These transformations result in shifts in individual roles, authority structures, relationships, and the political dynamics within the organization, prompting individuals to engage in organizational learning as a coping mechanism. The positive or negative emotions from this adaptive process not only contribute to the establishment of a clearer occupational identity but also foster identity fusion and job satisfaction within the organization.

Keywords: Learning Emotion, Workplace Learning, Organizational Learning, SMEs,

ID:110 - Leaders' learning experiences and knowledge transfer in a SME leader training program: a case study of SME in the Thai Chamber of Commerce 2022–2023

Manu Markmanee & Pawinee Petchsawang

ABSTRACT

This paper aims to explore SME leaders' learning experiences and knowledge transfer in a SME leader development training program. Prior research has predominantly focused on the direct impact of training and development on SME performance, often overlooking the complex experiences and knowledge transfer processes among SME leaders. The existing literature frequently falls short in investigating the dynamic of SME leaders' knowledge transfer and their translation into practical organizational change and improvement.

Importance
This paper identifies insight into SME leader training program on how they transfer knowledge and translate into business results. The research findings contribute to the HRD field in terms of filling a gap in the academic literature and offering recommendations for training SME leaders.

Theoretical Base
The study employs multiple theoretical frameworks. The (Nonaka et al., 2000) SECI model involves the transformation of tacit knowledge into explicit knowledge. The model consists of four components: socialization, externalization, combination, and internalization. This SECI model helps in comprehending how SME leaders leverage personal knowledge exchange in the program for their organizational gain.
Social Capital Theory (Tsai and Ghoshal, 1998) offers insights into how the SME training environment functioned as a social network, facilitating knowledge sharing and application. The theory focuses on the value came from social networks and relationships. In fact, this theory explains how close relationship of the SME leaders in the class help to facilitate knowledge sharing among leaders.
Furthermore, Adult Learning Theory (Knowles, 1975) highlights the importance of practical and problem-centered learning experiences. Adult Learning Theory (Knowles, 1975), explains the concept of self-directed learning. Additionally, adults like to learn things that solve their real-life problems. This theory is particularly relevant in understanding how SME leaders, who are adult learners, engage with and benefit from practical, experiential learning processes like those offered in SME leader training.

Research Purpose
The purpose of this study is to provide a comprehensive understanding of the learning experiences of Thai SME leaders participating in the SME Leader program, which was designed to support SMEs in Thailand that were impacted by the COVID-19 pandemic. This SME Leader training program offers a unique context for exploring practical learning and knowledge transfer among SME leaders.

Research Questions
RQ1: What is the learning experience of SME's leaders in a leader training program?
RQ2: How do SME's leaders transfer knowledge from a SME Leader training program to manage the organization?
 Methodology
We employed a phenomenological approach (Glesne, 2016). This method was chosen to capture the rich and detailed descriptions of the participants' lived experiences in the training program. The

study involved conducting semi-structured interviews with 12 SME leaders, designed to gather comprehensive insights into their learning experiences and knowledge transfer processes. We analyzed the interview transcripts and mind maps, then broke them down into 446 codes which were grouped into seven main themes. To address trustworthiness, we used triangulation across researchers and member checking.

Key Findings

Based on interviews with 12 SME leaders, their learning experiences in the SME leader training program were captured by six themes, which were separated into three overarching themes: training design, training catalyst, and training environment.

Training Design consists of 5 themes, business challenges, learning material. work assignment, diagnostic tools, and continuous business improvement. Training Catalyst includes 2 themes, motivation to learn and building trust. Training Environment is the learning environment in mix of formal and informal workshop/coach for social knowledge exchange.

 Figure 1 Learning Model

Based on the figure 1, SME leaders' learning journey loop start by learning their own "business challenges", for example, gap operational efficiency, market competition, financial management, people management or business disruption. They experience the design of the leadership program help them understand the issues they face in their day-to-day business operations. Additionally, the opportunity to communicate their business challenges and apply program knowledge to address them "motivate" the trainees to learn, which is what is meant by the term "training catalyst."

In terms of the "training environment," the participants perceived the coaching or workshop as a collaborative, open learning environment. Leaders benefit from this environment's "social knowledge exchanges" with business-experienced coaches and classmates. It is enabling them to exchange implicit information and provide useful, practical guidance on how to solve problems. The idea of "building trust" is evident when trainees believe instructors are competent and capable of assisting SMEs in resolving issues. The connection of trust that develops between leaders and trainers via education serves as a catalyst for the sharing of ideas between trainees and trainers. Trusting in trainers' knowledge and willingness to help SME leaders solve problems motivates the SME leaders to exercise the knowledge in their organizations through a training design of "work assignments" and other "learning materials" (e.g., self-assessment, exercises, and "diagnostic tools"). Therefore, they can identify the problems in their businesses and improve their business outcomes.

Finally, "continuous business improvement and changes" refers to the trainees' observation of the results of the adjustments they have made through learning periods. Leaders were motivated to share these insights back in the classroom when they saw positive changes in their businesses, resulting in a dynamic learning loop.

Implications for HRD Practice

The findings have significant implications for Human Resource Development (HRD) practices in SMEs. The study suggests that effective SME leader training programs design should focus on real-world challenges with tools and framework that will help the learner to self-diagnosis their problem. Emphasizing building trust between instructors and learners. The learner's motivation to improve their business and trust are key catalysts for learning. The study highlights the importance of a learning environment that supports social knowledge exchange where the same group of people exchange their knowledge.

Conclusions

The study on Thai SME leaders in a training program identified 8 key themes, divided into three main categories. Training Design involves diagnosing and responding to business challenges, leading to tangible results. The Training Catalyst, driven by motivation for change and building trust. It energizes leaders to learn knowledge for business improvement. The Training Environment in SME programs, focusing on social knowledge exchange. It helps the leader to develop strategic thinking and self-efficacy. This environment encourages a cycle of continuous learning and application. They lead to tangible business improvements. These elements are critical for designing and implementing effective training programs for SME leaders.

Keywords: SMEs, Knowledge Transfer, Social Capital Theory, SECI Model, Adult Learning, HRD, Phenomenological Research.

Reference

GLESNE, C. 2016. Becoming qualitative researchers: An introduction, ERIC.

KNOWLES, M. S. 1975. Self-directed learning: A guide for learners and teachers.

NONAKA, I., TOYAMA, R. & KONNO, N. 2000. SECI, Ba and Leadership: a Unified Model of Dynamic Knowledge Creation. Long Range Planning, 33, 5-34.

TSAI, W. & GHOSHAL, S. 1998. Social Capital and Value Creation: The Role of Intrafirm Networks. Academy of Management Journal, 41, 464-476.

Keywords: SMEs, Knowledge Transfer, Social Capital Theory, SECI Model, Adult Learning, HRD, Phenomenological Research.

ID:139 - How can governments support learning in SMEs during and after disasters: An international comparative study

Heather Short, Andreas Wallo & Eduardo Tome

ABSTRACT

This paper examines the role of governmental support for Small and Medium Enterprises (SMEs) in learning and adaptation during and after the COVID-19 pandemic in European contexts, focusing on the UK, Sweden, and Portugal. The research explores how these nations, each with distinct COVID-19 responses and economic structures, have supported their SMEs, which are crucial to their economies. By analysing government initiatives to support SME learning, the study identifies gaps in current policies and practices, highlighting that while immediate financial support was prioritised, long-term learning and development initiatives were often overlooked.
The findings underscore a discrepancy between the need for continuous learning within SMEs and the support provided by government initiatives. This gap in support, especially for SMEs without dedicated learning budgets, has direct implications for their resilience and their ability to respond to future crises.

This research contributes to academic and practical understanding by offering the first comparative international study of government support for SME learning during a global crisis. The insights generated can inform future policies to enhance SME resilience, emphasising the critical role of learning and development in crisis management and recovery. This paper calls for reassessing strategies to better support SMEs in dynamic and challenging conditions.
Keywords: Learning; HRD; SME; pandemic; government support; disasters

ID:140 - Learning the Art of Leadership in a Family Business: A Gendered Perspective

Mike Mustafa

ABSTRACT

Within the family business literature there have been increasing calls to understand how individual actions of family members can increase understanding of family businesses' distinctive characteristics and behaviours. This paper examines one type of micro-foundational activity, that is next-generation's leadership development, in three Chinese family firms. Specifically, we draw on both the constructivist approach to learning and the situated learning perspective. We purposefully chose to conduct our research in family-SMEs in China, because it provides a collectivist and patriarchal societal context

Keywords: Learning, Leadership Development, Family Business, Gender

ID:146 - T&D practices in SMEs operating internationally

Urban Pauli

ABSTRACT

Paper's importance
Human resources are crucial for the existence and growth of SMEs, but HRD-related practices in these companies are underdeveloped, hence SMEs may not benefit sufficiently from the potential of their employees. Additionally, changes in the business context exert modifications in the way companies function, which makes it necessary to provide employees with development opportunities. Such a situation, refers in particular to SMEs operating on international markets (ISMEs), as the number of factors that determine running the business is very diversified and complex. This requires paying attention to T&D practices offered to employees to meet both domestic and foreign markets expectations. According to Francioni et al. (2016) and Paul et al. (2017) there is a knowledge gap concerning HRM practices in the context of SME internationalisation.

Theoretical base
SMEs play an important role in economies of all countries and they are very active in building international cooperation. However, agreements very often cover a relatively low value of traded goods or services (WTO, 2016). Being a part of international trade can be very fruitful for SMEs, as cooperation with companies from other countries may positively impact turnover, employment and innovation (European Comission, 2010). These benefits cause that the number of internationally active companies in the European Union has continuously been rising since 2014 (OECD 2022). Nevertheless, analyses of SMEs international activity made it possible to identify nearly fifty types of barriers that small and medium enterprises may encounter, among which human resource barriers were indicated (OECD, n.d.).

The lack of adequate systems and procedures of managing employees can be a real obstacle, because human capital which consists of skills, abilities, and competencies is perceived as a critical source of competitive advantage (Bhattacharya et al. 2014) and that is why human resources in SMEs are in focus of theoretical, empirical and practical attention (Sheehan, 2014). This resource-based view perspective represents a current paradigm on firm competitiveness. It conceptualises the organisation as a collection of competencies and draws attention to issues of learning, HRD investment, knowledge accumulation and experience (Garavan et al. 2001). Actions aimed at employees' learning and gaining new knowledge can be executed by T&D activities that SMEs organise. This type of activities is of high importance in the case of ISMEs as the ability to acquire knowledge and develop internationalisation capabilities influences performance (Hilmersson & Johanson, 2020). However, research states that T&D practices in SMEs are underdeveloped (Pauli, 2020), and that they are executed mostly in an informal way (Tam and Gray 2016; Short and Gray 2018), which may make the effectiveness of the whole process lower than in large entities.

Research purpose
Entering foreign markets or intensifying international activities requires competences suitable not only for running a business on home country market but also those that correspond with foreign markets conditions. That is why, ISMEs should provide their employees with T&D opportunities and what is more, these activities should be properly organised to assure the expected level of performance. The main purpose of this article is to investigate how T&D activities are executed in ISMEs, what factors may shape undertaken activities and whether the way T&D is performed impacts performance.

Research questions

The study aims at answering to the following questions:

• What factors affect the way ISMEs execute T&D activities?

• What characterises T&D process in ISMEs?

• Does T&D approach impact upon ISMEs performance?

According to these RQ and research design the following hypotheses were drawn:

• H1: There is a statistically significant relationship between an approach to T&D in ISMEs and firm-related factors

o H1a: There is a statistically significant relationship between an approach to T&D in ISMEs and firm size

o H1b: There is a statistically significant relationship between an approach to T&D in ISMEs and firm age

o H1c: There is a statistically significant relationship between an approach to T&D in ISMEs and the ownership

o H1d: There is a statistically significant relationship between an approach to T&D in ISMEs and business profile

o H1e: There is a statistically significant relationship between an approach to T&D in ISMEs and business sector

• H2: There is a statistically significant relationship between an approach to T&D in ISMEs and their international activities

o H2a: There is a statistically significant relationship between an approach to T&D in ISMEs and pace of internationalisation

o H2b: There is a statistically significant relationship between an approach to T&D in ISMEs and range of internationalisation

o H2b: There is a statistically significant relationship between an approach to T&D in ISMEs and number of countries firm operates in

• H3: There is a statistically significant relationship between an approach to T&D in ISMEs and the change in the level of incomes.

Means and methods

The research was executed on a group of 200 randomly selected Polish-based SMEs that perform export activities and achieved at least the level of 25% FSTS. To analyse data the following statistical methods were applied: descriptive statistics, k-means clustering, chi-squared test and classification and regression trees.

Implication for HRD practice:

Investing in employees T&D has a positive impact upon changes in the level of firms' incomes. Companies which start their international activities should pay more attention to T&D activities as in most cases the approach they apply is impoverished, which may limit potential gains.

Conclusions:

Activities undertaken by SMEs operating internationally are very diverse. There is no statistically significant relationship between firm-related characteristics and an approach to T&D activities, but the factors related to the process of internationalisation impact upon the shape of developmental programmes. Companies that apply complex T&D programmes report positive changes in year-to-year incomes level.

Keywords: Small and Medium Enterprises, Training and Development, Internationalisation, Performance

ID:198 - Green HRM & Labour Productivity in SMEs: A mediated moderation analysis

Maura Sheehan & Thomas Garavan

Abstract

A growing body of macro-level research has found evidence of positive associations between Corporate Social Responsibility (CSR) and firm-level performance outcomes (Aguinis and Glavas, 2012; Velte, 2021). The business case for CSR suggests that the beneficial returns of investment in CSR depends on the capacity of CSR activity to increase the strength and quality of the relationship between the organisation and its stakeholders (Barnett 2007; Bhattacharya et al. 2009). Over the past decade, employees' attitudes and behaviours in response to employees' perceptions of CSR have received increasing attention by scholars. Specifically, within the CSR literature, efforts to unlock the 'black box' between firms CSR and performance outcomes have led to a number of studies that explore how employee attitudes and behaviours (micro-level influencers) respond to macro-level CSR initiatives. Despite Aguinis' and Glavas' (2012) call for 'multi-level' perspectives, including a person-centric focus to CSR, and an integration of diverse theoretical frameworks, the CSR-performance literature remains highly fragmented.

Utilising multi-level, longitudinal data, we focus on one dimension of CSR – firm's Green HRM (GHRM) practices - which reflect 'those HRM practices aligned with environmental sustainability goals and which aim at developing employees' abilities, commitment and motivation, and involvement of staff in support of those goals at the firm level' (Jackson et al., 2011; O'Donohue and Torugsa, 2016: p. 240; Renwick et al., 2013) to analyse whether there is a positive association between GHRM and labour productivity, in the context of small and medium sized enterprises (SMEs). While the SME HRM-firm performance literature has gradually been developing, in particular, in the past 10 years (eg Sheehan and Garavan 2022), very few studies have examined potential GHRM-firm performance within SMEs (see O'Donohue and Torugsa, 2016 for a notable exception).

Informed by evolutionary resource-based theory (ERBT) (Boxall & Steeneveld, 1999; Muller, 1996; Sheehan and Garavan, 2022) and Social Identity Theory (SIT) (DeRoeck and Maon's (2018) we will empirically test whether psychological foundations of GHRM impacts upon labour productivity in SMEs. The micro-foundations examined are: Employee Attitudes (organisational commitment; organisational identification; job satisfaction); employees' voluntary workplace green behaviours (EVGBs) (Kim et al., 2016) (the mediating variables); and employees' perceptions of the firm's environmental commitment (P-EC) (Raineri and Paille (2016)) (the moderating variable). This study focuses on firm labour productivity as the intended outcome of GHRM. Reviews of the SME literature (eg Dhawan, 2001; Owalla et al. 2021) highlight the importance of productivity as an organisational performance measure to SMEs and that SMEs face significant challenges which make productivity gain even more important albeit more challenging than is the case in larger firms.

The working hypotheses are as follows:
H1: MD's environmental commitment (EC) is positively associated with GHRM.
H2: GHRM is positively associated with labour productivity.
H3: Employees' attitudes are positively associated with labour productivity.
H4: Employees' voluntary green behaviours (EVGBs) are positively associated with labour productivity.
H5: EAs and EVGBs serially mediate the relationship between GHRM and labour productivity.

H6: The indirect association between GHRM and labour productivity though EAs and EVGBs is conditional upon levels of employees' perceptions of the firm's environmental commitment (P-EC), so that the relationship between GHRM and labour productivity is stronger when P-EC is high. Data for this study were obtained from 302 UK manufacturing and service SMEs, and all of these firms were small and medium-sized enterprises with a median employment level of average headcount of 70.1 employees. The data set derived from a stratified sample of SMEs from the UK Dun and Bradstreet databases consisted of 4 waves of data (2017, 2019, 2021 and 2023) with a 2-year lag between each measurement wave. In each period, responses from Manager Directors (MDs)/Owner Manager (OMs) and employees were collected and subsequently analysed. A 2-1-2 multilevel moderated sequential mediation model will be estimated (Croon, 2015).

Selected References

Aguinis, H., & Glavas, A. (2012). What we know and don't know about corporate social responsibility: A review and research agenda. Journal of Management, 38(4), 932–968. https://doi.org/10.1177/0149206311436079.

Bhattacharya, C. B., Korschun, D., & Sen, S. (2009). Strengthening Stakeholder–Company Relationships through Mutually Beneficial Corporate Social Responsibility Initiatives. Journal of Business Ethics, 85, 257–272. http://www.jstor.org/stable/40294840.

Boxall, P., & Steeneveld, M. (1999). Human resource strategy and competitive advantage: A longitudinal study of engineering consultancies. Journal of Management Studies, 36(4), 443–463. https://doi.org/10.1111/1467-6486.00144.

O'Donohue, W. and Torugsa, N. (Ann). The moderating effect of 'Green' HRM on the association between proactive environmental management and financial performance in small firms. International Journal of Human Resource Management, 27(2): 239-261.

Renwick, D.W.S., Redman, T. and Maguire, S. (2013). Green Human Resource Management: A Review and Research Agenda. International Journal of Management Reviews, 15: 1-14. https://doi.org/10.1111/j.1468-2370.2011.00328.x.

Sheehan, M. and Garavan, T. (2022). High-performance work practices and labour productivity: a six wave longitudinal study of UK manufacturing and service SMEs, The International Journal of Human Resource Management, 33(16), 3353-3386.

Velte, P. (2022). Meta-analyses on Corporate Social Responsibility (CSR): a literature review. Manag Rev Q , 72, 627–675. https://doi.org/10.1007/s11301-021-00211-2.

Keywords: Green HRM, SMEs, Evolutionary Resource-Based View, labour productivity, multi-level, longitudinal analysis

ID:200 - Employee Churn Prediction in commercial aviation companies in Portugal

António Brito, Maria José Sousa & Ana Moreira

ABSTRACT

Employee churn occurs when an employee leaves voluntarily from a company. Differently from the concept of turnover, which represents all the workforce that leaves a company, voluntarily or not, churn is not only voluntary as it is implicit that that loss for the company does not have replacement. Finally, churn, differently from other concepts that are used interchangeably as "turnover" or "attrition", deals more with the financial consequences of an employee loss (Pirrolas, Correia & Nascimento, 2022). "Churn", "turnover" or "attrition" are concepts that are used interchangeably, but in fact are different, except "attrition" that is used commonly as synonym. The costs of an employee's departure are various, and are not only the training costs, but the costs of finding another employee of the same value, the knowledge lost to a competitor, the loss of value in general. Alternatively, the construct "turnover intention" is used, instead of the employee's departure when it actually happens. The variable "turnover intentions" represents the employee's propensity to leave his organization (Ali et al, 2022; Rombaut & Guerry, 2018) not the act in itself. Turnover intention is found to be the best antecedent to actual turnover (Griffeth, Hom & Gaertner, 2000; Joseph et al. 2007). Job satisfaction is a concept that has been studied for many years and with thousands of contributions. The concept is not certain as job satisfaction is something different from person to person and involves several dimensions of analysis. Job satisfaction can be associated with a set of feelings, cognitions, beliefs, and attitudes that people have in relation to their work. It is a set of positive or negative feelings (Armstrong, 2006; Huang et al. 2016; Spector, 1997; Vroom, 1964). There are also various types of job satisfaction. When it comes to the aviation sector, the topic of turnover is complex and nuanced. In some cases, namely in some job roles and type of aviation activity/ or company, turnover is high (Efthymiou et al. 2021), as in others, it is not so high. There are few studies on the subject of employee churn in the commercial aviation sector. Also there are few studies that correlate employee satisfaction with turnover intentions in the commercial aviation sector. The methodology of this study was first to define the constructs "employee churn", "job satisfaction" and "turnover intentions". Next was the step of finding in the literature the most common factors associated with employee churn. Also it was searched in the literature the subject of turnover in the commercial aviation sector. The result of the review was various types of job satisfaction and the most common research topics in the academic field for the subject of turnover in aviation. The next step was to build a research model based on literature findings. The main hypothesis were established based on different kinds of satisfaction and the most common factors associated with employee churn. A sample of 370 valid responses from people working in the commercial aviation sector was used to assess which factors were most associated with employee churn and which strongest associations existed between the variables. Multiple linear regression was used for data analysis. The results show that the participants in this study are satisfied with security and their manager but that their satisfaction with their career, work/life balance and pay are below the center point of the scale. The job group has a significant effect on employee satisfaction, as well as on their intentions to leave and perceived performance. PNTs are the most satisfied with their careers, security and pay. They also have the highest perception of their performance and the fewest intentions to leave. Those who are most satisfied with reconciling work and personal life are the M&E workers, and those who have the most significant intention of leaving are the participants in the group of ground workers. Seniority significantly affects satisfaction with career, management, work/life balance and intentions to leave. Participants who have worked for the organization for less than a year have the highest career satisfaction. Participants who have worked for the organization for a year are the most satisfied with their manager and work/life balance. Participants who have worked for the organization for

more than 30 years have the highest level of intention to leave. The number of hours worked only significantly affects satisfaction with security, with participants who work more hours per month being the least satisfied with security. Only satisfaction with safety and satisfaction with work/life balance significantly affect performance, with the effect of satisfaction with safety being positive and the effect of work/life balance negative. As for the effect of satisfaction on turnover intentions, the dimensions of satisfaction with career, security, management, and remuneration have a negative and significant effect on turnover intentions. As for the moderating effect of turnover intentions, this effect was only found in the relationship between satisfaction with pay and performance. These results are relevant to the literature because, contrary to expectations, satisfaction with work/life balance has a negative effect on performance.

ID:226 - Effects of transformational leadership and employee creativity on organizational innovation in small and medium-sized firms in South Korea: Moderation of intrinsic motivation

Bui My Hanh & Sung Jun Jo

Abstract

As the needs of study on how to increase organizational innovation have been raised recently, this study aims to analyze the positive effects of transformational leadership and employee creativity on organizational innovation. Additionally, it tests the indirect effects from intrinsic motivation. Data were collected from 419 Korean employees working in different small and medium-sized companies in South Korea via an online and offline surveys. The survey responses were evaluated using partial least squares structural equation modeling (PLS-SEM) with the SmartPLS 4.0 program. All proposed hypotheses were confirmed in this study. The main findings of the study indicate that transformational leadership is significantly and positively related to organizational innovation, with this relationship being mediated by employee creativity. The results also indicated that the indirect effect of transformational leadership on organizational innovation through employee creativity was moderated by intrinsic motivation. This study offers new insights into the effects of transformational leadership, intrinsic motivation, and employee creativity on organizational innovation in Korean organizations. It is valuable for leaders, managers, and other HR management specialists. Based on the findings, some implications are proposed to assist leaders of small and medium-sized companies in enhancing leadership to improve intrinsic motivation and employee creativity, thereby fostering organizational innovation.

Importance of Study

In today's fast-paced business environment, innovation has long been considered a main objective for many organizations and has the potential for powerful influence on organizational growth and development (Mumford, 2002). To achieve innovation, business organizations need to have a motivated, stable, and nimble workforce that enables the enterprise to stay relevant and adaptable in a dynamic and changing economic climate. As leaders can influence their subordinates' motivation to engage in creative tasks by setting expectations for creative performance (Koseoglu et al., 2017; Hughes et al., 2018; A. Lee et al., 2020), there is a growing interest in exploring the impact of transformational leadership on creativity and innovation (Chaubey et al., 2019). By integrating all of those factors together we proposed a conceptual framework and examined how transformational leadership, employee creativity, and organizational innovation were related. In addition, we tested if intrinsic motivation of employees moderates the relationships.

This study is important because numerous organizations across various sectors currently and continually are experimenting various methods to inspire their employees to work creatively and develop new and exciting ideas (Gu et al., 2015). We examined how leadership factor affects promoting employee creativity which is said to be a fundamental element for achieving innovation in organization. (Shalley & Zhou, 2008). This study opens the black box from a new insight by showing the configurations of creativity and further advances in the research on human resource flexibility and employee creativity performance.

Findings of Study

From the study conducted in small and medium-sized companies with 419 samples in South Korea, we acquired the following findings.

Firstly, transformational leadership exhibited a positive correlation with organizational innovation. Results of the study suggested that the more a leader demonstrates transformational leadership qualities, the more effectively it stimulates organizational innovation.

Secondly, employee creativity mediated the relationship between transformational leadership and organizational innovation, indicating that employee creativity enhanceed the impact of transformational leadership on organizational innovation. This result resonates with various studies highlighting the role of employee creativity as a mediating factor

Thirdly, intrinsic motivation functioned as a moderating factor between transformational leadership and employee creativity concerning organizational innovation. In other words, transformational leadership can strengthen the relationship between high-performance transformational leadership and employee creativity in influencing organizational innovation.

References

Chaubey, A., Sahoo, C. K., & Khatri, N. (2019). Relationship of transformational leadership with employee creativity and organizational innovation: A study of mediating and moderating influences. Journal of Strategy and Management, 12(1), 61–82.

Gu, Q., Tang, T. L.-P., & Jiang, W. (2015). Does Moral Leadership Enhance Employee Creativity? Employee Identification with Leader and Leader–Member Exchange (LMX) in the Chinese Context. Journal of Business Ethics, 126(3), 513–529.

Hughes, D. J., Lee, A., Tian, A. W., Newman, A., & Legood, A. (2018). Leadership, creativity, and innovation: A critical review and practical recommendations. The Leadership Quarterly, 29(5), 549–569.

Koseoglu, G., Liu, Y., & Shalley, C. E. (2017). Working with creative leaders: Exploring the relationship between supervisors' and subordinates' creativity. The Leadership Quarterly, 28(6), 798–811.

Lee, A., Legood, A., Hughes, D., Tian, A. W., Newman, A., & Knight, C. (2020). Leadership, creativity and innovation: A meta-analytic review. European Journal of Work and Organizational Psychology, 29(1), 1–35.

Mumford, M. D. (2002). Social Innovation: Ten Cases From Benjamin Franklin. Creativity Research Journal, 14(2), 253–266.

Shalley, C. E., & Zhou, J. (2008). Organizational creativity research: A historical overview. Handbook of Organizational Creativity, 331, 3–31

ID:261-Exploring the Learning Emotions of Korean SME Workers

Seokyoung Oh, Hyeyoon Jeong, Sewha Kim & Sungjoo Ji

ABSTRACT

This study aims to explore how SME workers' conceptions of learning are constructed and how their learning emotions are experienced in the learning process. This study utilized the conceptual frameworks of emotions in organizations (e.g. dialogic, constructivist, functionalist, and critical) proposed by previous studies to explore the learning emotion of SME employees. The study was conducted through in-depth interviews with 21 employees from nine SMEs. The study found that functionalist learning emotions were mainly expressed in the process of acquiring and developing job-related competencies. Constructivist learning emotions manifest as the commitment to the organization and work and a sense of belonging while engaging in learning activities under a shared vision. Dialogic learning emotions were expressed during problem-solving and exploration processes in the face of major crises and changes affecting the company's survival. Critical learning emotions were characterized by discomfort and a sense of being deceived due to contradictions and issues within organizations. This study contributes to exploring distinct types of learning emotions in SMEs contexts and making an effort to overcome a prevailing functionalist perspective in the field of HRD. Building on this foundation, we also suggest practical implications for fostering learning activities within SMEs.

Keywords: Learning Emotions, SMEs, Duality, Dualism, Consensus, Dissensus

ID:25 -Technological change, HRD and Lifelong Learning

Valerie Anderson

ABSTRACT

This paper considers the effect of advances in digital interconnectivity and 'smart' automation on work, employment, and HRD. It discusses the HRD implications of two theories concerning the potential effect of transformational technological change on work and labour markets. Both labour scarcity and job scarcity theories predict increasing occurrences of dislocation to full-time employment opportunities and an accelerated shift towards non-standard employment contracts, including sub-contract and 'gig'-work. The argument of the paper is that lifelong learning can provide a means of individual, organizational and societal adaptation to technological transformation. The paper argues this means that the HRD field must reconsider its stance towards lifelong learning. An inclusive approach to provision of lifelong learning is necessary, requiring HRD practitioners to engage with other stakeholders beyond the traditional remit of the 'business partner' concept of HRD. The paper recommends research to develop a metric or index for lifelong learning and also that practitioner engage in developing an international standard for lifelong learning to provide organizations with a route-map towards readiness to fully benefit from integrating lifelong learning into their organizational HRD priorities.

ID:30 -AI as the New Antecedents of Techostress at Work

Aykut Arslan, Serdar Yener & Helena Belchior-Rocha

ABSTRACT

This study explores the role of Artificial Intelligence (AI) across various business sectors and underscores the importance of the human element in harnessing AI's potential. It addresses the concept of "technostress" and aims to understand the implications of rapid AI proliferation on the workforce. The research seeks to understand the dimensions of technostress exacerbated by AI adoption and elucidate the factors that followers deem crucial in navigating and adapting to the transformative trajectory of AI technologies.

A significant proportion of observed efficiency improvements can be attributed to the integration of systems involving collaborative efforts between human workers and AI. However, the realization of these efficiency gains is contingent upon the workforce's acceptance of these systems. Resistance to technological adoption due to technostress could potentially hinder the full exploitation of the envisioned efficiency enhancements associated with Human-AI Collaboration systems.
Most literature has focused on the perception of AI adoption, and studies investigating the effect of human-AI collaboration through actual co-working with AI are scarce. This study aims to fill this gap in the literature, offering valuable insights into the interplay between human cognition, technology-induced stress, and its broader impact on individual well-being and organizational dynamics.

Keywords: AI, Technostress, Well-being

ID:33 - Challenging Western Orientated Assumptions: How do we achieve identity transformation of the HRD field?

Valerie Anderson, Rob Poell & Roziah Mohd Rasdi

ABSTRACT

This working paper problematizes the current dominance of Western-centric HRD models and theories, which represent the voices and experiences of less than 25% of the world's population. We first compare current responses in the literature to this issue, considering arguments for generalized theorization of HRD and literature advocating indigenous HRD scholarship and practice. We suggest that both approaches lack emancipatory potential and fail to take appropriate account of the effect of power and social relationships on the practice of HRD. We then propose an emancipatory structures framework as a basis for HRD theorization that is more interactive, intentional and synchronistic, as the basis for inclusive, and emergent co-creation of HRD knowledge and theory. Our aim is to make the case for HRD theorization that can both explain and foster human and organizational development across diverse global contexts.

Keywords: identity transformation, generalized HRD theory, indigenous HRD, emancipatory structures

ID:65 - What Does Hybrid Work Really Mean? A Systematic Review

Cho Hyun Park & Sunyoung Park

ABSTRACT

Paper's Importance and Theoretical Base
Hybrid work is a combination of technology-supported virtual (off-site) and in-person (on-site) work interactions (Chong et al., 2020; Lin et al., 2017). Since the COVID pandemic in 2020 when alternative work forms dramatically spread, scholars have paid considerable attention to the important role of hybrid work for employees and organizations. Recognizing its significance for talent retention and attraction, organizations have increasingly adopted hybrid work models (Tsipursky, 2023). Choudhury et al. (2022) reported that, despite managing a higher volume of emails, hybrid workers receive better performance ratings from managers than their in-office counterparts. Allen et al. (2024) identified critical employee behaviors for hybrid work settings such as adapting to change, focusing on tasks over prolonged periods, managing the time and schedule for deliverables, and performing efficiently and autonomously. In a hybrid workplace, employees collaborate while working in different work modes. However, the dynamics differ between a hybrid setting and face-to-face or fully remote setting where all employees work in the same work mode (Fiol & O'Connor, 2005). As organizations explore various hybrid work formats, the concept continues to evolve, necessitating a comprehensive understanding of the meaning and ongoing evolution for effective implementation. Thus, there is a need to understand what hybrid work means for organizations and how the concept of hybrid work is evolving to implement it effectively. This study draws on the task-technology fit model (Goodhue & Thompson, 1995) and the job demands-resources model (Bakker & Demerouti, 2007) as the theoretical framework to discuss the evolution of hybrid work.

Research Purpose and Significance
This study aims to integrate existing knowledge of hybrid work and identify future research needs by reviewing prior research. This study is significant for HRD to (a) clarify the hybrid work concept, and (b) present a conceptual framework for researchers and practitioners navigating the evolution and implementation of hybrid work.

Research Questions
1. What are the characteristics and profiles of current hybrid work research?
2. How have previous studies defined hybrid work?
3. What are the prominent themes, patterns, and trends in hybrid work research?

Methodology
This research reviews hybrid work literature in SSCI- and Scopus-indexed journals. Using the Web of Science Core Collections and Scopus database, we found 564,032 articles with hybrid work-related keywords. After excluding irrelevant articles, 187 remained, which we will analyze to uncover research trends, definitions, main themes, and propose a future research agenda.

Implications for HRD Practice
After gaining a clear understanding of the hybrid work concept, HRD needs to establish and implement effective policies tailored to each organization. These hybrid work policies will help attract and retain talented employees while maximizing employee performance.

Conclusions
This study will contribute significantly to the ongoing development and implementation of effective hybrid work practices tailored to diverse organizational settings. It will help organizations attract and retain a talented workforce.

References

Allen, K. S., Grelle, D., Lazarus, E. M., Popp E., Gutierrezm, S. L. (2024). Hybrid is here to stay: Critical behaviors for success in the new world of work. Personality and Individual Differences. 217, 112459.

Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. Journal of Managerial Psychology, 22(3), 309-328.

Chong, S., Huang, Y., & Chang, C.-H. (D.). (2020). Supporting interdependent telework employees: A moderated-mediation model linking daily COVID-19 task setbacks to next-day work withdrawal. Journal of Applied Psychology, 105(12), 1408–1422.

Choudhury, P., Khanna, T., Makridis, C. A., & Schirmann, K. (2022). Is hybrid work the best of both worlds? Evidence from a field experiment. Harvard Business School Strategy Unit Working Paper No. 22-063.

Fiol, C. M., & O'Connor, E. J. (2005). Identification in face-to-face, hybrid, and pure virtual teams: Untangling the contradictions. Organization Science, 16(1), 19-32.

Goodhue, D. L., & Thompson, R. L. (1995). Task-technology fit and individual performance. MIS Quarterly, 19, 213–236.

Lin, C.-P., He, H., Baruch, Y., & Ashforth, B. E. (2017). The effect of team affective tone on team performance: The roles of team identification and team cooperation. Human Resource Management, 56(6), 931-952.

Tsipursky, G. (2023, June 6). Why heads of flexible work are essential for thriving in the new era of work. Forbes. https://www.forbes.com/sites/glebtsipursky/2023/06/06/why-heads-of-flexible-work-are-essential-for-thriving-in-the-new-era-of-work/?sh=588b32b5374b

Keywords: hybrid, hybrid work, systematic review

ID:88 -Technological Advancements and Their Implications for HRD: A Scoping Review

Shyamal Pandya, Kyung Nam Kim & Gislene Ferreira dos Reis

ABSTRACT

Paper's Importance

In an era where digital transformation is reshaping every aspect of the workplace, our research paper takes a pivotal dive into understanding the implications of technological advancements for Human Resource Development (HRD). This study is particularly crucial as it navigates through the intersection of rapidly evolving technology and the foundational practices of HRD. In the current landscape, where digital tools and technologies like artificial intelligence, machine learning, and big data analytics are becoming integral to business operations (Jafari-Sadeghi et al., 2021), their impact on HRD practices, strategies, and outcomes is both profound and largely unexplored.
The significance of our research lies in its capacity to bridge the knowledge gap in how these technological advancements are not just altering, but also enhancing HRD functions such as talent acquisition, employee training and development, performance management, and employee engagement (Yorks et al., 2022). With the workforce becoming increasingly digital, remote, and diverse, understanding the role of these technologies in facilitating effective HRD strategies is essential for organizations to remain competitive and adaptive (Hanelt et al., 2021). Moreover, our study delves into the challenges and opportunities presented by these advancements, providing insights into how organizations can leverage technology to foster a more dynamic, skilled, and responsive workforce (Thite, 2022).

The findings from this research are expected to guide HR professionals and business leaders in making informed decisions about integrating technology into HRD practices, ensuring alignment with the needs and expectations of the modern workplace. In essence, our paper seeks to offer a comprehensive overview of the current state of technological integration in HRD and its future trajectory. By doing so, it contributes to a more nuanced understanding and strategic application of technology in human resource practices, an endeavor that is not only timely but imperative in the digital age.

Research Purpose

This paper is dedicated to exploring the influence of technological advancements on Human Resource Development (HRD). Our specific objectives are:
1.   To review empirical studies focusing on the integration of emerging technologies within HRD.
2.   To conduct a thematic analysis to identify key themes and trends in the application of technology in HRD practices.
3.   To identify research gaps and propose directions for future research and practical applications in HRD.

Research Methods

To accomplish our outlined objectives, we employed a scoping literature review. This methodology is particularly suited for our study as it allows us to (a) extensively explore the range and nature of research activity concerning technological advancements in HRD, (b) assess the need for a more detailed systematic review in the future, (c) efficiently summarize and disseminate key research findings, and (d) identify any significant gaps in the current literature (Arksey & O'Malley, 2005). To ensure the thoroughness and reliability of our research process, we adhered to the Preferred

Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews (PRISMA-ScR; Tricco et al., 2018) guidelines.

Our literature identification process will be conducted in three stages. First, we will search several academic databases, including Academic Search Ultimate, Business Source Ultimate, ScienceDirect, JSTOR, Web of Science, Google Scholar, and the ProQuest Business Collection, using keywords such as 'technology in HRD', 'digital transformation', and 'human resource development technology'. We established criteria for inclusion: peer-reviewed articles, published in English, from 2019 onwards. Next, we will review article abstracts, excluding those not focused on technological advancements in HRD. In the final stage, we will apply an additional criterion: the inclusion of empirical studies or substantial theoretical contributions in the field.

Implications for HRD Practice

The findings have significant implications for HRD professionals implementing technological advancements. Our analysis provides a comprehensive overview of strategically integrating emerging technologies into HRD practices, aligning with workforce needs and organizational objectives. Key insights emphasize the necessity for HRD professionals to adopt a forward-thinking approach in embracing technological innovations, ensuring tech adoption fits the organization's culture and caters to diverse workforce needs (Leal-Rodríguez et al., 2023). This approach ensures that technology adoption in HRD is not just a trend but a transformative tool for personal and organizational growth.

Furthermore, our research underscores the critical role of fostering a technology-centric culture within organizations as fundamental for modern HRD. This culture should promote continuous learning, innovation, and adaptability, enabling employees to effectively leverage the potential of technological tools in their career development (Wallin et al., 2022). By embedding such a culture, technology becomes an integral part of the organizational ecosystem, leading to a more dynamic, efficient, and future-ready workforce (Lee & Roh, 2023). The outcomes of our review provide strategic insights for HRD and organizational development professionals, emphasizing the need for a balanced integration of technology in HR practices that benefits both employees and the organization (Yorks et al., 2022). This strategic integration is essential for developing a workforce that is not only technologically proficient but also agile and responsive to the rapidly changing business landscape.

Conclusion

Our extensive review illuminates the complex and transformative role of technological advancements in the realm of HRD. The study highlights the potential for revolutionizing HRD practices, offering innovative solutions for workforce training, talent management, and employee engagement (Yorks et al., 2022). However, our analysis also reveals challenges, such as aligning tech initiatives with organizational strategies and addressing concerns related to digital literacy and the digital divide in the workforce (Lythreatis et al., 2022).

In conclusion, the paper emphasizes strategic technology integration, recognizing immense benefits while also considering limitations and challenges. We advocate for a balanced approach that leverages the strengths of technological innovations while remaining cognizant of potential pitfalls (Lee & Roh, 2023). Moreover, our research identifies a critical need for further empirical studies on the long-term effects of technological interventions in HRD, particularly in varied global contexts (Jafari-Sadeghi et al., 2021; Thite, 2022). Such research is essential to deepen our understanding of effective technology utilization for current HRD needs and to prepare for future challenges and opportunities in the ever-evolving workplace.

Keywords: technological advancements, digital HRD, human resource development

ID:117 - eGovernment and citizen engagement in Portugal

Graciete Franco

ABSTRACT

The widespread of new technologies in public organizations has experienced a remarkable evolution in most countries in recent decades, driven by the design and implementation of ambitious digitization policies in this sector.

Digitalization is changing the relationship between citizens and the Public Administration. The focus has shifted from administrative processes and intra-organizational management to citizen service and inter-organizational management (Osborne, 2010; Osborne et al., 2013). Governments are increasingly focused on serving citizens and meeting their expectations, changing the way they operate in order to improve transparency, democratization and the provision of public services through eGovernment, as citizens are increasingly digitally empowered and demanding in terms of the way, speed and efficiency in which these services are provided (Mergel et al., 2019).
In Portugal, however, despite the high level of availability of digital public services, citizen uptake is below the European average (European Commission, 2022). This leads us to a question: what could be the reasons behind this gap?

The aim of this work is to provide a preliminary insight into the evolution of the digitalization policy of the Public Administration in Portugal over the last two decades and to raise possible research hypotheses on the question presented, based on theoretical principles of the new paradigms of public management such as the New Public Service and the New Public Governance (Denhardt & Denhardt, 2007; Osborne, 2010).

First of all, a brief contextualization of the topic and a summary of this evolution are presented. This is followed by an analysis of the eGovernment digitalization/penetration paradox in Portugal, where statistical data is presented and analysed to help us understand the problem presented. Finally, the results of the analysis are discussed, with brief concluding remarks.
This work is part of a research project being carried out as part of a doctoral thesis, the aim of which is to understand why there is such a contrast between the high level of availability of public services online and their low use by citizens in Portugal (European Commission, 2022). The conclusions of this study aim to contribute to an adjustment of public sector digitalization policies, in order to increase the levels of citizen engagement to e-government.

Keywords: Public administration - digitalization - eGovernment - citizens - engagement

ID:118 - 'Contactless' affective labour: A gender perspective on the future of work in the UK's mental health services

Marianna Fotaki & Didem (Derya) Ozdemir Kaya

ABSTRACT

Recent developments in artificial intelligence and robotics, the increasing digitalisation of goods and services, and the shift toward remote working after the COVID-19 pandemic have reinvigorated the interest in the future of work (Howcroft & Taylor, 2023). Numerous technological tools such as mobile applications, messaging services, and remote online therapy platforms fill the growing demand for mental health services (Martin, 2015) and unmet care needs across health and social services in the UK and beyond (Dowling, 2021), despite concerns about technological determinism of such an approach (e.g., Fleming, 2019). There is a growing consensus around the limitations of technology in automating or digitalising jobs demanding 'social and emotional capabilities' (Manyika et al., 2017, p. 35) or 'human touch' (Karakilic, 2022, p. 185). Furthermore, affective labour's resistance to technology has gendered implications for the future of work because broadly conceived care jobs are predominantly performed by women whose labour is often underpaid and undervalued (Fotaki, 2023). There is a danger that the change in mental health services delivery through online platforms as market commodities (could make the jobs of the people delivering them more precarious (Cotton, 2021). Yet, none of these limitations have been investigated in-depth from a human resource perspective, nor are the implications appreciated comprehensively by offering gender analysis of affective labour (Ozdemir Kaya and Fotaki, 2023a), as we do in this research.

The paper uncovers the embodied, sensorial, psychosocial, and spatial elements of affective labour that resist technological replacement or replication, mapping their implications for mental health service delivery. We will study these in the setting of psychodynamic psychotherapy where technology-mediated online therapy provided via remote platforms poses peculiar challenges, raising questions of safety, efficacy, and equity of access (see Craciun, 2019; Johnson et al., 2022; Punzi and Singer, 2018). Specifically, we will examine how technology enables and restrains job performance, impacts reach and affordability, pay and conditions, and occupational segregation from a gender perspective, contributing to the emerging future of work research (Howcroft and Rubery, 2019).

References

Cotton, E. (2021) 'The "Uberisation" of mental health services is a threat to our wellbeing', The Independent, 5 October. Available at: http://independent.co.uk/news/health/mental-health-services-depression-therapy-b1931739.html

Craciun, M. (2019) 'The place of therapy: between lab and field in the psychoanalytic office', Sociology of Health and Illness, 41, pp. 1652–1666. Available at: https://doi.org/10.1111/1467-9566.12977

Dowling, E. (2021) The care crisis: what caused it and how can we end it? London: Verso.

Fleming, P. (2019) 'Robots and organization studies: why robots might not want to steal your job', Organization Studies, 40(1), pp. 23–38. Available at: https://doi.org/10.1177/0170840618765568

Fotaki, M. (2013) 'No woman is like a man (in academia): the masculine symbolic order and the unwanted female body', Organization Studies, 34(9), pp. 1251–1275. Available at: https://doi.org/10.1177/0170840613483658

Howcroft, D. and Rubery, J. (2019) '"Bias in, bias out": gender equality and the future of work debate', Labour & Industry, 29(2), pp. 213–227. Available at: https://doi.org/10.1080/10301763.2019.1619986

Howcroft, D. and Taylor, P. (2023) 'Automation and the future of work: a social shaping of technology approach', New Technology, Work and Employment, 38, pp. 351–370. Available at: https://doi.org/10.1111/ntwe.12240

Johnson, S.J., Hulsey, T.L., Gray, S.H. (2022) 'Comparing psychoanalytic process in consulting room and teleconference: a naturally occurring controlled experiment', Psychodynamic Psychiatry, 50(3), pp. 529–534. Available at: http://doi:10.1521/pdps.2022.50.3.529. PMID: 36047791

Manyika, J., Chui, M., Miremadi, M., Bughin, J., George, K., Willmott, P., Dewhurst, M. (2017) A future that works: automation, employment, and productivity. New York: McKinsey Global Institute, pp. 1–19. Available at:
https://www.mckinsey.com/~/media/mckinsey/featured%20insights/Digital%20Disruption/Harnessing%20automation%20for%20a%20future%20that%20works/MGI-A-future-that-works-Executive-summary.ashx (Accessed: 11 September 2023)

Martin, J. (2015). Using digital technology to access mental health care. The King's Fund. Available at: https://www.kingsfund.org.uk/audio-video/jen-martin-digital-technology-mental-health- care (Accessed: 11 September 2023)

Ozdemir Kaya, D.D. and Fotaki, M. (2023). '"He pours love and you eat it": a psychoanalytic study of human contact and love in affective labour', Organization Studies, 44(7), pp. 1151–1174. Available at: https://doi.org/10.1177/01708406221099693

Punzi, E. and Singer, C. (2018) '"Any room won't do." Clinical psychologists' understanding of the consulting room: An interview study', Psychodynamic Practice, 24(4), pp. 319–333. Available at: https://doi.org/10.1080/14753634.2018.1526107

Keywords: affective labour, digitalised services, mental health, contactless psychotherapy

ID:131 - Navigating the Digital Wave: A Scoping Review of Technology's Impact on Employee Engagement in the Post-Pandemic Landscape (2021-2023)

Diane Keeble-Ramsay & Obinna Ejiogu

ABSTRACT

The COVID-19 pandemic ushered in transformative changes across business functions and sectors. The impact on Human Resource Development (HRD) was profound. It was the catalyst to a rapid shift towards technology-driven practices. Remote work became the norm. AI-powered tools emerged as valuable training allies and digital learning platforms seemed to blossom into vibrant knowledge hubs (Onana & Kassah, 2023). Bansal et al (2023) conceptualized providing a potentially unified understanding of that HR Digital Transformation (HRDT). Given the potential for incorporation of HR digitilisation, smart-/green-/sustantainable and e-HRD, it determines HRDT as the process of using digital technologies to innovate and improve HR practices and outcomes. From which it might be proposed that HRDT offers advantages of flexibility and scalability. It also introduces challenges. Amidst this transformation of the landscape towards the post-pandemic era then, a critical question arose to query whether this influenced Employee Engagement? Engaged employees are not merely committed to their tasks; potentially they are emotionally invested in their organization's success. This translates into tangible benefits potentially like increased output and improved service quality. Therefore, Employee Engagement has been considered a current critical factor within organizational success. Maintaining pre-pandemic levels of Employee Engagement, potentially offered by traditional HRD practices, might then be a concern. It is suggested that traditional HRD strategies often rely on face-to-face interactions—such as in-person training and team-building exercises (even where technology is employed through electronic interactions). Thus, may foster a sense of belonging and purpose amongst participants. Such a sense of belonging from physical interactions may be a psychological trigger towards greater Employee Engagement (Kumar & Pansari, 2016). Whereas, Digital platforms possibly lack the social richness and immediacy of physical human interactions. That might lead towards feelings of isolation or disconnection among employees.

This paper reports a scoping review investigating publications within the post pandemic period of 2021 to 2023. It seeks to explore reports of any relationship between technology infused HRD practices relative to Employee Engagement or motivation, commitment, and overall well-being. From which review progresses a timely synthesis of the evolving landscape of technology driven HRD and Employee Engagement. It seeks to build upon prior knowledge to gain insights from HRDT's emerging technologies, by the presentation a current map of trends, strategic considerations and challenges. By illuminating these areas, a potential to empower HRD leadership more effectively might be advocated. Being able to potentially anticipate future shifts, might facilitate more effective harnessing of such technology to cultivate further Employee Engagement given a rapidly changing work environment.

References

Arksey, H & O'Malley, L. (2005). Scoping Studies: Towards a methodological framework. International Journal of Social Research Methodology. 8(1):19-32.

Bansal, A., Panchal, T., Jabeen, F., Mangla, S.K. and Singh, G. (2023). A study of human resource digital transformation (HRDT): A phenomenon of innovation capability led by digital and individual factors. Journal of Business Research, 157, pp.1136-1146.
https://doi.org/10.1016/j.jbusres.2022.113611

Kumar, V., & Pansari, A. (2016). The construct, measurement, and impact of employee engagement: A marketing perspective. Customer Needs and Solutions, 1(1), 1-18. https://journals.sagepub.com/doi/10.1509/jmr.15.0044

Onana, K. I. & Kassah, V. (2023). Digital Technologies and Performance of Micro Enterprises in Nigeria. Baze University. 1st International Conference and Exhibition on Sustainable Entrepreneurship and Leadership Development (ICE-SELD) Held at Baze University, Abuja, Nigeria

ID:141 - Developing AI-Savvy Leaders: A Competence Modeling Approach

Jessica Li, Seth Martinez, Alina Waite & Jihye Oh

ABSTRACT

The development of AI applications has been expanding rapidly ever since GhatGPT was released to the public in November 2022. Currently, generative AI (GenAI) has been one of the fast-growing AI technologies that has garnered the attention of businesses and government organizations. Business and AI leaders have predicted that AI will impact many jobs by altering how work is accomplished and processed. An Accenture published study projected that AI would affect 40% of the working hours through augmentation and automation (Accenture, 2023). The ability to successfully repurpose these 40% of working hours to other productive and creative activities is what faces the future leaders of businesses and organizations. With the effective utilization of AI technology and purposeful relocation of these 40% working hours, leaders could propel organizations to another level.

To take advantage of what AI has to offer, McGlaufin and Abrams (2023) recommended four actions leaders and human resource professionals must take to advance their organizations in this time of rapid change. First, evaluate and determine the relevant AI tools and how and when to implement them in the work process. Second, determine AI competencies and KSAs needed for the organization and attract the right AI talents. Third, educate, prepare, and develop the rest of the workforce to be AI-ready. Fourth, prepare the organization for forthcoming regulations. Undoubtedly, future leaders are faced with the challenges of managing these crucial actions effectively to adopt AI technology and ensure successful organizational change. This research will investigate these challenges and propose a competence-based approach toward developing AI-savvy leaders to lead vital AI-driven organizational change.

Borrowing from HRD/HRM, psychology, cognitive science, and organization behavior literature, we aim to set a guiding framework for developing AI-savviness leaders over and above their current leadership and management responsibilities. As we approach this research, the following are essential considerations. First, adopting AI as a technology will likely experience the technology adoption cycle only at a very rapid speed. Second, AI adoption will likely differ from previous technology innovations because of its ability to perform cognitive functions, often considered unique human capabilities. Third, the generative nature of AI will likely change the dynamic of the leader-follower relationship since it will likely project influence on attitudes, feelings, thinking, behavior, and performance of the individual, groups, and organizations in unpredictable ways that leaders may or may not be aware (Tigre et al., 2023). Fourth, AI will likely impact the organization hierarchy by altering the path of communication, information sharing, and decision-making. Fifth, AI adoption will likely alter the organization's culture, which may require the continuous development and application of AI tools and digital knowledge and the creation of growth spaces for sharing and learning (Schiuma et al., 2022).

A leadership competencies perspective will guide our inquiry. Competence is often defined as knowledge, skills, personal characteristics, self-concepts, traits, and motives (McClelland, 1973). Abbu et al. (2022), brought forth the definition of digital leadership to include digital literacy and ethical AI. Philip et al. (2023) proposed six essential competencies for managing digital transformation: visionary thinking, agility, understanding the value of data, data-driven decision-making, knowledge of strategy, and acceptance of change. Zivkovic (2022) proposed nine competencies: vision, innovation, flexibility, understanding digital technologies, empowerment, collaboration, multiple intelligences, experimentation, and continuous learning.

Through an integrated literature review, this study will propose a competencies framework to optimally develop AI-savvy leaders and learning pathways.

References

Abbu, H., Mugge, P., & Gudergan, G. (2022 – Sept./Oct.). Successful Digital Leadership Requires Building Trust. Research-Technology Management, 49(5), 29-33.

Accenture (2023). A New Era of Generative AI for Everyone: The Technology Underpinning ChatGPT Will Transform Work and Reinvent Business. https://www.accenture.com/content/dam/accenture/final/accenture-com/document/Accenture-A-New-Era-of-Generative-AI-for-Everyone.pdf

McClelland, D. C. (1973). Testing for competence rather than for intelligence. American Psychologist, 28(1), 1–14.

McGlauflin, P. & Abrams, J. (2023). AI will be an even bigger HR focus in 2024. Here are 4 ways it will disrupt the function. https://finance.yahoo.com/news/ai-even-bigger-hr-focus-133341051.html

Philip, J., Gilli, K., & Knappstein, M. (2023). Identifying key leadership competencies for digital transformation: evidence from a cross-sectoral Delphi study of global managers. Leadership & Organization Development Journal, 44(3), 392-406. DOI 10.1108/LODJ-02-2022-0063

Tigre, F. B., Curado, C., & Henriques, P. L. (2023). Digital leadership: A bibliometric analysis. Journal of Leadership and Organizational Studies, 30(1), 40-70. DOI 10.1177/15480518221123132
Živković, S. (2022). Inspiring digital transformation: An integrative leadership competency framework. Ekonomska misao i praksa, 31(1), 237-254. DOI 10.17818/EMIP/2022/1.11

ID:159 - How to Redevelop Managers to understand Employee Perceptions of Employee Wellbeing in the Higher Educational Sector in Northern Ireland?

Naomi Smyth-Patterson

ABSTRACT

How to Redevelop Managers to understand Employee Perceptions of Employee Wellbeing in the Higher Educational Sector in Northern Ireland?

Contribution to the HRD field

This research will aid the development of new insights into employee wellbeing (EW) within the higher educational (HE) sector in Northern Ireland (NI). Firstly, this study will contribute to helping managers to understand employee perceptions of EW. It will also contribute to the body of knowledge and literature on EW and expand and enrich the interpretation of pre-existing EW theories.

Aim and Purpose

The aim of this research study is to investigate employee perceptions of EW and help managers to understand EW Ulster University and Queens University.

The purpose of this research is to investigate and propose strategies for improving the understanding of managers regarding their employees' perceptions of wellbeing within HE in NI. This research will focus on how HR professionals can best develop managers to enhance their awareness and comprehension of how employees perceive and experience wellbeing in their respective institutions.

Theoretical foundations

Employee perceptions of EW in the HE sector are integral to the development of EW initiatives (Tham & Holland, 2018). The employee voice plays a significant role in the development of EW interventions which can lead to increased productivity, operational excellence, creating cooperative workplaces and enhancing the student learning experience (Boxall & Purcell, 2016; Pyman et al., 2010).

Employees face several wellbeing challenges in educational institutions which have affected employee engagement, performance, job motivation and productivity resulting in a dip in employee resilience (Abbas & Zhiqiang, 2020; Bently et al., 2014). Several authors have argued that if appropriate wellness interventions and successful health & wellbeing strategies are not implemented by managers, the TE sector will be faced with unmanageable workloads, burnout and creative thinking will diminish (Bao et al., 2020; Tham & Holland, 2018).

Employees perceive non-financial benefits such as working from home, flexible working hours and work life balance to be important factors in maintaining emotional wellbeing. However, with increased uncertainty around job security, employment longevity and financial benefits are highly sought after by employees. Managers need to enhance their communication channels around mental, physical, and emotional wellbeing support programmes including household composition, purchasing habits, and financial education, which should be tailored towards individual employee needs (Hinkle, 2020; Tham & Holland, 2018). Managers must ensure that they have a wide range of bespoke resources to offer employees, such as telehealth, stress management and resilience programs which contributes to increased productivity resulting in a happier, healthier workforce (Hinkle, 2020).

Likely Conclusions

This research will propose a set of electronic resources which managers can utilise when considering the wellbeing of their employees.

Relevance of Paper to Conference Theme

Transformational HRD in a Digital Era: This research is intended to create awareness of EW, transform and redevelop managers through the utilisation of electronic resources to support the wellbeing of employees within HE institutions in NI.

Keywords: Employee Wellbeing, Higher Educational Sector

ID:190 - Professional Identity of HRD instructors and Generative AI

Ajit Bhattarai & Beixi Li

ABSTRACT

Although the concept of Artificial Intelligence (AI) is not new, only limited scholarship exists that discusses AI in the context of HRD (Hamouche et al., 2023). Despite the paucity of literature, limited scholarship has noted how technological advances like AI might and can impact various dimensions of HRD. A portion of the scholarship has focused on broader aspects of AI related to HRD (e.g., Akdere et al., 2022; Ekuma, 2023) and noting its destructive and creative force (Su et al., 2020). Scholars have also discussed various concepts that are generally of HRD interest, like coaching (Graßmann and Schermuly, 2021), training and development (Ali et al., 2023), learning and development (Bhatt and Muduli, 2021), expertise development (Ardichvili, 2022), personalized learning (Li and Wong, 2023) along with a few studies on designing and conducting HRD-AI research (e.g., Kambur and Akar, 2021). Further, a few HRD scholars have also narrowly focused on specialized concepts in AI, like people analytics (e.g., Lee and Lee, 2023; Yoon et al., 2023).
A cursory review of the HRD-AI scholarship makes it clear that HRD scholars, especially those with teaching responsibilities, have yet to explore questions like how AI can impact their teaching, how AI could be incorporated into their teaching, what challenges might be faced in incorporating AI in their teaching, etc. In a way, this is not surprising given that historically, only limited HRD scholarship has focused on teaching HRD (Bhattarai, 2023). However, scholars in other educational fields have started discussing how different forms of AI can possibly impact how they teach. Some recent examples are teaching science (Cooper, 2023) and mathematics education (Hwang and Tu, 2021). Scholars have noted that incorporating newer technologies in the classroom can change an instructor's professional identity (Howear, 2023).

In this context, a narrative study is being designed to explore how incorporating innovative technological advances like AI in HRD classrooms influences an HRD instructor's professional identity. We are interested in how generative AI, such as ChatGPT, could disrupt, extend, and transform the subjectivity of HRD instructors. Generative AI is a technology that produces human-like content using a machine-learning model based on a large amount of publicly available digital data (Baidoo-Anu & Ansah, 2023). ChatGPT, a generative AI tool regarded as affordable and easy to use, is gaining popularity in various fields, including education. While Ausat et al. (2023) concluded that ChatGPT can only be a tool and not a replacement for teachers in the classroom, the emergence of generative AI provides a unique context to explore what it means to teach when learners have access to an evolving learning aid that can provide customized support.
Using the lens of socio-technical theory, we aim to interview HRD instructors who mobilize generative AI as a pedagogical tool to examine how generative AI interacts with their sense of professional identity. The study's findings will provide a better understanding of how HRD instructors use generative AI, how they navigate issues relating to AI in their pedagogical practices, and its impact on their professional identity.

Keywords: Professional Identity, HRD Instructors, Generative AI

ID:204 - Artificial intelligence and its impact on the work of civil servants: A systematic review

José Dias Lopes, Paulo Almeida Gonçalves, Ricardo Raimundo & João Rodrigues dos Santos

ABSTRACT

There is a strong belief that Artificial Intelligence has the potential to impact the field of public administration for many years to come (Shark, 2019). This conviction has materialized in several recent initiatives that seek to analyze this development. The United Nations regularly assesses the global situation of e-government, and its E-GOVERNMENT SURVEY report has only looked at the impacts of artificial intelligence on public administration since 2018 (the report is published biannually in UN reports 2018; 2020; 2022), which attests to the actuality of the subject.
One of the areas where this impact will be felt most is in human resources (Neumann, Guirguis & Steiner, 2022). This situation, which is transversal to most sectors of activity (see WEF, 2023, p6; OECD, 2023), will necessarily affect the public administration and is therefore already cause for concern on the part of its employees (Misuraca & van Noordt, 2020). The topic has also been the subject of a research effort in academia, reflected in a growing number of publications. It is this body of work that this research systematically analyses.

The adoption of Artificial Intelligence in Public Administration also has the potential to increase the quality of the work carried out by Human Resources in the public sector. AI can optimize recruitment, selection, and talent management processes, making it possible to analyze CVs and skills more efficiently. Then, intelligent systems can be decisive in identifying training needs and promoting the continuous development of employees. By automating routine tasks, HR professionals will be able to focus on more strategic activities, promoting a more efficient organizational environment adapted to the constantly evolving demands of public administration. In addition, AI will also have an impact on the cybersecurity of training and digital professions at the public level. Greater attention should be paid to the use of AI in cybersecurity in the validation of qualifications and competencies (e.g. recognition of diplomas). In other words, the ever-increasing complexity of the academic and professional environment will increasingly require AI-based support systems for decision-making that allow HR managers to adapt more quickly and access the right digital workforce, not least because electronic public services (e.g. e-health, e-learning, and e-elderly) are set to increase exponentially (Floridi et al. 2021).

The use of AI will introduce a rapid devaluation of many of today's skills and, consequently, a significant disruption to the labor market and the very nature of employment, with inherent consequences for the overall management of human resources in the Public Administration. Thus, promoting the development of AI in support of new skills, while anticipating and mitigating its impact on current ones, will require careful management and some intergenerational solidarity between those disadvantaged today and those favored tomorrow, to ensure that the disruptive transition between the present and the future is as fair as possible for everyone.

This research uses a systematic literature review, procedurally supported by the PRISMA Protocol (Liberati et al. 2009; Moher et al., 2009; Page et al., 2021) for the selection and extraction of articles. By combining the search keys "Public administration", "Artificial Intelligence", "e-government", "human resources" and "Jobs". The search resulted in a set of 100 documents published in journals, which constituted the research collection.

This set of documents was analyzed using the traditional practices of systematic literature reviews, namely the type of articles, characterization of authorship, affiliations, and countries of origin, characterization of collaboration networks and origin of contributions, and listing of article sources. These results made it possible to characterize scientific production on the subject.
In addition to the descriptive exercise mentioned above, a content analysis of the collection was also carried out, which allowed for a deeper understanding of the concepts used and how they are structured. This analysis not only made it possible to determine the set of concepts that emerge as relevant when studying the implementation of artificial intelligence systems in public administration, with a focus on human resources.

The research also made it possible to draw up a proposal for a research agenda on the subject.

Keywords: artificial intelligence, human resources, public administration, civil servants, systematic literature review.

ID:206 - Social-technical Approaches in AI: Building Inclusive AI Systems to Mitigate Social Bias

Jerry Rhoads

ABSTRACT

Artificial Intelligence (AI) has permeated various aspects of our lives. According to Jiang et al. (2017), "The underlying 'backbone' technology that supports AI is machine learning, in which algorithms can learn from existing data sets, identify patterns, and make decisions without being explicitly programmed to do so" (p. 231). AI is used commercially from hiring decisions to loan application screening, from sentencing guidelines for judges to law enforcement's facial recognition systems and beyond (Mehrabi et al., 2021). As these AI systems learn from human-generated data, they can also learn and perpetuate social biases, and not surprisingly –they have (Aizenberg et al., 2023). As Zajko (2021) noted "In the literature on data science, ML, and AI, the implicit general definition of bias (in AI) is any tendency, pattern, or association that is problematic" (p. 2).

Social bias is "discrimination for or against a person or group or a set of ideas or beliefs in a way that is prejudicial or unfair and behaving in a way that disadvantages a person or group or advantages another" (Webster et al., 2022, p. 131). Social bias in AI is more than just an engineering or technical problem; it requires extending our view into the more extensive social system in which it operates (Dolata et al., 2021). Hence, "social-technical approaches in AI are an emerging area that requires a broad set of disciplines" (National Institute of Standards and Technology [NIST], 2022, p. 3) to understand the interactions between people, technology, organizations and the development of AI systems. Given the potential roles played by leaders and human resource development professionals in guiding the development of inclusive and bias-free AI systems, the purpose of this literature review working paper informed by ethical leadership (Brown et a., 2005) and social learning theories (Banduare, 1977) is to understand the relationships between the social systems and the design of AI systems and the factors influencing the design of inclusive and bias-free AI products.

References

Bandura, A. (1977). Social learning theory. Prentice Hall.

Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. Organizational Behavior and Human Decision Processes, 97(2), 117–134. Retrieved November 15, 2023, from https://doi.org/10.1016/j.obhdp.2005.03.002

Mehrabi, N., Morstatter, F., Saxena, N., Lerman, K., & Galstyan, A. (2021). A survey on bias and fairness in machine learning. ACM Computing Surveys, 54(6), 1–35. Retrieved October 17, 2023, from https://doi.org/10.1145/3457607

Jiang, F., Jiang, Y., Zhi, H., Dong, Y., Li, H., Ma, S., Wang, Y., Dong, Q., Shen, H., & Wang, Y. (2017). Artificial intelligence in healthcare: Past, present and future. Stroke and Vascular Neurology, 2(4), 230–243. Retrieved December 9, 2023, from https://doi.org/10.1136/svn-2017-000101

Zajko, M. (2021). Conservative AI and social inequality: Conceptualizing alternatives to bias through social theory. AI & SOCIETY, 36(3), 1047–1056. Retrieved November 1, 2023, from https://doi.org/10.1007/s00146-021-01153-9

ID:207 - The Influence of Digital Leadership on Innovative Work Behavior: The Mediating Roles of Psychological Capital and Job Crafting

Youngjoo Song & Yoonhee Park

ABSTRACT

In the era of digital transformation, organizations must enhance competitiveness through continuous innovation. Organizational innovation is derived from the innovative behaviors of individuals within the organization. Promoting individual innovative work behaviors through effective leadership becomes crucial. Therefore, this study focuses on digital leadership, a new leadership style essentially needed the digital transformation era. Moreover, actual behavioral changes in individuals are influenced not only by environmental factors such as leadership but also by individual characteristics like individual's psychology or attitudes. Thus, the aim of this study is to analyze the influence of digital leadership on innovative work behaviors by considering the mediating roles of individual psychological capital and job crafting in this relationship between the digital leadership and innovative work behaviors.

To achieve the research purpose, data were collected from 250 employees working in large South Korean companies using a survey. The hypotheses were tested using structural equation modeling with SPSS 29.0 and AMOS 29.0 package programs.

The findings of this study are as follows. First, employees' perceptions of their supervisors' digital leadership significantly influence their innovative work behaviors. Second, the sequential mediating roles of psychological capital and job crafting were found in this relationship. Thus, this study contributed to revealing structural relationships among digital leadership, psychological capital, job crafting, and innovative work behaviors. Based on the results of this study, academic and practical implications in HRD were presented by expanding the understanding in existing leadership research and offering managerial strategies for organizations.

Keywords: Digital transformation, Digital leadership, Organizational innovation, Innovative work behavior, Psychological capital, Job crafting

ID:208 - The Influence of Organizational Digital Transformation Competences on Individual Job Performance: The Mediating Roles of Organizational Supportive Learning Environment and Individual Readiness for Change

Jisoo KIM & Yoonhee Park

ABSTRACT

This study investigated the influence of organizational digital transformation competences on individual job performance and considered organizational supportive learning environment and individual readiness for change as mediators. For this purpose, data was collected from employees working in large enterprises using a snowballing sampling in South Korea.. Out of a total of 260 responses collected, 252 were used for final analysis after excluding 8 responses that did not align with the study's objectives. Those collected data were analyzed using SPSS 29.0 and AMOS 26.0. The findings of the study are as follows: Firstly, an analysis of differences in an organization's digital transformation competences based on industry and organizational size revealed that while there were no significant differences based on industry, statistically significant evidence suggested that larger organizations tend to have better digital transformation capabilities. Secondly, an organizational digital transformation competences significantly positively influenced individual job performance. Thirdly, the organizational supportive learning environment did not mediate in the relationship between an organizational digital transformation competences and individual job performance. Fourthly, individual readiness for change mediated the relationship between an organizational digital transformation competences and individual job performance. Lastly, in examining the dual mediating role of the organizational supportive learning environment and individual readiness for change in the relationship between an organizational digital transformation competences and individual job performance, significant positive mediating roles were confirmed. Based on the results, this study suggests HRD implications in research and practice, limitations, and suggestions for future research.

Keywords: Digital Transformation, Job Performance, Organizational Supportive Learning Environment, Readiness for Change, Large Enterprise

ID:213 - Professionals Learning while Working Remotely in the Digital Era: Implications for HRD

Cierra Woods & Maria Cseh

ABSTRACT

The aftermath of the Covid-19 pandemic and the ongoing emergence of new digital technology, mandates that today's organizations continuously adapt how they work and how they learn to maintain their competitive edge. The global pandemic has stressed the need for businesses to incorporate technology into their business models to enable human connection, belonging, and creativity in the modern workplace (Dean & Campbell, 2020). Covid-19 stressed the essential role of learning and development, as professionals were tasked to facilitate a seemingly overnight transition to remote work and use innovative learning practices to produce and sustain a wholly digital learning environment (Hughes, 2021).

Learning and Development (L&D) is considered a key function of many organizations and is now "almost exclusively online" (Pugh et al., 2018; Govender & Adegbite, 2022). The Association for Talent Development (ATD) defines L&D as "a function within an organization that is responsible for empowering employees' growth and developing their knowledge, skills, and capabilities to drive better business performance" (What Is Learning and Development?, 2023, par #1). Separated from a traditional working space, and from supervisors and office peers, continuous learning, effective communication, and maintaining collaboration are crucial for L&D professionals' career success in virtual work environments (Yarberry & Sims, 2021).

According to Govender and Adegbite (2022), the technological advancements of the 21st century mandates a high level of learning agility to improve how L&D professionals learn in the workplace. These professionals must develop extensive social capital, internal and external to their organization, and competence in digital technologies. They need to know how technology works, have the discernment to select appropriate and adaptable technology to meet the needs of the workforce, and understand technology development (Hughes, 2021).

For many, working remotely has blurred boundaries between one's personal and professional environments. These obscured lines have increased opportunities for some to engage in informal workplace learning through reflection, feedback, and fulfilling one's own ideas, while for others, has served as an additional stressor that could diminish learning performance and one's motivation to learn (Muhlenbrock et al., 2023). Nonetheless, technology not only enables informal learning, but also massively extends the means available to learn on one's own (Watkins et al., 2018).
Given the significance and known benefits of effective L&D and society's expanding reliance on digital technologies, there is a dearth of research on how L&D professionals, who work remotely, learn in preparation to facilitate the learning of others. Informed by informal learning, transformational learning, and generative learning theories, the purpose of this literature review working paper is to understand 1) how professionals learn when working remotely due to the COVID-19 pandemic; 2) what are the factors influencing their learning; and 3) how their learning experiences impact their professional identity. The paper will conclude with implications for human and organizational development (HRD) professionals working remotely while facilitating others' learning and development in this digital era.

References
Dean, B. A., & Campbell, M. (2020). Reshaping work-integrated learning in a post-COVID-19 world of work. International Journal of Work - Integrated Learning, 21(4), 355-364.

http://proxygw.wrlc.org/login?url=https://www.proquest.com/scholarly-journals/reshaping-work-integrated-learning-post-covid-19/docview/2526359565/se-2

Govender, C. M., & Adegbite, W. M. (2022). EVOLVING ROLE OF LEARNING AND DEVELOPMENT SPECIALISTS IN THE 21st CENTURY FOURTH INDUSTRIAL REVOLUTION WORKPLACE. International Journal of Entrepreneurship, Suppl.Special Issue 1, 26, 1-16. http://proxygw.wrlc.org/login?url=https://www.proquest.com/scholarly-journals/evolving-role-learning-development-specialists/docview/2608165273/se-2

Hughes, C. (2021). The changing learning technological landscape for trainers in the wake of COVID-19. Advances in Developing Human Resources, 23(1), 66-74. https://doi.org/10.1177/1523422320972108

Mühlenbrock Inga, Richter, G., Amelie, E., & Wöhrmann, A. M. (2023). How does telework modify informal workplace learning and how can supervisors provide support? Gruppe.Interaktion.Organisation, 54(3), 311-321. https://doi.org/10.1007/s11612-023-00692-7

Watkins, K. E., Marsick, V. J., Wofford, M. G., & Ellinger, A. D. (2018). The evolving Marsick and Watkins (1990) theory of informal and incidental learning. New Directions for Adult and Continuing Education, 21-36. https://doi.org/10.1002/ace.20285

Yarberry, S., & Sims, C. (2021). The impact of COVID-19-prompted virtual/remote work environments on employees' career development: Social learning theory, belongingness, and self-empowerment. Advances in Developing Human Resources, 23(3), 237-252.

ID:214 - Educating the Digital Native Generation of Physicians in American Medicine: Generation Z in Graduate Medical Education Trainee Programs

Jennifer Pomicter

ABSTRACT

The current generation of medical students that are preparing to graduate medical school and enter residency are proving to have different motivators and educational needs than previous generations of residents (Eckleberry-Hunt et al., 2018). As Generation Z (born 1995 – 2010) is known as the first truly digital native generation, they rely more heavily on digital learning than previous generations in higher education settings (Eckleberry-Hunt et al., 2018; Shorey et al., 2021). The recent global COVID-19 pandemic has also had a large influence on their medical school learning experiences (Gallagher et al., 2022).

As medical students graduate from medical schools in the United States of America, they prepare for the next step in their journey to becoming a physician. This transition is marked by the students becoming Graduate Medical Education (GME) Trainees, also known as Interns or Residents in American medical education (U.S. Bureau of Labor Statistics, 2023). The chosen specializations within medicine, such as Internal Medicine, Pediatrics, Dermatology, Surgery, lead these trainees to their specialized training program or Residency (ACGME Institutional Requirements, 2022; Fairbrother, 2023). These residency training programs can range from three to five years or more, depending on the specialty of training (ACGME Specialties, n.d.). These years are vital to the education and training of new physicians. They learn, not only the foundational knowledge of their chosen specialty, but also gain the clinical experience and familiarity necessary to interact with patients and navigate the American medical system. This type of learning is rooted in progressive interaction with superiors, peers, and patients in the clinical setting (Ryan et al., 2022). Active learning of this type is situated in the experiences of the GME Residents as they participate in the clinical community they want to become a part of (Lave & Wenger, 1991). And because GME training takes place in a real world clinical setting, it is impacted by current and historical events (Silkens et al., 2023). Thus, the years spent in Residency are vital to the maturation of autonomously functioning physicians, ready to practice independently (Ryan et al., 2022).

While national accrediting bodies outline the basic requirements for GME training completion, individual programs are left to interpret the execution of training to meet these requirements. Informed by the Situated Learning Theory (Lave & Wenger, 1991), the purpose of this literature review working paper is to understand the approaches to learning (e.g., digital learning) of Generation Z medical residents and the facilitation of learning of this digital native generation during their GME training. The paper will conclude with implications for learning and human resource development professionals working in the medical field in our digital age.

References

ACGME Institutional Requirements. (2022). Accreditation Council for Graduate Medical Education. https://www.acgme.org/globalassets/pfassets/programrequirements/800_institutionalrequirements 2022.pdf

ACGME Specialties. (n.d.). Retrieved November 5, 2023, from https://www.acgme.org/specialties/externalContentView/8755402b-fd2f-4665-b15e-1e617c746362?preview_generated=True

Eckleberry-Hunt, J., Lick, D., & Hunt, R. (2018). Is medical education ready for generation Z? Journal of Graduate Medical Education, 10(4), 378–381. https://doi.org/10.4300/JGME-D-18-00466.1

Fairbrother, H. (2023, October 12). How to choose the best residency program for you with Hilary Fairbrother, MD, MPH. American Medical Association. https://www.ama-assn.org/medical-students/preparing-residency/how-choose-best-residency-program-you-hilary-fairbrother-md

Lave, J., & Wenger, E. (1991). Situated learning: legitimate peripheral participation. Cambridge University Press.

Ryan, M. S., Iobst, W., Holmboe, E. S., & Santern, S. A. (2022). Competency-based medical education across the continuum: How well aligned are medical school EPAs to residency milestones? Medical Teacher, 44(5), 510–518. https://doi.org/10.1080/0142159X.2021.2004303

Shorey, S., Chan, V., Rajendran, P., & Ang, E. (2021). Learning styles, preferences and needs of generation Z healthcare students: Scoping review. Nurse Education in Practice, 57, 103247. https://doi.org/10.1016/j.nepr.2021.103247

Silkens, M. E. W. M., Alexander, K., Viney, R., O'Keeffe, C., Taylor, S., Noble, L. M., & Griffin, A. (2023). A national qualitative investigation of the impact of service change on doctors' training during Covid-19. BMC Medical Education, 23, 1–11. https://doi.org/10.1186/s12909-023-04143-1

U.S. Bureau of Labor Statistics. (2023). Occupational outlook handbook: Physicians and Surgeons. https://www.bls.gov/ooh/healthcare/physicians-and-surgeons.htm#tab-1

ID:222 - A Study on the Roles and Competencies of Curator Changed by Digital Exhibition Environment

Hyewon Kang, Mirae Oh & Yoonhee Park

ABSTRACT

As the cultural industry era progresses, the significance of cultural experiences and cultural tourism is escalating, posing new challenges for cultural institutions like museums to maintain and increase their appeal. Particularly noteworthy is the profound impact of technological advancements, spurred by the Fourth Industrial Revolution, on the exhibition experience in museums. This evolution fosters the adoption of virtual exhibition systems and the creation of multi-sensory experience content. Consequently, it is important to understand the roles and competencies required of Curator due to the changed virtual environment.

This study aims to analyze the roles and competencies required of museum professionals in the changed digital exhibition environment. To explore this, the Behavioral Event Interview (BEI) method was employed. This approach targeted curator with over three years of practical experience in digital exhibitions. The interview framework, grounded in the STAR (Situation, Task, Action, Result) methodology, provided a comprehensive view of real-life scenarios, responsibilities, actions taken, and outcomes.

The findings reveal that curator must extend their repertoire beyond traditional roles and competencies. This research found that the curator should develop competencies in exhibition-related techniques, proficiency in humanities and social sciences, an understanding of new media and technologies, skills in exhibition communication and public relations, and the capacity to respond to global environmental changes. Based on the results, this study suggests HRD implications in research and practice, limitations, and suggestions for future research.

This study contributes significantly to understanding the evolving roles of curator in a digital exhibition context, offering valuable perspectives for further research and practical applications in related fields.

Keywords: curator, roles, competencies, digital exhibition environment

ID:230 - AI and the Changing Nature of Work: Implications for HRD

Mengying Cao & Maria Cseh

ABSTRACT

Artificial Intelligence (AI) consists of systems that can perform tasks requiring human intelligence, such as understanding language, recognizing voices, learning, and solving problems. AI advancements have allowed machines to exhibit human-like intelligence and adaptability (Russell & Norvig, 2021). Over the past few years, the rapid growth and adoption of AI technology has had a profound impact on a number of fields, such as healthcare, financial services, and manufacturing. In order to understand how and why AI is being implemented in the workplace, and its impact on management, working conditions and skills needs, the OECD conducted a survey study (Lane et al., 2023) with 5,334 employees and 2,053 companies in the manufacturing and financial sectors in Austria, Canada, France, Germany, Ireland, the United Kingdom and the United States of America. The findings of the study show that AI is changing significantly the nature of work. AI in the workplace boosts productivity and enhances quality, but also leads to job displacement and skills mismatches, necessitating reskilling (Bukartaite & Hooper, 2023; Cazzaniga et al., 2024). Everett Rogers' Diffusion of Innovations Theory provides insights into how technological changes are adopted within an organization (García-Avilés, 2020) and highlight the importance of developing HRD practices that are not only responsive to technological advancements but also aligned with the learners' needs and organizational goals.

The literature indicates that reskilling in an AI-driven economy is a continuous learning process (Pradhan & Saxena, 2023). The literature also shows the critical role of strategic thinking in facilitating AI integration within organizations, highlighting the need for workforce learning and development programs in both technical and soft skills to effectively harness AI's potential (Morandini et al., 2023). These programs are increasingly focusing on not only imparting technical know-how of AI systems but also fostering adaptability, problem-solving, and ethical understanding, essential for navigating the nuanced challenges presented by AI in the workplace. Considering human-AI collaboration, there are diverse attitudes towards AI ranging from viewing AI as a supportive tool to skepticism about its functionality (Einola & Khoreva, 2023). HRD professionals are called to design interventions to create learning opportunities to offset the negative impacts of AI and highlighting the need for organizational and educational strategies to develop expertise in AI-integrated workplaces (Ardichvili, 2022; Einola & Khoreva, 2023).

Uncertainties remain regarding the long-term effects of AI on employment trends, specific future skill requirements, and effective learning approaches. The need for future studies emphasizes understanding AI's broader societal impacts, ethical considerations, and strategies for integrating AI into workplaces effectively. Thus, the purpose of this conceptual paper based on a systematic literature review is to discuss the relationship between AI and the changing nature of work taking in consideration the above mentioned elements, and the implication for HRD in organization.

References

Ardichvili, A. (2022). The impact of artificial intelligence on expertise development: implications for HRD. Advances in Developing Human Resources, 24(2), 78-98. https://doi.org/10.1177/15234223221077304

Bukartaite, R., & Hooper, D. (2023). Automation, artificial intelligence and future skills needs: an Irish perspective. European Journal of Training and Development, 47(10), 163-185.

Cazzaniga, M., Jaumotte, F., Li, L., Melina, G., Panton, A. J., Pizzinelli, C., Rockall, E. J., & Tavares, M. M. (2024, January 14). Gen-ai: Artificial intelligence and the future of work. IMF. https://www.imf.org/en/Publications/Staff-Discussion-Notes/Issues/2024/01/14/Gen-AI-Artificial-Intelligence-and-the-Future-of-Work-542379

Einola, K., & Khoreva, V. (2023). Best friend or broken tool? Exploring the co-existence of humans and artificial intelligence in the workplace ecosystem. Human Resource Management, 62(1), 117-135.

García-Avilés, J. A. (2020). Diffusion of innovation. The international Encyclopedia of media psychology, 1-8.

Lane, M., Williams, M., & Broecke, S. (2023). (rep.). The impact of AI on the workplace: Main findings from the OECD AI surveys of employers and workers. OECD. Retrieved December 16, 2023, from https://www.oecd-ilibrary.org/docserver/ea0a0fe1-en.pdf?expires=1702673066&id=id&accname=guest&checksum=8F9E98A0E05ADB8FCDF4832099B5F58D.

Morandini, S., Fraboni, F., Angelis, M. D., Puzzo, G., Giusino, D., & Pietrantoni, L. (2023). The impact of artificial intelligence on workers' skills: Upskilling and reskilling in organisations. Informing Science, 26, 39–68. https://doi.org/10.28945/5078

Pradhan, I. P., & Saxena, P. (2023). Reskilling workforce for the artificial intelligence age: Challenges and the way forward. In P. Tyagi, N. Chilamkurti, S. Grima, K. Sood, & B. Balusamy (Eds.), The adoption and effect of artificial intelligence on human resources management, Part B (pp. 181–197). Emerald Publishing.

Russell, S. J., & Norvig, P. (2021). Artificial intelligence: A modern approach (4th ed.). Pearson.

Keywords: artificial intelligence, HRD, nature of work

ID:231 - Reshaping the Deal: Transforming Psychological Contracts for Millennial/Gen Z Employees in a Digital Future

Hanna McCathren

ABSTRACT

The COVID-19 pandemic triggered a global experiment in remote and hybrid work, particularly impacting Millennial and Gen Z employees who make up nearly half of the U.S. civilian population (Toossi, 2015). Historically, the baby-boomer generation has made up a large portion of both the U.S. population and labor force participation. With a large number of that generation now at retirement age, projections show the younger generations taking up a larger percentage of the labor force in coming years, making understanding their employment needs and expectations vital for the health of the U.S. economy.

Shaped by social norms, organizational culture, and past experiences, a psychological contract, is an individual's subjective belief system about the reciprocal obligations that exist between themselves and their employer (Rousseau, 1989). The purpose of this conceptual working paper is to explore a shift in U.S. workers' psychological contracts, from previous generations who had traditionally commuted to a work-site to Millennial and Gen Z employees, digital natives, who have increasingly engaged in digital spaces, even prior to the mass shift to remote and hybrid work caused by the pandemic (Ferrazzi, 2023).

Drawing on existing research and literature, the aim of this paper is to compare the more traditional, in-person psychological contracts of previous generations with the emerging contracts of remote and hybrid Millennial and Gen Z workers, born between 1981 and 1996, and between 1997 and 2012, respectively (Dimock, 2019). Mezirow's (1978) transformative learning theory is used to interpret increasing global digitization and the COVID-19 pandemic as disorienting dilemmas that have triggered perspective transformations for many U.S. employees and resulted in a noticeable shift in their unwritten mutual expectations between themselves and their employers (Ferrazzi, 2023). The paper will present how these shifts challenge traditional Human Resource Development (HRD) learning and development approaches, as well as management practices, with a focus on factors such as autonomy, trust, communication, career development, and work-life integration. The paper concludes with a discussion on how organizations should adapt to meet the diverse needs and expectations of Millennial and Gen Z employees in a digital future through fostering flexible learning ecosystems, prioritizing personalized development opportunities, and cultivating managerial competencies built on trust, effective communication, and outcome-based performance management. By understanding and adapting to these evolving psychological contracts, practitioners can play a crucial role in attracting, retaining, and developing a thriving Millennial/Gen Z workforce in the digital age.

References

Dimock, M. (2019). Defining generations: Where Millennials End and Generation Z Begins. [online] Pew Research Center. Available at: https://www.pewresearch.org/short-reads/2019/01/17/where-millennials-end-and-generation-z-begins/.

Ferrazzi, K. (2023). Our Changing Psychological Contract With Work. [online] Forbes. Available at: https://www.forbes.com/sites/future-skills-group/2023/05/03/our-changing-psychological-contract-with-work/?sh=332a2ec637be.
Mezirow, J. (1978). Perspective Transformation. Adult Education, 28(2), pp.100–110. doi:https://doi.org/10.1177/074171367802800202.

Rousseau, D.M. (1989). Psychological and implied contracts in organizations. Employee Responsibilities and Rights Journal, [online] 2(2), pp.121–139. doi:https://doi.org/10.1007/bf01384942.

Toossi, M. (2015). Labor force projections to 2024: the labor force is growing, but slowly : Monthly Labor Review: U.S. Bureau of Labor Statistics. [online] Bls.gov. Available at: https://www.bls.gov/opub/mlr/2015/article/labor-force-projections-to-2024.html.

ID:237 - Responsible leadership for Artificial Intelligence: what competencies should matter

Ally Memon & Sateesh Shet

ABSTRACT

As Artificial Intelligence (AI) continues to permeate various sectors and profoundly impact our lives, the need for ethical, accountable, and empathetic leadership becomes paramount. AI, with its immense potential, brings about transformative changes across industries, revolutionizing processes, decision-making, and human interactions. However, its rapid advancement raises ethical concerns, including biases in algorithms, potential job displacement, data privacy infringements, and the overarching impact on society. Leaders must ensure that AI systems are developed and used in a manner aligned with ethical principles, considering their societal and workplace implications. This includes addressing biases in AI algorithms, ensuring fairness and transparency, and safeguarding against unintended consequences. Further, AI should serve humanity and not overshadow human values or compromise workplace safety and employee wellbeing. Responsible leaders should be able to prioritize the human element, ensuring that AI augments human capabilities while preserving dignity, empathy, and the human touch in decision-making processes. Organizations that prioritize ethical AI practices are likely to gain the trust of stakeholders, foster innovation, mitigate risks, and sustainably navigate the complexities of the AI-driven world. Thus, responsible leadership in the age of AI requires a delicate balance between technological advancement and ethical considerations. With this background, this study asks – "what competencies are relevant for responsible leadership in an AI world"? The outcome of this research contributes to identifying the critical competencies that leaders need to practice in organisations and society.

The study examines the views of practitioner postgraduate students undertaking leadership studies about competencies they believe are relevant for responsible leadership in the age of Artificial Intelligence (AI) at individual, group, organisational and societal levels.

Keywords:

ID:161 - Inclusive Leadership Development in HRD

Zaineb El Ouazzani & Barbara Eversole

ABSTRACT

The paper undertakes an in-depth exploration of inclusive leadership within human resource development (HRD), identified as a key factor for the success of organizations in a professional environment characterized by increased diversity and constant change (Pless & Maak, 2004). This multidimensional analysis embraces several key aspects, such as diversity management, leadership and inclusion, as well as the adoption of an inclusive organizational culture (Barak, 2000). The aim is to develop innovative and effective strategies for training leaders adapted to contemporary challenges and requirements.

With this in mind, the study focuses on how inclusive leadership principles can be effectively integrated and implemented in HRD strategies. It examines the processes and approaches by which organizations can transform their policies and practices to promote a working environment that welcomes and values diversity in all its forms. This involves a thorough review of internal policies, training programs for managers and employees, and the implementation of practices aimed at cultivating an organizational culture that actively recognizes and celebrates diversity. The aim is to highlight the crucial importance of creating a working environment where talent diversity is not simply recognized, but actively encouraged and valued, thereby making a significant contribution to organizational innovation and growth. This requires a profound transformation of management practices and skills development strategies within HR departments.

The analysis also extends to the impact of inclusive leadership on organizational performance, team dynamics and project management. It is crucial to assess how inclusive leaders can encourage innovation, creativity and productivity by harnessing the wealth of diverse perspectives, experiences and skills present within their teams. The study highlights the importance of leaders developing an empathetic and flexible approach, fostering a spirit of collaboration and mutual respect.
The role of Human Resources Development (HRD) in establishing and promoting such leadership is of paramount importance (Torraco & Lundgren, 2019). This involves designing training and development programs that not only raise awareness of the benefits of diversity and inclusion, but also instill practical skills for integrating these values into day-to-day management.

The paper also looks at how integrating inclusive leadership into HRD strategies transforms the internal dynamics of organizations. This involves changing internal policies to foster a more open and collaborative environment. More inclusive and interactive workspaces are created, encouraging the exchange of ideas and strengthening team cohesion. Similarly, transparent and respectful communication is promoted, which is essential to building a working atmosphere where diversity is not only accepted, but also seen as an indispensable asset for organizational prosperity and innovation. These changes require a holistic and well-structured approach, involving all levels of the organization. Leaders need to set an example by adopting inclusive behaviors, while company policies and practices need to be reviewed to ensure that inclusion is integrated into all aspects of organizational functioning. This includes, but is not limited to, recruitment processes, performance appraisals, professional development initiatives and career progression opportunities. These transformations within HR departments and organizations as a whole are crucial to establishing a working climate where diversity is embraced as a key component of success and innovation.

Inclusive leadership, supported by effective HRD strategies, paves the way for more dynamic, creative and successful work environments.

The analysis examines the impact of an inclusive leadership approach to human resources development (HRD) on the creation of fairer, more inclusive organizational cultures. Adopting this approach is seen as a major catalyst for employee engagement, fostering a workplace where every voice is heard and valued (Kuknor & Bhattacharya, 2020). This integration of diverse perspectives not only strengthens collaboration between employees; it also significantly improves organizational performance by fostering a better understanding and appreciation of diverse experiences and skills. In the context of the digital age, characterized by unique challenges and opportunities, the inclusive approach is becoming increasingly important (Gabor & Brooks, 2017). Digital technologies, by transforming modes of communication and interaction, offer new ways of effectively integrating and managing diversity within companies (Bouncken, Kraus, & Roig-Tierno, 2019). Not only do these technologies facilitate remote collaboration and intercultural communication, but they also make it possible to develop training and professional development strategies tailored to the needs of diversity and inclusion (Garro-Abarca, Palos-Sánchez, & Aguayo-Camacho, 2021). The study examines the theoretical foundations of inclusive leadership, drawing on key theories and relevant research to develop a conceptual model. These include Jean Piaget's theory of social transformation, which highlights the importance of adaptation and integration in the learning and development process, and Daniel Goleman's theory of emotional intelligence, which emphasizes the importance of self-awareness and empathy in leadership. Other theoretical references include Greenleaf's work on servant leadership, highlighting the importance of serving others in a leadership position, and Crenshaw's research on intersectionality, which sheds light on how various identities intersect and interact in the professional context. These theoretical approaches provide a solid foundation for the development of a conceptual model of inclusive leadership. This framework is designed to ensure the rigor and relevance of the approach, offering an analytical tool for understanding and applying inclusive leadership in a variety of organizational contexts. The model aims to establish links between the theoretical principles of inclusive leadership and their practical applications in the real world, taking into account the contemporary realities of work environments. In the face of rapidly changing demographics and increasingly complex global business environments, the importance of adopting comprehensive and innovative strategies for inclusive leadership development is highlighted. This paper proposes an innovative conceptual framework for integrating the principles of equity and inclusion into leadership development programs. This framework highlights the growing importance of digital technology in facilitating and strengthening inclusive leadership initiatives, offering new opportunities for tomorrow's leaders to engage with their teams in more meaningful and effective ways.

Building on a solid theoretical foundation, this study explores various theories and previous research that shed light on the inclusive leadership approach. Building on a solid theoretical foundation, this study explores various theories and previous research that inform the inclusive leadership approach. Among these foundations are important contributions from social transformation theory, emotional intelligence, servant leadership, and concepts of intersectionality, which together form a robust framework for our understanding of inclusive leadership. The detailed analysis of existing literature, coupled with the development of a conceptual model, ensures not only the academic rigor of the research, but also its practical applicability. Implications for research include the opportunity to deepen our understanding of the mechanisms by which inclusive leadership can be cultivated and implemented in diverse organizational environments. This opens the way for future studies that could explore the relationship between inclusive leadership and variables such as organizational performance, innovation, and employee well-being. On the practical side, the implications are vast. The conceptual model developed in this study offers HRD professionals a framework for effectively integrating inclusive leadership practices into their organizations. This includes strategies for leadership training and development, modifying

organizational policies to foster inclusion, and creating a corporate culture that values diversity. These practical applications enable organizations to better navigate an increasingly diverse and interconnected business landscape, increasing their competitiveness and capacity for innovation. Research provides a renewed and essential theoretical perspective, highlighting how the principles of inclusive leadership can be effectively and strategically integrated into HRD practices. By orienting the future of leadership towards greater inclusion and adaptability, this paper charts a path towards a human resources management that is not only responsive to the challenges of the digital age, but also proactive in promoting a diverse and inclusive organizational culture.

Keywords: Inclusive Leadership, Human Resource Development (HRD), Diversity Management, Organizational Culture.

ID:20 - An HRD multi-level framework to address workplace bullying

Helen Meyer

ABSTRACT

Workplace bullying (WB) is a significant, current concern in all workplaces around the globe. Due to its high prevalence, human resource development professionals consider WB one of the most serious challenges in the workplace. This paper extends the literature by proposing a WB framework with HRD strategies on various levels to address where WB originates. The framework ensues from the findings of a concurrent mixed methods study, rooted in pragmatism, that investigated WB and its impact on staff's health and a recent literature review. The researcher collected (and analysed) both quantitative (survey) and qualitative data (individual semi-structured interviews) separately and merged the results of both datasets in the interpretation. Purposeful convenience sampling was used to distribute the survey to a sample of 174 respondents in a higher education institution, while 29 respondents were also individually interviewed. The researcher collected (and analysed) both quantitative (survey) and qualitative data (individual semi-structured interviews) separately, whereafter, the results of both datasets were merged in the interpretation. Findings indicate the various levels where WB emerged. HRD can use the framework to address WB to create a respectful and supportive work environment to enhance overall employee well-being and organisational outcomes.

Keywords: Workplace bullying, interventions, multi-level framework, human resource development, leadership, system theory.

ID:28 -Promoting Sustainable Careers in Post-COVID Workplaces

Khadija Al Arkoubi & Vasiliki Kosmidou

ABSTRACT

The COVID-19 pandemic has disrupted the career ecosystem globally, resulting in unprecedented changes in the world of work and significant challenges for workers and organizations. These disruptions are also threatening careers' sustainability and requiring agile actions capable of restoring hope and faith in the future while increasing employees' and institutional resilience.
In fact, COVID-19 has shaken individuals, teams, institutions, and societies generating major and unparalleled career shocks. The latter has been described as "disruptive and extraordinary events that are, at least to some degree, caused by factors outside the individual's control and that trigger a deliberate thought process concerning one's career. The occurrence of a career shock can vary in terms of predictability and can be either positively or negatively valenced" (Akkermans, Seibert, and Mol, 2018, p.5). COVID-19 jeopardized work and careers in many ways:
First, it led to widespread job losses, resignations, and economic instability. The International Labor Organization (ILO) estimates that the pandemic has resulted in the loss of 255 million full-time jobs globally in 2020 alone, with millions more workers facing reduced hours and income (ILO, 2021). This substantial deterioration of the global labor market exacerbated the financial stress of vulnerable households, increased inequities and negatively impacted individuals' general well-being. The ILO's last projections suggest that a return to pre-pandemic performance remains elusive (ILO, 2022).

Second, it caused an unprecedented "people impact" complicating the work of both individuals and teams (Collings et al., 2021, p.821). The shift toward remote work or hybrid work models to comply with social distancing measures has created a "new normal" in which individuals and organizations must adapt to novel ways of working. While this has allowed some workers to maintain their jobs during the pandemic, it has also created challenges related to work-life balance, access to resources, and social isolation (Owl Labs, 2021) as not all employees experience telework positively (Cañibano & Avgoustaki, 2022).

Third, the levels of stress and burnout among employees skyrocketed. A survey by the American Psychological Association (APA) found that 78% of employed adults reported experiencing at least one symptom of stress, such as feeling overwhelmed or anxious, during the pandemic (APA, 2021). A study on a sample of 102 academics showed that 20% experienced high and prolonged levels of anxiety because of blurred work-life boundaries (Hughes & Donnelly, 2022). Another survey by Monster (2021) found that 69% of respondents reported experiencing burnout symptoms, such as exhaustion or decreased productivity. Those working in essential services and healthcare suffered more due to overwork and the sensitive nature of their work as first responders. According to a survey conducted by FlexJobs (2021), 42% of adults reported undesired weight changes due to stress. In addition, a global study by Gloster and colleagues (2020) examined the impact of the pandemic on mental health across 78 different countries using a sample of 9,565 individuals. The study found that on average, 10% of the sample reported low levels of mental health, while approximately 50% reported moderate levels. Some studies pointed to the fear of COVID-19 as a main cause of mental health decline (Simsir et al., 2022) while others emphasized the intolerance of uncertainty (Elsharkawy and Abdelaziz, 2021) and a lack of quality of life due to social isolation (Szczepanska and Pietrzyka, 2021). This unprecedented state of burnout and low psychological well-being had dramatic effects on performance, job satisfaction, and employee retention (Akgunduz et al., 2021).

Finally, the pandemic has led to a growing trend of workers quitting their jobs, with many seeking new career paths or more flexible work arrangements. According to a report by Monster (2021), 95% of workers were considering changing jobs, while a Microsoft survey (2021) found that 41% of the global workforce was considering leaving their employer within the next year.

In response to these grand challenges and to the calls for more research on sustainable careers (De Vos et al., 2020; Mcdonald and Hite, 2018), we discuss in this paper the strategies organizations can embrace and promote to enable employees to experience meaningful work that leads to a greater sense of accomplishment and thriving while supporting organizational and societal growth. We draw from the scarce extant literature on sustainable careers as well as other disciplines such as organizational behavior, sustainability, sociology, economics, and positive psychology to propose organizational approaches that foster and value sustainable careers.

Since the concept of sustainable careers is still in an early stage of development, we will first explore the existing definitions to offer a comprehensive conceptualization for this construct. Second, we will identify the most effective organizational practices leading to career sustainability in the changing world of work. Third, we propose some avenues on how to further research and discussions in this area among both academics and professionals.

References

Akgunduz, Y., Kocak, A., & Cakmak, S. (2021). The effect of COVID-19 on employee mental health and strategies to improve employee well-being. Business and Management Studies: An International Journal, 9(2), 240-257.

Akkermans, J., Seibert, S., & Mol, S. T. (2018). Tales of the unexpected: Integrating career shocks in the contemporary careers literature. SA Journal of Industrial Psychology, 44(1). https://doi.org/10.4102/sajip.v44i0.1503

American Psychological Association. (2021). One year later, APA survey reveals pandemic taking a toll on mental health. Retrieved from https://www.apa.org/news/press/releases/2021/03/one-year-pandemic-stress

Cañibano, A., & Avgoustaki, A. (2022). To telework or not to telework: Does the macro context matter? A signaling theory analysis of employee interpretations of telework in times of turbulence. Human Resource Management Journal, 1-17.

Collings, D. G., Nyberg, A. J., Wright, P. M., & McMackin, J. (2021). Leading through paradox in a COVID-19 world: Human resources comes of age. Human Resource Management Journal, 31(4), 819-833.

De Vos, A., Van der Heijden, B. I. J. M., & Akkermans, J. (2020). Sustainable careers: Towards a conceptual model. Journal of Vocational Behavior, 117, 103196. https://doi.org/10.1016/j.jvb.2018.06.011

Elsharkawy, N.B., & Abdelaziz, E.M. (2021). Levels of fear and uncertainty regarding the spread of coronavirus disease (COVID-19) among university students. Perspectives in Psychiatric Care, 57(3), 1356-1364. https://doi.org/10.1111/ppc.12628

FlexJobs. (2021). FlexJobs Survey Finds Burnout Still a Major Concern for Remote Workers. Retrieved from https://www.flexjobs.com/blog/post/flexjobs-survey-finds-burnout-still-a-major-concern-for-remote-workers/

Gloster, A.T.; Lamnisos, D.; Lubenko, J.; Presti, G.; Squatrito, V.; Constantinou, M.; Karekla, M. (2020) Impact of COVID-19 pandemic on mental health: An international study. PLoS ONE, 15, e0244809

Hite, L. M., & McDonald, K. S. (2020). Careers after COVID-19: Challenges and changes. Human Resource Development International, 23(4), 427-437. https://doi.org/10.1080/13678868.2020.1779576

Hughes, E., & Donnelly, R. (2022). Theorising the impact of macroturbulence on work and HRM: COVID-19 and the abrupt shift to enforced homeworking. Human Resource Management Journal, 1-17.

International Labour Organization (2021). COVID-19 and the world of work. Retrieved from https://www.ilo.org/global/topics/coronavirus/lang--en/index.htm

International Labour Organization (2022). World Employment and Social Outlook: Trends 2022. Retrieved from: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_834081.pdf

Mcdonald, K.S., & Hite, L.M. (2018). Conceptualizing and Creating Sustainable Careers. Human Resource Development Review, 17, 349 - 372.

Microsoft. (2021). The Next Great Disruption is Hybrid Work—Are We Ready? Retrieved from https://www.microsoft.com/en-us/worklab/work-trend-index/hybrid-work

Monster. (2021). Monster's State of the Candidate Report: 2021 Outlook. Retrieved from https://www.monster.com/about/press/releases/monster-state-of-the-candidate-report-2021-outlook-02-23-2021

Owl Labs. (2021). 2021 State of Remote Work. Retrieved from https://www.owllabs.com/state-of-remote-work/2021

Şimşir Z, Koç H, Seki,T. Griffiths, M.D. (2022) The relationship between fear of COVID-19 and mental health problems: A metaanalysis. Death Stud. 46, 515–523

Szczepanska, A., & Pietrzyka, K. (2021). The COVID-19 epidemic in Poland and its influence on the quality of life of university students (young adults) in the context of restricted access to public spaces. Journal of Public Health, 1-11. https://doi.org/10.1007/s10389-021-01637-1

ID:42 -Moments of surprise in leadership: A phenomenological study of their developmental influence

Rachael Woodcock

ABSTRACT

Paper's importance
The extent to which leaders learn to lead and how they might best do this continues to be a key question for researchers, educators and practitioners (Day et al., 2014; Edwards et al., 2013). This conference working paper explores the emerging findings from an ongoing PhD study which aims to explore interpretive insights (Cunliffe 2019, 2022) in terms of practical theories of the lived experience of the developing leader and how leadership is learned from relational 'moments of surprise' with others.

Adopting a hermeneutic phenomenological perspective, it is hoped new insights or ways of thinking may emerge about what we know as leadership and what is involved in the developmental process of becoming a leader. In this sense, the study seeks to contribute to the 'critical turn' for leadership research by developing insights that will 'tell us something about the subjective, the personal and the interpersonal, about ideas and beliefs, about how people talk and dream about leadership' (Ford, 2019, p.277); contributing to the theoretical understanding of an aspect of leadership research which has received less focus - the personal development of leaders over time (McDermott, Kidney and Flood, 2011).

Theoretical base
The study aims to contribute to the body of knowledge that advocates the importance of tacit, social and situated learning (Kempster and Stewart, 2010; Stead 2013). It is theoretically located from the perspective that leadership is a 'highly variable, relational and contextual phenomenon that people construct differently depending on who they are and how they interact with the world' (Carroll, 2019, p.128).

It is increasingly recognised that leadership development involves felt/embodied experiences (Carroll and Smolovic Jones, 2018). Indeed felt experiences can be both key triggers for, and elements to support, meaning-making/learning from our experiences. Numerous academics have explored the developmental power of such felt moments/events/conversations such as 'moments of momentum' (Sutherland 2013) and the various works of Cunliffe – 'arresting moments' (Cunliffe, 2001), 'moments of being struck' (Cunliffe 2002) and 'poetic moments' (Cunliffe 2018a). The latter drawing on the French philosopher, Ricoeur (1991), and their ideas on the rapturous effects of instants.

Adopting an alternative phrase, this study explores the developmental impact of 'moments of surprise' arising from relational moments with others. Leaders identify such moments as spaces or times when they were called to stop and evaluate their lives in a significant way and encouraged personal consideration 'of different possible ways in which we might relate ourselves to our understanding' (Shotter, 2008, p.108).

Research purpose
The overarching aim is to explore the developmental influence of 'moments of surprise' on leaders. The paper will explore emerging findings drawn from in-depth qualitative interviews with ten leaders.

Research Questions

This working paper aims to explore the emerging findings of leader perceptions and understandings of:

(a)　　how selected moments have influenced what they think and feel about leadership – what is their understanding of the phenomenon.

(b)　　how selected moments have influenced their developmental journey of becoming a leader.

Implications for HRD practice

Through exploring practical theories of the lived experience of the developing leader, new insights or ways of thinking about what we know as leadership and what is involved in the developmental process of becoming a leader could aid individuals (researchers, educators and HRD practitioners). Such insights could contribute to our understanding of the developmental importance of 'moments of surprise' within leadership practice, which could be used to inform the design of leadership development programmes.

Conclusion

As a working paper, emerging findings from the on-going data analysis will be presented for consideration by the conference community and feedback will be sought to aid ongoing analysis.

Keywords: Becoming, leadership development, moments of surprise.

ID:44 -Unraveling the Paradox: The Persistence of Bad Leadership

Vivian Ikechukwu-Ifudu

ABSTRACT

Paper's importance
Everyone complains about bad leadership, yet these followers are the leaders amongst us. This study uses available digital technology to highlight this paradox through surveys.
The study will focus on peoples' reaction to bad leadership and why it persists in every sector.
Bad leadership practices and behaviors are detrimental, ineffective, harmful to individuals, society, and organisations at large. Bad leadership has been known to cause poor economic indices such as poverty, poor health care delivery, insecurity and agitation which leads to civil unrest. It leaves detrimental consequences to nations which may suffer the effects in years. For organisations, it leads to low employee morale, decreased productivity, and organisational dysfunction and high employee turnover. In severe cases, it could lead to the death of economically viable companies/organisations.

Theoretical base
Theoretical frameworks from leadership studies will shed light on nuanced relations shaping leadership. Five types of bad leadership theories will be explored. To gain knowledge on bad leadership, a qualitative survey is used which served the most appropriate methodology within a phenomenological research paradigm, using semi structured questionnaires. This is combined with some quantitative descriptive statistical analysis using factors derived from the initial review of literature conducted.

Literature on leadership, characteristics and behaviour of bad leaders, followers/individuals will be considered. Using data from a semi structure questionnaire sent to 83 individuals from different works of life, accountability and responsibility in leadership is investigated. The analysis confirms that bad leadership comes from the same people who experienced it firsthand. Our leaders are us. We are our leaders.

Research purpose
This paper explores followers/individuals' reactions to bad leadership practices and its consequences - poor and ineffective leadership. It takes a reflective and historical perspective based on individuals' feelings.

Research questions
- Why do bad leaders prevail?
- What factors influence bad leadership?
- How are bad leaders perceived by people?
- What can be done to prevent bad leadership in the society?

The abstract highlights the interconnectedness of paradox and bad leadership and the contextual nature of leadership ineffectiveness.
Factors such as non-accountability, incompetence, integrity is explored to understand their roles in perpetuating negative leadership outcomes.

This paper will argue that the perceived bad leadership practices and behaviour affect followers. Yet, when in leadership positions we fail to change the way bad leaders lead. The leadership

development process must adopt and achieve four objectives – get feedback, train these leaders, equip them to be emotionally intelligent so they can be accountable to their actions and the common leadership objectives.

Implications for HRD practice
Leadership is about HRD. HR identifies and grooms' leaders.
The research discusses the paradox of bad leadership and why it continues to persist.
A sizeable proportion of leaders lack integrity as followers see them as grossly incompetent, selfish and lacking in accountability. These followers easily identify these incompetence's yet graduate to become these same leaders soon enough.
Bad leadership creates stress in followers which has an adverse effect on the organisation/society or where leadership is required.
These implications for practice can affect other sectors faced with bad leadership.

Conclusions
The results illustrated that bad leadership is us. As long as human nature abhors changes and struggles with persistence in following through on what needs to be done, we will continue to choose amongst us flawed individuals who reflect our personal lives.
There is evidence to suggest that the concept of accountability, integrity and responsibility is lacking in this context.
The paper, therefore, will provide valuable insights and contributions to current discourse on the paradox of bad leadership and its prevalence, and an understanding of how so many factors like lack of vision, selfishness, and more affects leadership.

Keywords: Bad Leadership, Paradox, Accountability, Transparency, Visionary, Integrity.

ID:60 - Perception of Public Policies in Leadership

Elisabete Fialho, Maria José Sousa & Ana Moreira

ABSTRACT

The main objective of this study is to study the perception of public policies on recruitment, training, and evaluation of managers in the Portuguese Public Administration. To this end, managers and other workers in the central state administration answered a questionnaire about their perception of public policies, making suggestions for improving and building public policies.
The sample consisted of 442 participants, workers from the Portuguese Public Administration. Of these participants, 122 hold managerial positions, and 320 do not hold managerial positions. Regarding recruitment, the participants who hold managerial positions value competence and experience first and foremost. Transparency, impartiality, and speed in tenders were the second most mentioned aspects; here, respondents gave examples of how to put this idea into practice by having tenders carried out by specific entities in a position to do so or by allocating human resources prepared for the purpose. The responses from participants who do not hold managerial positions focused on the transparency, impartiality, and speed of competition. The most mentioned characteristics were valuing competence and experience, valuing remuneration, and fighting corruption. Several respondents pointed out that this last aspect could be combated by not allowing family members or workers with other connections to be hired.

About training, both the participants in management positions and those not in management positions listed training in specific areas appropriate to the position. However, what differentiates them are the areas each mentions as specific to the position. Participants in management positions considered the following to be important: soft skills, conflict management, human resources management, project management, accounting, finance, law, public procurement, focus groups, hygiene, safety and health at work, SIADAP (performance management and evaluation system), ethics and sustainability. Next, the most mentioned characteristics were making training compulsory, carrying out employee surveys to define training, increasing the range of training on offer, training enabling career progression and establishing protocols with external bodies. The participants who do not hold managerial positions considered the following areas: law, public policy, English, IT, sustainability, human resources, public service, motivation, emotional intelligence, mental health, or public procurement. Next, the two most essential aspects mentioned were the employee survey to define training and the increase in the training offer.

Finally, concerning evaluation, the participants who hold management positions mentioned the 360º evaluation. Next, the most mentioned aspects were the revision of SIADAP (faster career progression and annual evaluation) and the creation of indicators for meeting objectives. Those who do not hold management positions mentioned the abolition/revision of quotas. In this sense, it was often said that quotas should only exist for achieving excellence. Next, the most mentioned aspects were the revision of SIADAP (such as faster career progression, annual evaluation, simplification of the process, objectives to be met being defined according to the organic unit in which the workers are located), the fight against corruption/increased transparency in the process and 360º evaluation.

In this study, several suggestions were made for areas where we consider it essential to reformulate or develop new public policies. Based on the knowledge acquired from the literature review on leadership and its associated concepts, the way public administration works internationally and in Portugal, the survey of existing public policies in OECD countries, the European Union (Eurostat -

Public Administrations in the EU member states, 2020) and Portugal about the recruitment, training and assessment of managers in public administration and, finally, the results obtained from the survey of managers and other workers in direct public administration bodies.

We believe it is extremely important for Portugal to follow the current trends of countries that have shown that the techniques applied have achieved very positive results, but also to make the necessary adaptations considering the country's reality, specificities, strengths and weaknesses. And following the winning trends that have already been applied to encourage innovation in the public sector through actions that make sense in the Portuguese context.

Taking into account these recent trends in European countries and the characteristics of public administration in Portugal (Eurostat - Public Administrations in the EU member states, 2020), we believe that it is essential to invest in reformulating public policies on recruitment in the following areas: improving the attractiveness of public employment; combating the ageing of public employment; reviewing the remuneration status of managerial positions; the possibility of awarding remuneration bonuses according to results; valuing competence and experience in recruitment; transparency, impartiality and speed in tenders; combating corruption.

It is becoming essential for Portugal to implement measures to recruit and retain talent and increase motivation, with particular attention to digital skills as a prerequisite, assessing social values and sustainability, and getting closer to the recruitment methods used in the private sector. We also believe that it is essential to invest in reformulating public training policies in the following areas since the legal framework for professional training in the Public Administration has remained practically unchanged since Decreto-lei no. 50/98 entered into effect, amended by Decreto-lei 70-A/2000, of May 5, and Decreto-lei 174/2001, of May 31: training should focus on specific areas appropriate to the position; employee surveys should be carried out to define training courses; the training offer should be increased; academic training should be valued for career progression; protocols should be established with external entities.

Finally, we believe it is essential to invest in reformulating public policies on evaluation in the following areas: reformulating SIADAP, creating 360° evaluation, reviewing management careers, promoting workers' autonomy, and finding new (digital) forms of performance control.
It is hoped that this analysis of existing public policies will contribute to formulating new public policies better adapted to leaders' reality and needs.

References

- Decreto-Lei n.º 174/2001, de 31 de maio (2001). Formação profissional na Administração Pública. Consultado a: 10/03/2022. Disponível em: https://dre.pt/pesquisa/-/search/332215/details/maximized

Eurostat (2020). Public Administrations in the EU member states. Consultado a: 03/06/2023. Disponivel em: https://www.sgeconomia.gov.pt/ficheiros-externos-sg/noticias-20211/public-administrations-in-the-eu-member-states-set21-pdf.aspx

Keywords: public policies, recruitment, training, performance evaluation, public administration, qualitative study.

ID:69 - The adoption of complex problem-solving practices and its impact in companies' ability to address strategic challenges

Joao Loureiro & Leandro Pereira

ABSTRACT

Today's world is characterized by a fast paced, constantly evolving environment, presenting companies and business managers with more complex, uncertain and urgent challenges than ever before. To remain relevant, companies need to be alert, permanently identifying and addressing potential threats and opportunities. Continuous transformation plays a determinant role for companies who strive and are successful. However, more than just solutions' definition or decision-making processes, it is of the utmost importance to understand how companies identify, analyze, prioritize and overcome these challenges. Due to its nature, strategic problems often entail a much higher risk than recurrent or at least known problems, thus becoming critical to analyze how business managers approach such problems.

For that matter, building on prior research of complex problem solving, the key research objective of this study is to attempt to identify what factors influence business managers' approach selection, when facing a strategic problem, and how do they adapt their behavior depending on the complexity, uncertainty and urgency of the problem.

This objective arose from a holistic analysis of ten prior research issues and seeks to better understand and further develop the existing knowledge about the following questions: How do companies set the agenda of problem solving? To what extent do companies adopt scientific problem solving processes? Which factors have a greater impact towards the application of a systematic approach? Can unfamiliarity affect the type of capabilities selected to solve problems? Does the outlook of the situation affect the problem solver judgment? What reasons influence the problem solving governance framework? To what extent do problem solvers promote a collaborative and interactive process? What kind of mechanisms do companies use to solve conflicts? Which kind of stakeholder management model do companies use? To what extent do companies adopt a joint problem solving process?

To enable a comprehensive view of the subject, the study is structured as follows. A first chapter providing a broad perspective of the existing problem solving literature, breaking it down into an overview of the process, the main phases towards problem resolution and the types of capabilities, cognitive styles, stakeholders' management and approaches used within problem solving. Subsequently, a second chapter with the description of the research methodology, the main issues, research questions and objectives that led to this study and the research instrument used to gather the necessary empirical evidence. Finally, two last chapters with an extensive and inclusive analysis of the interviews' findings, as well as the identification of the research limitations and recommendations for future fields of work.

Keywords: The adoption of complex problem-solving practices and its impact in companies' ability to address strategic challenges.

ID:74 - A systematic literature review on integrating soft skills in the digital age of the Fourth Industrial Revolution: A strategy for enhancing South African workforce competency in higher education

Hester Vorster

ABSTRACT

Paper's importance
In a presentation at the World Economic Forum (WEF) in Davos, Switzerland, it was emphasized that workers might find their current skill sets inadequate for future demands (WEF, 2018). Klaus Schwab, founder and executive chairman of the WEF, introduced the concept of the "Fourth Industrial Revolution" (4IR), describing it as a fusion of the physical and digital worlds, integrating technologies like the Internet of Things (IoT), artificial intelligence (AI), machine learning, and robotics (Schwab, 2017). These advancements are revolutionizing sectors including manufacturing, healthcare, transportation, and agriculture by enhancing automation, efficiency, and personalization.

The WEF (2018) predicts that 'human' attributes such as creativity, critical thinking, persuasion, and negotiation will grow in importance alongside 'technological' skills like programming, analytical thinking, and continuous learning. Additionally, there will be an elevated demand for skills in leadership, relationship management, emotional intelligence, and social influence (WEF, 2018). Gray (2016) emphasizes the impact of 4IR on the skill sets required by the forthcoming generation of employees.

This paper conducts a comprehensive Systematic Literature Review (SLR) to examine the influence of 4IR on the anticipated skills of future employees, specifically the human skills, and their relevance to the employability of graduates. This is crucial for Higher Education Institutions (HEIs) to reassess their existing curricula. The literature reveals various terms used interchangeably with soft skills, including critical cross-field outcomes, people skills, and interpersonal skills. These will be collectively referred to as 'soft skills' in this paper.
The integration of soft skills into Higher Education (HE) curricula is identified as a crucial yet frequently overlooked element, especially within the context of the South African job market. This paper highlights the critical importance of soft skills in augmenting abilities and bolstering employability in South Africa. Using Constructivism, this study explores the relationship between soft skills and employability in the context of the 4IR in South African labor markets, emphasizing the necessity for talent management methods that promote both technical and interpersonal competencies.

Theoretical Base
Amineh & Asl (2015) articulate that Constructivism theory, championed by renowned thinkers such as Dewey, Piaget, Vygotsky, and Perkins, evolved as a response to the inadequacies of conventional educational methodologies.
At its core, constructivism posits that individuals actively construct knowledge by building on their pre-existing understanding. This theory emphasizes the proactive role individuals undertake in knowledge formation and asserts that learning is a continual, dynamic endeavor (Birenbaum, 2003; Woolfolk, 1993).

Research Purpose
The purpose of this research is to conduct a systematic review of literature to understand how HEIs can better integrate soft skills into their curricula to meet the demands of the 4IR, thus improving

the employability of graduates in South Africa. This involves identifying the essential soft skills pivotal in the 4IR landscape and determining effective strategies for incorporating them into higher education.

Research Question

What soft skills are essential for students in the 4IR, and how can these be integrated into the accounting curriculum at Higher Education institutions (HEIs) in South Africa using Constructivism theory?

Implications for HRD Practice

This research has significant implications for Human Resource Development (HRD) practices. As 4IR continues to evolve, there is a growing need for educational systems that prioritize both technical skills and soft skills. Soft skills such as cross-cultural communication, teamwork, globalization, and talent retention are increasingly viewed as predictors of career success (Cinque, 2016). By implementing the proposed strategies, educational institutions can prepare students more effectively for the current job market, thus enhancing their employability and interpersonal skills.

Conclusion

This study highlights the profound impact of the 4IR on the skill sets required by future professionals, emphasizing the need for an educational shift towards integrating soft skills. By leveraging Constructivism, HEIs can enhance curricular offerings to better prepare students for the demands of the modern workplace, equipping them with both technical skills and the soft skills necessary for career advancement. Ultimately, this approach not only prepares students to meet the challenges of the job market but also equips them with the competencies needed for success in a complex and evolving professional environment.

Keywords: Employability, Fourth Industrial Revolution (4IR), Constructivism, Higher Education Institutions (HEIs), Soft Skills, South African job market, Systematic Literature Review (SLR), Talent Management

ID:92 - Unlocking Potential: A Study on Talent Catalysts in Crafting an Exceptional School Management Team for Optimal Service Delivery

Kezell Klinck, Nancy Thutulwa & Annemarie Pelser

ABSTRACT

Purpose: This study aims to provide valuable insights and guidance to School Management Team (SMT) members, focusing on the cultivation of their talents and capabilities. By exploring strategies for talent development, the goal is to empower SMTs in secondary schools, ultimately enhancing their ability to achieve successful and effective service delivery.
Importance: This study holds paramount significance in offering essential insights and guidance to School Management Team (SMT) members. Its central focus on nurturing the talents and capabilities of SMT members through the exploration of effective talent development strategies is crucial. The ultimate objective is to empower SMTs within secondary schools, thereby significantly elevating their proficiency in achieving successful and effective service delivery. Through a comprehensive examination of talent catalysts, this research seeks to contribute to the overarching goal of enhancing educational leadership and organizational effectiveness in secondary school settings.

Theoretical base: The contingency approach to management, or contingency theories, are complex and have broad implications (Ahmed et al. 2020). Current research and future possibilities indicate that the relationship management paradigm has great promise for incorporating the contingency theory into that of School Management Teams (SMT). With an emphasis on developing SMT members' skills and capacities, this study is committed to providing insightful analysis and helpful suggestions. The goal is to empower SMTs in secondary schools by investigating talent development initiatives, which will ultimately increase their ability to provide successful and efficient services.
Research purpose: The study used a qualitative research technique with an exploratory research design with a structured interview questionnaire to determine if SMTs had certain competences, knowledge, or attributes that increase their abilities and to provide recommendations for enhanced service delivery. The research enlisted the help of n = 12 participants from four different secondary schools to get first-hand experience of the phenomena under inquiry. Participants were specifically picked for their expertise, knowledge, and talents. Data were collected from participants via interviews, and the data were evaluated using content analysis. Atlas-ti (Version 8.2) was used to evaluate data collected from participants. The researcher used a qualitative research approach, namely a phenomenological strategy based on constructivism. With no data modification, this technique was adopted to understand the viewpoints of the SMT inside the selected schools.
Main research question: What impact does talent catalysts and the development of an exceptional SMT have on achieving optimal service delivery in secondary schools?

Implications for practice
The challenges that recently appointed teachers must overcome have a substantial impact on their ability to advance professionally, especially in the first five years of their careers. Modern educational approaches, such those described by Makhananesa & Sepeng (2022), highlight the significance of talent recognition and development in light of this era's vulnerability. For modern schools to succeed, systems for recognizing and developing the unique abilities of each School Management Team (SMT) member must be put in place. This includes projects like skill-building workshops, mentorship programs, and opportunities for individualized professional development. For SMTs to collaborate effectively and foster team cohesion, communication must be effective. Fostering transparent and honest lines of communication is crucial, in line with research showing that teacher cooperation and SMT members' activities are positively correlated (Lu & Hallinger,

2018; Benoliel, 2021). In order to maximize the team's combined skills, it is imperative that SMT members cultivate a collaborative culture that offers chances for cooperative problem-solving, knowledge exchange, and cooperative decision-making. Ensuring comprehensive understanding of school legislation and regulations is imperative. Continuous updates and training sessions should be provided to keep SMTs informed about changes in the educational landscape. Research emphasizes the role of effective administrators in supporting efficient teaching and learning, contributing to school improvement (Sun & Leithwood, 2017; Benoliel, 2021). Investing in the leadership potential of SMTs is vital. Training and resources should be provided to enhance skills such as decision-making, strategic planning, and vision-setting. Recognizing the significance of various individuals in leadership, not solely principals, is emphasized by scholars (Harris & Jones, 2017; Leithwood, 2016; Malloy & Leithwood, 2017; Benoliel, 2021). Improving the SMT's problem-solving skills is essential. It should be possible to attend training sessions or seminars that emphasize creative problem-solving methods, critical thinking, and decision-making in a variety of situations. It is crucial to assist SMTs in keeping abreast of the most recent advancements in curriculum design and instructional techniques. Promoting the use of cutting-edge teaching techniques raises the standard of education as a whole. Fostering a culture of adaptability within the SMT recognizes the need for flexibility in the ever-changing sector of education, enabling the team to welcome changes and modify tactics as needed. It is imperative to acknowledge the cultural variety present in today's educational workforce, which is shaped by factors such as globalization, migration patterns, and labor law modifications (Sibanda & Majola, 2023). It is crucial to foster a positive and enthusiastic work environment within SMT. Acknowledging and appreciating successes encourages team members' enthusiasm and determination (Mangu'uu, 2022). Conclusion: The study emphasizes how crucial it is to provide specialized mentoring and training programs for talented School Management Teams (SMTs). Considering the broad spectrum of duties that SMTs perform, such as purchasing, updating infrastructure, coordinating with the community, and managing communications, it is critical to acknowledge the close relationship that exists between their positions and the delivery of accessible learning assistance in schools. The study pinpoints a particular set of qualities and traits that are essential for SMT performance, including emotional intelligence, management smart, interpersonal skills, effective communication, and team-building proficiency. It is believed that these attributes are necessary for SMTs to carry out their duties and make an essential contribution to better service delivery.

Keywords: catalysts, exceptional, optimal, School Management Team, service delivery, talent

ID:97 -Navigating Chaos: The Impact of Place Leadership on Volunteer Success in Crisis Response

Susie Walsh & Alan Johnston

Abstract

Purpose
Covid-19 has provided a catalyst for the changing working environment, significantly considering the way in which leaders come to the fore and how followers are encouraged and developed. This paper considers the importance of Place Leadership in working with community environments during periods of turbulence and instability. Beer et al (2019) suggest place leadership is founded on the social and relational connectivity between individuals and groups in a specified environment or place. As such it goes beyond traditional approaches to leadership and is often dependent on the context of the time (Sotarauta and Beer, 2017). Furthermore, it is rooted in a non-hierarchical, collaborative structure based on mutual co-operative practices (Sotarauta and Beer, 2017). Lough (2021) argues that leadership developed from within communities is more effective than leaders trying to work with communities. This has the benefit of both increasing engagement and building resilience from within. Hamel and Välikangas (2003) identify the quest for resilience as an opportunity to yield a significant return to an organisation. The concept of resilience has been explained as the ability to recover or rebound. Other terms used include springing back, bouncebackability and buoyancy. Fundamentally, it focuses on the ability to return to the original (natural) state. Consequently, it is an in-demand quality required for leaders and within organisations. Bhamra et al (2011) suggest that resilience is about the capacity to return to a stable state after a period of disturbance, disruption, or adversity.

Design / Methodology / Approach
In this narrative research investigation explores the leadership dynamics of spontaneous volunteer activity during the Covid-19 pandemic. The research followed a case study approach based on a single group of spontaneous volunteers drawn together in a response to a crisis. Data was collected through qualitative means to draw on individual's interpretations of events and circumstances. Through the use of semi-structured interviews, the participants shared their experiences and stories, and it is these narratives that are explored to consider leadership within this community group of volunteers.

Findings
Significantly, empirical evidence confirms the effectiveness of leadership in achieving successful outcomes for the group members, the leader, and the wider community. This effectiveness is attributed to factors such as knowledge and understanding of the community, effective leadership skills, authentic behaviours, and an adaptable leadership style. It is important to note that, despite these contributing factors, no one style of leadership has been identified in this study.
The research has found that spontaneous volunteering, in emerging groups, can be inspired, and positively influenced, by a transformative, authentic albeit informal leader (Walsh and Johnston, 2022). The findings suggest that when a leader nurtures a 'community culture,' demonstrating authenticity and shared values with group members, it proves to be a highly effective leadership approach within the scope of this research. Consequently, the research advocates for the consideration of community culture as a best practice approach in leading spontaneous volunteers in response to crisis events.

Originality / Contribution

This paper provides valuable insight for both the Human Resource Development (HRD) and the Human Resource Management (HRM) practitioner, especially in the context of managing and motivating employees within an organisation. While it is recognised that volunteers may not be employees in the traditional sense, understanding the factors that drive their motivation can provide valuable insights applicable to the broader field of HRD/HRM and contributes to an understanding of the conditions necessary to create motivated, satisfied and high-performing individuals and teams.

Whilst crisis situations produce unique and non-replicable circumstances, this paper contributes to the growing body of empirical research that seeks to learn lessons from such situations and consider the role of leadership in contributing to an effective response to crisis. The paper also contributes to research considering Third Sector leadership and the need for an understanding of how leading spontaneous volunteers can produce effective outcomes for their community, during crises and disaster response.

The findings of this research provide valuable insight into the dynamics of spontaneous volunteering and the leadership activity that ultimately produced numerous successful outcomes including resilience and resilient behaviours amongst the group.

References

Beer, A., Ayres, A., Clower, T., Faller, E., Sancino, A. and Sotarauta, M. (2019) Place leadership and regional economic development: a framework for cross-regional analysis. Regional Studies. 53(2) 171-182

Bhamra, R., Samir, D., and Burnard, K. (2011) Resilience: The Concept, a Literature Review and Future Directions. International Journal of Production Research. 49(18) 5375-5393

Hamel, G. and Välikangas, L. (2003) The Quest for Resilience. Harvard Business Review. Available at: https://hbr.org/2003/09/the-quest-for-resilience (Accessed: 16 May 2023)

Lough, B.J. (2021) Voluntary 'organic' leadership for community resilience. Voluntary Sector Review. 12(1) 81-98

Sotarauta, M. and Beer, A. (2017) Governance, agency and place leadership: lessons from a cross-national analysis. Regional Studies. 51(2) 210-223

Walsh, S. and Johnston, A. (2022) The Accidental Leader: A Leadership Study Exploring Volunteer Activity during Covid-19. UFHRD Annual Conference, Mind the Gap: Bridging Theory and Practice in a Post-Covid Era. Online, 8 – 10 June 2022.

Keywords: Place Leadership, Resilience, Community, Volunteers, Self-managed Teams

ID:98 - A Well-being Culture Influencing the Retention of Talent Generation Y Case Study of Top50 Companies in Thailand 2023

Nishima Rensep & Juthamas Kaewpijit

ABSTRACT

The Study of Well-being Culture Influencing the Retention of Talent Generation Y Case Study of Top50 Companies in Thailand 2023 has two objectives: (1) to study well-being factors to retain talent Generation Y in organization; and (2) to study retention factors to retain talent Generation Y in organization. This research was conducted using a qualitative approach by utilizing semi- structured interviews and analyzing data through the content analysis method with 31 participants of Generation Y from five different business sectors including (1) Food and Beverages; (2) Food Production; (3) Construction Materials; (4) Commerce and Real Estate; and (5) Energy and Utilities. The results indicated that 13 factors influence Well-being contributing to the retention of Generation Y talent in the organization , respectively as follows: (1) Healthy Relationships at Work; (2) Health and Flexible Benefits; (3) Pay; (4) Work-Life Harmony; (5) Strategic Leadership; (6) Autonomy; (7) Work Environment; (8) Facilities; (9) Challenging Work; (10) Opportunity for Growth; (11) Work Process; (12) Mattering at Work; and (13) Work Location. Findings reveal that the top three factors are: Healthy Relationships at Work (17.32%), Health and Flexible Benefits (16.54%), and Pay (10.24%) of the total elements that affect Well-being, comprising 44.10% of all factors. In addition, there are 11 factors that influence the retention of talented Generation Y in Organization, respectively as follows: (1) Healthy Relationships at Work; (2) Opportunity for Growth; (3) Work-Life Harmony; (4) Benefits; (5) Mattering at Work; (6) Learning Opportunity; (7) Pay; (8) Strategic Leadership; (9) Corporate Image; (10) Work Location; and (11) Company Culture. Findings reveal that the top three factors are: Healthy Relationships at Work (18.99%); Opportunity for Growth (12.66%), and Work-Life Harmony (12.66%) of the total elements that affect Retention, comprising 44.31% of all factors. It can be concluded from the study results of the two variables that Talent Generation Y is most dependent on Healthy Relationships at Work.

The Study will help organizations understand the factors that contribute to employee retention and well-being in the Thai business environment, where Generation Y is playing a significant role in replacing Baby Boomer retirement and Generation X in the workforce. These factors will help the organization develop a competitive edge and set goals for the future. In order to enable talent generation Y to remain with the organization, it is necessary to build a solution for managing a well-being culture that influences talent retention. Due to the time periods or variations across the years, the study's conclusions might not fully capture the context or circumstances surrounding labor and organizations that existed during that time. Nevertheless, when using research findings, one should take the importance of the business context into account. Furthermore, research on the connection between Generation Y and other Generations in organization is essential for a comprehensive understanding. Also, design appropriate guidelines for fostering harmonious coexistence among individuals in the organization from a holistic perspective.

Keywords: Well-being, Retention, Talent Generation Y, Millennials

ID:108 - Youth Perspectives on entrepreneurship, management and talent development in Dr Kenneth Kaunda: Unveiling insights from North-West Province, South Africa

Faan Pelser, Anna-Marie Pelser & Kedron Peter

ABSTRACT

Paper's importance

This study explores the perceptions of the youth regarding entrepreneurship in South Africa's North West Province specifically, the Dr Kenneth Kaunda District. In an area with distinct socio-economic dynamics and obstacles, it is critical to comprehend how the youth see entrepreneurship and its potential as a career route. This study aimed to determine the elements that influence young people's views on entrepreneurship, as well as the obstacles they face and the potential role that they can play in effecting social change through entrepreneurship.
Theoretical base: For this study, a qualitative research design with interpretivism as its basis was utilised. A purposive sampling technique was applied for the selection of a maximum of twenty young adults to participate in focus group interviews to ascertain the perceptions of entrepreneurship among the youth in the Dr Kenneth Kaunda District. Around 47% of North West (NW) population is considered poor based on the Lower Bound Poverty Line (Selemela, 2020).
The study explores what motivates young people to pursue entrepreneurship, the obstacles they encounter, and how education and societal influences affect their perceptions. This review aims to get a comprehensive understanding of how young people view entrepreneurship and its implications for future research and interventions.

The conceptual development of entrepreneurship may be established through further explorations of the existing theoretical perspectives on entrepreneurship within the different schools of thought (i.e., economics, psychology, and sociology). The innovation theory (also known as the Schumpeterian theory) as part of the economic theories of entrepreneurship advanced the conceptualisation of entrepreneurship to include innovation and creativity as critical elements to entrepreneurship. Schumpeter argued that in order to create new markets and disrupt current ones, new ideas, goods, or technology must be introduced. This process is referred to as entrepreneurship (Pfarrer & Smith, 2015).

According to Schumpeter, the entrepreneur, as a result of his/her innovative and creative ideas, is the primary catalyst to mobilise and effect economic development by introducing new technologically advanced processes and products with the intent to transform, create new and develop more efficient business processes. Schumpeter postulated that only the extraordinary innovative capabilities of the entrepreneur can present new possibilities that not only challenge but also change traditional economic and social development. Schumpter's cognitive analysis of entrepreneurship further assumes the entrepreneur is responsible for innovation by performing the activities reflected in the below diagram (Mwatsika, Kambewa & Chiwaula, 2018).
The importance of entrepreneurship according to the Department for International Development the process of economic growth in any nation places a high priority on entrepreneurship. While industrialised nations recognise and optimise through the value of entrepreneurship, developing nations tend to lag behind in leveraging the benefits of entrepreneurship as a crucial component to maintaining consistent growth (Audretsch & Keilbach, 2007). The following points assist in formulating an understanding of the significance of entrepreneurship.

Self-employment is enabled through entrepreneurship. Robinson and Taubinsky (2018) contend that resourceful individuals can utilise their physical and cognitive skills to ensure their own financial stability and well-being..

Job creation is established when new businesses create employment opportunities. This directly addresses the unemployment socio-economic crisis and related effects according to Fritsch and Wyrwich (2017). Entrepreneurship actively and positively contributes towards the reduction of crime by providing gainful employment opportunities as an alternative to participating in illegal activities.

Research purpose: The purpose of this study is to understand how youth perceive entrepreneurship as a vehicle for future employment and alleviate socioeconomic challenges for their own context, and whether differences exist in the perceptions of youth from townships and those from a suburb.

The study by nature used a phenomenological strategy followed from the constructivist paradigm. The study therefore asked youth about their perceptions of entrepreneurship as part of their lived experience and how they could develop sustainable livelihoods out of these ideas.

The fundamental assumption is that by situating individuals in their social environments, it is possible to better understand how they view their own behaviour and actions. Frechette, Bitzas, Aubry, Kilpatrick, and Lavoie-Tremblay (2020) assert that interpretive phenomenology offers a special approach for examining lived experiences. The basic idea of interpretive phenomenology of Dasein is that "lived experience, existentialia, and authenticity" are at the core of the consideration of such a paradigmatic approach within a qualitative research approach (Frechette, et al., 2020). In terms of this study, it was expected that the views of youth about entrepreneurship would contextually reveal what entrepreneurship means to them, and how it could be made sustainable in their context.

Research question/s:

 What do the youth from the Dr Kenneth Kaunda District understand about entrepreneurship and the role they are playing in contributing to the economy?

 What are the perceptions of the youth in the Dr Kenneth Kaunda District regarding entrepreneurship?

Implications in practice

The implications of this study on the practice of understanding youth perceptions of entrepreneurship in the Dr Kenneth Kaunda District are multifaceted. Firstly, the findings offer a critical insight into the factors shaping young people's views on entrepreneurship, unveiling motivators and obstacles that influence their decisions regarding this career path. Understanding these perspectives is pivotal for policymakers, educators, and community leaders as it enables tailored interventions and educational initiatives that resonate with the youth's aspirations and challenges. By acknowledging and addressing these factors, stakeholders can collaboratively work towards fostering an entrepreneurial culture that aligns with the local socio-economic landscape. This highlights the necessity for nuanced approaches and targeted support mechanisms, considering the varying contexts within the district. Overall, this research underscores the significance of contextually informed strategies to empower youth in embracing entrepreneurship, ultimately contributing to economic development and social change within the region.

Conclusions

Based on the findings, the following recommendations were made to encourage youth entrepreneurship: (1) research databases need to be created to provide a central network that can assist in providing information and guidance on entrepreneurship, (2) education and training interventions that will provide the necessary entrepreneurial knowledge and skills development opportunities to capacitate the youth towards entrepreneurial choices, (3) creating awareness of entrepreneurship in an effort to transform cultural and social norms associated with negative

perceptions of entrepreneurship, (4) cultivating critical and productive partnerships that will financially support the entrepreneurship of the youth, (5) government initiatives that cultivate a supportive ecosystem for youth entrepreneurship, and (6) agile programmes that support entrepreneurship.

ID:147 - Innovating Talent Management Practices for sustained employment in UK Public Sector organisations

Oghale Ayetuoma

ABSTRACT

Since the renowned publication of 'the war for talent' (Michaels et al., 2001) premised on talent shortages in the labour market, Talent Management ™ has occupied centre stage discourse for organisations with current reports (Bunker, 2022) showing that 3 in 4 employers are still challenged with attracting and retaining talent. Tasked with this challenge, in addition to an aging workforce particularly in the western hemisphere (Rudolph & Zacher, 2021) which is affecting older workers on the micro, meso and macro levels as research shows that a third of the working population particularly in public sector organisations are over 50 and approaching retirement age and this paralleled with a declining proportion of younger workers(Bal et al., 2015; Farndale et al., 2019: United Nations, 2017) further impacting the demand for talent, the need for sustainable employment has become paramount for firms to manage these uncertainties and maintain their competitive advantage. The result is a rising paradigm shift from previous stereotyping of older workers as easily replaceable by younger workers to innovating talent and business practices (Boehm et al., 2021) that attract and retain older workers to remain beyond traditional retirement, offering bridge jobs that allow transition into other kinds of work. Arguably, since an organisation's human capital is its most important asset for maximising achievement of long-term goals (Barney, 1991; Becker & Huselid, 2006; Becker & Gerhart,1996), retaining its talent for the long term through sustained employment would continue yielding results on investments for its continuous high performance (Huselid & Becker, 2011). This perception is further supported by consensus within the literature that older talented workers positively impact the bottom-line as they are less likely than younger talents to leave their jobs unexpectedly and are highly valued for the knowledge and expertise, experience, professionalism that they bring to their roles (Festing and Schafer, 2014). This study is driven not only by calls to advance understanding of what constitutes a sustainable career (De Vos et al., 2020), its core dimensions and dynamics through empirical studies as there is a dearth of research in this area but also the need for more research and awareness on TM practices within public sector organisations as there is still scarcity in this area. In response to these gaps and using sustainable career lens as a theoretical framework for analysing findings, this paper explores how three UK public sector organisations innovate their TM programs for sustained employment of their talented workforce particularly the older workforce amongst others by asking the following

Research Questions
- How do organisations innovate talent programs for sustainable employment at the meso, micro and macro levels
- How do organisations drive implementation of talent programs for successful outcomes resulting in sustainable employment of their talents

Theoretical Framework

Sustainable careers have been linked to Human Resource policies and defined as "sequences of career experiences reflected through a variety of patterns of continuity over time thereby crossing several social spaces characterized by individual agency providing meaning to the individual (Van der Heijden and De Vos, 2015, p.7). There are three dimensions important for analysis of sustainable careers which comprise 'person', 'context' and 'time'. The person dimension examines the individual characteristics e.g. perceptions and agency including choices they make that affect their work experience. The 'context' dimension refers to institutional factors such as the organisation and sector where work is situated and the impact on the individual's experiences

whilst the 'time' dimension is about the changes in the individual's work overtime and impact on their work experiences. For the measurements of these dimensions and their outcomes, the authors advocate three indicators which are happiness, health, and productivity as these were seen as important factors for an individual's all-round prosperity. Whilst Happiness indicator encompasses the fit between one's career and their career goals/growth, the health indicator refers to the physical-mental capacity fit of the individual to their career and productivity indicator means performance, high employability and /or potential. These frameworks will be used for discussing the findings from the perspectives of both the organisation and their different talents to understand the success or failure of talent programs for sustainable careers of these talents.

Research Method
The research adopts a qualitative research method comprising a case study of three public sector organisations in the local government, civil service and the other in healthcare using both semi-structured interviews and organisation documents for data collection purposes. The data were transcribed and analysed manually, using within and cross-case study analysis methods (Eisenhardt, 1989).

Some preliminary Findings:
For all three organisations, talent programs were mainly targeted at attracting employees in the higher job grade bands -band 7 -8 who held managerial roles and who had worked in the organisation for over 10 -15 years. One of the interviewees had worked with the civil service for over 30 years and it was in his 30th year he was enrolled on the talent program, showing a very high happiness indicator and sustained career a result.
The interesting finding was that each organization diversified their talent programs in recognition of sustainability goals such as reducing inequalities in the workplace which address micro, meso and macro needs as explained below:
For example, the Local Government organisation talent program though exclusive to employees in very senior roles particularly appealed for applicants from under-represented groups and those with disability and intentionally sought for applicants through roadshows with social networks run by these groups.

Local government also initiated a program solely for upcoming retirees to allow them to continue working for the organisation to retain tacit talent that can be transferred to younger talents and in recognition of their valued expertise. These are indicators of happiness for these talents and productivity for their sustainable careers.
One of the talent programs in the healthcare sector was specifically designed for leadership development of employees who were underemployed due to restricting immigration rules which limited their ability to apply and access work in senior roles that they qualify and so these talents could be retained to meet demands in their talent pool.
All three organisations designed talent programs specifically to attract talents from younger generation which were successfully running.

Originality & Implications
Research shows that Talent attraction and Talent Management ranks as top five priorities for firms presently and for years to come and employers of talents must consider innovating practices that address sustainability goals and sustainable careers in order to survive the war for talent whilst creating the right organisation culture and environment to retain top talent.

References

Bal, P. M., Kooji, D. T. A. M., & Rousseau, D. M. (2015). Introduction to aging workers and the employee-employer relationship. In: P. M. Bal, D. T. A. M. Kooij, & D. M. Rousseau (Eds.), Aging workers and the employee-employer relationship (pp. 1–9). Springer.

Bal, A. C., Reiss, A. E. B., Rudolph, C. W., & Baltes, B. B. (2011). Examining positive and negative perceptions of older workers: A meta-analysis. The Journals of Gerontology. Series B, Psychological Sciences and Social Sciences, 66(6), 687–698. https://doi.org/10.1093/geronb/gbr056

Barney, J.B. (1991) Firm Resources and Sustained Competitive Advantage. Journal of Management, 17, 99-120

Becker, B. E., & Huselid, M. A. (2006) Strategic human resources management: Where do we go from here? Journal of Management, 32(6).

Becker, B., & Gerhart, B. (1996) The impact of human resource management on organizational performance: Progress and prospects. The Academy of Management Journal, 39(4), 779-801.

Boehm, S. A., Schröder, H., & Bal, M. (2021). Age-related human resource management policies and practices: Antecedents, outcomes, and conceptualizations. Work, Aging and Retirement, 7(4), 257–272. https://doi.org/10.1093/workar/waab024

Bunker, Nick (2022). "'Unretirements' Continue to Rise as More Workers Return to Work." Indeed Hiring Lab. https://www.hiringlab.org/2022/04/14/unretirements-rise/ (accessed January 8, 2024)

De Vos, A., Van der Heijden, B.I. and Akkermans, J., 2020. Sustainable careers: Towards a conceptual model. Journal of vocational behaviour, 117, p.103196.

Eisenhardt, K.M. (1989) Building Theories from Case Study Research. The Academy of Management Review, 14, 532-550.

Farndale, E., Horak, S., Phillips, J. and Beamond, M., 2019. Facing complexity, crisis, and risk: Opportunities and challenges in international human resource management. Thunderbird International Business Review, 61(3), pp.465-470.

Huselid, M. A., & Becker, B. E. (2011) Bridging micro and macro domains: Workforce differentiation and strategic human resource management. Journal of Management, 37(2), 421-428.

Michaels, E., Handfield-Jones, E. and Axelrod, B. (2001). The War for Talent. Harvard Business School Press, Boston, MA.

Rudolph, C. W. & Zacher, H. (2021) Age inclusive Human Resource practices, age diversity climate, and work ability: exploring between- and within-person indirect effects. Work, Aging and Retirement, 7(4), 387–403.

United Nations (2017) World Population Ageing 2017: Highlights (ST/ESA/SER.A/397), Department of Economic and Social Affairs, available at: http://www.un.org/en/development/desa/population/publications/pdf/ageing/WPA2017_Highlights.pdf (accessed 26 November 2018)

ID:153 - A Stitch in Time Saves Nine: Developmental Human Resource Management Practices and Front-Line Employees' Career Success in the Perspective of Career Networking

Thomas Garavan, Waheed Akhtar & Irfan Ullah

Abstract

Based on the conservation of resource theory, this study investigates the effects of developmental human resource management practices (DHRMPs) on employee career success directly and also via status striving. The study also examines the moderating role of career networking in the association between DHRMPs and career success. Data were collected from front-line employees (n=217) in Pakistan's hospitality sector using a multi-wave research approach. For multi-level estimation, we used Hierarchical Linear Modelling (HLM) (Bryk & Raudenbush, 1992). The results suggest that DHRMPs impact career success directly and also via status striving. Furthermore, career networking moderates the relationship between DHRMPs and career success. This study contributes to the existing knowledge on DHRMPs in the hospitality sector by proposing status striving as a mechanism through which DHRMPs influence employee career success. Moreover, our research provides unique insights by suggesting that employees' status striving may vary depending on their career networking when confronted with DHRMPs.

Keywords: Developmental human resource management practices; career networking; status striving; career success.

ID:167 - Veteran Experts: Transitioning Military Expertise into Civilian Work

Sarah Minnis

ABSTRACT

Even with ongoing military activity, civilians are unfamiliar with military members' work and acquired skills. Human resource development (HRD) scholars have been engaged in understanding and explaining veterans' skills transition into civilian work. Veterans' successful movement into civilian work is one of the transition outcome indicators of Kintzle and Castro's Military Transition Theory. Grenier and Kehrhan defined expertise and developed the Model of Expertise Redevelopment as applied to the broad employment community. Minnis and Kirchner's previous work showed how Grenier and Kehrhan's Model of Expertise Redevelopment could provide a new way to understand veterans' expertise redevelopment into civilian work as the Model of Expertise Redevelopment for Veterans. The purpose of this conceptual work is to build on this previous work considering veterans' transition as it takes place in the liminal space of unbecoming military service members and becoming civilian employees while engaged in the sensemaking of moving from one cultural world to another, seeking a new identity in civilian life. Understanding their new identity and integrating into civilian work can create emotional disruption for veterans necessitating their engagement in sensemaking and reculturation. The Model of Expertise Redevelopment for Veterans should serve as a valuable way for HRD researchers and HRD practitioners to represent and articulate the unique experience of military veterans' expertise redevelopment into civilian work.

Keywords: Veterans, Transition, Employment, Expertise, Liminal Space, Sensemaking

ID:174 - Leadership Humility Double Bind and its effects on Women

Omaima Hajjami, Bhagyashree Barhate & Sami El Ahmadie

ABSTRACT

Paper's Importance
Leadership humility is defined as an interpersonal characteristic that connotes an accurate self-view, appreciation for others, and openness to feedback (Owens et al., 2013). Recent research has shown that humility is a key component of effective leadership. However, how followers perceive humility is influenced by the leader's gender (Krings et al., 2022; Chen et al., 2018). For instance, male leaders are appreciated and receive more followership while female leaders receive backlash and lose followership (Priebe & Van Tongeren, 2023). Moreover, humble female leaders are rated lower in their leadership competence (Chiu et al., 2020). As a result, women leaders are impeded from practicing authentic leadership by being in a double bind, or humility double bind.

While this issue significantly affects women leader's performance evaluation, career advancement, and leadership development, human resource development has not yet addressed it in research and practice. This paper contributes to the body of literature by critically reviewing existing literature and addressing challenges faced by female leaders in relation to humility by situating it in the context of HRD.

Theoretical base
Society's assumptions about gender roles shape leadership perceptions, favoring masculine traits over feminine traits. Women often face challenges of these gender expectations in leadership, and deviating from traditional feminine norms can trigger negative reactions due to the perceived role incongruity. To untangle the relationship between leadership humility and women leadership, we use the theories of social identity and role incongruity. Social identity theory refers to "attributes that reflect group membership" (Ashforth et al., 2016, p.31). For example, women are expected to display communal behaviors such as humility, collaboration, care, and emotional expressivity more than men. When women's identity interacts with leadership, their behaviors are bound to the perception of role incongruity defined as a "mismatch between beliefs about the attributes typically possessed by members of a social group (that is, their stereotype) and beliefs about the attributes that facilitate success in valued social roles" (Eagly & Diekman, 2008, p. 19). Theoretical framework will help us further explore how leadership humility double bind manifests and affects women leadership.

Research purpose
Using an integrative literature review, we explore the relationship between humility double bind and women's leadership through social identity and role incongruity theories.

Research question
How does humility double bind manifest in women's leadership?

Implications to HRD
This study emphasizes the importance to question and reassess gender stereotypes and conventional leadership norms. We posit that HRD plays a pivotal role in addressing the challenge of the humility double bind and fostering an inclusive setting for feminine traits in leadership roles. Through this study, we will offer insights that can inform leadership development programs and encourage them to consider the nuanced impact of the humility double bind on women's leadership experiences.

References

Ashforth, B. E., Schinoff, B. S., & Rogers, K. M. (2016). "I identify with her,""I identify with him": Unpacking the dynamics of personal identification in organizations. Academy of Management Review, 41(1), 28-60. https://doi.org/10.5465/amr.2014.0033

Chiu, C.-Y., Chan, E., Hekman, D. R., & Owens, B. P. (2020). How does expressing humility affect females? The role of supervisors' gender. Academy of Management Proceedings, 2020(1). https://doi.org/10.5465/AMBPP.2020.18419-abstract

Diekman, A. B., & Eagly, A. H. (2008). Of men, women, and motivation: A role congruity account. In J. Y. Shah & W. L. Gardner (Eds.), Handbook of motivation science (pp. 434–447). The Guilford Press. Eagly, A. H., & Diekman, A. B. (2008). What is the problem? Prejudice as an attitude-in-context. In Dovidio, J. F., Glick, P., & Rudman, L. A. (Eds.). On the nature of prejudice: fifty years after allport (pp. 19-35). John Wiley & Sons.

Krings, F., Manoharan, S., & Mendes de Oliveira, A. (2023). Backlash for high self-promotion at hiring depends on candidates' gender and age. International Journal of Selection and Assessment, 31(3), 361-375. https://doi.org/10.1111/ijsa.12410

Owens, B. P., Johnson, M. D., & Mitchell, T. R. (2013). Expressed humility in organizations: Implications for performance, teams, and leadership. Organization Science, 24(5), 1517–1538. https://doi.org/10.1287/orsc.1120.0795

Priebe, C., & Van Tongeren, D. R. (2023). Women pay a steeper price for arrogance: Examining presentation style, gender, and humility. The Journal of Positive Psychology, 18(1), 121-129. https://doi.org/10.1080/17439760.2021.1991451

ID:175 - Leadership styles to face grand challenges: an overview of phronetic and transformational leadership

Robson Campos Leite, Américo da Costa Ramos Filho & Victor Couto Alves

ABSTRACT

We live in a time of profound and intense change combined with an enormous production and availability of information and data. According to SGB (Social Good Brazil), the volume of data created between 2014 and 2016 alone was greater than the amount produced throughout the entire history of humanity. Google alone, according to the Google.com portal itself, performs 3.5 billion searches per day. If a single person were to watch all the videos that YouTube serves in 24 hours, it would take no less than 2,739,726 years to accomplish this task, according to YouTube's own official upload data. Added to this, there is an unprecedented technological advance, such as big data, the creation of ChatGPT and the evolution of generative artificial intelligence, the growing concern with the acronym ESG and the energy transition, essential in risk analysis and investment decisions, putting strong pressure on the business sector. And all this, in a context surrounded by the risks of false information and disinformation.

Although they are not entirely new topics, all these issues that impact society today have a common challenge: dealing with the volume and complexity of information and knowledge. It is an epistemic challenge, as it is about epistemic processes: how knowledge and information are created or acquired, distributed, shared, and evaluated by individuals, communities, and organizations. This, in turn, fuels collective decision-making and coordinated action. For Seger et al. (2020), a collective and individual effort is necessary to develop practices that ensure epistemic security and the development of organizations and, consequently, of society.

Of course, not all this is knowledge-driven, but will seeking knowledge in this sea of data and information be simple or complex? What about the management of this information? And do the increasingly large and intense changes in the scenario in this environment have a great or little impact on organizational strategic plans? And how to manage the teams to meet the objectives and goals contained in these plans within this scenario of intense and increasingly frequent changes? Nonaka and Takeuchi (2021) argue we need a new type of leaders, what they call "wise leaders", to cope with this new world of major transformations, to allow strategy to become more future-oriented, society-focused, dynamic, and human-centric.

For Nonaka and Takeuchi (2019; 2021), wise leaders are people endowed with phronesis, often forgotten type of knowledge that Aristotle talked about 2400 years or so ago. It is interpreted as experiential knowledge that enables us to make prudent judgments in a timely fashion, and to take actions guided by values, principles, and morals, better known as practical wisdom among practitioners. It is essential to synthesize this growing complexity of today's social and economic forces. Phronesis is the primarily responsible for the practice of knowledge, not just creation, so they consider it to be the driving force of knowledge flow at the personal, organizational, and societal levels. They would act as agents of change, making judgments understanding that everything is contextual and making decisions considering the changing nature of business and combining micromanagement with the aspirations of the future. These wise leaders can resist the short-term culture and understand how their companies can operate sustainably.

For this reason, research on management wisdom has been gaining increasing interest and attention. However, this discussion of wisdom has still been neglected or superficially addressed in the literature on knowledge management (Jakubik; Muursepp, 2022). Therefore, the development of

practical wisdom has also been the subject of recent studies, especially in its application in management practices (Peltonen, 2022; Mahdavi et al, 2020; Bachmann et al, 2018; Scalzo; Fariñas, 2018; Thomas, 2017). However, as observed by Rocha, Kragulj and Pinheiro (2020), there are still open questions, for example, how leaders and team members seek, absorb, and develop phronesis, and its particularities in these processes.

Grint (2007) reinforces, as stated by Aristotle, that this type of wisdom is not a set of universal rules easily learned and reproduced but must be achieved through experience and reflection. Even so, the author adds, experience alone is not enough, especially because phronesis is related to apperception , which consists of the ability to relate new experiences to previous experiences, and to develop it, some level of reflective learning is required. Therefore, the author concludes that the development of leaders needs to be rethought, considering knowledge, skills, and wisdom, not necessarily together, but providing frameworks that can obtain them effectively.
 In trying to answer these questions, this paper presents some clues and paths on how to lead, involving and engaging teams within the organizational environment, so that organizational goals can be achieved and even exceeded, even with the intense changes in scenarios that the current world imposes on us. In this sense, the work in question has the objective to investigate through a literature review, this new type of wise leadership, which exercises practical wisdom, based on Nonaka and Takeuchi work and, consequently, is responsible (Eriksen; Cooper, 2018) as well as presents an approach using the application of James MacGregor Burns' Transformational Leadership techniques combined with Carlos Matus' Situational Strategic Planning and Richard Whittington's abstractions of Strategy as Practice, also including George Kohlrieser's conceptions present in his work called "Hostage at the Negotiation Table" and the definitions presented in Daniel Goleman's studies on Emotional Intelligence, in addition to the Framework proposed by Robson Campos Leite in the work entitled "Strategy and Leadership in times of profound changes: the path to success in a public organization".

Finally, the work aims to contribute to shed some light to the relationship of these different leadership development approaches with objective to nurture practical wisdom in individuals in the organizational context and consequently supports innovation, shared value creation, humanized strategies, organizational purpose, adaptation to change, meaningful workplace, and work attitudes, such as ethical decision-making, the creation and sharing of knowledge, the development of shared spaces, the well-being of the worker, curiosity and creativity, involvement, commitment and satisfaction at work, thus preparing for the grand challenges we face today.

Keywords: phronesis Transformational leadership management

ID:194 - The work and non-work effects of abusive supervision

Muhammad Farrukh Moin

ABSTRACT

Drawing on conservation of resources theory, we examined the link between abusive supervision and work-family conflict. In addition, we examined the mediating role of subordinate's burnout and a moderating role of organizational justice in this process. We collected time-lagged data from the service industry. We found that abusive supervision induces work-family conflict. In addition, we found that the relationship between abusive supervision and work-family conflict is mediated by subordinate's burnout whereas organizational justice moderates this relationship such that the mediated relationship was stronger when lower levels of organizational justice were present. We discussed the implication for theory and research and future directions.

Keywords: Abusive supervision, work-family conflict, burnout, organizational justice

ID:201 - Flourishing without Burning Out: An Exploration of Factors that Contribute to Sustainable Careers

Nisha Manikoth

ABSTRACT

Longer lives and aspirations for well-being in leading such lives are leading more people to pursue personal learning, development and growth both inside and outside of work (Arthur, 2014; Hall, 2004; McDonald & Hite, 2018; Sullivan & Baruch, 2009). An accumulation of these experiences over time is creating a mosaic of their careers. This brings to the forefront the notion of a sustainable career—one that continues to grow, adapt, and flourish rather than a burst of productivity only to fizzle out due to burnout. Benefits of a sustainable career go beyond achieving productivity to helping individuals realize their full potential (Lawrence et al., 2015) and offering improved health and happiness (Van der Heijden et al., 2020). Sustainable careers offer benefits for individuals and for their surrounding context (De Vos et al., 2020).

Van der Heijden and De Vos (2015) note that sustainable careers are a composite of work experiences intersecting with multiple life domains of work, social, and family across one's lifespan. They provide a definition of sustainable careers as "sequences of career experiences reflected through a variety of patterns of continuity over time, thereby crossing several social spaces, characterized by individual agency, herewith providing meaning to the individual" (p. 7). Sustainable careers include two components: employability and workability (Lawrence et al., 2015). Employability is the extent to which workers have the opportunity for short-term and long-term employment (Forrier and Sels, 2003) and workability is the extent to which job requirements are reasonable so as not to result in burnout (De Vos & Gielens, 2014, as cited in Lawrence et al., 2015). Sustainable careers can be developed through a dynamic process of preservation and generation within a supportive environment that includes a constellation of personal, workgroup, organizational, institutional, occupational, and national factors (De Vos et al., 2020). There is a dynamic interplay between an individual's proactive behaviors for growth and development and support from organizational, occupational and societal contexts. Research on sustainable careers that accounts for experiences gathered over time across multiple work and social contexts is still at a nascent stage. Career research has focused mostly at the individual level or the organizational level. Although the individual, organizational, and societal benefits from careers that cross organizational and geographical boundaries have been asserted by researchers (Khapova & Arthur, 2011), there is a gap in the literature of exemplars personal experiences building sustainable careers examining factors leading to sustainability is still sparse.

The purpose of this qualitative research study is to explore how individuals who self-report that they are building sustainable careers describe their actions and decisions in the crafting of their careers, as well as the role of employers, and support systems from occupational and societal contexts in supporting such careers.

Theoretical framework

Sustainable careers include two components: employability and workability (De Vos & De Prins, 2014; De Vos & Gielens, 2014 as cited in Lawrence et al., 2015). Employability is the extent to which workers have the opportunity for short-term and long-term employment (Forrier and Sels, 2003) and workability is the extent to which job requirements are reasonable so as not to result in burnout (De Vos & Gielens, 2014 as cited in Lawrence et al., 2015). Sustainable careers can be developed through a dynamic process of preservation and generation with proactive behaviors for

growth and development within a supportive environment that includes a constellation of personal, workgroup, organizational, institutional, occupational, and national factors (De Vos et al., 2020). Although the literature on sustainable careers is in its early stage of development (De Vos et al., 2018), it is an evolution of career theory. Contemporary careers of individuals within, outside, and across organizations and occupations as well an emerging focus that includes the responsibilities that organizations and society has in the ideology of self-actualized careers that "allow individuals to realize their full potential, and access to the social contexts which facilitate that realization" (Lawrence et al., 2015, p. 433) provide a foundation for the development of theories on sustainable careers. Van der Heijden et al. (2020) clarify that the sustainable career complements rather than replaces existing career paradigms, such as protean (Hall, 2002), boundaryless (Arthur & Rousseau, 1996), and customized careers (Valcour, Bailyn, & Quijada, 2007)" (pp. 1-2).

Research Design

This is an exploratory qualitative study based on a social constructivist worldview (Creswell & Creswell, 2022). Participants for this study will be individuals who self-identify as having built sustainable careers in spite of challenges such as high stress jobs or disruptions in personal, organizational, or occupational environments that had an impact on their employment. In-depth interviews will be conducted with eight to ten individuals to explore how they describe actions and decisions they took in crafting of their careers, as well as how employers and support systems from occupational and societal contexts may have supported them in building sustainable careers. Taking a reflexive pragmatic approach (Alvesson, 2003) interviews will involve questions that "stimulate an interplay between producing interpretations and challenging them" (p. 16). Following the reflexive interview, narratives from participants (Franzosi, 1998) will be carefully interpreted through narrative analysis (Polkinghorne, 1995; Riessman, 2008) to understand participant experiences and interpretations on the topic within their life and work contexts (de Janasz et al., 2003; Ferraro, 2021).

Implications for Human Resource Development

With careers evolving beyond boundaries of a single organization, or even a single occupation, a broader, societal vision for supporting sustainable careers is essential. By understanding factors that support sustainable careers, this study will offer insights for human resource development professionals for developing effective policies and practices. It will also highlight how professional associations and local communities can contribute to building sustainable careers. Finally, it will contribute to NHRD (McLean, 2004) by considering beneficial strategies at local, state, and national levels.

References

Alvesson, M. 2003. Beyond neopositivists, romantics, and localists: A reflexive approach to interviews in organizational research. The Academy of Management Executive, 17(1), 13-21. https://doi.org/10.2307/30040687

Arthur, M. B. (2014). The boundaryless career at 20: Where do we stand, and where can we go? Career Development International, 19(6), 627-640. https://doi.org/10.1108/CDI-05-2014-0068

Arthur, M. B., & Rousseau, D. M. (1996). The Boundaryless Career: A New Employment Principle for a New Organizational Era. Oxford University Press. https://doi.org/10.1093/oso/9780195100143.001.0001

Creswell, J. W., & Creswell, J. D. (2022). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.

De Janasz, S. C., Sullivan, S. E., & Whiting, V. (2003). Mentor networks and career success: Lessons for turbulent times. Academy of Management Perspectives, 17(4), 78-91. https://doi.org/10.5465/ame.2003.11851850

De Vos, A., Van der Heijden, B. I., & Akkermans, J. (2020). Sustainable careers: Towards a conceptual model. Journal of vocational behavior, 117, 103196-103209. https://doi.org/10.1016/j.jvb.2018.06.011

Ferraro, H. S. (2021). Careers, identities and institutions: The promise of narrative analysis. In W. Murphy and J. Tosti-Kharas (Eds.), Handbook of Research Methods in Careers, 267-282. https://doi.org/10.4337/9781788976725.00022

Forrier, A., & Sels, L. (2003). The concept employability: A complex mosaic. International journal of human resources development and management, 3(2), 102-124. https://doi.org/10.1504/IJHRDM.2003.002414

Franzosi, R. (1998). Narrative analysis—or why (and how) sociologists should be interested in narrative. Annual review of sociology, 24(1), 517-554. https://doi.org/10.1146/annurev.soc.24.1.517

Hall, D. T. (2002). Careers in and out of organizations. Sage Publications. https://doi.org/10.4135/9781452231174

Hall, D. T. (2004). The protean career: A quarter-century journey. Journal of vocational behavior, 65(1), 1-13. https://doi.org/10.1016/j.jvb.2003.10.006

Khapova, S., N., & Arthur, M., B. (2011). Interdisciplinary approaches to contemporary career studies. Human Relations, 64(1), 3-17. https://doi.org/10.1177/0018726710384294

Lawrence, B. S., Hall, D. T., & Arthur, M. B. (2015). Sustainable careers then and now. In A. DeVos and B. I. J. M. Van der Heijden (Eds.), Handbook of research on sustainable careers (pp. 432-449). Edward Elgar Publishing. https://doi.org/10.4337/9781782547037.00033

McDonald, K. S., & Hite, L. M. (2018). Conceptualizing and creating sustainable careers. Human resource development review, 17(4), 349-372. https://doi.org/10.1177/1534484318796318

McLean, G. N. (2004). National human resource development: What in the world is it? Advances in developing human resources, 6(3), 269-275. https://doi.org/10.1177/1523422304266086

Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. International journal of qualitative studies in education, 8(1), 5-23. https://doi.org/10.1080/0951839950080103

Riessman, C. K. (2008). Narrative methods for the human sciences. Sage Publications.
Sullivan, S. E., & Baruch, Y. (2009). Advances in career theory and research: A critical review and agenda for future exploration. Journal of management, 35(6), 1542-1571. https://doi.org/10.1177/0149206309350082

Van der Heijden, B. I., & De Vos, A. (2015). Sustainable careers: Introductory chapter. In A. DeVos and B. I. J. M. Van der Heijden (Eds.), Handbook of research on sustainable careers (pp. 1-19). Edward Elgar Publishing. https://doi.org/10.4337/9781782547037.00006

Van der Heijden, B., De Vos, A., Akkermans, J., Spurk, D., Semeijn, J., Van der Velde, M., & Fugate, M. (2020). Sustainable careers across the lifespan: Moving the field forward. Journal of Vocational Behavior, 117, 103344. https://doi.org/10.1016/j.jvb.2019.103344

Valcour, M., Bailyn, L., & Quijada, M. A. (2007). Customized careers. Handbook of career studies, 188-210. https://doi.org/10.4135/9781412976107.n11

Keywords: Sustainable Career, Talent Development, Contemporary Career

ID:202 - The Longitudinal Relationship between Female Managers' Leadership Competencies and Career Development Activities Using Autoregressive Cross-Lagged Modeling

Jiyoung Kim & Yoonhee Park

ABSTRACT

The purpose of this study was to examine the longitudinal relationship between female managers' leadership competencies and career development activities by using the autoregressive cross-lagged (ARCL) modeling. For this purpose, the 5th, 6th, and 7th waves of Korean Women Managers Panel (KWMP) were used, and a total of 1,022 female managers' data were analyzed. The final optimal model was selected by testing measurement invariance, path invariance, and error covariance invariance and conducted ARCL analysis. The results were as follows. First, the autoregressive effects of female manager's leadership competencies and career development activities were significant. Leadership competencies and career development activities were found to be stable over time. Second, the cross-lagged effect of leadership competencies and career development activities was significant. In other words, it was found that previous leadership competencies had an effect on subsequent career development activities, and career development activities also had an effect on subsequent leadership competencies by time-lagged period. Consequently, this study contributed to confirming the reciprocal relationship between leadership competencies and career development activities. Based on the results of this study, academic and practical implications were presented, and follow-up research was suggested.

Keywords: female manager, leadership competencies, career development activities, Korean Women Manager Panel (KWMP), autoregressive cross-lagged modeling

ID:227 - The Times Are Changing: COVID-19 Impact on Effective Virtual Leadership Practices

Yadira Guerrero, Jackie Robinson Brock & Stacy Wilson

ABSTRACT

Virtual teams have existed for many years. However, the pandemic led to the emergence of virtual teams composed of team members and leaders that entered new working practices with no established shared communication and social relationship building norms for a virtual work environment (Lal et al., 2021). The enforced and accelerated nature of this virtual team formation led to newly transitioned virtual leaders needing specific skills to manage this adaptive challenge. Our comparative research question is how did the COVID-19 pandemic impact virtual leadership practices? A systematic literature review identified the most current and relevant research available on the dynamics of virtual leadership practices and examined practices required for effective virtual leadership in post-pandemic work environments.

The research team proposes the conceptual framework, LEAD, which synthesizes the research and promising practices to enhance virtual leadership competencies. The conceptual framework aligns the virtual leadership competencies with the key themes of pandemic informed effective virtual leadership practices, which include 1) Leverage technology, 2) Establish virtual presence, 3) Amplify employee engagement, and 4) Develop trust virtually. Our research is significant because virtual leadership is here to stay. Organizations will continue to offer virtual work options to remain competitive. This framework can be used both at an organizational level and by individual leaders. At the organizational level, the LEAD framework should be used to inform the development of virtual leadership training programs for current and future leaders. At the individual level, leaders can use this framework to assess their practices and make adjustments to more effectively lead virtual teams.

Keywords: virtual leadership, leadership and management, virtual team, COVID-19

ID:249 - The Critical Need for Human Capital Measurement Standards and Transparency in Healthcare

Solange Charas, Ph.D, Heather Whiteman, Ph.D. & James Gaskin, Ph.D.

ABSTRACT

Despite long histories, the disciplines of healthcare performance analytics and human capital analytics followed parallel but separate tracks during the 19th and 20th centuries. Little has been done to integrate these two analytic disciplines to improve the delivery of medical care and the sustainability of healthcare organizations. Today, there is an increased demand for healthcare to meet the aging world population, spiraling healthcare costs, and a shortage of human resources to meet patient needs. It is imperative that healthcare professionals apply innovations to explore and optimize value from a combined discipline of healthcare human capital measurement and reporting.

Keywords: The Critical Need for Human Capital Measurement Standards and Transparency in Healthcare

ID:1 – In-Person and Remote Employees and Information Security Policy Compliance

Joyce Y. Mui, Barbara A. W. Eversole & Cindy L. Crowder

ABSTRACT

Many workers have changed their working status from in-person to remote, in the past several years, with a large increase in the number of employees working remotely during and after the COVID-19 pandemic. In parallel, the increasing costs of data breaches and number of security incidents continue to be a concern to organizations seeking to protect their organization, systems, and data. This study's research questions were formed using a theoretical framework of the Theory of Planned Behavior (TPB) to discover influences on employee behavior and the Social Bonds Theory (SBT) to address strength of relationships and impact to compliance. This study investigated in-person and remote employees and their lived experiences with information security policies (ISP), seeking to gain understanding of employee lived experiences, relationships within organizations, and ISP compliance.

This qualitative study used the phenomenology research method to interview study participants, that worked in-person and remotely, to gather data. Lived experiences of both in-person and remote study participants covered their experiences such as with their organization's implementation and enforcement of ISP, organizational culture and leadership attitudes shaping ISP compliance, and clarity and training of ISP for employee audiences. Top factors that influenced employee compliance of ISPs of both in-person and remote study participants included the automation, hectic/busy times, efficiency, availability, training, and enforcement of the ISPs. Overall, study participants reported positive relationships within their organization, regardless of whether they were in-person or remote, however, nearly all study participants also noted that building relationships was easier to do in-person than remote, even as technology has bridged some of the gap between in-person and remote working relationships. Human Resource Development (HRD) emphasizes learning, performance, and change where mechanisms to achieve these goals include leadership, organizational culture, training, and rewards (Gilley & Maycunich, 2000) which aligned with some of the results for factors that influence ISP compliance, in this study.

Keywords: technology management, data breach, employee behavior, security, compliance

ID:8 - A proposed framework for effective implementation of quality management within training

Renier Els & Helen Meyer

ABSTRACT

Quality management (QM), a holistic approach integrating managerial processes, is imperative for effective organisational processes, including training. This research investigates leaders' perceptions, attitudes, and commitment to quality training management within corps training units (CTUs) in the South African Army. A qualitative multiple-case study approach was used, including a document review and focus group interviews with 49 officers across six CTUs. The document review reveals deficiencies in conceptualising national human resource development strategies, particularly global perspectives and technological advancements. This highlights the need to integrate Total Quality Management (TQM) within Department of Defence training strategies to ensure training effectiveness and organisational alignment. Focus group interviews indicated that leaders' attitudes toward QM in training are influenced by organisational culture, leadership support and commitment, prioritisation of quality management and self-development. These attitudes affect leaders' commitment to QM in training. Hence, the study proposes a framework to address organisational and individual factors that adversely affect leaders' attitudes and commitment. By changing leaders' attitudes, this research suggests potential improvements in commitment to QM of training, benefiting organisations beyond the military

Keywords: Quality management, training, military, leaders, perceptions, attitudes, commitment, convergent parallel mixed-methods research

ID:9 - Integrating knowledge management and human resource development: a proposed definition

Petro Smith & Helen Meyer

ABSTRACT

The role of knowledge management (KM) as a strategic knowledge resource is crucial, especially in crisis times (Thumiki & Jurcic, 2021) [such as the COVID-19 pandemic]. KM is vital in [developing] and preparing human resources for 4IR readiness in developing essential skills as 4IR enables organisations to increase their competitiveness and performance (Anshari et al., 2022:4). Current literature is unclear on how KM relates to HRD, nor does a definition of KM exist in an HRD context. Hence this paper aims to determine to what extent KM and HRD are indeed integrated with KM and to propose a KM definition within an HRD context.

Keywords: knowledge management, human resource development, human resource development definition, knowledge management definition, evolution, integration

ID:12 - Two Worlds Apart? Engineering Students' Perceptions of Workplace English

Akif Çal, Tessa Mearns & Wilfried Admiraal

ABSTRACT

This study aims to explore the extent to which engineering students' perceptions of the role of English in the workplace are influenced by their internships and fields of study. Previous research has shown that employers highly value English communication skills among engineers, as these skills are crucial for employment, daily operations, and career advancement. Additionally, the perceptions of workplace communication requirements among practicing engineers are affected by their engineering disciplines and their company structures, whether domestic or multinational. In contexts with English-speaking engineers from different linguistic backgrounds, mismatches between workplace expectations and engineers' English competencies negatively impact their employability.

To investigate this topic, this study collected data from 347 engineering students in their third and fourth years at a Turkish university. Two independent variables were examined: the engineering field of study and internship experience. The study aimed to explore whether engineering students developed an understanding of workplace communication requirements in English before graduating. Regarding the engineering field of study, the current research assessed whether students in different engineering disciplines perceived workplace English requirements differently. Furthermore, it focused on internship experience to analyze whether exposure to a workplace setting helped engineering students develop perceptions of workplace English requirements similar to those reported by practicing engineers.

The results suggest that neither of the two independent variables resulted in any differences in engineering students' perceptions of the role of English in the workplace and its importance for their future careers. Moreover, it was found that engineering students from different fields of study and with or without internship experience reported workplace English requirements differently than practicing engineers did in previous research. These findings have significant implications for higher education institutions and engineering curricula, highlighting the need to raise awareness among engineering students about workplace expectations through curricular reform. Additionally, the findings underscore the critical role of internship programs for engineering students in understanding workplace structures and operations as prospective engineers, emphasizing the need for a review of such programs to offer engineering students quality exposure to a workplace setting.

Keywords: workplace English, engineering communication, student perceptions, higher education, engineering English

ID:43 - Sustainable Talent: Addressing Training Challenges through effective Management in Green Human Resources - Case Study

Mélanie Carvalho Neves & Maria Helena Rodrigues Guita de Almeida

ABSTRACT

Purpose – As the world is in constant evolution, the application of the "green" idea to human resource management, which is crucial for achieving both competitive advantage and environmental goals, is more and more current. It is known as "Green Human Resource Management" (GHRM). The purpose of this study is to identify the evolution of challenges faced by green human resources, training and development practices in the last 10 years, to analyze the current status of green human resource management activities in an automobile sector company in order to improve its effectiveness.

Design/ methodology/ approach – The research will be conducted in three phases: In the first phase, a preliminary study was carried out to identify the training and development challenges for the last 10 years. In the second phase, a bibliometric study will then be carried out to study the evolution of challenges faced by green human resources, training and development practices in the last 10 years. Finally, structured interviews will be conducted with technical staff and human resources manager of the human resources training department to analyze the current state of activities developed by an automotive sector company according to the activities identified in the first and second phases.

Findings – The expected results should confirm our hypothesis concerning the effective management in Green human resources.
Future research/ limitations – Future research and limitations will be highlighted.

Keywords: Sustainable talent, green human resources management, Training and development challenges, Human resources activities, Effective management.

ID:48 - Working Paper: Adopting Action Learning to Teach the United Nations' Sustainable Development Goals in Higher Education

Yonjoo Cho, Sunyoung Park & Rebecca Chunghee Kim

ABSTRACT

In Scholarship Reconsidered: Priorities of the Professoriate, Ernest Boyer (1990), the then president of the Carnegie Foundation for the Advancement of Teaching, proposed four kinds of scholarship: discovery (research), integration (synthesis), practice (application), and teaching (pedagogy) that "shapes both research and practice" (p. 16). However, given the focus on discovery (research) in applied fields (Ghoshal, 2005) such as human resource development (HRD), the scholarship of teaching has received limited attention (Cho & Zachmeier, 2015). There also is a strong need to expand the bounded scope of HRD research to fill the gap between research and practice through incorporating more socially impactful research that contributes to the global agenda of sustainable development (Hoffman, 2021; Howard-Grenville et al., 2019).

In this context, the purpose of this study is to examine the current state of the teaching of sustainability and the United Nations' (UN) sustainable development goals (SDGs) and to suggest the adoption of action learning as an experiential teaching method in higher education. Our study is based on three research constructs: sustainability management (Annan-Diab & Molinari, 2017; Jarzabkowski et al., 2021; Stark et al., 2010), the UN's SDGs (Fauzi et al., 2023; Howard-Grenville et al., 2019; Zarestky & Collins, 2017), and action learning (Booth et al., 2020; Park et al., 2023) as an experiential teaching method. Two research questions will guide our inquiry: what is the current state of the teaching of sustainability and the UN's SDGs in higher education? How can action learning be used to teach sustainability and the UN's SDGs in higher education? To answer these research questions, we will work through the following three steps:

- A literature review on sustainability management, the UN's SDGs, and action learning as an experiential teaching method. As for the review of the literature on action learning, we will review 24 articles, identified in Cho and Egan (2023) related to action learning for the SDG 4: Quality Education
- Analysis of the curriculum on sustainability and the UN's SDGs in higher education. We will review previous studies (e.g., Kurland et al., 2010; Molina et al., 2023) and existing curriculum (e.g., The sustainability degree program in California State University, Northridge)
- Presentation of an action learning case for its adoption to teach sustainability and the UN's SDGs in higher education and the corresponding suggestions

Having less than 10 years left to achieve the UN's SDGs by 2030, this study will shed light on the teaching of sustainability and the UN's SDGs in higher education and provide insights into the importance of adopting action learning as an experiential teaching method. The study will show how "to do things differently for creating societal impact" (Hoffman, 2021, p. 515) in research and teaching. Furthermore, integration of action learning into the teaching of sustainability will suggest future leaders' actions of how to play a role for accomplishing sustainable development of the world in three sustainability agendas: environmental sustainability (e.g., climate action, affordable and clean energy), social sustainability (e.g., poverty, health and well-being, gender equality), and economic sustainability (e.g., long-term economic growth, corporate responsibility), all of which call for the seamless integration for implementation.

References

Annan-Diab, F., & Molinari, C. (2017). Interdisciplinarity: Practical approach to advancing education for sustainability and for the Sustainable Development Goals. The International Journal of Management Education, 15, 73-83. https://doi.org/10.1016/j.ijme.2017.03.006

Booth, A., Aben, K., Otter, B., Corrigall, T., Ray, C., & Earley, S. (2020). Carbon management and community-based action learning: A theory to work experience. Action Learning: Research and Practice, 17(1), 62-71. https://doi.org/10.1080/14767333.2020.1712845

Boyer, E. L. (1990). Scholarship reconsidered: Priorities of the professoriate. The Carnegie Foundation for the Advancement of Teaching.
https://www.umces.edu/sites/default/files/al/pdfs/BoyerScholarshipReconsidered.pdf

Cho, Y, & Egan, T. (2023). The changing landscape of action learning research and practice. Human Resource Development International, 26(4), 378-404.
https://doi.org/10.1080/13678868.2022.2124584

Cho, Y., & Zachmeier, A. (2015). HRD educators' views on teaching and learning: An international perspective [Special issue]. Advances in Developing Human Resources, 17(2), 145-161.
https://doi.org/10.1177/1523422315572618

Fauzi, M. A., Rahman, A. R. A., & Lee, C. K. (2023). A systematic bibliometric review of the United Nation's SDGs. International Journal of Sustainability in Higher Education, 24(3), 637-659.
https://doi.org/10.1108/IJSHE-12-2021-0520

Ghoshal, S. (2005). Bad management theories are destroying good management practices. Academy of Management Learning & Education, 4(1), 75-91. https://doi.org/10.5465/AMLE.2005.16132558

Hoffman, A. (2021). Business education as if people and the planet really matter. Strategic Organization, 19(3), 513-525. https://doi.org/10.1177/1476127020967638

Howard-Grenville, J., Davis, G. F., Dyllick, T., Miller, C. C., Thau, S., & Tsui, A. S. (2019). Sustainable development for a better world: Contributions of leadership, management, and organizations. Academy of Management Discoveries, 5(4), 355–366. https://doi.org/10.5465/amd.2019.0275

Jarzabkowski, P., Dowell, G. W. S., & Berchicci, L. (2021). Strategy and organization scholarship through a radical sustainability lens: A call for 5.0. Strategic Organization, 19(3), 449-455.
https://doi.org/10.1177/14761270211033093

Kurland, N. B., Michaud, K. E. H., Best, M., Wohldmann, E., Cox, H., Pontikis, K., & Vasishth, A. (2010). Overcoming silos: The role of an interdisciplinary course in shaping a sustainability network. Academy of Management Education and Learning, 9(3), 457–476.
https://doi.org/10.5465/amle.9.3.zqr457

Molina, A. A., Helldén, D., Alfvén, T., Niemi, M., Leander, K., Nordenstedt, H., Rehn, C., Ndejjo, R., Wanyenze, R., & Biermann, O. (2023). Integrating the United Nations sustainable development goals into higher education globally: A scoping review. Global Health Action, 16(1), 2190649.
https://doi.org/10.1080/16549716.2023.2190649

Park, S.-H., Cho, Y., & Bong, H.-C. (2023). Action learning for community development from the lens of the UN's SDGs: A systematic review. Action Learning: Research and Practice, 20(3), 252-281. https://doi.org/10.1080/14767333.2023.2262410

Stark, M., Bands, G., Marcus, A. A., & Clark, T. S. (2010). In search of sustainability in management education. Academy of Management Learning & Education, 9(3), 377-383. https://www.jstor.org/stable/25782024

Zarestky, J., & Collins, J. C. (2017). Supporting the United Nations' 2030 sustainable development goals: A call for international HRD action. Human Resource Development International, 20(5), 371–381. https://doi.org/10.1080/13678868.2017.1329370

ID:61 - Investigating the intersection of AI technologies and HRD

Malar Hirudayaraj

ABSTRACT

As organizations navigate the dynamic landscape of the modern workplace, the intersection of AI technologies and Human Resource Development (HRD) emerges as a pivotal area of exploration. This research investigates the multifaceted impact of AI on HRD practices, explore innovative strategies, address challenges, and contribute to the broader discourse on shaping the future of work. Investigating the intersection of AI technologies and human resource development is essential for organizations seeking to harness the full potential of AI to improve workforce capabilities, optimize HR processes, and navigate the challenges and opportunities presented by the evolving nature of work.

AI technologies have the potential to revolutionize the way employees acquire and develop skills and can help organizations prepare for future workforce dynamics, including the increasing integration of technology, changing job roles, and the need for ongoing reskilling and upskilling. Research in this area helps organizations understand how AI can be leveraged to enhance training programs, personalize learning experiences, and ultimately improve workforce skills and performance. The integration of AI in HRD offers opportunities to optimize talent management processes, including recruitment, performance evaluation, and succession planning. Moreover, AI technologies can provide data-driven insights for informed decision-making in HRD. Investigating this intersection helps organizations understand how AI analytics can support strategic decision-making, align HRD initiatives with overall business goals, and contribute to organizational success. Understanding the impact of AI on HRD practices helps organizations enhance the overall employee experience. Research in this area can identify how AI contributes to creating positive work environments, supports employee well-being, and fosters a culture of continuous learning and development. AI technologies can play a crucial role in fostering a culture of continuous learning within organizations. Investigating this intersection helps identify how AI-driven learning platforms, recommendation systems, and adaptive training programs can contribute to building a dynamic and learning-oriented workplace culture.

This study adopts a horizon scanning (HS) approach and delves into the potential of AI to enhance workforce skills and performance. While literature reviews are past and present-oriented, focusing on summarizing existing knowledge up to the point of the review, HS is future-oriented, emphasizing the identification of emerging trends and developments. Therefore, Horizon scanning is particularly valuable in dynamic and rapidly evolving fields, where exploring current trends and anticipating future developments are crucial for informing the discourse on the future of the field. Using HS, we scrutinize how AI is being used in Learning and Development, and how AI helps address pressing workforce challenges, such as skills gaps and talent shortages, while contributing to organizational competitiveness and agility. We also explore how AI can positively impact employee experience, well-being, and overall workplace culture, emphasizing the importance of creating dynamic environments that support learning and development. By investigating the intersection of AI technologies and HRD, this research not only provides valuable insights for organizations seeking to harness AI's potential but also offers a roadmap for navigating the complexities and opportunities.

Keywords: AI, Learning and Development, workforce development

ID:62 - Strengthening Inclusive leadership: insights from a dedicated Professional Development Programme

Rachel Verheijen-Tiemstra, Rob Poell, Anje Ros & Marc Vermeulen

ABSTRACT

This paper aims to answer the following research question: How did design criteria and contents of a professional development programme, according to participants, contribute to the development of their inclusive leadership behaviour? To this end, we followed 17 school and childcare leaders collaborating in Dutch child centres for education and childcare, who participated in a dedicated professional development programme on inclusive leadership. Triangulation utilised qualitative data from observations and interviews, complemented by pre- and post-programme self-evaluations for a comprehensive analysis. Six distinct design criteria derived from the literature where tailored to developing inclusive leadership, which formed the basis for the programme that consisted of four sessions, spread over 5 months. The main finding suggests that participants' involvement in the professional development programme resulted in an augmented awareness of inclusive leadership which was manifested through the adoption of new behaviours or an increased application of inclusive leadership behaviours. Essential design criteria for this purpose , according to participants, included collective learning, participation in pairs, and self-regulated learning through the use of learning logs and reflective interviews, particularly when learning logs and reflective interviews were combined

Keywords: professional development; inclusive leadership; school leadership development;

ID:63 - Utilizing the learning environment enhances the benefits of digital learning platform on the organizational outcomes: A Case Study of ABC learning application

Siriruk Sripunchapong & Pawinee Petchsawang

ABSTRACT

Organizations are embracing digital learning platforms to revolutionize employee training and development in the digital era (Bujang et al, 2020). These platforms offer cost-effective alternatives to traditional methods, reducing expenses and facilitating scalability across various locations. Post-pandemic shifts have highlighted the significance of digital learning in navigating hybrid work models and fostering active employee engagement in learning initiatives (Nachmias & Hubschmid-Vierheilig, 2021).

While digital learning platforms offer unparalleled flexibility and personalized experiences, they also present challenges such as potential isolation, technical issues, and the necessity for digital literacy (Borup et al., 2014). A well-crafted learning environment is crucial to maximize the benefits of these platforms (Mørk et al., 2020). Understanding the intricate relationship between digital learning platforms and organizational factors like physical workspace, social interactions, and leadership support is crucial. This comprehension enables organizations to cultivate a supportive learning environment, fostering engagement, collaboration, and personalized experiences, impacting employee satisfaction, knowledge acquisition, and overall performance for sustained success in a competitive landscape.

Theoretical base

The conceptual framework used consisted of two theoretical frameworks that formed the study's perspective. Bronfenbrenner's Ecological Systems Theory, proposed by Urie Bronfenbrenner (1979), focuses on the impact of various environmental systems. This theory identifies different layers of influence, including the microsystem (individual's immediate environment), mesosystem (interconnections between microsystems), exosystem (external environments indirectly affecting individuals), macrosystem (societal or cultural influences), and chronosystem (time-related influences). Connectivism, formulated by Siemens (2004), focuses on learning through connections and networks in the digital age. It emphasizes adapting to evolving information landscapes by developing skills to navigate networks effectively. Hence, the integration of these two theories established the framework for this study. Bronfenbrenner's model identified the environmental components, while Connectivism highlighted its significant impact on digital learning outcomes.

Objectives
1. To study the digital learning environment and categorize its components
2. To explore the organizational outcomes stemming from the utilization of digital learning platforms
3. To investigate the effect of the digital learning environment on overall organizational outcomes

Research Questions
1. What are the characteristics of a digital learning environment?
2. What are the organizational outcomes of a digital learning platform?
3. How does the digital learning environment affect organizational outcomes?

Mixed-method study: qualitative phase explores digital learning environment characteristics and organizational outcomes. Subsequently, quantitative phase is to test relationship between digital learning environment and organizational outcomes.

Implications for HRD practice

This study guides HRD in utilizing digital learning platforms for training and development, enhancing learning environments, fostering continuous learning cultures, and aligning organizational goals by upskilling employees efficiently.

Conclusions

This research emphasizes the pivotal role of digital learning environment in shaping organizational outcomes, highlighting their significant impact on enhancing effectiveness. It underscores the importance for HRD to leverage these insights, align training strategies, and foster supportive learning environment through digital platforms to enhance organizational performance and adaptability in a rapidly changing landscape.

Keywords: Learning Environment, Digital Learning Platform, Organizational Outcomes

ID:99 - Working Paper - Can adopting critical approaches to evaluation enhance the understanding and value of knowledge exchange?

Catharine Ross, Lynn Nichol, Carole Elliott, Sally Sambrook & Jim Stewart

ABSTRACT

Paper's Importance
Knowledge exchange (KE) has been defined as 'the wide range of activities HEPs [Higher Education Providers] undertake with partners' (Research England 2023 a) to ensure that the knowledge they teach and create 'can be used for the benefit of the economy and society' (Research England 2023 b). We suggest it could be conceived as a form of HRD, 'shaping individual and group values and beliefs and skilling through learning-related activities to support the desired performance of the host system' (Wang et al, 2016). Given its increasing importance (Marzocchi et al, 2023; Atta-Owuso and Fitjar, 2023), we explore how KE is evaluated in a KE case study and whether its value might be enhanced through greater application of critical HRD evaluation approaches.

Theoretical base
KE evaluation can focus on process or outcomes (Upton et al, 2014). The UK government's current approaches predominantly assess outcomes, or the mere occurrence of knowledge exchange (Research England 2023c). Where outcome-based it tends to focus on commercialisation metrics leading to concerns that certain forms of KE may be incentivised over others (Rossi and Rosli, 2015). A focus on commercial outcomes defined by a narrow range of stakeholders mirrors some orthodox approaches to HRD evaluation such as derived from Kirkpatrick focusing on impact on job performance and achievement of organisational goals (Reio at al, 2017). Other approaches assess alternative outcomes such as increased equity for marginalised stakeholders (Bierema et al, 2024), recognising alternative or wider stakeholder needs. Such approaches may reflect critical HRD by challenging assumptions about interventions (Corley and Eades, 2014) and/or highlighting conflicting interests (Sambrook, 2021).

Research purpose and methods
This research assesses whether existing mechanisms of KE evaluation enhance its value, for which groups, and how that might be affected by the application of approaches derived from critical HRD. It seeks to answer:
-How do case study stakeholders evaluate the KE?
-To what extent would these evaluations be captured by current dominant mechanisms for evaluating KE?
-To what extent would these evaluations be captured by approaches derived from orthodox HRD practice?
-How might applying critical HRD approaches to evaluation increase the value of KE?
Thematic analysis of interviews with stakeholders in a longitudinal case study was undertaken in January/February 2022 and December/January 2023.

Implications for HRD practice
The research sets out potential implications of different approaches to evaluation for diverse KE stakeholders. It supports those involved in learning from KE to select evaluation approaches that reflect on the purpose and value of KE.

Conclusions
Applying outcome-based approaches to HRD evaluation could ensure that KE enhances the performance of the host system according to its definition of value rather than adopting

government-defined value definitions, while some process-based approaches could improve performance in line with the goals of stakeholders. However, these might run counter to critical HRD aspirations which may be better served by evaluation approaches which support individual reflection on learning regardless of system benefits. Additional critical HRD approaches (Bierema et al 2024) could also provide relevant methods of evaluating KE.

Keywords: HRD Evaluation, Knowledge Exchange, Critical HRD

ID:109 - Antecedents and Outcomes of Organizational Socialization for the Early Careers of High School Graduates: The Role of Informal Learning

Yoonhee Park, Suwon Yim & Mirae Oh

ABSTRACT

Although research has widely recognized learning through social interactions as a key factor in organizational socialization, empirical studies have not paid sufficient attention to informal learning as a trigger of newcomer socialization. In addition, there is little understanding of how job context and individual perceptions toward informal learning influence organizational socialization and turnover intention. In the present study, it was proposed that both job characteristics and informal learning can influence organizational socialization. Moreover, informal learning was considered as a mediator between job characteristics and organizational socialization. With a sample of early careers of male high school graduates in South Korea, the research showed that job characteristics influence newcomer's socialization directly and through informal learning. Additionally, organizational socialization was found to result in lowering intention to leave by increasing job satisfaction. Based on the results of the study, several implications were discussed.

Keywords: Organizational Socialization, Intention to Leave, Job Characteristics, Informal Learning

ID:114 - Exploring the origins of training: A mixed-method historical study of Hadrian's Wall

Kenneth Bartlett

ABSTRACT

Paper's importance
The historical origins of human resource development (HRD) have attracted attention and on-going theoretical debate in the field, especially when viewed from the perspective of dominate narratives and the privileged position of selected versions of history as foundational to be taught in colleges and universities. Lee (2015) noted that HRD has a history in that: "People have been "doing" what could have called HRD for many years, but these activities were not initially conceptualized as HRD – it is only us looking backwards that now call "it" HRD" (p. 3). Swanson and Holton (2001) trace the history of HRD in the United States with origins to the ancient Greek and Roman era. Although, as Perriton (2022) observed, it is clear that Swanson and Holton discount these classical origin roots in the historical foundation narrative of mid-20th century development of HRD.
As an applied discipline, HRD is not unique in exploration of ancient Roman origins that inform current conceptualizations of theory and practice. Historiographies on labor management (Van der Linden, 2010) and project management (Seymour & Hussein, 2014) have highlighted that large-scale projects like the Egyptian pyramids, China's Great Wall, or Hadrian's Wall show origins of people management including training, development, and leadership. Yet, historical studies with direct evidence of practices that align with contemporary conceptualizations of HRD are scant.

Theoretical base
The theoretical concept of place remains largely absent from HRD research. To explore the phenomenological dimensions of a place and its relative connection and contribution to the history of training, in this case at Hadrian's Wall, required extension beyond one single discipline or theory for a broader and diverse framework of understanding (Gruenewald, 2003). The theoretical framework drew from history, geography border studies, and Heideggerian philosophy applied to the activity-based experience following the "walking and knowing the past tradition" documented by the historian Readman (2021). Application of this theoretical framework allowed the 'Wall' to serve as a geographic zone for temporal, spatial and experiential dimensions to examine aspects of the history of HRD.

Research purpose
The purpose of this study was to conduct an interdisciplinary investigation into historical evidence of training associated with the construction and operation of the Roman built Hadrian's Wall in northern England. The significance of this study is despite mention of the training required to build and operate the Hadrian's Wall, no investigation has focused on the collective evidence and consequently, the role of training in Roman Britain as a core aspect in the narrative of the origins of HRD is limited.

Research question/s
The broad research question was: What evidence of activity related to current conceptualizations of training as a core HRD practice are associated with Hadrian's Wall during the period of AD 122-410 . This study used a combination of research methods drawing from a diverse range of academic disciplines. However, the overarching method drew from research in adventure education, outdoor learning, and leisure studies with an ethnographic approach considered vital to contextualize authentic interactions between person and place (Kennedy, MacPhail, & Varley, 2020). In this study, a six-day solo hiking expedition along the length of the Hadrian's Wall Path provided an opportunity

to explore references to training, development, and learning for Roman soldiers/administrators during the period of AD 122-410 from an embedded 'sense of place' theoretical framework. Data collected included literature review of academic sources, documentation at various museum and historical sites directly connected to Hadrian's Wall such as exhibits, interpretative signs, brochures, and guidebooks. I also maintained a written journal, recording my observations in the field. Using the thematic analysis approach of Braun and Clarke (2006), the data were iteratively themed and analyzed.

Keywords: HRD history, training, Hadrian's Wall, expedition autoethnography

ID:115 - The Impact of Training and Development Opportunities on Job Satisfaction and Turnover Intention: In a Moroccan University

Khaoula El Fellahi, Hiba Afakkir, Mohamed Ennoman & Jeong-Ha Yim

ABSTRACT

Organizations provide training and development (T&D) to employees to rapidly expand and utilize their workforce and develop skills, and training development is an essential element in modern organizations (Torraco, 2016). Environmental changes resulting from globalization and digitalization require us to acquire knowledge and skills more frequently and continuously. In particular, higher education educators are responsible for cultivating talent who can respond to these changes. Therefore, due to their professional obligations and the digitalizing work, they are the first to face the need for T&D to embrace the change. Due to a lack of T&D opportunities or quality, the job satisfaction (JS) of employees who cannot keep up with these change demands can drop significantly, increasing turnover intentions (Mouaddib et al., 2023; Mahboub et al., 2023). Mobley (1977) proposed an early model linking employee turnover intention (TI) to JS and identifying attitudinal, decisional, and behavioral dimensions (Mobley, 1983). Based on the model, many scholars have reported a negative relationship between JS and TI (Ait Alla, 2019; Andoh, 2021; Berguig, 2019; Fite, 2022; Hanaty, 2022; Memon, 2016;) and the determinants of TI (Hajjami, 2023). However, little research links them with T&D, although continuous learning is becoming more important in a rapidly changing organizational environment. Moreover, as mentioned earlier, even though T&D is an important issue for organizations, including higher education institutions, research on this topic that targets them is limited. Therefore, this study aims to examine the impact of T&D on JS and TI of faculty in higher education and to investigate whether T&D moderates the relationship between JS and TI. The research questions are as follows.

1) What is the relationship between T&D and JS?
2) What is the relationship between T&D and TI?
3) What is the relationship between JS and IT?
4) Does T&D moderate the relationship between JS and TI?

The sample consists of about 150 to 200 faculty members in a university in Morocco, including full-time, part-time, and lecturers who have been employed at the institution for more than one year and have participated in the faculty T&D programs at least four times in the past year. Data will be collected through a survey, and regression analysis will be used to reveal the relationships between variables and the moderating effect of T&D.

By unraveling the relationships among these variables, this study is expected to provide insight into strategies that can increase employee satisfaction, improve performance, and reduce turnover among the university faculty, emphasizing the importance of T&D in the globalization and digital age. Furthermore, despite being a limited context, this study will contribute to filling the gap in HRD research as an empirical study conducted in a Moroccan higher education setting.

Keywords: Training and development, job satisfaction, turnover intention

ID:126 - The Impact of Psychological Safety on Knowledge Sharing with Employees' Well-being as a Mediator

Shinhee Park

ABSTRACT

This study examines the relationship between psychological safety, knowledge sharing, and the mediating role of employee's well-being. As the business environment continuously evolves due to technological advancements, the significance of knowledge sharing becomes indispensable for organizations that are seeking to establish a lasting competitive advantage. Knowledge sharing, a critical component of organizational effectiveness, is defined as the transmission of individual expertise or problem-solving skills to the larger collective (Bock et al., 2005). Knowledge sharing includes employees' voluntary sharing of relevant information to support goal achievement, collaborative problem-solving, and innovation (Ipe, 2003; Wang & Noe, 2010). The study will employ a 5-item scale (Bock et al., 2005) to measure knowledge sharing behaviors that are categorized into explicit and implicit dimensions. The items reflect the extent to which employees share reports, documents, experience, and expertise with team members in order to examine their contribution to the knowledge-sharing process.

In recent years, psychological safety has gained practical significance, which was partially the result of an increased emphasis on learning and innovation within contemporary organizations (Edmondson & Lei, 2014). The concept of psychological safety, which is defined as employees' trust that their thoughts and vulnerabilities will be treated respectfully and without repercussions (Edmondson, 1999), is central to this inquiry. Psychological safety is the atmosphere in which people feel free to express their ideas, express their worries, and take risks without fear of retaliation. A 7-item scale will be used to evaluate this construct (Edmondson, 1999), which measures how much team dynamics encourage candid communication, taking calculated risks, and appreciating individual contributions.

In terms of organizational competitiveness, employees' well-being and knowledge sharing are becoming essential elements. Berraies et al. (2020) revealed that knowledge sharing uses employee well-being as a lever. Bietry and Creusier (2013) conceptualized employees' well-being as a two-dimensional concept integrating both eudaimonic and hedonic aspects. George and Brief (1992) and Wang et al. (2017) emphasized that hedonic aspects of well-being, such as happiness, pleasure, enjoyment, and satisfaction regarding the physical work environment, encourage employees to share their knowledge with their colleagues and spread cooperation and kindness. Additionally, knowledge sharing is fostered by the eudaimonic aspects of well-being, which include personal growth, a sense of purpose in life, and supervisors' recognition and compassion. Knowledge workers may believe that their managers value their talents and consider their intrinsic needs, which inspires them to share their knowledge and assist others, if they are seeking autonomy, a challenging work environment, and personal progress (Chumg et al., 2016).

We will employ a quantitative research approach to examine these relationships at an individual level of analysis. Data will be collected through surveys that will be given to IT engineers in large companies in South Korea. We plan to collect 300 samples for analysis. Structural equation modeling (SEM) will be used to evaluate the direct and indirect effects of psychological safety on knowledge sharing with employees' well-being as a mediator. The measurement model will assess the reliability and validity of the measurement indicators for psychological safety and knowledge sharing.

This study's findings will have significant implications for both theoretical and practical fields. The current study will offer a validated measure of the conceptual framework by Edmondson and Lei (2014). By identifying the mechanisms through which psychological safety affects knowledge sharing, the study contributes to psychological safety theory and organizational behavior literature. This study will also have implications for organization leaders and managers from HRD perspectives. In particular, as emphasized in previous studies that showed that employees' well-being has a direct impact on knowledge sharing, employees' well-being can be formed through members' positive self-acceptance, emphasis on personal growth and life purpose, and smooth interpersonal relationships. In other words, it is necessary to introduce a new process for knowledge management, but the organization leaders and managers must first listen more carefully to the mind management of their members to promote knowledge sharing and strengthen the organization's capabilities.

Keywords: psychological safety, knowledge sharing, employees' well-being

References

Berraies, S., Lajili, R., & Chtioui, R. (2020). Social capital, employees' well-being and knowledge sharing: does enterprise social networks use matter? Case of Tunisian knowledge-intensive firms. Journal of Intellectual Capital, 21(6), 1153-1183. https://doi.org/10.1108/JIC-01-2020-0012

Bietry, F. and Creusier, J. (2013), "Proposition d'une echelle de mesure positive du bien-^etre au travail (EPBET)", Revue de gestion des ressources humaines, Vol. 2013 No. 1, pp. 23-41.

Bock, G. W., Zmud, R. W., Kim, Y. G., & Lee, J. N. (2005). Behavioral intention formation in knowledge sharing: Examining the roles of extrinsic motivators, social-psychological forces, and organizational climate. MIS Quarterly, 87-111. https://doi.org/10.2307/25148669

Chumg, H. F., Seaton, J., Cooke, L., & Ding, W. Y. (2016). Factors affecting employees' knowledge-sharing behaviour in the virtual organisation from the perspectives of well-being and organisational behaviour. Computers in Human Behavior, 64, 432-448. https://doi.org/10.1016/j.chb.2016.07.011

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. Administrative Science Quarterly, 44(2), 350-383. https://doi.org/10.2307/2666999

Edmondson, A. C., & Lei, Z. (2014). Psychological safety: The history, renaissance, and future of an interpersonal construct. The Annual Review of Organizational Psychology and Organizational Behavior, 1(1), 23-43. https://doi.org/10.1146/annurev-orgpsych-031413-091305

George, J. M., & Brief, A. P. (1992). Feeling good-doing good: A conceptual analysis of the mood at work-organizational spontaneity relationship. Psychological Bulletin, 112(2), 310.

Ipe, M. (2003). Knowledge sharing in organizations: A conceptual framework. Human resource Development Review, 2(4), 337-359. https://doi.org/10.1177/1534484303257985

Luthans, F., Avolio, B. J., Walumbwa, F. O., & Li, W. (2005). The psychological capital of Chinese workers: Exploring the relationship with performance. Management and Organization Review, 1(2), 249-271. https://doi.org/10.1111/j.1740-8784.2005.00011.x

Wang, S., & Noe, R. A. (2010). Knowledge sharing: A review and directions for future research. Human Resource Management Review, 20(2), 115-131. https://doi.org/10.1016/j.hrmr.2009.10.001

Wang, J., Yang, J., & Xue, Y. (2017). Subjective well-being, knowledge sharing and individual innovation behavior: The moderating role of absorptive capacity. Leadership & Organization Development Journal, 38(8), 1110-1127. https://doi.org/10.1108/LODJ-10-2015-0235

Keywords: psychological safety, knowledge sharing, employees' well-being

ID:128 - Impact of Generative AI on Supply Chain and Human Resources

Otacilio José Moreira, Cezario Bruno Santos, André Luis Azevedo Guedes, Aurelio Lamare Soares Murta & Maria Carolina Rodrigues

ABSTRACT

Generative Artificial Intelligence (Gen-AI) is an emerging technology that could revolutionize supply chain management (SCM). However, there are concerns about the benefits, challenges, and implications of Gen-AI for businesses and workers. Research on the impact of Gen-AI on SCM is important in helping businesses make informed decisions about adopting this technology. Therefore, the objective of this article was to understand the aspects of Gen-AI's influence on the management of SCM processes and people, exploring the benefits, challenges, and emerging trends. The methodology used for this study was based on field research and, as for the objectives, qualitative exploratory. Data were collected from a group of 160 professionals working in SCM processes in Rio de Janeiro through an online questionnaire. The main results show that 25% of respondents already use Gen-AI in their processes and 17% have projects evaluating its use. The most significant benefit pointed out was increased efficiency. Technology can also improve the overall performance of SCM, but risks and ethical considerations need to be considered. Organizational learning is an accelerating factor of results in the implementation of Gen-AI in SCM. This study offers insights for academics and practitioners working in supply chains. The technology has further demonstrated a potential to improve the efficiency and performance of supply chain management (SCM), but there are limitations that need to be overcome for its better adoption.

Keywords: Generative Artificial Intelligence, Supply Chain Management, Organizational Learning.

ID:143 - A Multi-level Analysis of Organization Resource Commitment on Employee Green Compentence

I-YA Chen & Yun-Pei Lee

ABSTRACT

This study used the multi-level analysis to explore the three different relationships between organizational and personal levels. First, the corporate environmentalism and organization resource commitment (organization-level) affect employee green compentence. Second, green curiosity and green creativity (personal-level) affect on employee green compentence. Third, green creativity mediated the relationship between green curiosity and employee green compentence.
Drawing on natural-resource-based view, signal theory, and green human resource management. There are nearly 345 valid respondants from Taiwan enterprises were surveyed. After measuring the data using SPSS, AMOS, and HLM, the results demonstrated that corporate environmentalism, green resource commitment, green curiosity, and green creativity had positively affected employees green compentence. The empirical research on the workplace situation, and incorporates both organizational and personal factors. This study provides insightful perspectives to explore the core competitive advantages of enterprises. The analysis findings and insights of this study expands and fills in the gaps in related research, and provides a reference for future cross-level integration analysis of employee green compentence.

Keywords: Employee Green Compentence,Organization Resource Commitment

ID:160 - ESF in Portugal – a reassessment (2009-2021).

Eduardo Tomé

ABSTRACT
Importance and Purpose
This paper analyses the investment of the ESF in Portugal from the point of view of HRD. It follows and adjourns Tomé, 2013, who analysed the period 1986-2008. It is an important question given that in the next years the EU plans to invest a lot on Portugal through the ESF. It is decisive to make an update on that assessment,

Theoretical base
The paper is based in the concept of National HRD as defined by McLean, 2014.. In recent years National HRD models have been applied in more and more countries like the USA (Knowles, Holton and Swanson, 2011), China (Liu and Wall, 2005), India (Srimannarayana,2009), Russia (Zavialova, 2011) Brazil (Sparkman. 2015) or Japan (Warner 1984, Werner, 1994). We assume that the ESF is a form of investment in HRD made using EU funds, and those funds should produce some form of investment (European Commission, 2017) . The investments has costs, and should generate benefits in terms of wages, .-(Gramlich, 1997), In order to access those policies basically two types of methodologies exist: based on results, answering the question – what happened ? and based on impacts ? based on the question – what difference did the investment make ? (Tomé, 2005). The first question is important but the second is really the central one when evaluating HRD policies. Rather significantly, HRD policies have been evaluated in fine form in the OECD countries (Tomé, 2001).

Methods
We will use a three steps methodology The first level follows Garavan, Morley and McCharty, 2016; therefore we begin to describe the basic setting of HRD in the three countries analysed in the paper; the items to be addressed are the following: 1) context background; 2) broad vocational education and training (VET) systems; 3) institutional actors; 4) political context. In the second level we specifically detail the HRD policies basing ourselves in Tomé 2012 and Tomé 2013); the following topics addressed; 1) basic legislative documents, 2) guidelines on eligibility, 3) programs, 4) evaluation procedures. Finally, in the third and deepest level we analyse the policies outcomes in line with (Tomé and Goyal, 2016); specifically, we address the following topics: 1) stocks, investment, and outcomes; 2) price, quantity, supply, demand, equilibria; 3) needs. The three levels enable us to answer to the paper's research question.

Research question/s
The research question is - what is the impact of the ESF in Portugal since 2009 ? In order to answer to that research question we will use data published by the national administration and will also compare our findings with studies which have already been done and are available in the SCOPUS database.

Implications for HRD practice
The assessment should give guidelines on how to improve the investment of HRD in countries supported by the European Social Fund

Conclusions
At this stage we believe we will conclude that the high level of investment is not always matched by quality standards. indeed, a "paradox of absorption" may be observed, in which the investment is a waste of money and may be even be counter-productive.

Keywords: Portugal, HRD, History

ID:162 - HRD in Portugal – a century of very relevant history

Eduardo Tomé & Elizaveta Gromova

ABSTRACT

Purpose and Importance
2024 is a very significant year in the history of Portugal. In fact it marks 50 years since the coup of April 25th 1974, which was ensued by a revolutionary period that ended in 25th November of 1975, following which a democratic constitution was approved in 1976. Therefore Portugal is celebrating 50 years of democracy and freedom. Crucially, before democracy the country had also 48 years of a dictatorship, in which HR were not a priority. In fact before 1974 HRD in Portugal was elitist, informal or external (Tomé, 2007).

Therefore it is very important and interesting to try to analyse the situation of HRD in Portugal in three points in time: 1926, 1974 and 2023. We will gain a massive volume of knowledge from a long term perspective by achieving that exercise.

Theories
The paper is based in the concept of National HRD as defined by McLean, 2014.. In recent years National HRD models have been applied in more and more countries like the USA (Knowles, Holton and Swanson, 2011), China (Liu and Wall, 2005), India (Srimannarayana,2009), Russia (Zavialova, 2011) Brazil (Sparkman. 2015) or Japan (Warner 1984, Werner, 1994). The investment in HRD has costs, and should generate benefits in terms of wages, .-(Gramlich, 1997), In order to access those policies basically two types of methodologies exist: based on results, answering the question – what happened ? and based on impacts ? based on the question – what difference did the investment make ? (Tomé, 2005). The first question is important but the second is really the central one when evaluating HRD policies. Rather significantly, HRD policies have been evaluated in fine form in the OECD countries (Tomé, 2001).

Methods
We will use a three steps methodology The first level follows Garavan, Morley and McCharty, 2016; therefore we begin to describe the basic setting of HRD in the three countries analysed in the paper; the items to be addressed are the following: 1) context background; 2) broad vocational education and training (VET) systems; 3) institutional actors; 4) political context. In the second level we specifically detail the HRD policies basing ourselves in Tomé 2012 and Tomé 2013); the following topics addressed; 1) basic legislative documents, 2) guidelines on eligibility, 3) programs, 4) evaluation procedures. Finally, in the third and deepest level we analyse the policies outcomes in line with (Tomé and Goyal, 2016); specifically, we address the following topics: 1) stocks, investment, and outcomes; 2) price, quantity, supply, demand, equilibria; 3) needs. The three levels enable us to answer to the paper's research question. We want to use these three levels for the three situations circa 1926 (before the dictatorship), 1974 (end of the dictatorship) and 2024 (after 50 years of democracy) and to make useful comparisons.

Research Questions
How can we compare the situations of HRD in Portugal for 1926, 1974 and 2023 ? What are the main ideas that can be derived from that comparison ?
Implications for HRD practice

The political context is important for HRD. Regimes like the one that ruled Portugal from 1926 to 1974 are the anti-thesis of HRD. They are also connected with the so-called "extreme-right". Given the current raise of those political forces in Europe this type of comparison is very pertinent,

Conclusions

From 1926 to 1974 Portugal remained as a "low skills equilibria" on HRD, and as a result its economy went backwards and lagged more and more behind Western Europe and even Eastern Europe. In the last 50 years, with democracy, national effort and EU support the country became first a "middle skills equilibrium" and later a "high skills equilibrium",

Keywords: Portugal, HRD, History

ID:166 - Analysis of the paradigms of financial education and the interactions of financial market agents

Bráulio Vieira de Andrade & Américo da Costa Ramos Filho

ABSTRACT

The quality of financial services in Brazil is intrinsically linked to various challenges and dynamics. The conflict of interest in large institutions highlights the tension between institutional sales goals and customer needs. The concentration of financial institutions can result in a lack of competition, limiting choices for consumers and negatively affecting innovation. The restricted autonomy of professionals in these institutions contrasts with the supposed independence of autonomous professionals, bringing up the issue of credibility. Amidst these complexities, financial education emerges as a fundamental pillar. The lack of financial understanding contributes to inadequate decisions, making it clear the need for a more informed population. Additionally, solid regulation stands out as vital to ensuring transparency, protecting the interests of clients, and promoting healthier competition. In this point, the theoretical approach reflects the interconnection between conflicts of interest, lack of competition, the need for autonomy, and the centrality of financial education and regulation in enhancing financial services.

The debate on the quality of financial services in Brazil is propelled by a complex intersection of challenges, extensively explored through studies conducted by organizations such as the OECD (Organization for Economic Cooperation and Development) and the ENEF (National Strategy for Financial Education in Brazil), along with insights from renowned researchers including Annamaria Lusardi and Richard Thaler, Stephen Ball, and others. Issues such as conflicts of interest in large institutions, indicated by corporate goals that may supersede client interests, and market concentration leading to innovation stagnation, are pivotal. The discourse also encompasses limited autonomy in major institutions and the necessity for credibility in autonomous professionals. Amidst these intricacies, the paramount role of financial education becomes evident, with its gaps contributing to inadequate financial decisions. Thus, the debate transcends these elements, addressing conflicts, fostering competition, ensuring autonomy, and underscoring the need for a more financially literate population, as underscored by Financial Brazilian entities.

The discourse surrounding the quality of financial services in Brazil is a nuanced exploration, delving into the multifaceted impact of financial literacy, as elucidated by institutions like the OECD and ENEF. Amidst the backdrop of debates about professionals in large financial institutions, a prominent theme emerges— the transformative influence of financial education. The inadequacies in financial literacy not only compromise individual decision-making but reverberate through the broader economic landscape.

Crucially interlinked with this is the realm of behavioral economics, as spearheaded by scholars like was mentioned before. Their work accentuates how cognitive biases and informational asymmetry, exacerbated by a lack of financial education, can lead to suboptimal financial choices. The consequences extend beyond individual portfolios, impacting the overall economic stability. Recognizing this, the debate extends beyond the mere autonomy of professionals and touches upon the fundamental need for a financially literate populace. Brazilian financial and capital market entities echo this sentiment, emphasizing the vital role of financial education in cultivating informed decision-makers. This comprehensive understanding; of the interconnectedness between education, behavioral economics, and broader economic health; underscores the imperative for not only autonomy in financial advising but, more fundamentally, the imperative for a populace equipped with the knowledge to make sound financial decisions.

The discourse on the quality of financial services in Brazil is enriched by considering the perspective of Human Resource Development (HRD) practices. Within this debate, HRD plays a crucial role in

empowering financial professionals. Effective HRD strategies not only promote continuous education in financial literacy but also cultivate an organizational culture that values ethics and transparency. By encouraging responsible autonomy and ethical decision-making, HRD practices can be a fundamental tool in mitigating conflicts of interest in financial institutions.

Furthermore, in the context of behavioral economics, HRD practices can be implemented to raise awareness of cognitive biases and promote a customer-centric approach. HRD initiatives aimed at promoting diversity and inclusion can also play a crucial role, ensuring that financial institutions reflect a wide range of perspectives and experiences.

Thus, by considering HRD practices as an integral component of this debate, it is possible to strengthen the connection between financial education, behavioral economics, and ethics in decision-making, contributing to a more holistic approach to improving financial services.

The discussion on the quality of financial services in Brazil reaches a climax by integrating the various facets examined throughout this dialogue. By exploring the influence of Human Resource Development (HRD) practices and their intersection with financial education and behavioral economics, crucial perspectives emerge to enhance the dynamics of the sector.

Starting with financial education, the identified gaps reveal not only individual challenges but also systemic implications for economic stability. Financial literacy is not just an individual skill; it is a foundation for an economically resilient society. International organizations like the OECD and national initiatives, exemplified by ENEF, emphasize the importance of an informed population for sustainable development.

Delving into behavioral economics, in this study the highlights of how cognitive biases can shape financial choices. This understanding is a call to action for HRD practices, as professionals need to be equipped to understand and mitigate these biases, promoting a customer-centric and ethical approach.

The inclusion of HRD practices emerges as a crucial piece in this puzzle. Ongoing empowerment, coupled with an organizational culture that values ethics and diversity, not only strengthens the autonomy of professionals but also acts as a buffer against conflicts of interest. HRD is not merely a department within organizations; it is a facilitator of cultural transformations, vital to align institutional interests with those of clients.

Therefore, the unequivocal conclusion is that the quality of financial services in Brazil cannot be dissociated from the continuous investment in financial education and HRD practices that foster ethics, diversity, and adaptation to the nuances of behavioral economics. Only through this synergy can one envision a scenario where financial professionals, institutions, and, more crucially, clients thrive in a dynamic and equitable financial ecosystem.

In summary, by aligning financial education, behavioral economics, and HRD practices, Brazil can pave the way for a positive transformation in the financial sector, elevating not only the quality of services but also the confidence and security of citizens in their financial journeys.

Keywords: financial, services, education, behavioral, market and professionals.

ID:168 - Frontline Managers' Creativity KSA Development and Performance Post-Structured Training Intervention : A Self-Regulated Learning Perspective

Anastasia Kulichyova, Thomas Garavan & Stefan Jooss

ABSTRACT

Creativity research has primarily focused on employees and largely ignored frontline managers (FLMs) despite their key role in shaping creativity in organisations. In addition, reserah has focused on structured creativity training interventions (SCTIs) as a key approach to developing the creativity knowledge, skills, and abilities (CKSAs) of employees. A key gap in the literature concerned what happens post-structured training and specifically what do managers do to enhance their CKSAs. In this study we utilise self-regulated learning theory to understand the learning processes that FLMs engage in to further develop their CKSAs and achieve creative performance.

We focused on FLMs who are central to managing employees in hotels and help them to deliver high levels of customer service (Garavan et al., 2022). This provides the common characteristics linking our study participants, who represented four hotels located in Northern Ireland. Rather than selecting a single organisation, we approached a number of hotels that had the development of CPS as a key priority for FLMs. The hotels employed between 50-100 staff and were classified as three- and four-star hotels targeting an upper-midlevel market. Each hotel operated in a highly competitive market, and the requirement for developing creative and innovative service solutions was considered imperative for market share. The hotels have been operating for over 20 years and had a well-established market position. Within each hotel, we derived a sample of 50 FLMs in key divisions (e.g., Sales, Marketing, Finance, HR, Rooms-Division, Food and Beverage).

We used semi-structured interviews because of their potential to facilitate the exploration of underexamined phenomena or constructs and to generate micro-level information "that presents the phenomenon of interest in its variety and complexity" (Katz, 2004: 83). First, prior to the training session, we interviewed the HR/General Manager within each hotel to provide data on the industry context and understand current initiatives to promote FLMs' creativity. Second, three months post-training session, we interviewed the 23 managers who completed the training and focused don their CKSAs development post training and their creative performance. Our findings highlight that the structured training intervention acted as an important external stimulus for CKSA development in the workplace and surface five key phases of CKDA development and performance: preparation, action, consolidation, performance and self-assessment. In doing so we combine both cognitive and behavioural perspectives and their role in achieving creative performance by FLMs post training.

Keywords: Structured creativity training intervention; post training learning processes, hospitality organisations, self-regulated learning.

ID:173 - Developing HR Business Partners: Understanding how a Community of Practice can be created given the Paradoxes and Peculiarities of the HRBP Role

Martin McCracken, Hadyn Bennett & Keira O'Kane

ABSTRACT

Significance/contribution to the HRD field
The research study is designed to understand how HRBPs negotiate their professional role and what skills and competencies are most important to ensure they are successful in dealing with the complexities of on one hand being expected to play a more strategic role, but rather frustratingly for them, on the other frequently find themselves drawn into more operational and transactional activities in the course of their day to day activities.

Aim and purpose
Over the last couple of decades the role of the HRM function has evolved to enable better integration and strategic partnership with other organisational functions and departments. Building upon previous research into the role of HR Professionals the aim of this study is to identify core competences and learning processes unique to HR Business Partner (HRBP) roles by investigating the presence of a HRBP Community of Practice (CoP) existing across multiple organisations.

Theoretical foundations
In recent times the HRM function has evolved to facilitate better strategic partnership with other organizational functions and departments. Building upon previous research (McCracken et al, 2017; Kegan et al, 2019; Bennett et al, 2023), this study investigated issues linked to HR Business Partners (HRBP) professional development and understanding the challenges they face when building and maintaining relationships with functional / departmental managers and other HR colleagues. The findings from these previous studies revealed that HRBPs often find themselves at the centre of a dilemma in relation to their roles and need to possess key leadership competencies linked to emotional intelligence, decision making and managing complex political scenarios when they are drawn into operational issues which are formally not part of their duties. It was also found that they often found themselves in quite an isolated position where because of their roles they were never fully aligned to the HR function, because of their distance from central HR, but never fully integrated into the function they served due to their background in HR versus the business. With this in mind the concept of Communities of Practice emerged as a theoretical position which might help us to better understand how HRBPs could benefit from mutual learning and development opportunities. In keeping with Pritchard & Fear's (2015) perspective of expertise as 'practice-based', social learning and Community of Practice (CoP) theory will provide a lens for looking beyond individual organisations to explore a wider HRBP practice. Described as social containers of competence by Wenger (2000), CoPs are "considered bounded social groups identifiable where individuals are united around the three components of joint enterprise, mutuality and shared repertoire" (O'Kane, 2020: 2).

Methodology/analytical techniques
Data collection is ongoing, commencing in January 2024 but dependent on access will conclude in May 2024.   The research will be based upon a number of case studies undertaken with organisations (up to five) in various sectors in the UK through a series of semi structured interviews and focus groups. After initial discussions with key HR professionals this case study approach has been approved and data collection has commenced with key individuals / parties representing four levels / roles:

1.   Firstly, Senior Directors in each organization including Directors of HR and Strategic Development. These interviews were designed to gain an insight into each organizations contextual background and key issues which impact decision-making regarding HR strategy, structure and policies.

2.   Secondly, interviews will be held held with the HR Business Partners whose central role is to support the key organizational areas. These interviews will investigate how HR Business Partners currently operate, how their roles are evolving, how they initiate and adapt a 'partnership' approach with other organization departments and what they feel are the critical success factors which allow HRBPs to form relationships and partner effectively. Another integral line of questioning in these interviews centered on the skills and competencies that they employ to make the HRBP model a success in their organizations.

3.   Thirdly, Senior Managers in the main functional areas will be interviewed to ascertain their perspective on HR in general, but more specifically in relation to the HR Business Partner model and the HRBPs with whom they have a close working relationship.   Questions will focus upon establishing how the partnership works from the senior managers' perspective, and attempts will be made to gain critical insights relating to the factors that ensure the model works well in practice. Interviews will be audio recorded using a dictaphone and transcibed verbatim into Microsoft Word format. This will allow the investigator to give their full attention to the participant during interview and enhance their ability to provide appropriate follow-on questions while capturing the participants responses word for word. The transcibed data will be uploaded to NVivo12 in anonomyised Mircosoft Word documents to allow for indepth narrative and thematic analysis.

Conclusions/likely conclusions
The research will offer ideas on the kind of developmental programme, based upon the communities of practice concept, that HRBPS might engage in to help enhance their professional practice.

Relevance of paper to conference theme
The research fits in the Workplace Learning, Training and Development theme given its emphasis on understanding how HRBPs lean and develop COPs both internally in their own organizations and also by liaising and networking with external professional colleagues.

References

Keegan, A., Brandl, J., & Aust, I. (2019). Handling tensions in human resource management: Insights from paradox theory. German Journal of Human Resource Management, 33(2), 79–95.

McCracken, M., O'Kane, P., Brown, T. and McCrory, M. (2017). 'Human resource business partner lifecycle model: explaining how the relationship between HRBPs and their line manager partner evolves'. Human Resource Management Journal, 27(1), 58-74.

Bennett, H, McCracken, M. O'Kane, P. and Brown, T. (2023) The elusiveness of strategic HR partnering: Using paradox theory to understand tensions surrounding the HR business partnering role. In: Human Resource Management Journal. 2023 ; pp. 1-18.

O'Kane, K., 2020. Mapping boundary interactions across earthquake science and humanitarian-development communities for disaster risk reduction. International journal of disaster risk reduction, 49

Pritchard, K and Fear, W.J.(2015)Credibility lost: attempting to reclaim an expert identity in an HR professional context, Human Resource Management Journal, 25 (3) 348-363

Keywords: HR Business Partners: HR Devolution; Community of Practice

ID:176 - Improving Top Management Trust In HR/D Professionals: Evidence Based Decision Making To The Rescue?

Claire Gubbins, Lisa Van Der Werff, Brian Harney & Denise M. Rousseau

ABSTRACT

Strategic business partner status represents something of a holy grail for HR/D practitioners with progression towards strategic business partner status still proving challenging (Lawler and Boudreau, 2012). One of the greatest challenges faced is gaining legitimacy and relevance in the eyes of top management (Claus and Collison, 2005) and skepticism concerning the performance impact of HR practices and interventions (Legge, Guest and King, 2004). Improving top management trust in HR/D professionals (Aldrich et al., 2015) is a strategic imperative due to top management attitudes to HR/D being a critical foundation for successful HR/D initiatives (Guest and Bos-Nehles, 2013; Chadwick, Super, and Kwon, 2015).

We propose that a key mechanism to enhance trust between HR/D professionals and top management is evidence based HR/D practice including HR/D data analytics. The use of HR metrics is identified as critical for establishing HR function credibility (Aldrich et al., 2015; Lawler and Boudreau, 2012, Marler and Boudreau, 2017). However, there is limited sophisticated empirical evidence (Marler and Boudreau, 2017). Further still, available research illustrates little strategic use of evidence based HR and HR analytics (Rasmussen and Ulrich, 2015; Gubbins, Harney and van der Werff, 2018; Lawler and Boudreau, 2015).

Furthermore, in terms of enhancing trust in HR/D professionals, a data informed narrative is argued to directly impact perceptions of a HR practitioner's professionalism and conscientiousness (Rousseau and Barends, 2011). These qualities have clear parallels with the sub facets of trustworthiness- ability, benevolence and integrity. However, HR analytics in the absence of an evidence based decision making approach may actually undermine trust in HR/D professional's ability to contribute at strategic level. This failure to effectively use measures is usually attributed to the fact that those receiving the information lack the cognitive frameworks to make sense of the information (such as understanding how an engagement score or a turnover rate connects to business success) (Lawler and Boudreau, 2015) or lack the type of analytic and data based decision-making capability needed to influence business strategy (Lawler, Levenson and Boudreau, 2004). While HR analytics may offer an opportunity to demonstrate a particular aspect of ability, without a clear connection to organizational strategy it may actually undermine perceptions of ability to contribute at a strategic level. Moreover in this format, it almost certainly lacks the potential for demonstrating the alignment of goals and values necessary to build perceptions of benevolence and integrity. In contrast, evidence based practice offers a more comprehensive opportunity to demonstrate ability along with benevolence and integrity by using data and analytics to ask a valid question of importance to the business strategy and aggregate that data to answer that question and contribute towards organizational level goals.

Thus we propose empirical investigation into if evidence based HR/D practice is a mechanism to enhance trust in HR/D professionals and confidence in HR/D decision making. We use an experimental design using experimental vignettes. This is an established research method in psychology and HR research. It involves designing ideal and hypothetical scenarios whereby respondents are asked to make choices based on the information provided. Assignment to experimental conditions is randomized enabling researchers to make causal inferences that are not feasible in observational studies. Experiments alleviate issues with construct clarity, in this instance enabling us to provide a direct assessment of the impact of evidence (Di Stefano and Gutierrez 2019). Responses are aggregated to gain an assessment of the presented conditions. Experiments

are appropriate for the research in question as they get to the basis of micro-level decision making. The sample consists of 1000 participants across 2 experiments involving 500 participants each. Data is collected using a survey administered using Qualtrics and data will be collected through Prolific.co. The experiments investigate four hypotheses designed to assess the impact of HR's track record and HR decision making style on manager trust in HR and confidence in HR decisions.

Keywords: Evidence Based HRD, HR Analytics, Trust in HRD, Strategic Business Partner

ID:178 - How does incidental learning manifest during times of uncertainty and complexity?

Henriette Lundgren, Karen E. Watkins, Victoria J. Marsick, Dimitrios Papanagnou & Urvashi Vaid

ABSTRACT

The purpose of this paper is to explore how incidental learning manifests during times of uncertainty and complexity. We argue that the nature and focus of workplace learning has been transformed over the years due to changes in how people work and learn. Incidental learning has advanced to the center of success, and organizations that embrace incidental learning gain competitive advantage as complexity reigns. We use Marsick & Watkins' (1991) conceptualization of incidental learning as a starting point that we complement with findings from empirical studies on learning amidst complexity. We combine inductive and deductive data analysis of our own empirical data that we collected in the form of critical incident technique interviews with 12 attending physicians at a US academic hospital. We present our findings and discuss how HRD practitioners need to develop strategies to support incidental learners in times of uncertainty and complexity.

Keywords: Informal and incidental learning, complexity, uncertainty, clinical learning environment, ready-ing, critical incident technique

ID:182 - The Role of Technology in Enhancing Employee Competencies through Human Resource Development (HRD) Interventions in the Digital Era

Sunduz Yilmaz

ABSTRACT

This comprehensive literature review examines the significant role of emerging technologies such as Artificial Intelligence (AI), Machine Learning (ML), Virtual Reality (VR), Augmented Reality (AR), the Internet of Things (IoT), and cloud-based HR systems in the employee competency development within organizations. This literature review aims to meticulously investigate how these innovative technologies enhance various aspects of employee competencies, including cognitive (problem-solving and decision-making skills), functional (job-specific skills), meta (learning and adaptability skills), and social competencies (interpersonal and communication skills) through Human Resource Development (HRD) interventions. Drawing on a rich array of prestigious peer-reviewed journals (Advances in Developing Human Resources, Human Resource Development International, Human Resource Development Quarterly, Human Resource Development Review) in the HRD field, the review presents a detailed synthesis of the current research findings, offering insightful perspectives on how these cutting-edge technologies are reshaping workplace learning, training, and development practices. The findings assert that such kind of technologies may play a huge role in the accumulation of skills within various fields. For example, while AI and VR are important to enhance the improvement of coaching and expertise, interactive platforms such as massive open online courses (MOOCs) and IoT may have a primary role in reducing the cost of employee training and they are also providing alternative learning opportunities. This review also explores the challenges and potential barriers in incorporating these technologies into traditional HRD practices, including issues related to cost, obsolescence of some previously valuable skills, different adoption levels of technologies, and resistance to the use of these kinds of technologies. Furthermore, this study examines the benefits of applying these technologies to HRD practices such as offering a wide range of learning opportunities for employees. The review contributes to the current literature by identifying existing gaps in the literature and suggesting avenues for future research. Overall, this review serves as a crucial resource for HR professionals, organizational leaders, and researchers, providing them with a nuanced understanding of the role of advanced technologies in enhancing employee competencies and for driving organizational success in the digital age.

Keywords: digital innovative tools, human resource development, competencies, technology, human resources, digital age

ID:183 - The role of informal learning in middle-aged workers' adaptive performance

Eun-Jee Kim

ABSTRACT

Paper's Importance and Theoretical Base
Aging workforce has received increasing attention from organizations as they encounter a growing shortage of more experienced workers who can be assets to survive in a competitive environment (Axelrad et al., 2017; Boveda & Metz, 2016). It is crucial for organizations to understand how to respond to middle-aged workers' needs of transition and development. However, middle-aged workers have been largely left out of appropriate career guidance and support from their organizations due to the reduced investment in training and development. Recently, to uphold organizational sustainability, the critical needs for middle-aged workers' career development and advancement have regained great interest from both scholars and practitioners (Kooij et al., 2020; Van Dijk, 2004). Despite the needs, the limited existent research has generated rather diverse but ineffective interventions for middle-aged workers' career, which are often broad and difficult to operationalize in practice (Creed et al., 2009; Zanjari et al., 2016). Therefore, to advance research and practice, this study presents empirical evidence conducive to better understand middle-aged workers' career and aging at work by examining their informal learning mechanisms. Situated in the turbulent business environment, how middle-aged workers cope with the changes and strive to advance their career and performance will be examined. In order to examine the relationships among the study variables, the job demands-resources model (Bakker & Demerouti, 2007) will be adopted as a theoretical framework to discuss the findings.

Research Purpose and Significance
This study aims to investigate the role of informal learning in the relationship between middle-aged workers' career resilience and adaptive performance. It also intends to provide insights on how to develop middle-aged workers' adaptability to guide future studies on adaptive performance in HRD research and practice. It holds significance in HRD for two main reasons: (a) identifying the relationship between middle-aged workers' informal learning and adaptive performance, and (b) presenting empirical findings for both researchers and practitioners to better understand middle-aged workers' career resilience and adaptability.

Research Questions
1.	What are the relationships between middle-aged workers' informal learning, career resilience, and adaptive performance?
2.	Does the informal learning mediate the relationship between middle-aged workers' career resilience and adaptive performance?

Methodology
The sample for this study was drawn from three IT and manufacturing organizations which recently experienced changes in their organizations. A targeted-sampling strategy was employed to identify samples of middle-aged workers who have experienced career changes based on various industries and company sizes. Data for the study was analyzed using structural equation modeling.

Implications for HRD Practice
By gaining a better understanding of the role of informal learning in middle-aged workers' career resilience and adaptive performance, HRD practitioners can design and implement effective support systems and policies to better support aging workforce at their organizations.

References

Axelrad, H., Luski, I., & Malul, M. (2017). Reservation wages and the unemployment of older workers. Journal of Labor Research, 38(2), 206–227.

Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model State of the art. Journal of Managerial Psychology, 22(3), 309–328. https://doi.org/10.1108/02683940710733115

Boveda, I. and Metz, A. (2016). Predicting end-of-career transitions for baby boomers nearing retirement age. The Career Development Quarterly, 64(2), 153-168.

Creed, P.A., King, V., Hood, M. and McKenzie, R. (2009). Goal orientation, self-regulation strategies, and job-seeking intensity in unemployed adults. Journal of Applied Psychology, 94(3), 806-813.

Kooij, D. T., Zacher, H., Wang, M., & Heckhausen, J. (2020). Successful aging at work: A process model to guide future research and practice. Industrial and Organizational Psychology, 13(3), 345-365.

Van Dijk, M. (2004). Career development within HRD: Foundation or fad? Proceedings of the Academy of Human Resource Development International Conference (AHRD) (pp. 771–778). Austin, TX: AHRD.

Zanjari, N., Sani, M. S., Chavoshi, M. H., Rafiey, H., & Shahboulaghi, F. M. (2016). Perceptions of successful ageing among Iranian elders: Insights from a qualitative study. The International Journal of Aging and Human Development, 83(4), 381–401.

ID:197 - Learning Organization Culture as a Mediator in the Relationship Between Psychological Safety and Knowledge Sharing

Shinhee Park & Seung-hyun Han

ABSTRACT

This study delves into the relationship between psychological safety and knowledge sharing, exploring how a learning organization's environment can bolster continued learning and knowledge sharing among its members. In today's multifaceted and dynamic commercial landscape, the ability to effectively manage and share knowledge has been identified as a critical behavior that can increase an organization's competitiveness since no single individual possesses all the knowledge that is necessary for success in today's complex and rapidly changing business environment (Han et al., 2022). In order to sustain competitiveness, organizations must adeptly cultivate, acquire, develop, share, and apply knowledge in an effective and efficient manner (Lemon & Sahota, 2004). The creation of a systemic learning culture in organizations becomes an optimal source for acquiring these skills (Senge, 1990; Watkins & Marsick, 1993). Gavin and Edmondson (2008) posited that building a learning organization through certain learning-related behaviors and competencies that other organizations cannot easily imitate is the only way to increase organizational sustainability. In order to facilitate learning and knowledge sharing within organizations, it is essential to create opportunities for members within the organization to learn from members of the organization (Ulrich et al., 1993). This process requires providing opportunities for individuals to learn from each other and to cultivate a desire for learning within the organization.

Despite the recognized importance of knowledge management and sharing in organizations, corporate entities grapple with the volatility and intricacies of the business milieu. One of the primary challenges is the uncertainty and complexity of the current business environment. With the rise of globalization, technological advancements, and increased competition, organizations are facing unprecedented levels of uncertainty and complexity. In this context, it becomes difficult to identify and acquire the necessary knowledge to succeed. Moreover, sharing knowledge and information within an organization is not always straightforward. In many cases, individuals may be reluctant to share their knowledge and expertise because they either perceive their knowledge as a source of personal power or fear that sharing their knowledge will lead to a loss of job security or status (Cabrera & Cabrera, 2002). Additionally, the workplace may maintain an inappropriate reward system or inadequate recognition for knowledge-sharing efforts, which can discourage employees from sharing their knowledge. All of these factors contribute to situations in which knowledge sharing at the organizational level remains a challenge.

In our hyperconnected reality, employees' psychological comfort, buttressed by organizational cultures of risk-taking and mutual respect, is crucial (Joo, 2020). Such a process involves the creation of an environment, procedures, and behavior that support the acquisition, creation, and sharing of new knowledge by employees. In order to achieve this sharing, organizations need to foster a learning culture that encourages and supports the ongoing acquisition of new knowledge and skills by its members (Garvin et al., 2008). Thus, this study posits that psychological safety significantly influences the emergence of a learning organization culture, which, in turn, catalyzes knowledge sharing.

Based on the research framework, this study was conducted using the knowledge management community of Chaebol companies in South Korea. We employed structural equation modeling using AMOS 28 to assess the hypothesized model. The theoretical and practical implications of this study are as follows. This study explores a positive and significant effect of psychological safety on the formation of learning organization culture and a positive direct effect of learning organization

culture on knowledge sharing that results in learning organization culture as a mediator. This study argues that organizations create psychologically safe environments by supporting conversation and inquiry activities and providing individuals with opportunities for learning, which leads to knowledge sharing among organizational members. Organizational leaders and managers should foster a stable psychological environment in which employees can ask questions and try to get answers rather than focusing on the financial rewards as a motivating method to encourage knowledge sharing.

Keywords: Psychological safety, knowledge sharing, learning organization culture

ID:210 -The meaning of the relationships between new technologies, metawork and professional development in nursing

Regina H. Mulder, Theresa Hartl, Tai Nguyen & Louisa Siemens

ABSTRACT

Technological developments in society lead to changes at work, also in healthcare (Cascio & Montialegre, 2016). Such changes can lead to new, additional tasks, that are pivotal for good performance, but not always visible, nor recognized. About this so-called metawork (e.g., Aroles, et al., 2022) little is known, especially in situations of changes in work due to new technologies, nor about the learning activities that emerge from that. These insights are needed to be able to foster ongoing professional development required for current and future work. The research questions are: What are components of metawork in nursing in the context of changes in work tasks due to the introduction of new technologies? What is the meaning of the relationships between components of metawork and professional development activities that emanate from it? Professional development consists of three categories of learning activities: 'elaboration', 'expansion' and 'externalization' (Simons & Ruijters, 2004). Different kinds of metawork conceptions exist: metawork is considered as work tasks that makes the actual work possible (Aroles et al., 2022), or as person related components consisting of personal competences or behaviour (Müller-Teusler, 2013). Metawork can be invisible to the external social environment (Star & Strauss, 1999), and be not recognized (Hatton, 2017).

This explorative interview study among nurses confronted with new technologies (e.g., patient management software system), uses the Interview To The Double Technique (Nicolini, 2009) for investigating the components of metawork, and the Critical Incident Technique (Flanagan, 1954) to discover emanating learning activities. An interview guideline was developed and tested and then used for the data collection. We will present two cases, i.e., the work of two nurses, in detail and compare these in relation to the characteristics of work that have changed, the components of metawork that are generated, and the activities that are caused.
Examples of the different conceptualizations of metawork are found. For example, a new, required, and invisible, task is 'regularly checking and exchanging the batteries of the laptops'. A person related component was 'organizing and planning capability'. Emanating learning activities are for instance 'reflection on possible solutions and actions for new encountered problems' (elaboration), 'asking colleagues for help' (expansion), and 'developing a timetable for colleagues with all the to-do's' (externalization). We will present two cases and use the results of the analysis and the comparison as a basis for the development of hypotheses that can be tested in further studies.

References (selection)
Aroles, J., Bonneau, C., & Bhankaraully, S. (2023). Conceptualising 'Meta-Work' in the Context of Continuous, Global Mobility: The Case of Digital Nomadism. Work, Employment and Society, 37(5), 1261–1278.

Simons, P. R.-J., & Ruijters, M. C. P. (2004). Learning Professionals: Towards an Integrated Model. In H. P. A. Boshuizen, R. Bromme, & H. Gruber (Hrsg.), Professional Learning: Gaps and Transitions on the Way from Novice to Expert (S. 207–229). Springer Netherlands.

Star, S. L., & Strauss, A. (1999). Layers of Silence, Arenas of Voice: The Ecology of Visible and Invisible Work. Computer Supported Cooperative Work (CSCW), 8(1), 9–30.

Keywords: new technologies, professional development, change, metawork, nurses

ID:217 - Teleological Investigation into Perceived Value of American University Education: Implications for HRD

Josef Javier Ayala

ABSTRACT

The vital role a post-secondary degree plays in finding and maintaining a family-supporting career in the Unites States of America has grown over the past 40 years, and with this shift has come sustained increases in college enrollment (Baker, 2017). Although post-secondary degrees attempt to fill an important gap in credentialing for the workforce, the value of the college experience is coming under scrutiny (Barrow & Malamud, 2015; Deller & Parr, 2020). While policy makers and parents continue to push the nation's youth to enter college, the cost of attending college is increasing and students are borrowing more than ever to finance the investment (Oreopoulos & Petronijevic, 2013). The devaluation of college is a phenomenon that has been cited and documented for a seventy-five-year period dating back from 1945 to 2020, in a period where education was previously acknowledged as a primary path into the Middle Class (Wingard, 2022). Based on an analysis of survey data from (National Center for Education Statistics, 2022), average loan balances for students who completed a research or professional doctorate increased between 1999–2000 and 2015–16 for all degree programs for which data were available. For example, the average loan balances approximately doubled for those who completed 1) medical doctorates (from $124,700 to $246,000, an increase of 97 percent); 2) Ph.D. degrees outside the field of education (from $48,400 to $98,800, an increase of 104 percent); and 3) other non-Ph.D. doctorates (from $64,500 to $132,200, an increase of 105 percent).

The literature shows that the understanding of prospective students' behavior in selecting a university program is subjectively constructed through their personal growth, career aspirations, and academic and financial resources (Baker, 2017). Using Collins Theory of Credentialing, Self-Directed Learning Theory, and Innovation Diffusion Theory the purpose of this conceptual working paper is to understand how people learn about the programs they apply for and the reasons for their decision making in selecting the most promising program for their future. The impact of resources, both social and financial, as well as the marketing means utilized to sell the promise of a college or university program in the form of an ideation of some professional excellence to prospective students will also be explored and implications for HRD will be discussed.

References

Baker, R. (2017). Understanding college students' major choices using social network analysis. Research in Higher Education, 59(2), 198–225. https://doi.org/10.1007/s11162-017-9463-1

Barrow, L., & Malamud, O. (2015). Is college a worthwhile investment? Annual Review of Economics, 7(1), 519–555. https://doi.org/10.1146/annurev-economics-080614-115510

Deller, S., & Parr, J. (2020). Indebted and drained: Student loans and rural America. Choices, 35(3), 1–9. https://www.jstor.org/stable/27098573

National Center for Education Statistics. (2022). COE - trends in student loan debt for graduate school completers. Nces.ed.gov. https://nces.ed.gov/programs/coe/indicator/tub/graduate-student-loan-debt

Oreopoulos, P., & Petronijevic, U. (2013). Making college worth it: A review of the returns to higher education. The Future of Children, 23(1), 41–65. https://www.jstor.org/stable/23409488

Wingard, J. (2022). The college devaluation crisis. Stanford University Press.

ID:233 - Organizational Change & Its Shifting Nature: A Classical To Contemporary Understanding

Mariam Martinez

ABSTRACT

The concept of change is inherently intricate, impacting all entities, yet uniquely defined by human interpretation. Katz and Kahn's (1978) open system theory serves as a foundational perspective, emphasizing the pivotal role of roles within social structures. Life, when understood in hindsight, propels the evolution of change. This paper systematically traverses from classical to contemporary views of change, encapsulating the essence of organizational roles, human behavior, ontological perspectives, paradox, time, and becoming. While Katz and Kahn's theory, rooted in the 60s and 70s, sheds light on social systems and roles, it reveals limitations in considering the dynamic interplay of human behavior and the broader environment.

In the contemporary understanding, change is not merely an occasional disruption but a routine, complex, and paradoxical phenomenon. Resistance, often perceived negatively, emerges as a potent catalyst for change. Organizational identity extends beyond mere attributes, embodying tensions and historical context. Paradoxes, inherent in the tapestry of organizational life, shape our actions in ways that are both contradictory and interdependent. Time, a constant presence, exerts a profound influence on the fluctuating nature of change. Becoming, integral to contemporary perspectives, views change as pervasive, continuous, and either owned or unowned by organizational actors.

This paper's contribution extends beyond theoretical exploration, finding practical relevance in the realm of organizational training and development. By offering a comprehensive understanding of change dynamics, it equips practitioners with invaluable insights into managing resistance and leveraging paradoxical tensions for positive transformation. The exploration of ontological perspectives and the temporal aspect of change further aids in developing adaptive strategies for continuous improvement.

Organizational roles, as expounded by Katz and Kahn (1978), serve as the cornerstone in the classical understanding of change. Their open system theory emphasizes the interconnectedness between a structure and its supporting environment, attributing human effort and motivation as crucial for organizational maintenance. Roles, norms, and values are identified as the interrelated bases for the integration of organizations. However, this classical model, developed in the late 60s and 70s, offers limited insights into the intricacies of human behavior and environmental influences.

Moving to a contemporary lens, change is no longer perceived as an occasional disruption but as an inherent part of routine organizational processes. Amburgey et al. (1993) posit that most organizational changes result from stable, routine processes that align with environmental demands. Change, therefore, is not a sporadic event but an ongoing, complex, and multidimensional process deeply interwoven into the fabric of organizational life. The negative connotation attached to resistance is challenged, recognizing it as a silent force essential for change. This multidimensional perspective embraces the coexistence of seemingly contradictory elements within the spectrum of change.

Organizational identity emerges as a critical element in the contemporary understanding of change. Beyond a mere listing of attributes, organizational identity is experienced as a set of ongoing tensions. The COVID-19 pandemic provides a pertinent example, forcing organizations to reevaluate

their identities, challenging preconceived notions, and prompting adaptability. Kreiner et al. (2015) emphasize that organizational identity is contextual, historical, embodied, and temporal, necessitating a nuanced approach to organizational change.

Paradoxes, as integral components of organizational life, play a pivotal role in shaping our worldview and actions. Hahn et al. (2021) assert that organizational life is besieged with paradoxical tensions, and contradictory yet interdependent demands that persist over time. This paradoxical nature of change is reflected in actions such as saving money by spending it or seeking stability within dynamic environments. The quantum approach proposed by Hahn and Knight (2021) views the ontology of paradox as paradoxical itself, highlighting the complex and multifaceted nature of change.

Time, an ever-present dimension, is often overlooked in the understanding of change. Lord et al. (2015) argue that individual and organizational behavior fluctuates rapidly and unpredictably with time, urging us to recognize the contextual nature of change. Shipp and Jansen (2021) emphasize that there is no single moment where time stops; instead, change unfolds and transforms within the continuum of time. This temporal perspective is crucial for acknowledging the evolving nature of organizational processes and behaviors.

Becoming, a concluding element in the contemporary understanding of organizational change, encapsulates the idea of change as pervasive and continuous. Tsoukas and Chia (2002) assert that organizational becoming involves reweaving an actor's beliefs, habits, and actions to accommodate new experiences obtained through interactions. Change, from this perspective, is inherent in human action, and organizations are sites of continuously evolving human dynamics. The introduction of owned and unowned change further underscores the paradoxical nature of organizational change, acknowledging the coexistence of agency, choice, and environmental forces. In summary, this paper bridges the gap between classical and contemporary views of organizational change. It not only illuminates the foundational concepts of organizational roles and open system theory but also delves into the multifaceted, dynamic nature of change in contemporary organizational landscapes. The practical implications for organizational training and development lie in understanding and navigating the complexities of human behavior, embracing paradoxes, acknowledging the temporal dimension of change, and fostering adaptability in the face of routine transformations. As organizations grapple with unprecedented challenges, this comprehensive understanding provides a valuable roadmap for navigating the ever-evolving terrain of change. Future research, focusing on the impact of COVID-19, technological advancements, and globalization, holds the potential to further enrich our understanding of change dynamics. The elusive nature of change persists, urging continuous efforts to make sense of its essence in organizational contexts.

ID:236 - How managers make sense of value creation and contribute to it: a synthesis from the public services management literature

Ally Memon

ABSTRACT

The paper carries out a synthesis of the literature and evidence specific to the public services management and HRD disciplines with reference to how managers make sense of value creation in public services and contribute to it.

The aim is to review and examine the evidence on how value in public service delivery can be better understood and theorised from the viewpoint of managers. This is a worthwhile endeavour because ideas surrounding value creation (i.e., as positioned in the HRD and Public Management literatures) can be challenging to interpret and/or translate into practice. For this reason, 'value creation' as a concept and its application seldom attract the attention of public service managers as practitioners. The paper carries out a review of debates and evidence surrounding the topic.

Keywords: Managers; Value Creation; Learning; Improvisation; sensemaking;

ID:239 - AI and Human Resources Management : Practices and Questions

Françoise Chevalier

ABSTRACT

Artificial intelligence (AI) has recently been adopted in human resources (HR). What does this mean in concrete terms? What AI practices have been developed in the HR function? And what are the related risks? This paper, prepared on the basis of qualitative interviews with HR directors at large corporations, sheds light on the various ways in which AI is transforming HR (administrative aspects, recruitment, training, motivation, etc.). It has become clear that these practices must be examined critically, with reference to the issues of HR data, the risk of gadgetization, and the transformation of innovation.

Keywords: AI, human resources, business practices, risks, innovation

ID:19 - Realising the Potential of Drama-Based Techniques for Workplace Learning in the Hospitality Industry

Miriam Witts, Professor Una McMahon-Beattie, Dr Lisa Fitzpatrick & Professor Martin McCracken

ABSTRACT
"The techniques of the theater are the techniques of communicating."
Viola Spolin (1999).

Importance of research
Training in the hotel industry is facing an existential crisis (Tews et al., 2020). The delivery and impact of training does not match its perceived importance and employees do not have sufficient interactive skills to maximise the relationship between themselves and guests (Nikadimovs and Ivanchenko, 2020).

Literature suggests these interactive, or "soft" skills are learnable (Dhyani et al., 2020; Secchi et al., 2020). This research examines using drama in workplace training to deliver these interactive skills to front-of-house employees in hotels.
Comparisons between hospitality and theatre are pervasive (Gibbs and Ritchie, 2010; Ngcobo et al., 2022), however the concept remains inadequately explored in terms of using drama-based techniques to answer such questions as,
"What kind of training interventions should be initiated by hospitality firms to develop [interactive] competencies in their staff?" (Bharwani and Jauhari, 2013)

Theoretical Basis
This research is rooted in three key theoretical areas: Training & development, hospitality, and drama. The former has included understanding fundamental developments within HRD, as well as the work of Paolo Freire, John Dewey, Jean Piaget, and David Kolb.
Hospitality research has identified skills required in front-of-house roles, as well as current training praxis within the industry. It has been possible to identify a very few case studies where drama-based techniques have been utilised in training, but each calls for more research in the area (Daly et al. 2009).

Applied drama and improvisation literature has demonstrated the potential for drama being used outside of traditional performance contexts. Nicholson, and Prentki and Abraham have written extensively about the philosophy as well as the implications and practicalities of applied drama practice. Dudeck and McClure (2018) highlight the growth of improvisation in training, citing its accessibility and adaptability as a method.

Research Purpose and Question
This research addresses the perceived lack of interactive, or soft skills in the hotel industry. The primary research aim is, to establish whether drama-based techniques are an effective tool for delivering interactive skills to customer-facing employees in the hotel industry. The researcher will be carrying out a drama-based workshop in hotels across Northern Ireland, as well as holding focus groups with employees to determine their engagement with the method.

Implications for practice
Whilst there is an increasing body of literature which documents scenarios where drama has been used effectively in training (Huffaker and West, 2005; Benjamin and Kline, 2019), it is still an under-utilised training method. This study will assess how such training impacts employees in Northern

Irish hotels and determine the potential for making drama-based training a more widely adopted practice.

Conclusions

"Improvisation leads to results previously unimagined" (Rerup, 2001).

To state that drama practice could connect the Apollo 13 space mission and hotel employees sounds like a bold claim, yet evidence suggests that applying drama to each situation has unlocked and could unlock skills to enhance employee's interactive capabilities.

Keywords: Workplace learning, training, hospitality, interactive-skills, drama, improvisation

ID:127 - Unleashing Human Potential in the Digital Era: Empowering for Technological Advancements

Umidakhon Narimanova

ABSTRACT

The 21st century is the era of technology and its advanced innovations. Today, technology is developing so fast that many familiar specialties may disappear or transform. In particular, the Covid-19 pandemic reshaped the world, by dividing it into "before" and "after", which also contributed to accelerating the significance of technology. According to the report of the International Economic Forum, by 2025, 40% of specialists will be forced to learn new skills in order to keep their jobs, and another 50% will have to completely retrain. With the strengthening of the role of education in economic development and serious changes in the interaction of factors of production, the importance of human capital has also increased. The future of entire spheres and industries depends on the training of specialists. Obtaining a diploma at a prestigious university after several years of study has always been considered the first and only step to a successful career. How modern universities meet the requirements of the current market and agile to change is a rhetorical question. Now, with the advent of online learning platforms, in particular micro-credentials, this traditional option is no longer the only one that unlocks an abundance of new opportunities. In the article, the author explores the importance of capacity building, role of modern education and its correlation to human capital as well as the future of universities, which may be under threat, as new educational trends may not only substitute, but replace them.

Keywords: human capital, education, university, microcredentials, management

ID:144 -How a blended programme of learning on a management apprenticeship can affect the transfer of training to the learner's job role

Peter Greenan

ABSTRACT

Paper's importance
This paper addresses an under researched perspective that work-based learning and apprenticeships can affect the transfer of training. Secondly, it contributes to the leadership and management development literature by starting to evaluate the success of apprenticeships as a form of management development. Finally, it offers insight into how HEI's can diversify their content and delivery portfolio to synthesise with the changing work environment.

Theoretical base
The paper provides a short factual history of VET in the UK for context. The theoretical framework is centred around blended learning and transfer of training.
Blended Learning
The hybrid mode of work is here to stay (Suravi, 2023). It follows that training and development should follow suite. Blended learning combines online and face-to-face instructional activities to create more flexible modes of education (Boelens et al, 2018; Stein & Graham, 2020). Blended learning has four key challenges which are incorporating flexibility, stimulating interaction, facilitating students' learning process, and fostering an affective learning climate (Boelens et al, 2017). This study will identify how the apprenticeship addresses these challenges.
Transfer of training
Training inputs, training outputs and conditions of transfer are the focus of training transfer (Baldwin & Ford, 1988). Most studies focus on training inputs. Mediating factors to trainee characteristics are (but not exhaustive) motivation (Ali, Tufail & Khan 2022), locus of control (Cheng & Ho 2001); perceived utility, (Chung, Gully, & Lovelace 2017) and self-efficacy (Na-Nan and Sanamthong, 2020). Design principles consider identical elements, general principles, and stimulus variability. Newer concepts such as behaviour modelling (Murthy et al. 2008), error management (Ran & Huang 2019), and utilising a realistic training environment (Grossman and Salas 2011) are considered. Regarding the work environment, three sources of support have been identified as organisational, supervisory and peer (Hughes et al. 2020). Post training interventions of goal setting and relapse prevention (Rahyuda, Syed, &Soltani 2014) are considered along with newer work on implementation intentions (Friedman & Ronen, 2015 Greenan, 2023). With the impetus to date on trainee characteristics and work environment, the focus of this paper on design is novel and needed.

Research purpose
The purpose of this study is to address the limited body of support for the effectiveness of management development programmes. This study will investigate whether the work-based nature of an apprenticeship coupled with the blended learning of the programme has resulted in transfer of training to the job role of those taking part.

Research question/s
This is a qualitative study based on a level five management apprenticeship being delivered in one UK Higher Education Institute. Data will be collected from Learning Application Reports (LAR) completed by learners as part of the apprenticeship. There are three research questions as follows.
R1. Can a HEI deliver a non-degree apprenticeship?

R2. Will a blended learning programme be more compatible with the non-standard work patterns of many organisations?
R3. Will an apprenticeship with its emphasis on application of learning strengthen the transfer of management skills to the job role?

Implications for HRD practice
Implications are dependent on data analysis and conclusions.

Conclusions
Data has not yet been analysed so conclusions are not available.

Keywords: Transfer of training, Management Development, Vocational Education and Training (VET), Blended Learning

ID:84 - Virtual and Remote onboarding: A Bibliometric Review

Roba Elbawab

ABSTRACT

Digital transformation is described as using of the new digital technologies to enable significant business improvements (Vuchkovski et al., 2023). A virtual or a remote onboarding is an example of the digital transformation in human resources management. Despite the growing attention in the development of transforming the work into the remote setting, the virtual onboarding field is still remarkably young, and conceptual clarity is yet to be attained. Onboarding has been identified as the process that helps newcomers to adjust to the social and performance aspects of their new tasks quickly and efficiently (Bauer, 2010).

Remote onboarding and virtual onboarding are two terms that have been developed and used interchangeably. So far these concepts and processes have been a focus since Covid-19 has occurred and all companies were urged to transfer their onboarding process to an online setting (Yarbrough and Salazar, 2023). In fact, companies did have a virtual onboarding while the new norm is having a fully remote onboarding process. This paper will delve into the organizational socialization theory and its inference on virtual and remote onboarding (Van Maanen & Schein, 1979).

A bibliometric review of virtual and remote onboarding from 2010 to 2023 was conducted on Scopus and analyzed using the VOS viewer software package. The VOS viewer software has been used to construct, visualize and analyze bibliometric networks. Bibliometric analysis examined 67 documents. This study aimed to analyze the research trend, global distribution, contributory journals and conferences in virtual and remote onboarding. This paper will also focus on the conceptual review of the virtual and remote onboarding. The paper will also analyze the associated and most common keywords.

The main research questions are first, what is the total number of studies conducted on remote and virtual onboarding from 2010 to 2023? Second, what are the different keywords used in the studies to conceptualize virtual and remote onboarding? Finally, How has the concept of remote and virtual onboarding evolved throughout the years, with the new norms of work?
The results show an exponential growth of the topic that is still growing worldwide, without identifying the difference between the two concepts. This paper will fill the gap by identifying the difference between virtual and remote onboarding. The paper will also review the development and evolution of the concepts from the human resources perspective. The present review will be helpful for academicians, practitioners, and researchers in the human resources field. The study also presents implications that could help human resources practitioners and academics while designing and developing virtual and remote onboarding.

Implications for virtual onboarding include performing one-on-one meetings to support the uncertainty and doubts of newcomers (Yarbrough and Salazar, 2023). In addition to the one-on-one meetings, the implications for remote onboarding would include team meetings (Vuchkovski et al., 2023). These team meetings would help with enhancing the psychological safety of the employees within their corresponding remote teams. Future research points in the direction of empirically assessing the application of the remote onboarding while enhancing the process of remote onboarding in companies which would increase the satisfaction of the newcomers in return increase the retention of these talents.

In conclusion, the remote and virtual onboarding is a rising topic that needs more attention. The socialization is important in the evolution of the concept. The originality of this paper is found in analyzing the concept and providing a review in an area that is quite scarce.

Keywords: Virtual Onboarding, Remote Onboarding, Remote Work, Human Resources Practices, Organizational Socialization

ID:193 -Navigating the AI Revolution: A Blueprint for Upskilling and Compliance in the Modern Workplace

Lindsey Wagner

ABSTRACT

In this insightful session, Lindsey Wagner, a seasoned attorney with expertise in employment law and artificial intelligence, will delve into the critical intersection of AI and employment practices. Drawing from her extensive experience across multiple states, Lindsey will illuminate the complexities and evolving nature of AI in the workplace. She'll offer practical strategies for navigating AI integration in compliance with employment law, emphasizing the importance of ethical considerations, data protection, and privacy. Attendees will gain valuable insights on how to effectively implement AI while ensuring legal adherence and fostering a positive workplace culture. This session is designed for HR professionals and legal practitioners eager to stay ahead in the rapidly changing landscape of employment law and AI. Lindsey's expertise and engaging approach promise a session rich with actionable knowledge, catering to the needs of modern workplaces.

Keywords: Compliance, artificial intelligence, upskilling, ethics