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Understandings of Career Transition and Implications for HRD

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INTRODUCTION

- Career transition refers to **a change or changing period of an individual's role in task, position, or profession** (Louis, 1980).
- **Career transition is an integral part of working life:**
 - expansion of life expectancy
 - increasingly volatile labor market
- Thus career transition is essential for individual's sustainable and professional career development.

RESEARCH PURPOSE

- Although career transition is a foundational component of HRD, discussions on the related theories and practices remain underexplored (Egan, Upton, & Lynham, 2006; Sun & Wang, 2009).
- Career transition has been limitedly approached from a developmental perspective which tends to focus on career-related issues for early careers (Smart & Peterson, 1997).
- This study aims to **explore major theories of career transition and provide implications for HRD research and practice.**
- Our study will focus on five theories that explain a career transition process focusing on individual's career exploration, development, and decision.

RESEARCH QUESTIONS

- **How does each career transition theory explain a process of an individual's career transition?**
- **What implications do the career transition theories provide HRD research and practice?**

LITERATURE REVIEW



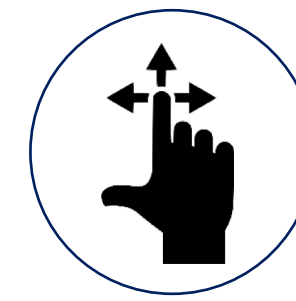
Career maturity theory

- This theory explains how individuals respond to and cope with vocational development tasks (Savickas, 1984).
- It primarily focuses on an individual's career exploration and development process, explaining individual changes or differences (Vondracek & Reitzle, 1998).



Career self-efficacy theory

- Self-efficacy is closely related to career exploring activities and decision-making by influencing an individual's intrinsic motivation (Blustein, 1989).
- This theory extends to discuss environmental factors that influence self-efficacy and career goal determination (Betz & Heckett, 2006).



Career transition theory

- This theory explains how they cope with the transitions with concepts of the four S's – situation, self, support, and strategies (Schlossberg, 2011).



The Chaos theory of careers

- Given the complexity and uncertainty of our nature world, this theory explores various factors and their interdependence in a career decision making and development process (Bland & Roberts-Pittman, 2014; Pryor & Bright, 2003).



Social Cognitive Career Theory (SCCT)

- This theory provides a process of developing career interests and choices and attaining the career-related performance. Specifically, the SCCT explores an interplay with personal factors (e.g., self-efficacy, outcome expectations, personal goals) and contextual factors (e.g., learning experiences, educational access, cultural norms) (Lent & Brown, 1996).

FINDINGS AND DISCUSSION

- **Career transition is not an event limited to a specific period.** People face multiple career transitions at different life stages during their lifespan and thus career transition support should be discussed as **ongoing processes.**
- Although career transition has been considered as an individual responsibility (Chudzikowski, 2012), it also **occurs across and within organizations**, and thus **discussions on career transition support need to expand to organization settings in relation to how to increase organizational effectiveness.**
- **Career transition is a learning process** that involves learning of the self and the situated career contexts.
- HRD can provide appropriate learning opportunities and experiences supporting workers' career transition and further development of their careers.

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Enabling Equivalent Virtual Student Success: Undergraduate Human Resource Management Students' Outcomes from Early Career Mapping Experiences

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Purpose Statement

This study is intended to evaluate the impact of virtual vis-à-vis face-to-face students behaviors and outcomes from participation in an online facilitated career map.

Introduction

Concerns about individual protean and boundaryless career behaviors are most notably related to lack of informed decision-making (McPherson, 2018). This is especially true for low-skilled individuals (Loacker & Śliwa, 2016; McPherson, 2018; Rodrigues et al., 2016). Employability is a closely linked concept, as many protean behaviors such as being self-directed, adaptable, and frequently changing jobs (Briscoe, Hall, & DeMuth, 2006; Gunz & Peiperl, 2007) are also perceived to signal employability by way of ambition, motivation, and developing competence through risk taking, experiential learning, and continuing one's education (McPherson, 2018). Conversely lacking such behaviors and attributes may signal a lack of employability despite the attainment of a higher education (Jones, Baldi, Phillips, & Waikar, 2017; Peltola, 2018; Schock, Morales, Vasquez, & DeGrassi, 2017).

Recent research describes a successful university student mentoring program where one-on-one career mentoring was provided to a group of students. While this program successfully increased student employability, faculty and career services professionals indicated that the one-on-one format used was too time intensive to replicate with a larger group of students (Ring, Waugaman, & Brackett, 2015). Seeking to create a scalable student mentoring program in multiple modalities, this action research study investigates transfer of learning and application of protean and employability behaviors for upper-level undergraduate BBA HRM students through the use of a career map.

This study evaluates the impact of the career map on students' behaviors, while enabling equivalent experiences and outcomes for onsite and online-only students—a growing segment of our student population. Drawing on Koochang's (2012) Active Learning for Knowledge Construction Model (ALKC), created specifically for designing active learning courses in a virtual environment, a career map was designed and embedded into a facilitated, online quasi-course that extends from a student's junior year through graduation. This approach also provides a unique application of the ALKC model to virtual faculty advising extending research by Ring, Waugaman, and Brackett (2015).

Conceptual Framework

The conceptual framework employs two compatible theories, which support virtual facilitation of the ALKC-based career map. First, expectancy theory is used to underpin student motivation (Van Eerde, W., & Thierry, H. 1996). Student participation in the career map and student choices to enact protean and employability behaviors are assumed to be based on the assessment of expected outcomes from their efforts—job mobility into a professional HR position. Second, signaling theory is used to infer students' levels of employability to potential employers in relation to students' desired job mobility outcomes (Connelly, Certo, Ireland, & Reutzel, 2011).

The two-year academic HRM career map components were identified in focus group discussions with current students and individual discussions with alumni. The components and flow were then reviewed for potential issues by both BBA HRM students at the end of their program and experienced HR professionals.

Project Objectives

This project seeks to determine the extent to which the following statements accurately reflect students' knowledge at different stages of the academic experience as well as changes in knowledge as students experience the career map.

- ❖ Most HR students don't understand the difference between a generalist and specialist HR role
- ❖ Most HR students are unaware of the available opportunities at TAMUCT to support student success
- ❖ Most HR students don't understand the impact of internships and stretch assignments on job searching and salary offers
- ❖ Most HR students don't understand the impact of beginning the networking process at the end of their degree program
- ❖ Most HR students don't understand their local job market for HR jobs
- ❖ Most HR students don't know the potential or realistic salary they may be offered
- ❖ Most HR students don't understand the importance of HR certifications in seeking employment
- ❖ Most HR students don't understand the cost-benefit outcomes of HR certification
- ❖ Most HR students don't understand the potential career trajectory for HR
- ❖ Most HR students don't understand the impact of industry on the career trajectory and salary offers

Data Collection and Analysis

An online survey instrument was utilized soliciting both quantitative and qualitative data using Likert-scale and open-ended questions. The instrument was administered at the end of the 2018 spring and summer semesters. To ensure reliability, a test-retest approach was used to establish base-line data and reliability of the instrument. Feedback was solicited from participants to ensure content and construct validity. The treatment (career map) was enacted beginning in the Fall of 2018, and subsequent data collection is planned at the end of each semester for a two-year period.

Data is analyzed using a two-factor analysis. Students are purposefully assigned to one of two experimental groups, (A) onsite students and (B) online-only students. The independent variables are the components of the career map, and the dependent variables are the demonstrated protean/employability behaviors.

Participants

Participants consist of BBA HRM majors at a small, regional university. Each semester eligible students total 100-120 students, with approximately 10 to 20 students being admitted and graduating from the program. The program consists of approximately 25% traditional and 75% non-traditional students. Student participation was confidential, as students were asked to provide their Student ID Number for matching data over time.

Participants: N=37:

Classification: sophmores-5, juniors-17, seniors-15

Modality: online only 16, face-to-face only 1, online and face-to-face 15, not identified 5

Base Line Data Findings

Base Line Data: 2018 spring and summer semesters

Career Identity & Commitment

- 64% of students understood the HR generalist role as compared to 62% understanding of the HR specialist role. Uncertain students were more likely sophomores.
- 66% of students strongly agreed or agreed that industry certification is important to employability.
- However, few students knew about HR industry certifications: SHRM-CP (33%) and aPHR (27%).
- 39% of students indicated they do not understand the local job market for the HR profession, where 38% are seniors and 53% are juniors.
- 73% of students indicated they did not understand the potential career trajectory for the HR profession.
- 66% of students understood the potential impact of industry on salary offers for similar positions across industries.
- 48% of students strongly agreed or agreed that they did not know what a realistic wage offer should be for their KSAOs, where 43% are seniors and 43% are juniors, and 50% did not know what job they were going to pursue.

Base Line Data Findings Continued

Student Success

- Students were able to identify opportunities such as the writing center 72%, student HR organization 59%, faculty advisor 59%, Career Services 51%, Office of Student Success 48%, and Access and Inclusion 35%.
- Students participated in student HR organization 27%, faculty advising 21%, writing center 13%, Career Services 10%, Office of Student Success 8%, and Access and Inclusion 2%.
- 89% of students strongly agreed or agreed that internships were important to potential interview opportunities and wage offers.
- 66% of students strongly agreed or agreed that stretch assignments and projects were important to potential interview opportunities and wage offers.
- Actual utilizations of experience included 1 paid internship, 1 HR project, 2 part-time HR jobs, 2 full-time HR jobs
- *It is unclear from the data how many students have full-time jobs, which would impact utilization.
- 90% of students strongly agreed or agreed that networking is important to obtaining opportunities.
- 60% of students strongly agreed or agreed that networking should start at the beginning of the degree program; while 18% said the middle, and 15% said the end of the degree program.
- 54% of students have not started networking for opportunities, 21% started at the beginning of their program, and 24% started at the end of their program.
- *It is unclear from the data why students are waiting to start networking until the end of their program or after graduation.

Intended Impact

This project is intended to:

- ❖ Assess the application, efficiency, and scalability of the ALKC framework to a faculty advisor role.
- ❖ Facilitate BBA HRM students' informed and appropriate decisions during their academic experience at A&M-CT enabling student success, increased employability, and job mobility upon graduation.

Limitations

It is anticipated that low participation rates may limit the generalizability of the data, given the small initial sample size. Further, participation in the study's treatment (career map) is voluntary. A student who participates in the survey may not have fully participated in the components of the career map. To isolate incidence of inadequate participation in the career map, students are asked questions about their participation in the post survey.



Emotional Labor Experiences of Adult Educators

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Background & Problem Statement

While it has been more than thirty years since the concept of emotional labor (Hochschild, 1983) was first introduced, the succeeding research literature has produced little clarity in how the concept is defined and applied in organizational settings (Grandey & Gabriel, 2015). The theoretical barriers that surround many approaches to the study of emotions often result in the creation of “more epistemological heat than light (Fineman, 2000). Emotional labor has remained tethered to a narrow interpretation of Marxist alienation that inhibits application at levels of organizational analysis beyond the individual. The research literature in education (e.g., Bellas, 1999; Bierema, 2008; Chang, 2009; Çukur, 2009; Dirkx, 2008; Hargreaves, 1998, 2000; Harvey et al., 2012; Isenbarger & Zembylas, 2006; Lackritz, 2004; Mittal & Chhabra, 2011; Nias, 1996; O’Connor, 2008; Zembylas, 2005a, 2005b) suggests that there is a growing interest in the study of emotional labor in educational settings. Little of this research has addressed how emotional labor is experienced in adult learning and workplace environments. And, as Callahan and McCollum (2002) observed, “little work has been done to either describe the ways that emotion has been viewed in the organizational literature or the scholarly and practical implications of these various views” (pp. 7-8). Therefore, the purpose of this study was to explore how adult educators describe and make meaning of emotional labor experiences, as well as the conditions that give rise to those experiences.

Theoretical Framework

Hochschild’s (1979, 1983) conceptualization of emotional labor serves as a critique of Goffman’s (1959) approach to symbolic interactionism and his use of dramaturgy. With symbolic interactionism, meaning is not a predetermined or fixed quality; meaning is fluid and nuanced, incorporating interpretations of past, present, and future action. The ability to act and reflect upon social interactions is crucial to the development of both a sense of self and a sense of agency (Burr, 2003). With dramaturgy, meaning is derived from the enactment of activities. Dramaturgical analysis concentrates on aspects of production and performance. Goffman used the metaphor of drama as a means of capturing the enactment of roles while engaged in activities, the constant negotiation of role and performance in each moment of experience that results in a type of impression management. The successful impression is the one that is believed, even when the impression is deceptive: “When an individual plays a part he implicitly requests his observers to take seriously the impression that is fostered before them” (Goffman, 1959, pl 17). For Hochschild, this type of impression management remains at the level of the interaction, never fully capturing either the individual feelings or the social structures governing feelings associated with an encounter. This study adopted Hochschild’s view.

Research Design

We employed Flanagan’s (1954) critical incident technique (CIT) as a means of collecting data with the critical incident serving as the unit of analysis. A semi-structured interview protocol was used to collect data in the form of critical incidents. In-depth interviews were conducted with 8 participants who serve as faculty members in a teacher training program that prepares working professionals in science, technology, engineering, and math (STEM) fields to become public school teachers in areas with disadvantaged or underserved populations. We incorporated Ellinger and Watkin’s (1998) contextual approach to CIT as a means of capturing adult educators’ perceptions of managing feeling in the performance of emotional labor. Critical incident narratives were crafted for each incident using raw data from the interview transcripts. Of the 72 critical incidents initially identified, 31 were selected for sufficiently robust analysis.

Table 1. Prominent Themes and Subthemes

Theme	Subtheme
RQ 1: What is the nature of emotional labor in adult education?	
Theme 1: Nurturing emotional trust	
Theme 2: Cultivating emotional awareness: Context of learning	<ul style="list-style-type: none">• Setting emotional context• Challenging emotional context• Managing emotional context
RQ 2: How do adult educators make meaning of emotional labor experiences?	
Theme 3: Managing emotions: Triggers for learning	<ul style="list-style-type: none">• Managing frustration• Coping with uncertainty• Being genuine• Resisting expectations• Managing emotions across the program

References

References available upon request.

Findings

Three prominent themes emerged from analysis of the selected critical incidents (see Table 1) highlighting the importance of nurturing and cultivating an emotionally trusting environment, as well the importance of managing emotions across different areas and layers of the program. Findings from the study indicated that adult educators do not always perceive a requirement to perform emotional labor, making it difficult to distinguish between perceptions of emotional labor and emotion work. Findings further indicated that adult educators perform both emotion work and emotional labor across varying layers of the program and organization, thus calling into question the Marxist conceptualization of emotional labor as an oppressive requirement restricted to frontline workers. Finally, regardless of perceptions of emotional labor or emotion work, findings suggested that adult educators use emotion management experiences to emphasize contextual awareness of emotions in learning environments, blending formal and informal approaches to prepare student teachers for a range of potentially emotionally charged scenarios.

Implications

None of the adult educators in this study described a normalizing process for emotion management, and as such, a commodification of feeling rules and emotional displays was not readily evident. Rather, they described emotion management strategies and gestures of exchange that were adaptive and responsive to the unique demands of a given situation (often responding in creative ways), thus taking different approaches to managing meaning (Hochschild, 1979). This adaptivity and responsiveness are similar to some aspects of Kahn’s (1990) theory of personal engagement and disengagement.

Adult educators made decisions about emotion management strategies based upon the available conditions within a given context. This was especially evident in how they incorporated emotions into their teaching as a means of establishing emotional context. Rather than fostering exact perceptions of desired emotional displays, adult educators concentrated their efforts on providing opportunities for student teachers to explore a variety of emotional contexts and reactions, thus allowing student teachers to make their own decisions about how to achieve a desired result. A blending of formal and informal approaches to emotions and emotion management fostered creative exploration that did not always provide student teachers with absolute answers. The implication here is that successful emotion management or emotion work relies on the development of an organizational context that cultivates that success. Teaching emotion management techniques only, such as suppressing and exhorting or surface acting and deep acting, in the absence of creative expression renders an effort void of expression. This is perhaps why Hochschild’s flight attendants complained that they felt their smiles were no longer their own. Unlike the managed heart, the teaching heart thrives on creative expression.



Evaluation on Job Rotation Policy and its effect on Career Development in Higher Education Institute Using a Social Sequence Analysis

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Background and Purpose

- Given the decreasing number of enrollment and funding grants, Higher Education Institutions (henceforth referred to as HEI) have strived to meet the needs of service recipients, namely students and academic staffs.
- To gain the competitive edge, HEIs are required to set a high-quality service standard for administrative personnel working at HEIs as in part of total quality management (Coate, 1990; Niguyen & LeBlanc, 1997) as well as strategic human resource development (Sohail & Shaikh, 2004; Pitman, 2010).
- The staff members are believed to play a key role in managing impression of education services that HEI offers. In fact, HEIs in Korea strive for their administrative staff development by supporting their career development or strategically develop staffs' competencies (Lee, Kim, 2017).
- Particularly, the "A National University" in South Korea, one of the leading research universities in the country, has implemented its own staff development plan by conducting a competency-based training and partly adopting a job posting system.
- However, even with the organizational efforts, the administrative staff members have confessed to have a trouble in fostering professional development due to involuntary yet sporadic job transition experiences.
- The central research questions we address are as follows: whether the job rotation within the "A National University" is chaotic as believed and in what ways the current operation of job rotation influences the motivation to pursue a personal development within the organization.

Methods

- To accomplish the goal, a mixed methodology of focused interview and questionnaire was utilized. Specifically, researchers conducted a focused group interview of 5 junior managers or 21 senior managers in order to explore the needs for career development. Furthermore, data were gathered using a questionnaire to analyze the job sequence of administrative staffs of the "A National University".
- The focused group interview was constructed using the structured questionnaire developed based on the previous literature on the job rotation in the public sector (Choi & Jang, 2009). Specific questions such as 'How do you define the professionalism of HEI staff members', 'Why professionalism is necessary for HEI staff members', 'Which obstacles do you face in establishing professional identity in the context of HEI' etc. were asked during the interview.
- Moreover survey was distributed to analyze the job sequence of HEI staffs working at the "A National University". By job sequence, it means the list of job field the employees have undertaken during the last 8 years, since the corporatization of A National University. As a result, 176 responses were collected and 167 were used for analysis.
- The data was analyzed using social sequence analysis, which refers to a variety of ways to dissect the existence of patterns (Abbott & Tsay, 2000; Cornwell, 2015). The application of social sequence analysis ranges from personal life career, criminal careers, organizational careers and so forth. Using social sequence analysis, three approaches to analyze sequences are possible: visualization, descriptive summary and clustering (Scott & Zeidenberg, 2016).

Findings (1/2)

- The F.G.I result towards the core managers of the organizations was analyzed to answer the posited question on how the current job rotation policy affects the employees' motivation to develop their personal career.
- The result could be summarized as follows: first, HEI staff's professional identity could be identified in diverse ways. Moreover, managers showed different perspective regarding in which job area the staffs should establish their professional identity. This supports that there exists diverse personal motivation within the HEI. Lastly, there needs to be established the system which coordinates job rotation policy along with career development plan and performance management. The specific findings are presented in the following table.

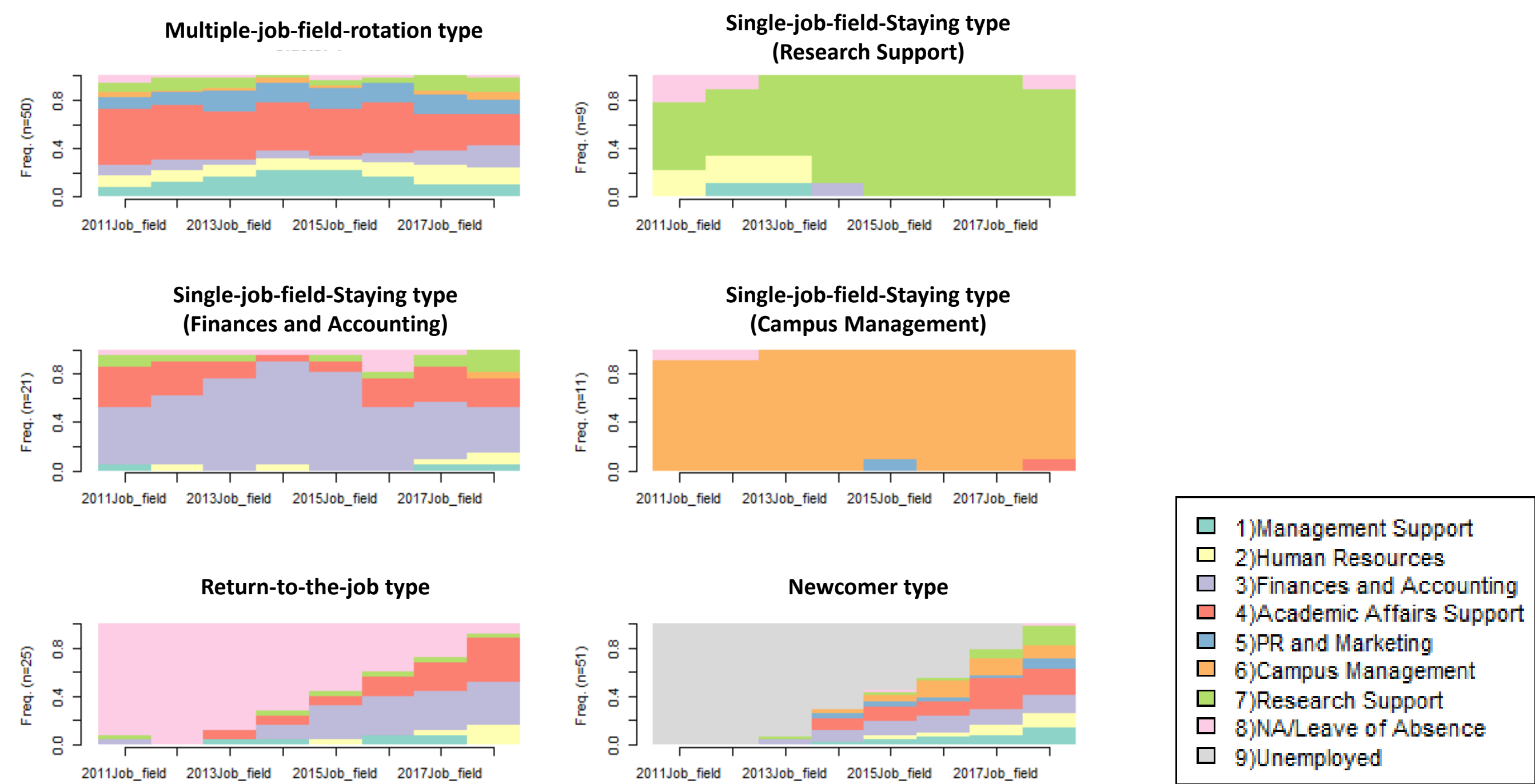
Theme	Topic	Sub-topic
HEI staff's expertise	Definition of HEI staff's expertise	<ul style="list-style-type: none">Work competenceWork-specific knowledgeAutonomy in performing the task
	Professional Area	<ul style="list-style-type: none">Emphasizing contextual characteristics<ul style="list-style-type: none">- i.e. international cooperationEmphasizing work characteristics<ul style="list-style-type: none">- i.e. research ethics
	Side-effect of developing HEI staff's expertise	<ul style="list-style-type: none">Job monopolism
Job Rotation Policy	Problem of current job rotation policy	<ul style="list-style-type: none">Gap between the rule and the realityShort rotation periodIntertwined interestsLack of career development plan and motivation
	Ways to improve the policy	<ul style="list-style-type: none">Linking the performance management to job rotationSystematizing career development planExpanding the job posting system

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Findings (2/2)

- The social sequence analysis was conducted to diagnose the current job policy within the "A National University".
- Based on the social sequence analysis, there were 6 types of job rotation such as 'multiple-job-field-rotation type', 'single-job-field-staying-type' (research administration, campus management and finance), 'return-to-the-job type' and 'newcomer type' within the organization in terms of their job assignments. Moreover, in terms of their workplaces, there observed 'position monopolism', where employees working at the certain workplaces has shown little transition. This was particularly conspicuous for head quarter working types.
- The following figures show the 6 types of job rotation in terms of their job assignments as well as 5 types of job rotation according to their workplaces.



[Figure 1]. Types of Job Rotation in terms of the Job Assignments

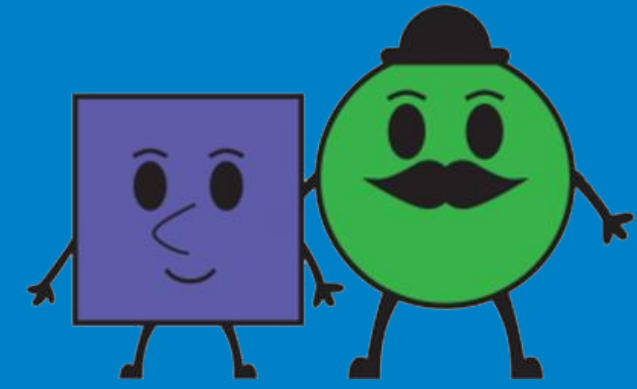


[Figure 2]. Types of Job Rotation in terms of the Workplaces

Summary & Implications

- Based on the findings, following conclusion could be made.
 - Based on the F.G.I. result, there identified the needs for lessening the gap between the rule and its application.
 - Moreover, the arbitrary application of job rotation is believed to lower the individual motivation to develop one's career, as many interviewees pointed out.
 - Based on the social sequence analysis, there has been observed little changes at specific job fields – i.e. research support, finances and accounting, campus management as well as at specific workplaces – i.e. head quarter or college.
 - This could be interpreted in two ways; first, considering their tasks and duties, staffs engaging in certain job fields should be given chances to develop their specialty. Second, given that certain workplaces are favored by staff members, favoritism or partiality exist within the organization in deciding the workplaces.
- Both theoretical and practical implication can arise from the conclusion.
 - Practical Implications**
 - First, to execute the job rotation policy in a more rational manner, the policy should be applied more flexibly reflecting the characteristics of certain job fields.
 - Second, there needs to be preliminary procedures in job rotation to prevent its arbitrary application and to enhance individual members' motivation for developing their career.
 - Theoretical Implications**
 - First, social sequence analysis method could be applied in tracking individual changes within the organization, which proves its potential for analyzing sequential data in a comparably short period of time.
 - Second, diverse perspectives regarding the expertise of HEI staff members could be explored further, in that it highlights the diversified career motivation within the organization.

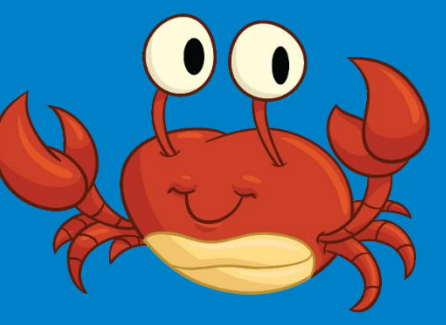
Game Over for Boring E-Learning: A Case Study of Game-Based Strategies in a Fundamental Onboarding Course



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ABSTRACT

Workplace learning professionals are challenged to adapt to changing technology (Long & Smith, 2003), while also reducing employee knowledge gaps. Game-based learning represents a growing trend in this arena (Lester et al., 2013). The purpose of this proposed research project is to examine the learning outcomes and perceptions of a game-based e-learning solution for new hires in a concierge customer service organization. The desired result is for the approach to have a positive influence on employees' engagement and knowledge gains. The results will influence future instructional design and development of learning solutions.

BACKGROUND

What elements of instructional design were considered in developing the course?

1 Needs Assessment

- 2017-2018 continuous improvement efforts uncovered industry-specific knowledge gaps.
- New hires had an insufficient understanding of healthcare basics, such as terminology, processes, and standard customer service interaction types.

UbD Framework 2

- Step 1: Identify Desired Results
- Step 2: Determine Assessment Evidence
- Step 3: Plan Learning Experience and Instruction (McTighe & Wiggins, 2012)

3 Relevance of Engagement

- Course needed to align with the audience and goals.
- Learners required interactivity to feel engagement in an e-learning course (Chatterjee, 2010).

Game-Based Tenets 4

- Innovative approach that addressed learning objectives through challenges (Jorge & Sutton, 2017).
- Increased a sense of curiosity, exploration, and ownership (Arnold, 2014).
- Theme and story enabled game tenets (Smeda, Dakich & Sharda, 2010).

COURSE DESIGN

The 30 minute Storyline course embodies game-based learning tenets.



The game tenets are supported by the enabling theme and story:

- **The Journey:** Overall narrative that builds in complexity.
- **Conflict & Resolution:** Sequenced plot points in the journey.
- **Characters:** Provide structure and guidance through critical plot points.



The enabling features support:

- **Rules & Challenges:** Guidance to engage in the practical application of real life scenarios.
- **Awards & Feedback:** Positive or development guidance after completing an action.



The tenets support the principle of:

- **Play as a Learning Experience:** In this highly structured journey, knowledge gains are achieved regardless of success in a game task.

RESEARCH QUESTIONS

- 1 According to participants, how did the integration of game-based strategies influence their understanding of foundational topics related to the products and services provided by their company?
- 2 In what ways did the game-based e-learning course influence employees' awareness of their role in the customer experience?
- 3 What are the employees' perceptions around the game-based strategies in comparison to other e-learning approaches, such as storytelling, simulations, and scenario-based exercises?

PROPOSED METHODS

We propose an exploratory case study with 150 participants. Data will be collected between October 2018 and February 2019. At course implementation, data collection will consist of a pre- and post-test and a survey. The survey will consist of 9 multiple choice questions and one open-ended question to collect participants' demographic information and their perceptions on the course. Following delivery, the researchers will randomly sample 10 participants for semi-structured interviews.

EXPECTED FINDINGS & DISCUSSION

- Limited research exists on the effectiveness and perceptions of game-based learning strategies in employee onboarding. The researchers intend to add to this body of knowledge.
- They expect an increase in post-test scores from the pre-test scores, indicating competency in healthcare terminology, benefits processes, and common customer service interactions.
- Additionally, they expect positive employees' perceptions on the game-based approaches and overall engagement in the course.
- If perceptions and knowledge gains are positive, the instructional design team intends to include further integrations on game-based strategies which include elements of interactivity.

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References are available upon request or on the handout.



Blue UniversitySM

Margin Creation & Its Creators: A Work-Life Balance Perspective of Career Development in the 21st Century

Nekeisha Randall, University of Georgia

"...if a person is able to lay hold of a reserve (Margin) of Power, he is better equipped to meet unforeseen emergencies, is better positioned to take risks, can engage in exploratory, creative activities, is more likely to learn, etc., i.e. do those things that enable him to live above a plateau of mere self subsistence."
(McClusky, 1970, p. 82)

WHAT IS THE THEORY OF MARGIN?

- A theoretical framework that can expand the multi-faceted conversation about American work-life balance (WLB)
- A ratio between load & power (McClusky, 1970)

$$\text{Margin} = \frac{\text{Load}}{\text{Power}}$$

- **Load:** Responsibilities & demands of life, correlated with stress, can be internal (pressure put on self) & external (job requirements)
- **Power:** Energy & resources to cope with load, correlated with resilience, can be internal (hope) & external (wealth)
- **Margin:** Excess power, surplus energy; scenarios include: too much load (burnout), load equaling power (barely surviving), too much margin (no challenge), or enough margin to handle unexpected situations, have alternative solutions, & embrace life-long learning (Londoner, 1993; Main, 1979)

HOW CAN MARGIN CONNECT TO CD IN PRACTICE?

Margin creation can be a shared-responsibility among employees and employers. Practical steps to view margin as an important aspect of career development (CD) include:

Individuals

- Be honest about internal & external load & power resulting from self & others.
- Know your values & what margin looks like for you.
- Be proactive. Define & take ownership of career decisions.
- Communicate personal terms with your current or potential employer.
- Be flexible. Know what you're getting into & remember not every industry or occupation will fit into your ideal employment situation.
- With each career move, embrace the need to adapt & possibly renegotiate formal or informal agreements & psychological contracts (Hall & Moss, 1998).

Organizations

- Realize & gain knowledge about shifts in how people view their career development.
- Provide necessary developmental resources to employees (in ways that do not depend upon whether the employee remains with the organization or not) (McDonald & Hite, 2016).
- Help employees build skills (communication, decision making, etc.) that help in areas of career resilience, adaptability, & employability (Hall & Moss, 1998).
- Define, explain, & enact WLB-friendly policies.
- Recognize the importance of relational aspects of work that give employees a secure support system (McDonald & Hite, 2008).
- Take inventory of the organizational load & power intentionally or unintentionally placed on employees.

WHAT HAS BEEN SUGGESTED FOR HRD IN THE PAST?

Londoner (1993) proposed the Theory of Margin as an HRD problem-solving technique to help employees, especially in helping professions, assess & overcome life's stressors. To help make subjective load & power more objective, a worksheet format based on Lewin's (1946, 1969) Force Field Analysis was suggested:

1. Identify a significant problem withholding one from experiencing more margin in life.
2. Write down the driving & resisting forces (internal & external load & power) creating tension for that problem.
3. Rank the forces.
4. Label the forces based on how easy or hard they are to change.
5. Create strategies for the top five forces.
6. Choose the most appropriate strategies to begin the margin-creation process.

HOW ARE MARGIN AND CD RESEARCHED?

Theory of Margin has been linked to empirical studies about:

- Professional development (Lagana, 2007): QUANT, N = 65; slight (not significant) results found that margin may decrease when more professional activities are pursued
- Job adaptability (Saraswathiamma, 2010): MIXED, N = 125; theory can help frame what female participation, adaptation & persistence looks like in the engineering field
- Career indecision (Thul-Sigler, 2016): QUANT, N = 67; lower margin aids decisiveness, age & life stage affect margin levels, career counselors can use theory to assess career readiness

The theory is mostly used for theoretical purposes to explain how human behavior is affected by environment. More empirical work needs to connect margin & CD.

WHY IS MARGIN CREATION HELPFUL?

- Shifts in career trends (protean careers) & prioritization of employee values (Hall, 2004)
- Shifts in societal trends (dual-earner households, technological advancements, burnout, etc.)
- Employment is both a load (stressor) & a power (resource)
- At least 90,000 hours spent at work over a lifetime (10 years of non-stop work) (Pryce-Jones, 2010)
- Increased work & personal life demands, for those with & without families
- Four generations in the workplace (Schullery, 2013)
- WLB likely to remain a developing research area
- The need for a career-resilient (London, 1997), career-adaptable (Savickas, 1997), & employable workforce (McDonald & Hite, 2016)



Measuring Gender Diversity and Equality at the Organizational Level: Implications for a Korean Context

Jieun You (Yonsei University), Yonjoo Cho (Indiana University), Sehoon Kim (University of Minnesota)
Jiwon Park (Korea University), Hanna Moon (KRIVET), and Hyoyong Sung (Sungshin Women's University)

INTRODUCTION

- Although South Korea is one of the world's economic powers, almost all global rankings on women's status show alarming results.
- Amid the increased inclusion of the environmental, social, and governance (ESG) measures in evaluating non-performance in organizations, gender diversity and equality indices are being incorporated into ESG measures in hopes of promoting women's presence and leadership in organizations.
- The Women Fund**, a mutual fund for gender diversity and equality in Korea has recently been developed.
- As the fund's introduction, we feel a strong need to see if it is well-aligned with global trends of gender diversity and equality and how the fund in its current state can be improved compared to investment funds developed in advanced countries.

RESEARCH PURPOSE

- To examine how gender diversity and equality indices are incorporated into ESG measures at the organizational level to make gender diversity and equality implemented in organizations and to provide implications for a Korean context.

RESEARCH QUESTIONS

- How are gender diversity and equality indices incorporated into ESG measures at the organizational level in four developed countries?
- What are the implications of such efforts for a Korean context?

THEORETICAL BACKGROUND

L Legitimacy Theory I Institutional Theory

- Organizational efforts operate in accordance with social norms and expectations (Deegan, 2009).
- Organizations tend to publicize how their businesses and activities are relevant to the society's expectations through an annual report (O'Donovan, 2002).
- The theory studies how organizational behaviors and systems become homogeneous within the same organizational context and explains interactions of organizational operations with social norms, values, and assumptions (Scott, 1987).

- The government and policy makers need to provide guidelines and legislative support for organizations that take gender equality strategies seriously and that disclose their gender diversity practices
- There is need to monitor, report, and compare gender diversity and equality practices, measuring organizational activities and behaviors.

K Korean Cultural Context

- Korea's patriarchal culture affected by the Confucian heritage and military culture, women are considered to be less competent than men in leadership positions (Rowley, Kang, & Lim, 2016).
- Korea's large power distance exacerbates women's devaluation in leadership as men have power in family, organizations, and the society.
- Given the strong male-dominant culture, the Korean government should play a critical role in encouraging, and, at times, obliging organizations to advocate and promote gender diversity and equality.

ESG MEASURES INCORPORATING GENDER DIVERSITY AND EQUALITY

- ESG (Environmental, Social, and Governance):** "extra-financial material information about challenges and performance of a company on matters that help companies assess current risks and opportunities and understand long-term trends of environmental changes in the industry (Bassan & Bovács, 2008, p2)."
- ESG Measures for Gender Diversity & Equality:** A high level of gender diversity and equality relates to ESG performance measures such as environmental performance and economic growth (Miles, 2011; Velte, 2016).

C Four Country Cases

Country	U.S.	Japan	Canada	U.K.
Fund Name	PAX Ellevest Global Women's Leadership Fund	Government Pension Investment Fund (GPIF)	Evolve North American Gender Diversity Index ETF (HERS)	L&G Future World Gender in Leadership UK Index Fund (GIRL)
Benchmark Index	PAX Ellevest Global Women's Leadership Index	MSCI Japan Empowering Women Index (WIN)	Solactive Equileap North American Gender Equality Index	L&G Future GIRL UK Index
ETF Measure	-Representation of women on the board of directors -Representation of women in executive management -Female CEOs -Female CFOs -Signatories to Women's Empowerment Principles	•Attraction -% of women among new hires -% of women among the overall workforce •Retention -average tenure figures for men & women •Promotion -% of women in senior management -% of women on board of directors	-Gender balance in leadership & workforce -Equal compensation & work-life balance -Policies promoting gender equality -Commitment to women's empowerment	-% of women on the board of directors -% of female executives -% of female managers -% of women workforce

KOREAN CONTEXT

G The Government's Effort

- The government's integrative framework consists of eight sectors (family, welfare, health, economic activity, decision making, education/vocational education, culture, and safety) that include representative measures and managing units.
- Family-friendly certification system
- Gender diversity and equality indices (by region)
- Government incentives for the affirmative action system

P The Private Sector's Initiative

Category	Sub-Category	Measures
Policy & Program	Organizational Program	Diverse employment programs for women
	Organizational Program	Programs for work-life balance
	Certification	Certification of family-friendly organizations
Performance	Gender Diversity	Ratio: Women on total employees (%)
	Gender Diversity	Ratio: Women on unregistered executives (%)
	Gender Diversity	Ratio: Women on registered executives (board members) (%)
	Gender Equality	Ratio: Women executives' (registered + unregistered) promotion (%)
	Gender Equality	Ratio: Women executives' (registered) promotion (%)
	Gender Equality	Gender differences in employment years (years)
Controversy	Gender Equality	Gender differences in earnings (times)
		Gender diversity and equality-related controversy

DISCUSSION

S Significance of the Study

- Uniqueness of the Korean fund:** *The Women Fund* includes diverse aspects of other funds, including features, benchmark indices, and return rates, and selectively applied those funds' strengths to the Korean fund.
- The government's role:** Dialogues between government and companies contribute to quality ESG evaluations, and the government's action can induce improvement in companies' ESG disclosure, contributing to the advancement of corporations and society.

I Implications for Research and Practice

- Research:** Consideration of the roles of national HR; more research on ESG measures incorporating gender diversity and equality; consideration of national and cultural contexts.
- Practice:** Awareness of cultural contexts; the government's roles; difficulty in accessing data due to companies' reluctance in data disclosure.

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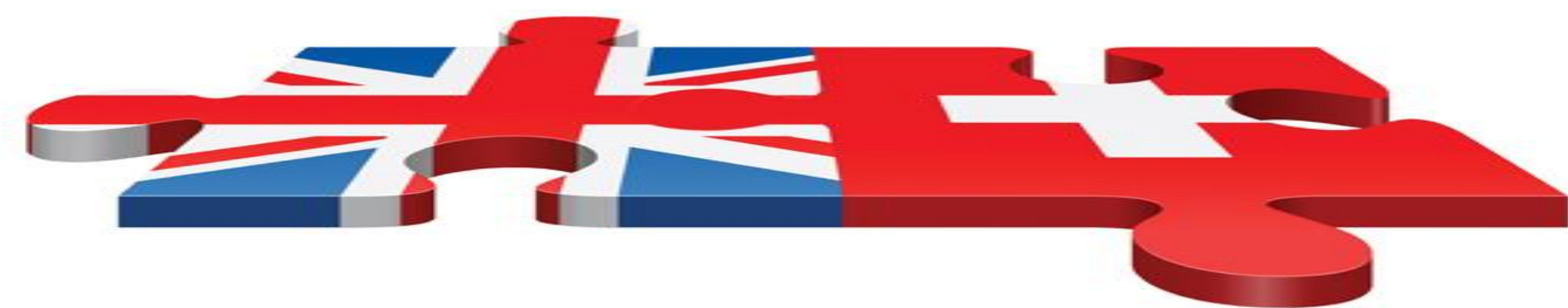
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Abstract

This project investigates the relationship between digital competency and decision to recruit graduates in Small Medium-sized enterprises (SMEs) between the United Kingdom (UK) and Switzerland. It is a cross-national project that seeks to explore how SMEs value graduate digital competencies, and the role of individual managers' decision-making style towards the likelihood to recruit graduates.

Research is nascent concerning graduate digital competencies within SMEs through a cross-national comparative evaluation. Digital competencies, including social intelligence and cultural agility amongst others, are increasingly being used by organisations to transform their work practices to support their organisational goals. Developing digital competencies are also considered as a continuum from instrumental skills towards productive and strategic personal competence. Concurrently, SMEs play an important economic and social role concerning workforce's employability as they comprise a large percentage of those businesses operating across the European Union (EU) state members, including the UK and Switzerland.

Hence, there is a growing trend to promote SMEs graduate employment through the utilisation of an appropriate level of graduate digital competencies. Thus, examining the relationship between graduates' digital competencies and likelihood to be recruited from SMEs is highly topical.



Introduction

Drawing on **digital competencies and decision-making theories**, a moderated model was developed and tested (Figure 1). The model argues that there is a relationship between certain digital competencies (e.g. social intelligence/critical thinking/cultural agility etc.) and the likelihood to recruit. However, the competency-recruitment relationship is moderated (strengthened/weakened) if there is a high/low demand for certain competencies. In addition, the SMEs decision style will moderate the moderating effect of demand on competency-recruitment.

The key **hypotheses** that the project aims to address are:

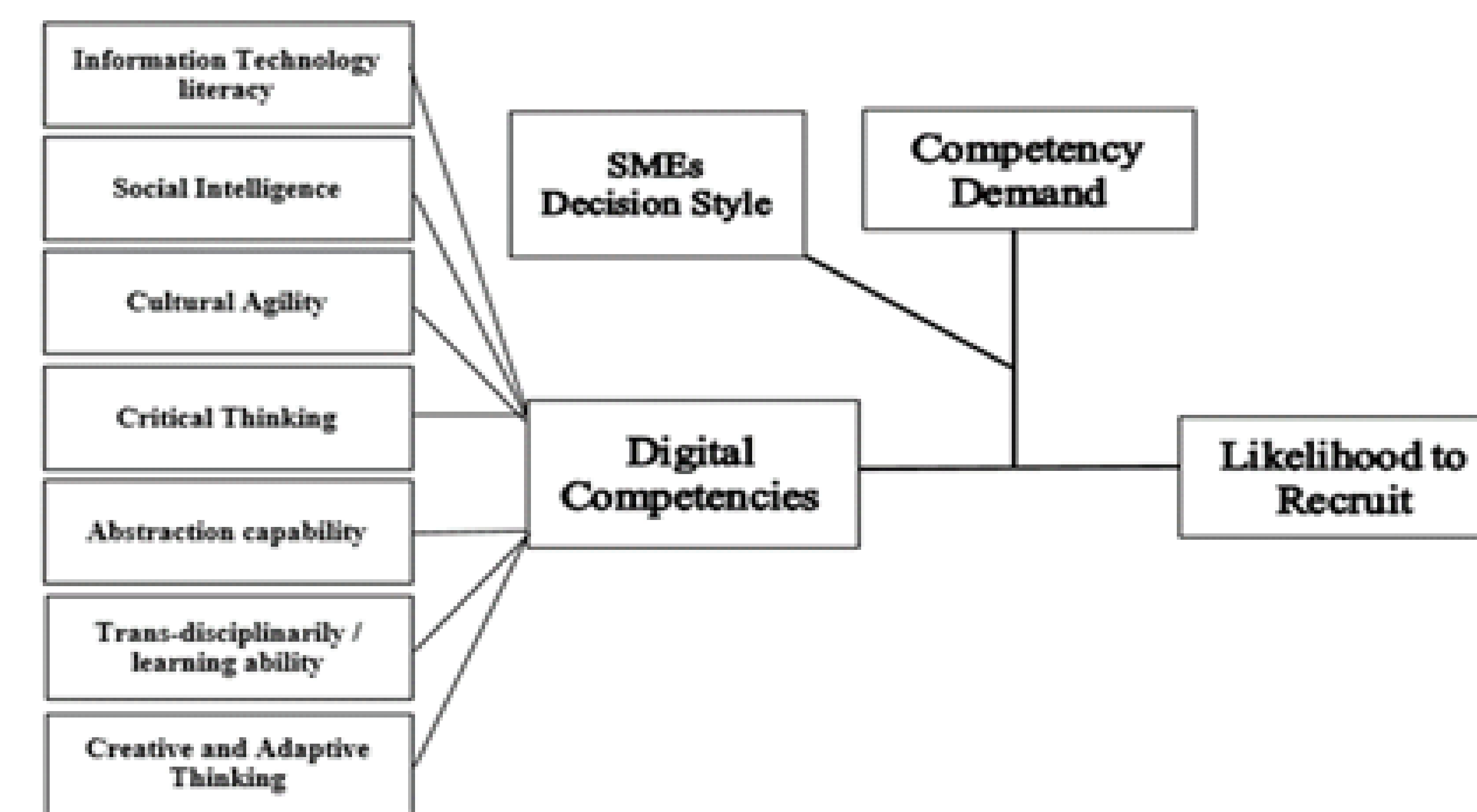
- *Digital Competencies will have a significant positive relationship with Likelihood to Recruit.*
- *Competency Demand will moderate the relationship between Digital Competencies and Likelihood to Recruit.*
- *SMEs Decision Style moderates the moderating effect of Competency Demand between Digital Competencies and Likelihood to Recruit.*

Methods

A **positivist** approach has been adopted. A **survey questionnaire** was distributed in both countries to capture SMEs managers' (individuals with full or partial responsibility to recruit graduates) expectations. A total of 546 responses were analysed (**UK- 426 & Switzerland 120**).

The survey questionnaire aimed to explore the relationship between digital competencies and likelihood to recruit graduates through the moderating role of SMEs decision style. Moderation effects tested through **multiple regression analysis** to analyse and discuss the interaction between the variables. A **hierarchical regression analysis** was used by entering the independent variables into the regression sequentially in a predetermined order.

Results



Less likely to recruit graduates
Digital Competencies have a significant positive relationship with Likelihood to Recruit.
Interested more on adaptability and cultural agility rather than on social intelligence
Less formal structure and approach
More rationale decisions for graduates



More likely to recruit graduates
Digital Competencies will have a significant positive relationship with Likelihood to Recruit.
Interested more on social intelligence and learning rather than on cultural intelligence
More formal structure and approach
Less rational decisions for graduates



Discussion and Implications

- Digital Competencies have a significant positive relationship with Likelihood to Recruit in both countries.
- However, the level of positivity is difference on recruiting and employing graduates with Switzerland having a more positive perception on graduates. Competency Demand moderate the relationship between Digital Competencies and Likelihood to Recruit.
- SMEs Decision Style plays a significant role on deciding Digital Competencies and whether to recruit graduates.

UK

- Review graduate SMEs employment practices.
- Develop other Human Resource Development strategies and encourage the development of appropriate digital competencies amongst graduates working in SMEs.
- Support educational institutions to enhance curriculum development in a digital era.
- Strengthen collaboration between academic institutions and SMEs through new employment services.

Swiss

- The Swiss approach (a non-EU member) to digital competencies and SMEs decisions will shed some light into the future direction of the UK's approach to competencies development outside the EU.
- Strengthen cross country collaborations to disseminate good practices.
- Strengthen further institutional/SMEs relationships
- Enhance further current curriculum to promote digital competencies.

Conclusions

The current project provides critical insights into this relationship through the lens of 'different' national models relating to education and public policies (UK and Switzerland). Recent changes in the socio-political environment ('Brexit', economic reforms, higher education and generation attitude changes) reinforces the need to explore SMEs attitude towards graduates and to examine whether there are any 'good practices' that can be adopted to address the issues highlighted above.

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Putting on an Employability Show: A Dramaturgical Analysis of Graduate Talent Spotting

Valerie Anderson*, Valerie.Anderson@port.ac.uk; Michael Tomlinson, Southampton University, UK; Jessica Gagnon* Emily Mason-Apps* (*University of Portsmouth, UK)

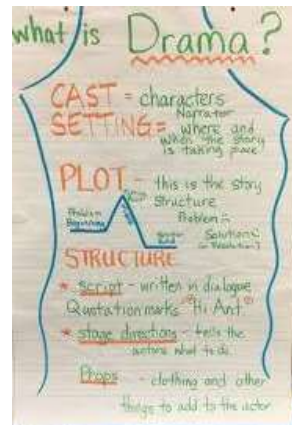
Problem statement

Participation in higher education continues to increase (OECD, 2013) but graduate level jobs have not expanded at the same time. Employers associate employability with a 'war for talent' but scant attention is given to the entry point of the talent pipeline.

Background and method

Longitudinal, mixed methods project
Multi-stakeholder perspectives of talent and employability.
Qualitative thematic analysis of 'standout' graduate employability.
Student focus groups (n=79).
Semi-structured employer interviews (n=19)

Theoretical grounding



Goffman
(1959)
dramaturgical
'presentation
of the self'

Research questions

- Exploratory and conceptual study
- How do employers describe the qualities of the employable graduate?
 - How do students describe the qualities of the employable graduate?
 - What characteristics are perceived to comprise a stand-out selection 'performance' by an employable graduate?

Themes

Conceptual dimensions

Qualifications and credentials	Idealization of the 'star performer'
Psychological characteristics	
Applied experience	Work experience and networks
Person-organization fit	Perceived / anticipated P-O fit
Other experience	Dramaturgical discipline



Exploring Churn and Alignment between Retention and Occupational Culture as Perceived by Professional Truck Drivers

Catherine M. Cole, Ph.D.

Committee: Heather M. Annulis, Committee Chair; Cyndi H. Gaudet; H. Quincy Brown; Dale L. Lunsford
The University of Southern Mississippi

BACKGROUND

1970s and 1980s	1990s	2000s	Causes and Industry Response
Deregulation Motor Carrier Act of 1980 Reduced Barriers Increased Competition	200% Driver Turnover 8.4% Rest of U.S. <i>Churn</i> —Driven by competition for experienced drivers, freight carriers continually entice drivers to leave one trucking firm for another	20,000 Driver Shortage Pre Recession Recession Reduces Shortage 38,000–45,000 Driver Shortages Post Recession 100% Driver Turnover 174,000 Driver Shortage in 2026	Pay, work demands, delays, time away from home, career opportunities, company reputation, qualifications, and recruitment New equipment, recruitment bonuses, increased pay, safety rewards

Despite advances in logistics software and increased driver pay, the trucking industry continues a historic wave of systemic driver turnover and driver shortages. At risk is sustaining an **industry and workforce contributing over \$140 billion dollars to the U.S. GDP**. Lack of driver retention results in **decreased productivity, reduced profitability, increased freight rates, and restricted economic growth**. Previous efforts to understand the phenomenon of driver turnover rely heavily on supply chain, transportation, and logistics based disciplines. The current study provides a human capital ontology by exploring professional truck driver perceptions of environmental alignment between trucking industry retention strategies and the occupational needs and culture of professional truck drivers.

RESEARCH OBJECTIVES

RO1: Describe participant demographics in terms of years of driving experience, driver type, tenure with current employer, employer size, gender, and age.

RO2: Describe trucking industry strategies to retain professional truck drivers.

RO3: Explore professional truck driver occupational needs and culture (shared beliefs, values, norms, collective perceptions, cultural forms, and practices) as perceived by professional truck drivers.

RO4: Explore environmental alignment between trucking industry retention strategies and professional truck driver occupational needs and culture as perceived by professional truck drivers.

RO5: Explore professional truck driver perceptions of churn as perceived by professional truck drivers.

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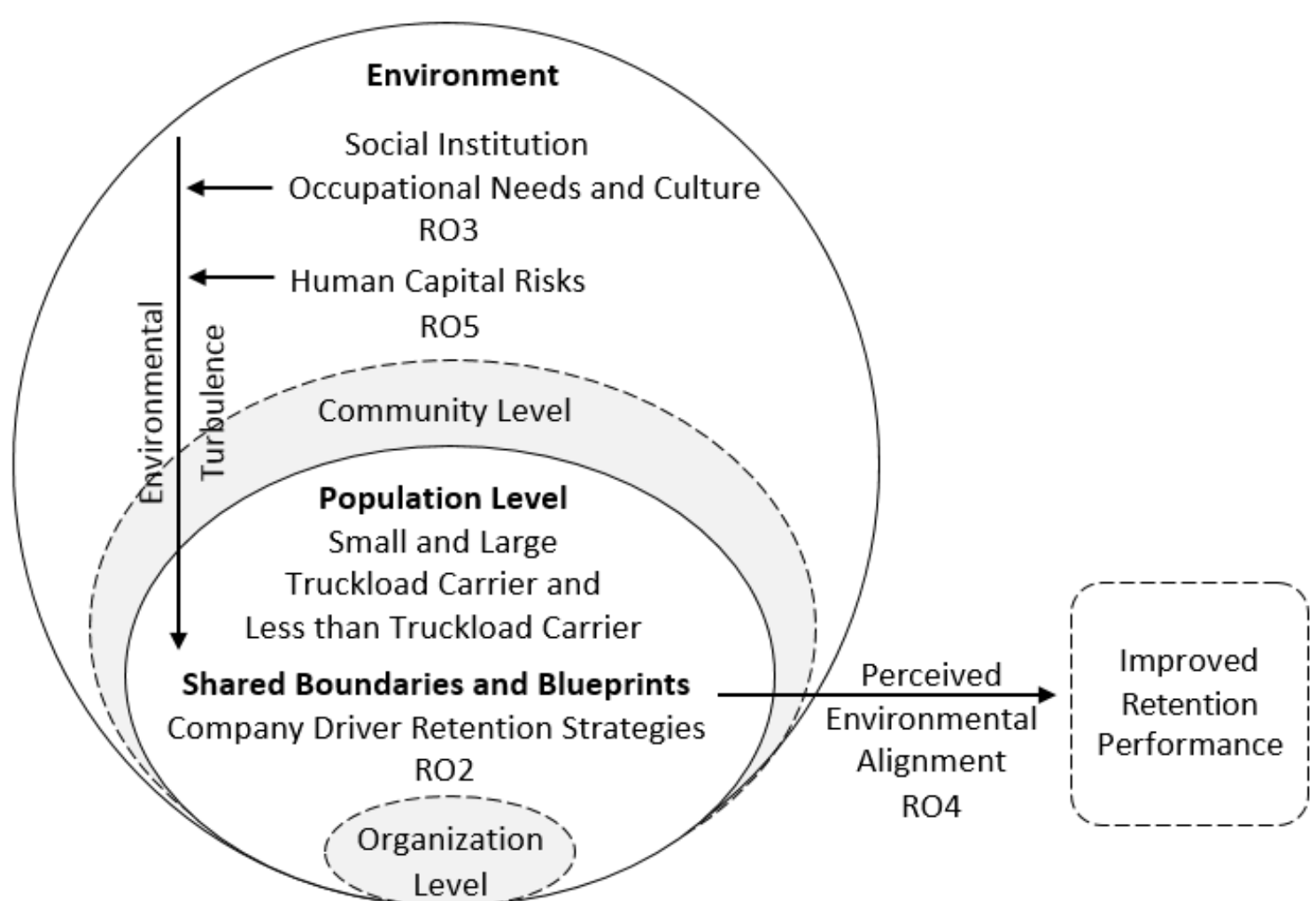
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CONCEPTUAL FRAMEWORK



Applying institutional theory with environment, human capital risks, occupational needs and culture become environmental turbulence for the trucking industry as a population.

Population ecology provides a model for observing organizations collectively versus individually.

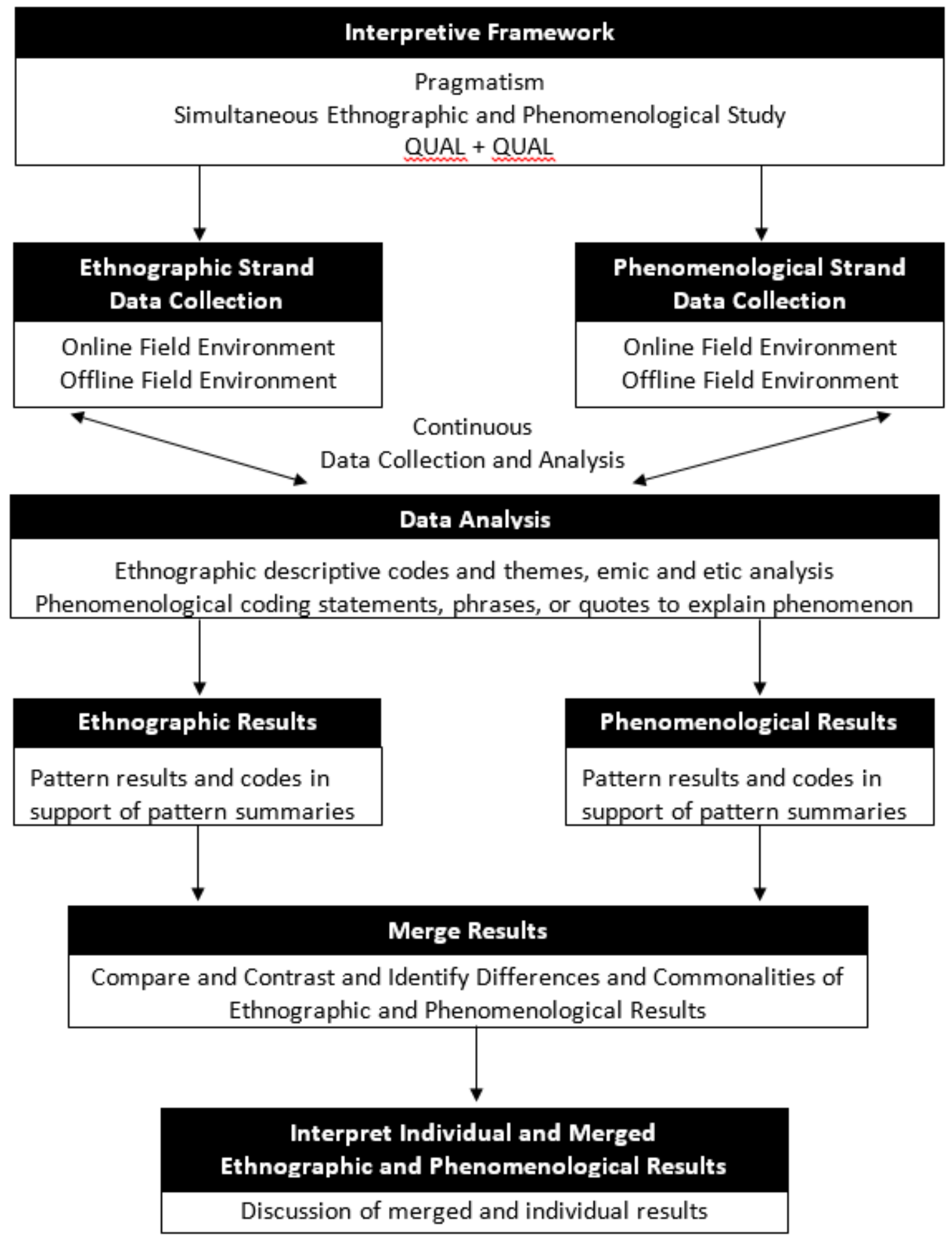
Occupational cultures form when individuals with a shared occupation or skill develop shared beliefs, values, norms, language, and perceptions about their work, other members, and nonmembers of the profession.

Environmental alignment (alignment) is the strategic fit between an organization’s strategies and the demands of the environment.

Human capital risks include high driver *churn*, shortages, and low retention.

Churn is a form of driver turnover behavior induced by pay and bonuses resulting in drivers continually leaving on trucking firm for another.

METHODOLOGY



12 Industry reports
21 Professional truck driver Interviews

- Semi structured
- Story and fellow traveler approach
- Snowball
- Criterion—company drivers (less than truckload, truckload), large and small firms

83 Blog posts by nine active professional truck drivers meeting criterion

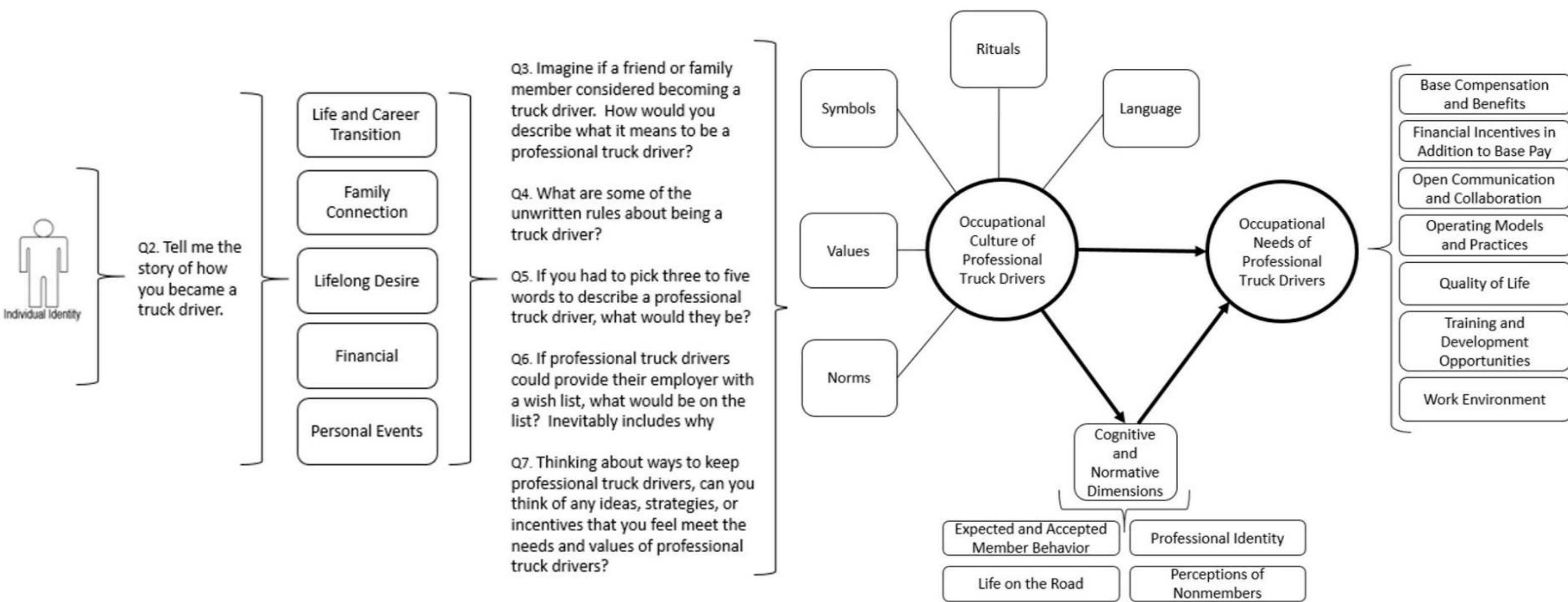
Thematic **First Cycle and Second Cycle Coding** manually and NVivo

Synthesized interview data member check

Participant Summary

FINDINGS & DISCUSSION

Finding 1: The occupational culture, cognitive and normative dimensions of professional truck drivers inform the occupational needs of professional truck drivers.



The finding reaffirms prior research suggesting occupational cultures as multilayered, simultaneously spanning across multiple organizations, and part of an organization’s external environment. Knowledge of an occupational culture’s level of influence on member behavior and occupational needs serve as resources during the environmental analysis phase of performance improvement. Analyzing environments external to an individual organization benefits current and future sustainably across a number of human capital dimensions to include recruitment and retention.

Finding 2: Environmental alignment and environmental misalignment exists between trucking industry retention strategies and the occupational needs and culture of professional truck drivers. Increased forms of alignment, including environmental alignment, improve individual and organizational performance. Sustaining and improving environmental alignment provides a competitive advantage by differentiating an individual trucking firm from the population level of trucking firms. Resource dependence theory advances competitive advantages are gained when organizations initiate opportunities to surpass competitors. Individual trucking firms improve competitive opportunities and performance not only through sustainment of environmental alignment but also through development of interventions that diminish points of environmental misalignment.

Finding 3: The phenomenon of churn is not an attribute of, nor promulgated by, the occupational culture of professional truck drivers.

Perceptions and experiences of the phenomenon exist on an individual, subgroup basis and not as an occupational collective. Subgroups are *drivers who do not engage in churn* and *drivers who have or do engage in churn*. As part of the hiring process, trucking firms should consider entry interviews specifically exploring a driver’s perceived needs. From an economic and resource perspective, trucking firms can then assign risk as to the likelihood that the driver will churn given the driver’s needs and the trucking firm’s ability to meet those needs. Ideally, human capital should produce greater value than resources spent on obtaining and developing human capital.

Are Faculty Development Programs Worth University Investment?

A Comprehensive Analysis of the Effectiveness, Cost-benefit, and Implementation of a Cohort-Based Research Development Faculty Mentorship Program

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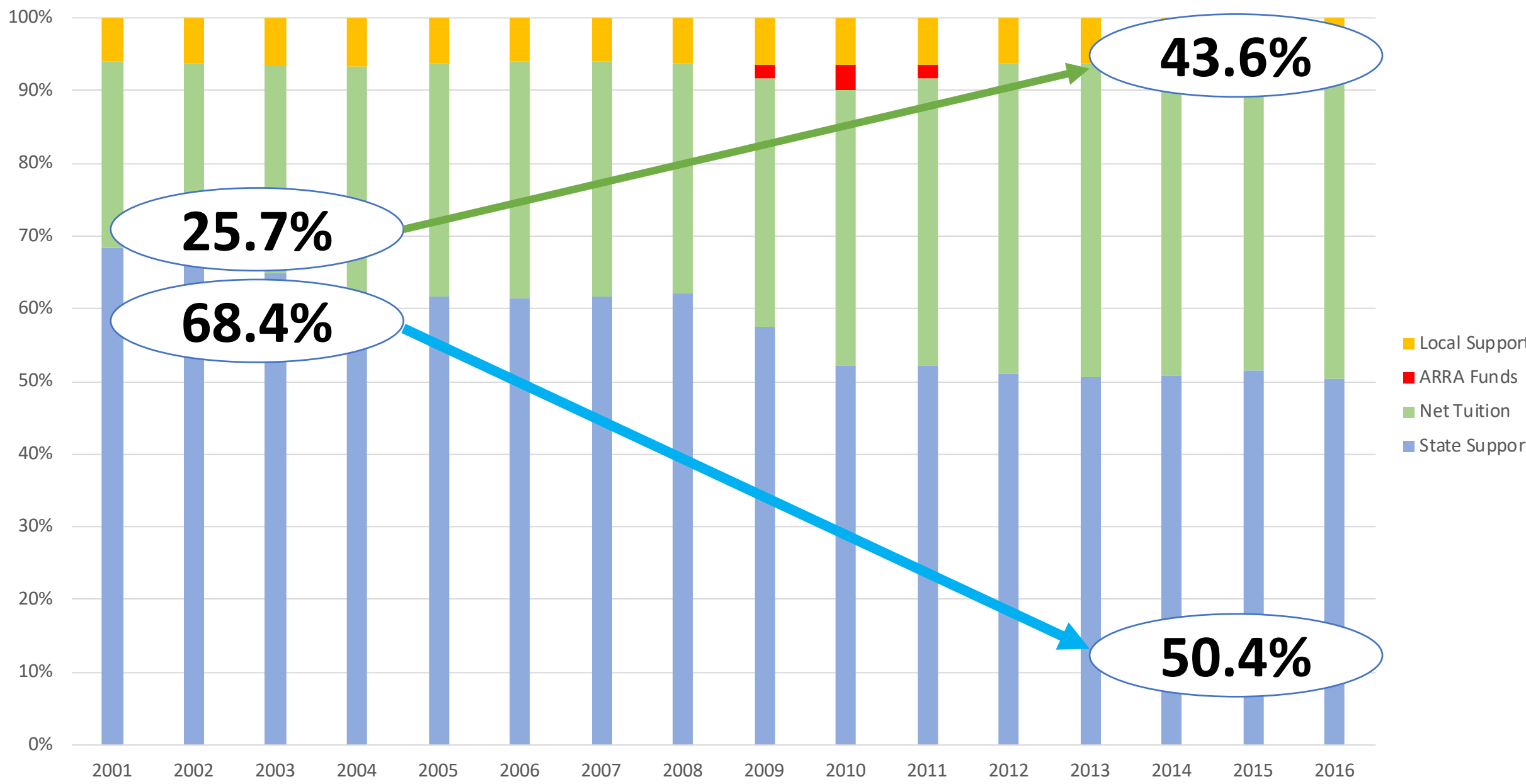


BACKGROUND

Introduction

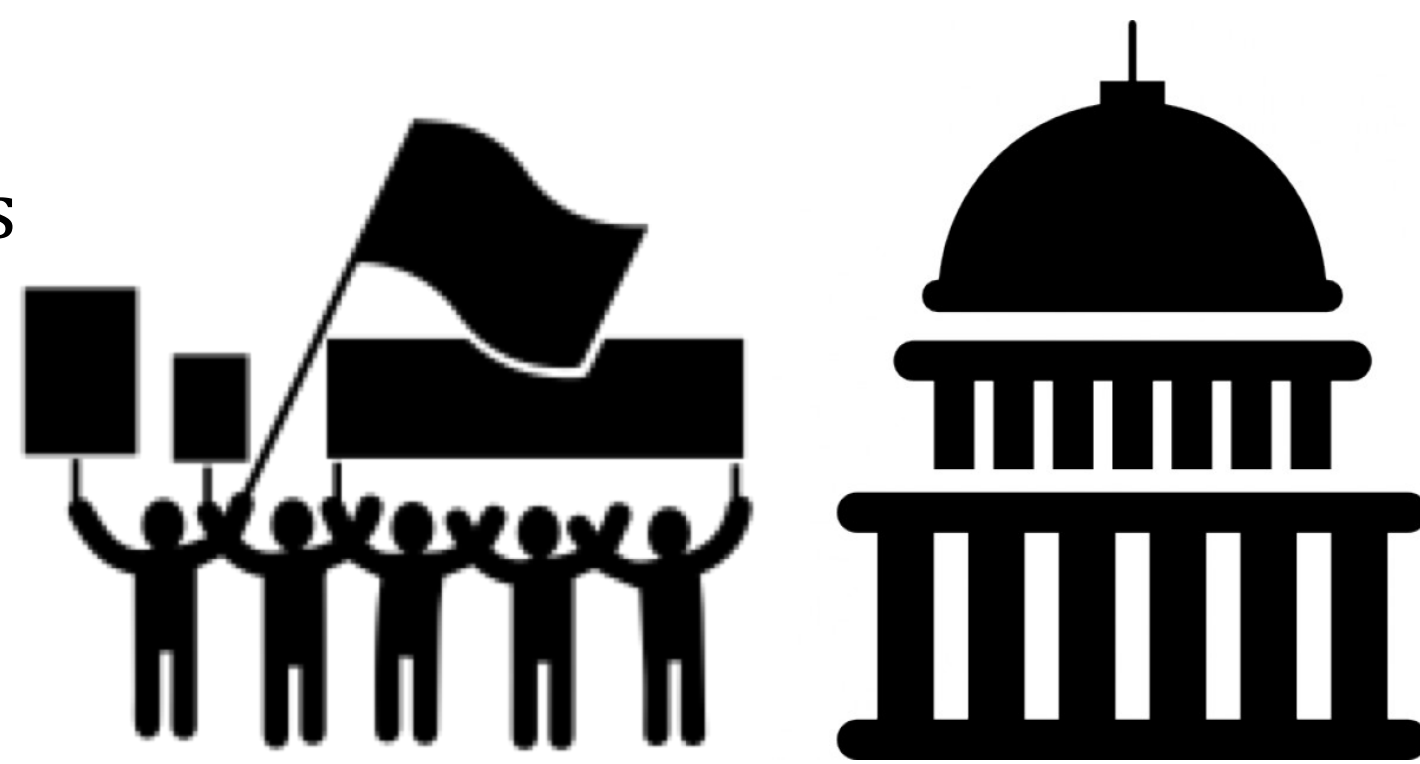
A New Funding Normal for Higher Education Institutions

Distribution of Funding Source (SHEEO, 2016 Data)



- State appropriations for higher education is on a steady decline.
- Raising tuition and increasing enrollment rates of out-of-state students (who pay higher tuition rates) have been strategies employed by these universities to balance budgets.

- Public and political resistance to these strategies has forced universities to seek alternate sources of revenue to alleviate budgetary pressure



- To support such efforts, universities have begun to invest in research development faculty mentorship programs.



- Increasing in popularity are cohort-based peer-led programs designed to leverage the expertise and experience of senior faculty with a successful track record of grant acquisition, to mentor new and junior faculty as they seek and apply for external grant funding.

- Despite their increased use, much is unknown about the efficacy of these programs, as their returns have yet to be measured rigorously.



Purpose

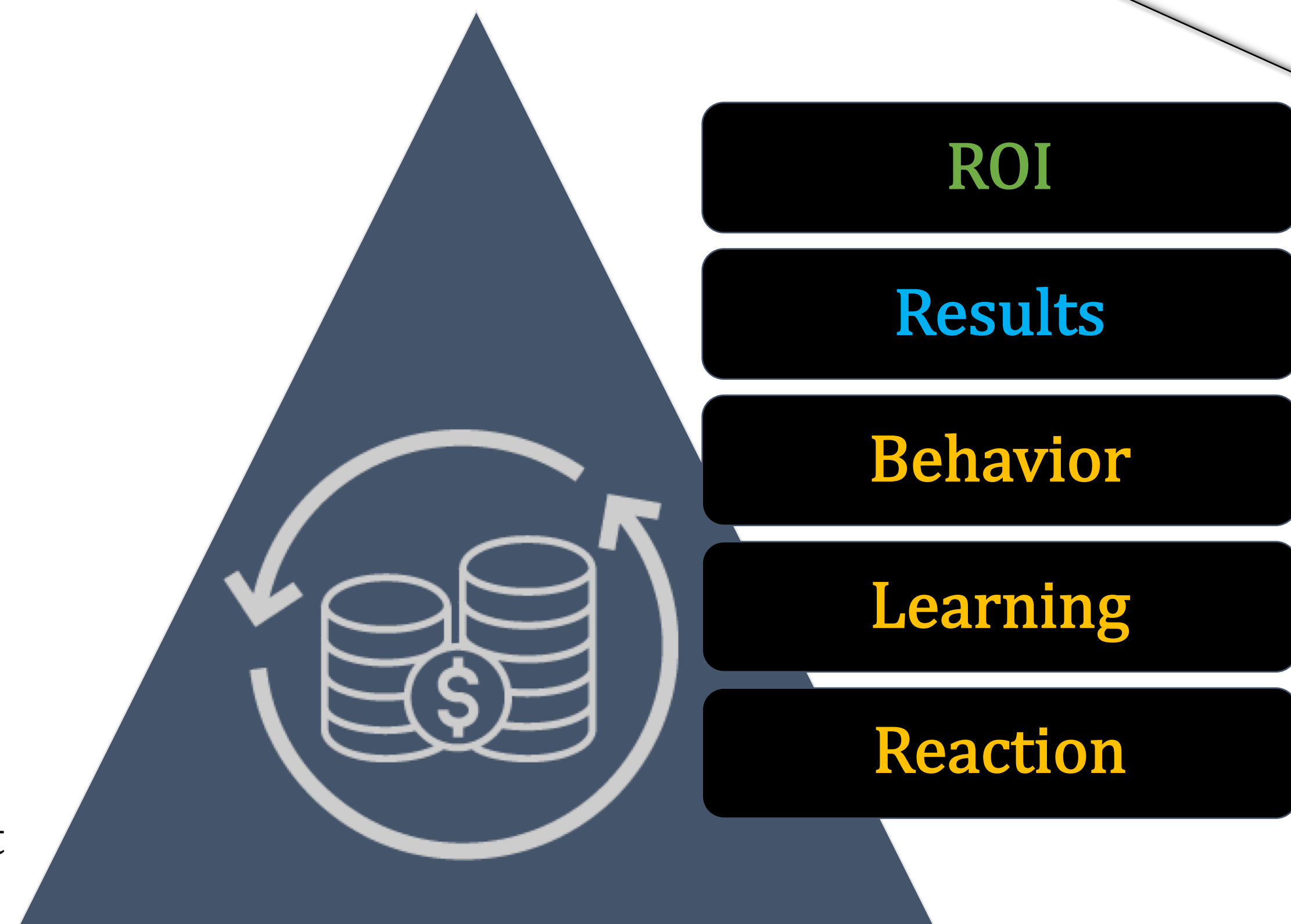
- A holistic examination of a one-year peer-led, cohort-based research development faculty mentorship program (n=22) at an R1 research intensive university aiming to increase junior faculty grant acquisition skills through the lens of a robust Human Resource Development (HRD) framework that includes economic evaluations and implementation science.

METHODS

Research Questions

The frameworks of Kirkpatrick's (1959-60) and Phillips' (1996) HRD evaluation models will be used to address the following research questions:

- What can be learned from the implementation of research development faculty mentorship programs to improve their delivery and maximize their potential effectiveness?
- Are faculty mentorship recipients of research development faculty mentorship programs more likely to increase their grant acquisition?
- What is the cost of implementing a research development faculty mentorship program and are the financial benefits derived from the program worth the cost of the investment?



The Kirkpatrick
Phillips ROI
Evaluation
Model

WORK IN PROGRESS – CONCEPTUAL FRAMEWORK

RQ	Framework	Evaluation Level	Outcome Metric(s)	Data Collection	Analysis
1 Implementation	Kirkpatrick	Reaction 1 Did the mentee perceive that the training was effective?	Mentee perceived effectiveness of program. Training favorability, engagement, and relevance to job.	Surveys Semi-Structured Interviews	Descriptive Statistics
		Learning 2 Did knowledge transfer occur for the mentees?	NIH Grant Proposal Development <ul style="list-style-type: none">Specific AimsSignificanceInnovation	University Administrative Records	Descriptive Statistics
		Behavior 3 Did the mentee behavior change as a result of the training?	NIH grant proposal submission rates	University Administrative Records	Descriptive Statistics
2 Effectiveness		Results 4 Did the training have a measurable impact on mentee performance?	NIH Funding Decisions <ul style="list-style-type: none">Was the grant proposal discussed by NIH reviewers?What is the grant proposal's overall impact score?What is the grant proposal's percentile rank?What is the grant proposal's funding decision?	NIH Funding decision reporting (<i>eCommons</i>)	<ul style="list-style-type: none">Propensity Score MatchingInverse Probability Weighting Treatment
3 Return on Investment	Phillips	ROI 5 Did the training investment provide a positive financial return on investment?	<ul style="list-style-type: none">Program CostCost-Benefit Ratio	<ul style="list-style-type: none">Ingredients MethodCenter for Benefit Cost Studies in Education's "<i>Costout</i>" Tool	Cost-Benefit Analysis

Creating a Learning Culture To Retain & Engage Hourly Workers

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Background & Problem Statement

According to the Bureau of Labor Statistics (BLS), the fast food industry currently has a turnover rate of 150%. This high turn-over is creating both operational and financial stress on the industry as traditional sources of replacement labor, including immigrants and high school aged participants are decreasing, while expansion in the sector is increasing (Abrams & Gebeloff, 2018; Levy, 2015; Luna, 2018). Price elasticity in the segment precludes increasing labor costs by increasing wages (Andrejeva, et al., 2010). Credible research is not yet available on the impact of increased use of technology (robots and kiosks) to replace human labor for food preparation and customer service (Semuels, 2018). Therefore the problem this study addresses is how a learning culture can help retain workers in a fast food industry.

This study was conducted in collaboration with a fast food organization challenged by a 220% turnover rate. According to management, approximately 18,000 W2s were issued last year.

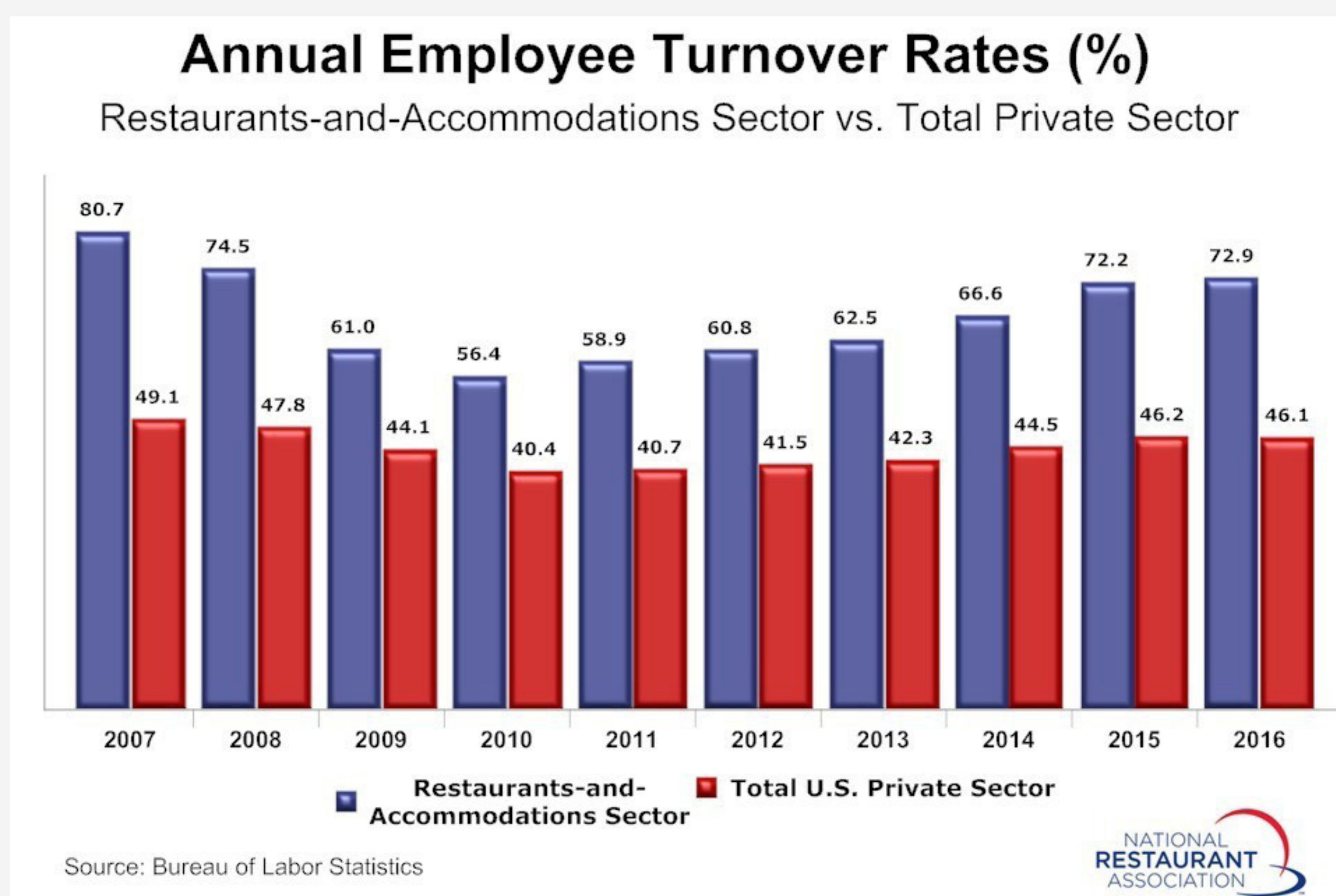


Figure 1

Relevance of Study & Theoretical Support

The theoretical framework for this study is shown in Figure 2. We used measures of each of these variables: employee engagement as measured by Rich, Lepine (2010); turnover intent (Hackman & Oldham, 1975); excerpts from the Learning Practices Audit (Watkins, 2018); and Dimensions of a Learning Organization Questionnaire (Watkins & Marsick, 1997; short form).

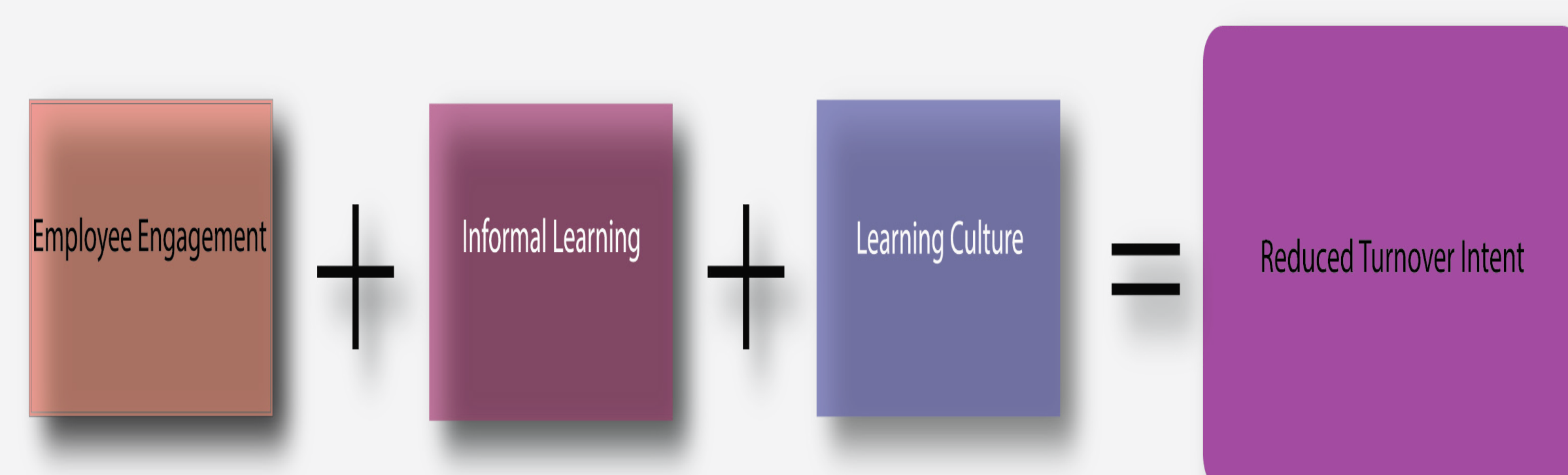


Figure 2

Research Design & Data Analysis

We used four validated instruments for our online survey: Employee Engagement – Rich, Lepine 9 Questions; Turnover Intent – Hackman & Oldham (7 Questions); Informal Learning – Watkins & Marsick (8 questions); Learning Culture – Watkins & Marsick (7 questions). We added the categorical variable of Job Position – General Manager; Shift Leader; Crew Leader; and Other. We collected data on age and commute times. The survey was distributed to all employees via company email and text.

A total of 357 surveys were returned; 85 surveys were deleted as incomplete with a final N of 272 surveys. This gave a confidence interval of 90%. Values that were blank were populated with mean imputation. IBM SPSS version 25 was used to perform our statistical analysis. We tested our survey's for systemic bias and found none. We performed Cronbach's Alpha for each of the instruments using a .70 value for validation. We removed Q7 in the turnover intent instrument. With this change, all scales were reliable at an acceptable level.

The purpose of this study was to identify correlations amongst the variables, if any based, on categorical variables. Analyses included one-way and two-way ANOVA, independent samples test, Pearson's correlation, and structural equation modeling. We created a structural equation model using IBM SPSS Amos version 25 to assess the correlation between employee engagement; informal learning; and learning culture as relates to turnover intent. Figure 3 shows the means for the various job positions, by index, including the standard error for each. Figure 4 shows our correlation matrix, including significant correlations. Figure 5 is our SEM on for the total population. We looked at both total population and job position through our SEM. It is a tentative model that is an area for further study.

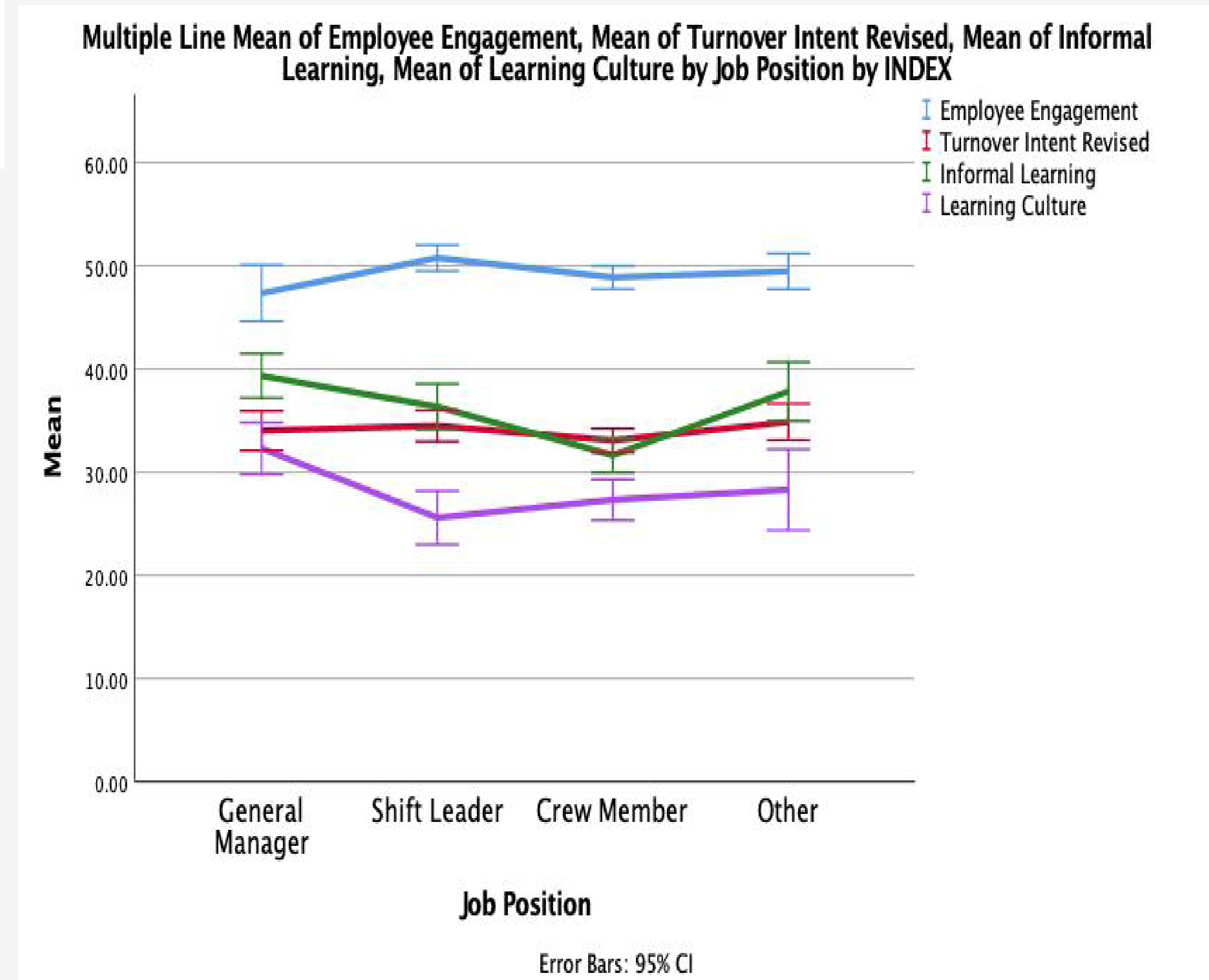


Figure 3

Correlations	Employee Engagement	Turnover Intent	Informal Learning	Learning Culture
Employee Engagement	1			
Turnover Intent	.565**	1		
Informal Learning	.419**	.496**	1	
Learning Culture	.392**	.539**	.608**	1

**Correlation is significant at the 0.01 level (two-tailed)

Figure 4

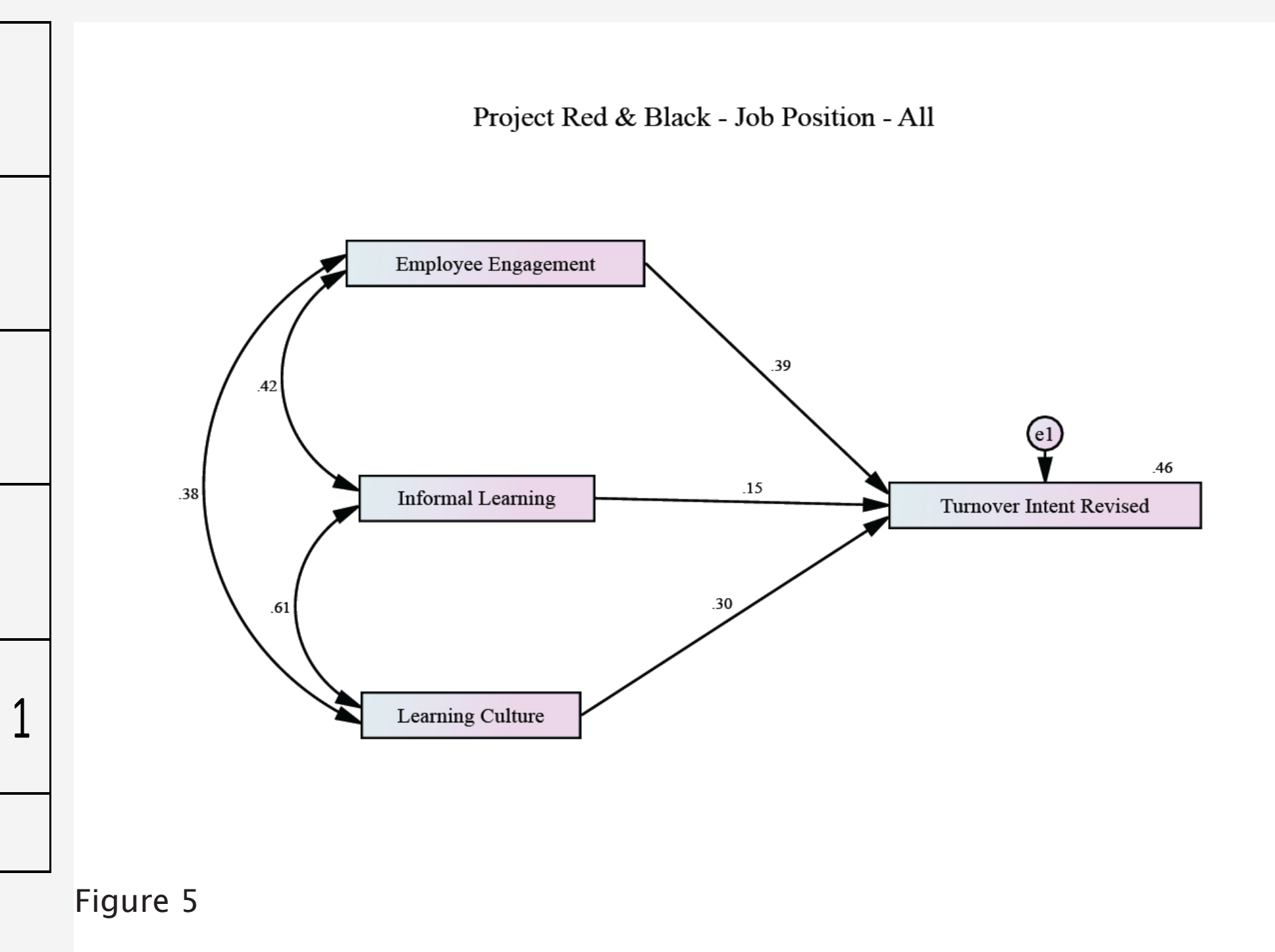


Figure 5

Findings

Based on our analysis, there is a statistically significant difference in employee engagement; informal learning and learning culture based on job position. We did not find differences based on age group or commute group.

We found that general managers ($p=.010$) and crew members ($p=.040$) have a statistically significant lower level of employee engagement compared to shift leaders. We found that shift leaders ($p=.001$) and crew members ($p=.012$) have a statistically significant lower level of learning culture compared to general managers. We found that crew members have statistically significant lower level of informal learning than general managers ($p=.000$) and shift leaders ($p=.001$). Our structured equation model shows that employee engagement and learning culture have statistically significant correlation with turnover intent for the survey population.

Our tentative findings confirm those in a report of PAL's Sudden Service (Forbes, 2018).

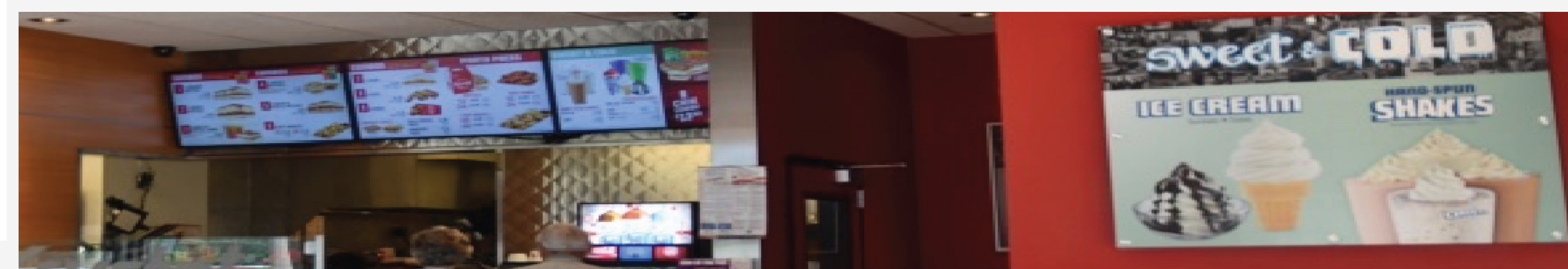
Recommendations

The low employee engagement we see with General Managers is concerning as it has the potential to undermine interventions with other job populations. We recommend that management conduct further research in this area to identify drivers of low employee engagement for general managers.

We recommend that management focus its efforts on developing a learning culture and promoting informal learning efforts. Our research shows that employee engagement and learning culture are correlated with turnover intent. We hold that the lower learning culture and informal learning with shift leaders and crew members is an opportunity for management to invest in these areas and reduce the turnover intent. We would recommend management spend more effort on this with both the shift leaders and the crew members, if resources are limited. The challenge to this recommendation is the low employee engagement for the general managers. We are concerned that if that is not studied, interventions in learning culture and informal learning will not yield the reduction in turnover intent results we would expect.

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Lifelong Learning Policy Implementation in Selected Southeast Asia Countries:

A Systematic Literature Review

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2019 AHRD International Conference in the Americas, Louisville, Kentucky

INTRODUCTION

The countries in Southeast Asia have established lifelong learning (LLL) policies towards achieving the United Nations' SDGs 2030 agenda and accelerate LLL implementation in the regions (Yorozu, 2017). Although the policies have been in place, the gap between policy and reality exists (Bengtsson, 2013). Hence, it is important to identify the current status of policy implementation to assess the effectiveness of the policy. In addition, being cognizant of the current status of LLL policy implementation in this region creates awareness to provide more relevant support for the implementation process in the future.

The Southeast Asia region, commonly known as the Association of Southeast Asia Nations (ASEAN), is one of the fastest growing regions in the world with vibrant emerging market economies. Vinayak, Thompson, and Tonby (2014) noted that ASEAN is the fastest-growing market in the world which makes the region's involvement in the global economy significant. Despite several studies having indicated strategies for promoting LLL in some Southeast Asian countries, such as Malaysia (Embi, 2011; Nordin, Embi, & Yunus, 2010), and in Thailand (Luka & Sungsi, 2015), integrated studies reflecting the latest national policy implementation status in the region seems limited, except for Singapore (Change, 2001; Sung & Freebody, 2017).



OBJECTIVE

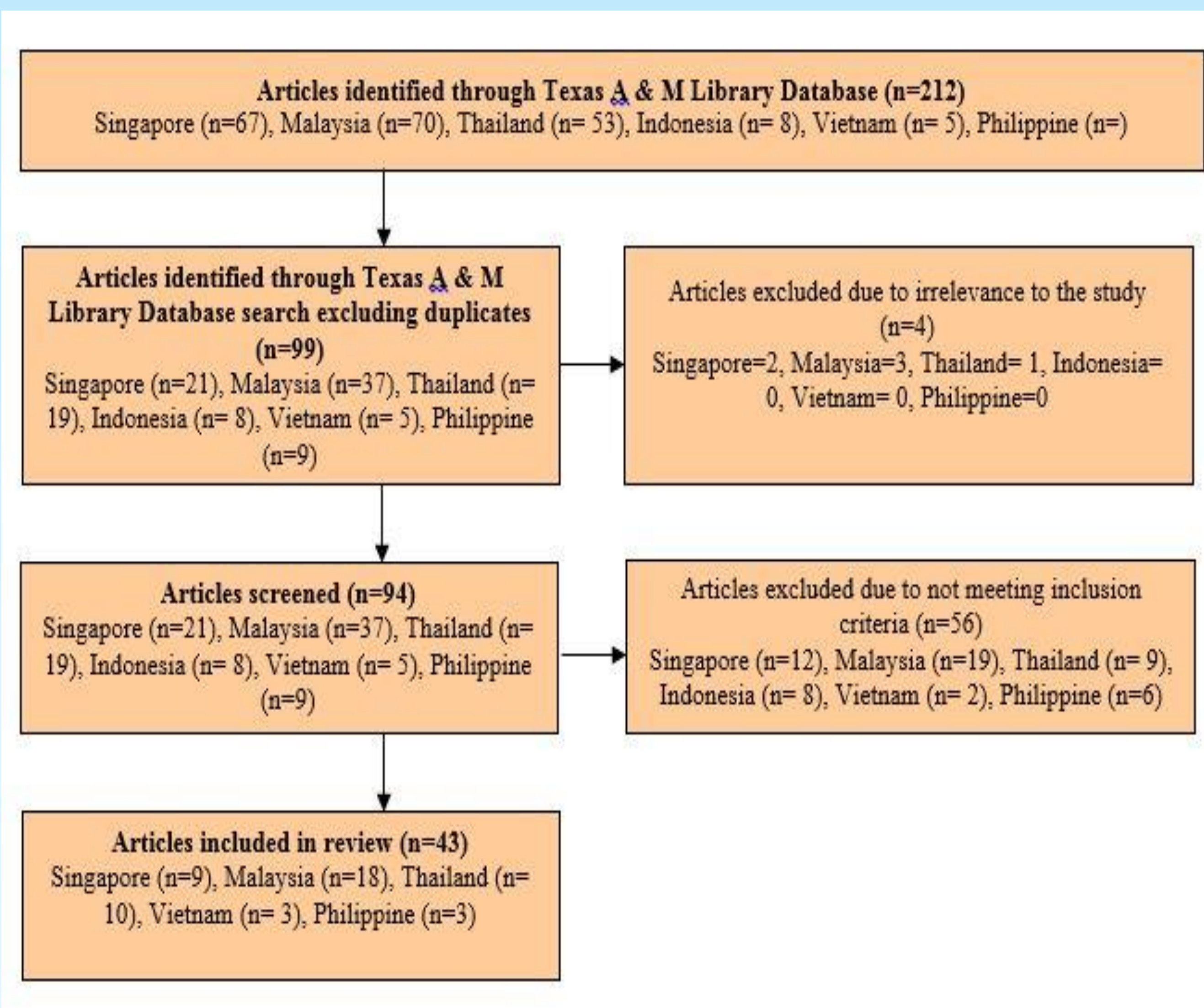
The purpose of this study is to establish the current status of LLL implementation in the five selected countries in Southeast Asia.

Research Questions

1. What strategies do the selected countries apply in advancing LLL policy implementation?
2. What evidence indicates the policy implementation?
3. What challenges are encountered during the implementation process?

METHOD

To establish the current status of LLL policy implementation in the selected Southeast Asia countries, a systematic literature review was conducted to reveal the current status. The articles involved in this study were obtained from 19 databases through Texas A&M University library website with time limiter between 2008 and 2018. The flow diagram for articles selection is presented below:



FINDINGS

Current Status

The findings indicate each country varies regarding LLL policy implementation status as reflected by different strategies undertaken. The dissimilarity on the onset of the policy establishment has contributed to the diversity of the status. Singapore has advanced in LLL policy implementation with a current focus on providing full support on non-formal and informal education. Malaysia attempts to improve the quality of formal and non-formal education through embedding soft skills and online learning into higher education institutions' curriculum. In regard to Thailand, the focus of LLL policy implementation lies on empowering formal and non-formal education. Improving access for all children to attend primary education as well as creating LLL through community learning are part of the strategies employed in Thailand. For Vietnam and Philippines, LLL policy implementation remains their current focus on formal education.

Challenges

Although Singapore is way ahead in LLL policy implementation in the region, it strives to create a learning society by reorienting educators' paradigm shift and increasing the number of educators to meet the need of children with special needs integration in schools. Unlike Singapore, Malaysia poses the need to provide training for educators to apply the strategies as well as the improvement for learning material. Limited research on how a particular strategy motivates students to learn is another obstacle found for Malaysia in this study. For Thailand, restricted resources, particularly on the budget and personnel, have been the main obstacle in LLL policy implementation. Further support from the government is still needed. In regard to Philippine, there is the need to improve communication among the stakeholders involved in the LLL strategy implementation. In addition, the need for providing professional development training for teachers still emerges as the challenge for LLL policy implementation in the Philippines. At last, the LLL policy implementation in Vietnam requires more professional and leadership competencies provided to the students.

IMPLICATIONS

A. Theoretical Implications

- This study is the first integrated study reflecting the progress of LLL policy implementation Southeast Asia region. The results of this study could serve as the foundation for future LLL studies.
- This study could encourage HRD scholars in the region to provide more scholarly writing on LLL endeavors in the region.

B. Practical Implications

- The result of this study could support SEAMEO CELL in providing evident steps toward LLL in ASEAN.
- The results of this study could provide an awareness on continuous evaluation in providing full support to LLL policy implementation.

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Point method in job evaluation: decision criteria



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INTRODUCTION

Job evaluation is a key process in Human Resources Management, whose main purpose is to order the jobs (Brannick, Levine & Morgeson., 2007; Chaneta, 2014) by determining their relative value based on their contributions to the organization (Armstrong & Taylor, 2014; Pandey & Leelashree, 2012). Results can be used for different purposes, from compensation to other areas of human resources management (e.g., Lehto & Landry, 2013; Milkovich, Newman, & Gerhart, 2014; Pereda, Berrocal, & Alonso, 2014).

Point method or point factor is the most widely used method due to its objectivity and reliability when compared to other methodologies. Traditionally, jobs were evaluated using from seven to fifteen factors. However, these factors tend to be highly correlated, therefore, by applying a factorial or stepwise regression analysis, most of the variance can be explained through a reduced number of factors (e.g., Bandyopadhyay & Ganguly, 2014; Chi, Chang, Hsia, & Song, 2007).

One of the critical phases in point method is setting the adequate factor weight. Davis & Sauser (1993) compared different weighting systems (statistical weights, equal weights, and committee-judgmental weights), and found a high correlation between the systems used, concluding that jobs are ordered similarly regardless of the weighting system applied.

GENERAL OBJECTIVE

This study aims at facilitating the decision-making process to management teams in human resources for the two most critical phases of the point method: determining the optimal number of compensable factors and setting the most adequate factor weight.

ENVIROMENT

- The study was performed in two Spanish City Halls (organizations A and B).
- Jobs from all levels within each organization were included in the analysis.

SAMPLE BY PROFESSIONAL GROUPS

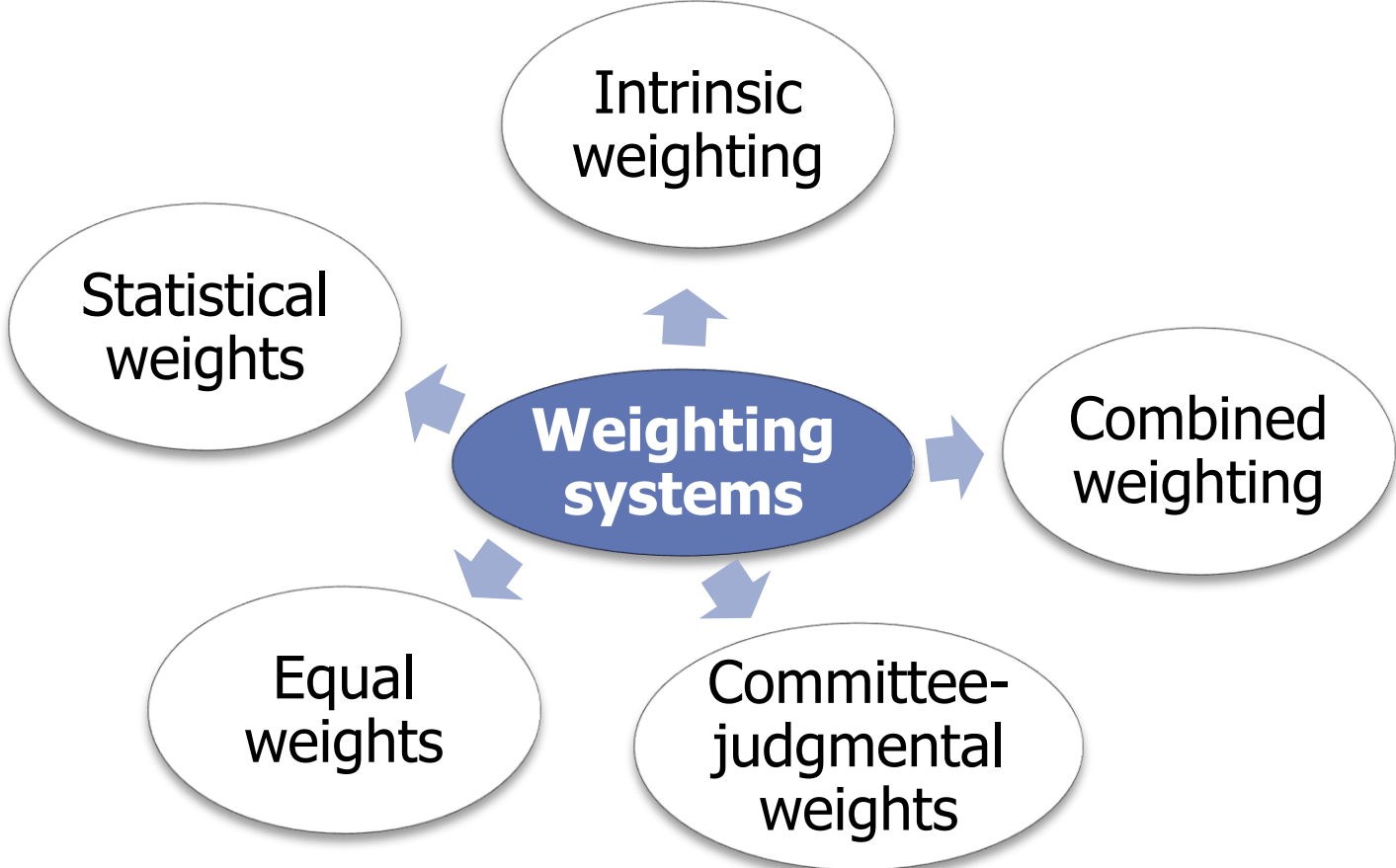
Type of Group	Organisation A		Organisation B	
	n	%	n	%
A1 – Group 1	15	22.4	5	9.8
A2 – Group 2	11	16.4	10	19.6
C1 – Group 3	14	20.9	9	17.6
C2 – Group 4	19	28.4	15	29.4
Professional grouping and Group 5	8	11.9	12	23.5
Total	67	100.0	51	100.0

PROCEDURE



INSTRUMENTS

General factors and sub-factors	
Professional:	Relations:
- Factor I: academic training.	- Factor X: internal relations.
- Factor II: specific knowledge.	- Factor XI: external relations.
- Factor III: previous experience.	Working conditions:
- Factor IV: adaptation time.	- Factor XII: environmental conditions.
Responsibility:	- Factor XIII: physical effort.
- Factor V: organic responsibility.	- Factor XIV: risks.
- Factor VI: responsibility for errors.	
Initiative:	
- Factor VII: autonomy.	
- Factor VIII: problem solving.	
- Factor IX: decision making.	



RESULTS

Organization A					Organization B				
	Committee	Intrinsic	Combined	Statistical		Committee	Intrinsic	Combined	Statistical
Committee	1				Committee	1			
Intrinsic	.98**	1			Intrinsic	.96**	1		
Combined	.99**	.99**	1		Combined	.99**	.97**	1	
Statistical	.98**	.97**	.97**	1	Statistical	.99**	.98**	.99**	1
Equal	.99**	.97**	.98**	.97**	Equal	.98**	.99**	.99**	.99**

**p < .01

Kendall's W

$W = .99$ ($\chi^2 = 268$; $gl = 4$; $p < .001$) $W = .99$ ($\chi^2 = 204$; $gl = 4$; $p < .001$)

RESULTS

Organization A

A stepwise regression analysis was performed to determine which of the 14 evaluation factors better predicted the total job points. The criterion variable was the total punctuation, while the predictor variables were the fourteen factors.

Academic training

Decision making

Specific knowledge

Organic responsibility

94.6% variance

Academic training

Organic responsibility

Problem solving

95.2% variance

The simplified systems resulted highly correlated with the original systems which included all the factors.

$r = .96$

$r = .98$

CONCLUSIONS

Results suggest that the number of factors can be significantly reduced, as the use of simplified systems yield to comparable results than the complex systems. The use of these simplified systems would help the management teams by eliminating problems related to the high correlation of the factors, avoiding overrating factors, and substantially reducing the time allocated to designing and applying the systems.

In regards of the election of the weighting system, results suggest that jobs are ordered and classified similarly regardless of the method used. We recommend that the election of the system should be made based on prioritizing the ease of the communication and maximizing the understanding by both the employees and the management team.

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A SYSTEMIC MODEL OF TRAINING TRANSFER IN THE SPANISH PUBLIC ADMINISTRATION: DIRECT, INDIRECT AND INTERACTION EFFECTS



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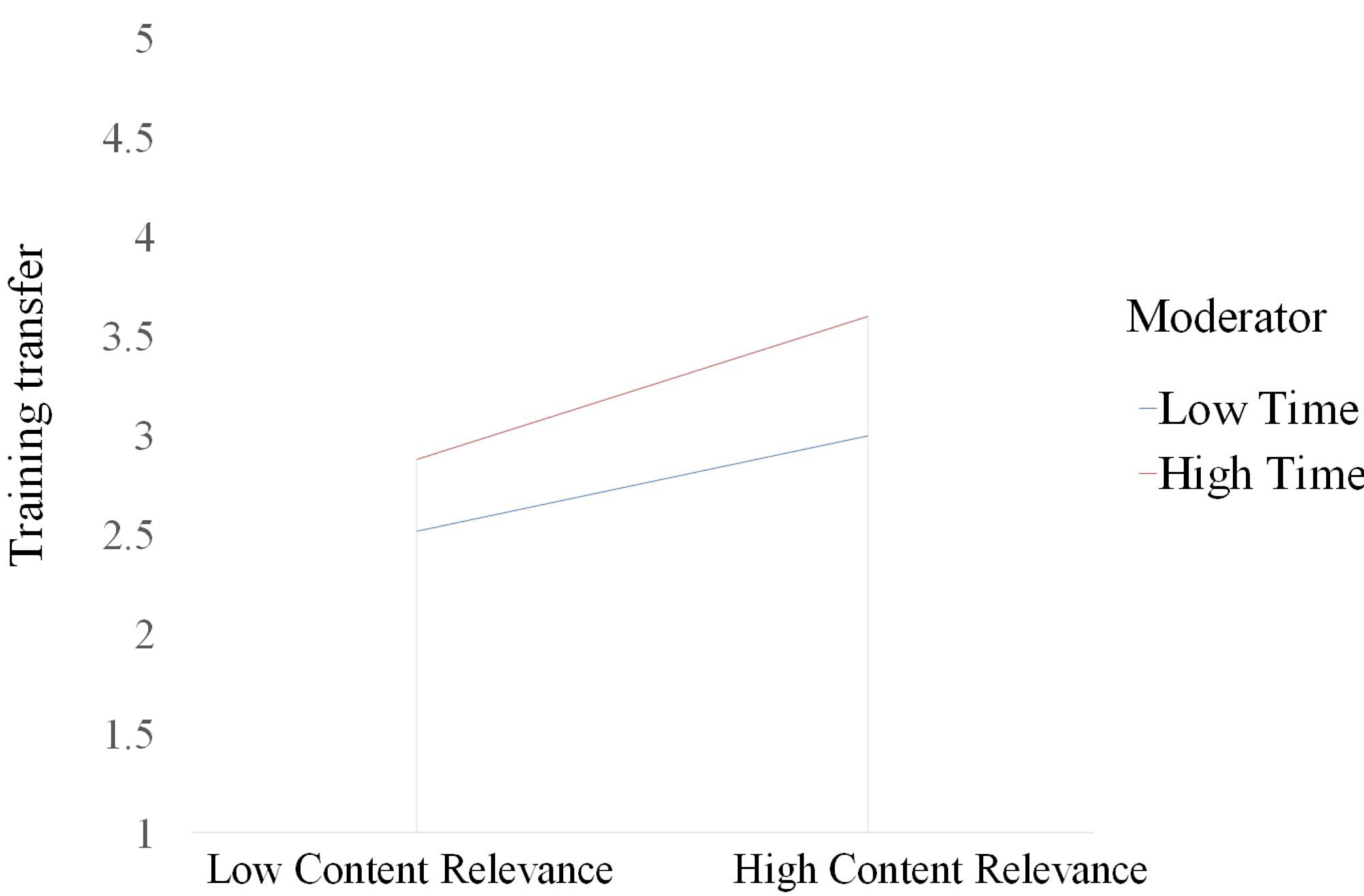
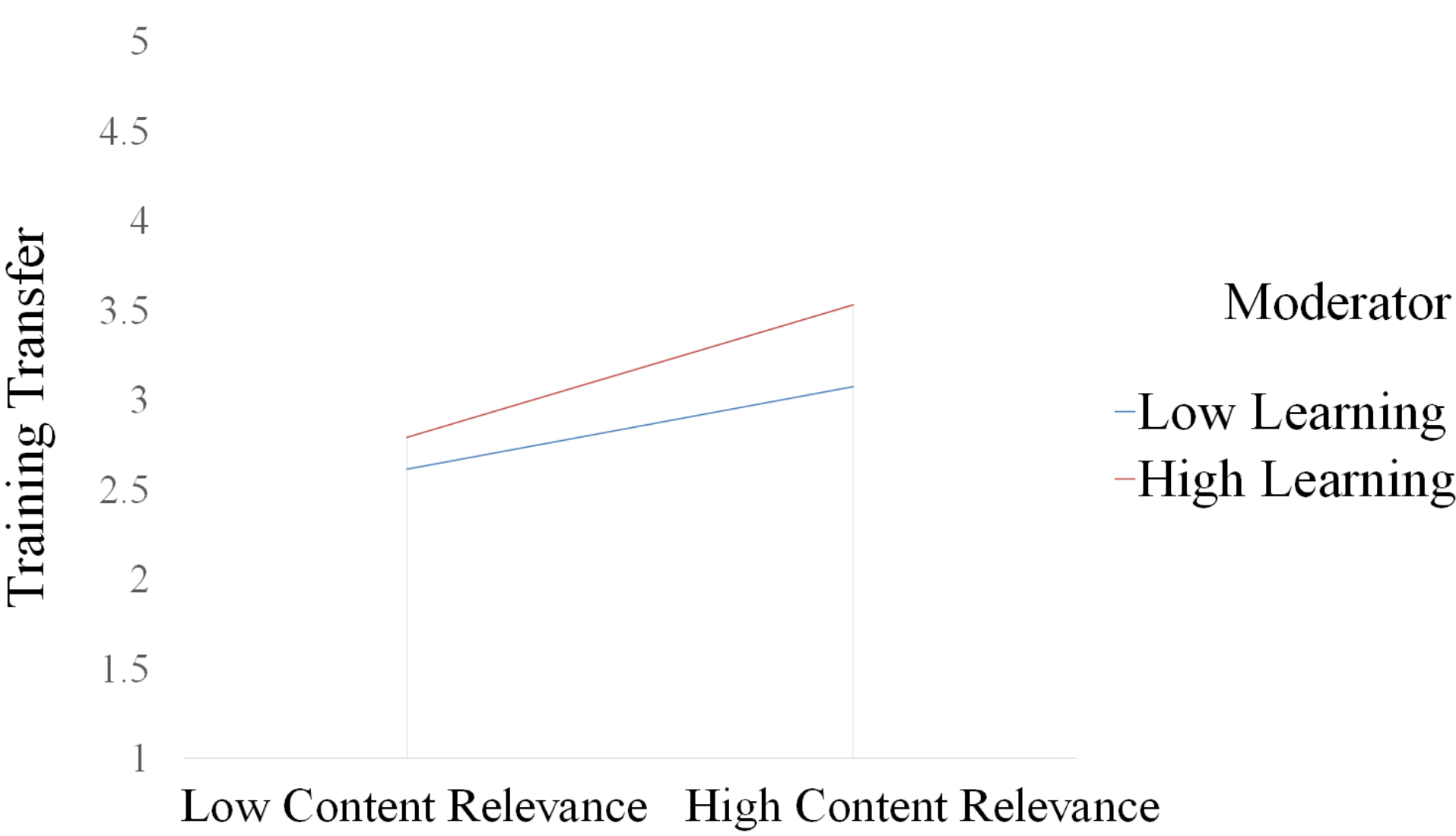
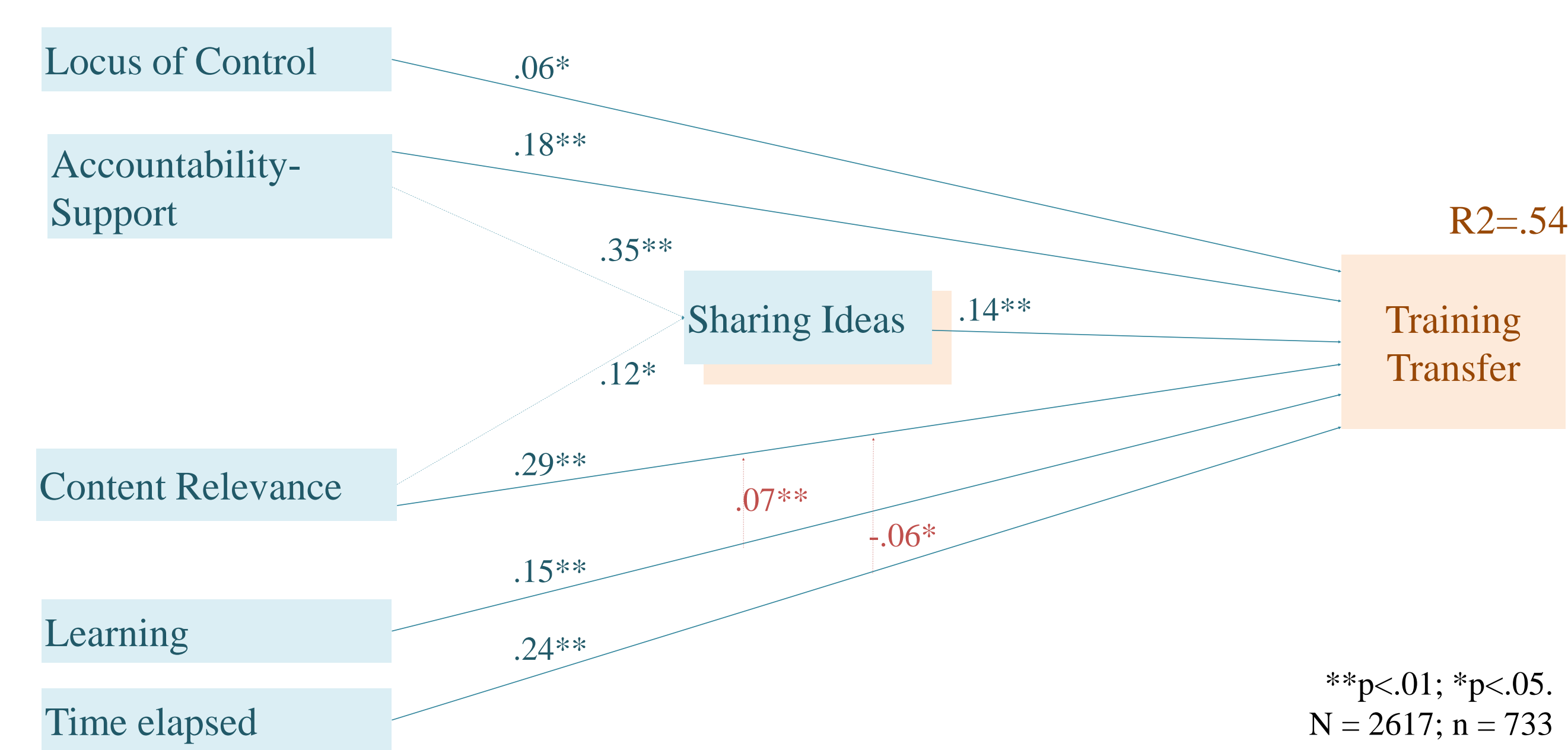
INTRODUCTION

- US organizations spent \$70.65 billions in training in 2016 (Association for Talent Development Industry Report, 2016)-. These investments pay off when participants transfer what they learnt into the job (Hutchins, Burke, & Berthelsen, 2010. Hence, understanding transfer is determinant to assess the overall effectiveness of the training (Raja Kasim & Ali, 2011).
- Over the past 30 years, several theoretical models and an increasing body of knowledge on transfer have appeared (e.g., Baldwin and Ford, 1988; Burke and Hutchins, 2007). The importance of adopting an interactional perspective (Weisweiler, Nikitopoulos, Netzel, & Frey, 2013), including the factor time (Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012) and conceiving training as a system have been claimed.
- Assuming that transfer is context specific, and building on previous models (Pineda, Quesada, & Ciraso, 2014), we aimed to explore training transfer in the Spanish Public Administration through a systemic perspective -analyzing direct, indirect and interaction effects-, including the factor time, and an interactional measure.

METHODS

- Participants of the study were 733 employees of the Spanish Public Administration who attended a training course during the first semester of 2016 and answered questionnaires after completion (t1) and four months after the training (t2).
- T1 included demographical questions, the Factors to Evaluate Transfer tool (Pineda et al., 2014), and three items to measure learning based on previous studies (Pineda et al., 2014).
- T2 included (1) the Transfer Questionnaire (Pineda et al., 2014), an item measuring whether participants shared ideas related to the training, and an item measuring the time lapsed between the training and the beginning of the transfer.
- Path analysis, goodness of fit, bootstrapping, and interaction analysis were performed, controlling for age, gender and employment tenure.

RESULTS



DISCUSSION

A model for the Spanish Public Administration is proposed that explains over half of the variance of transfer (54%) by adding two variables and using a systemic perspective – where direct, indirect, and interaction relations among the factors are analyzed-. Previous related models explained less than 35% of the variance of transfer (Pineda et al., 2014), hence the ability to explain the variance of the transfer in the Spanish context (54%) is increased.

The mediational analysis suggests that part of the relation between accountability and transfer might be explained by the *sharing ideas* aspect of accountability. Hence, practitioners could influence transfer by creating opportunities to share ideas related to the training and fostering conversations between supervisors and employees not just to ask for evidence of the results of the training, but simply to share ideas related to the training.

Part of the relation between content relevance and transfer might be explained by the *sharing ideas* aspect of transfer design. When the tasks and materials used in the training are related to the job, participants might relate more deeply to the contents and create more connections, allowing them to initiate conversations with other employees related to the training, which will in turn influence training transfer.

Learning and time might strengthen the relation between content relevance and training transfer pointing at the importance of maximizing learning and minimizing the time lapsed between the training and the beginning of the application of the learnings. Implications for training in systems and programs can be extracted, as training could be scheduled right before the participants will be exposed to the new task, which could enhance transfer.

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Reverse Mentoring: Are We Ready for Global Acceptance Yet?

Sanghamitra Chaudhuri (University of Minnesota), Rajashi Ghosh (Drexel University), and Sunyoung Park (Louisiana State University)

BACKGROUND

- A type of mentoring that has garnered much attention from scholars and practitioners in recent years is the notion of reverse mentoring. This is a non-traditional form of mentoring relationship whereby the newcomers in an organization are paired up with more seasoned employees preferably in leadership roles to help the more experienced person learn new knowledge (Chaudhuri & Ghosh, 2012; Murphy, 2012). Although reverse mentoring is gaining traction in practice, there are very few empirical studies that have examined this practice (Cotugna & Vickery, 1998; Leh, 2005) and no study has explored how this concept of reverse mentoring might align with different national cultural preferences.
- Many organizations are riding on the success wagon of reverse mentoring including General Electric, where it first started, soon followed by Procter & Gamble, Ogilvy & Mather, Citi bank, Target, United Health Groups etc. However, most of these organizations are headquartered in the West. In spite of prevalence of reverse mentoring programs in many western countries and its overwhelming success, it is not common to hear about organizations adopting reverse mentoring in the eastern hemisphere.
- Given that there is an increased emphasis on studying how certain cultural factors may impact the dynamics of mentoring and its outcome (Gentry, Weber, & Sadry, 2008; Mezas & Scandura, 2005; Ramaswami, Huang, & Dreher, 2014), we attempted to explore the possibility of reverse mentoring being embraced by different cultures across the globe. In spite of prevalence of reverse mentoring programs in many western countries and its overwhelming success, it is not common to hear about organizations adopting reverse mentoring in the eastern hemisphere.
- We have witnessed an upsurge of societal culture research in the past few years especially through the lens of cultural dimensions (Kim & McLean, 2014; Rurkkhum & Bartlett, 2018). Surprisingly, not much mentoring research has applied the societal culture dimension as the theoretical framework (Gentry et al., 2008). Cross-cultural studies around reverse mentoring could provide a solid grounding for the future success and acceptance of reverse mentoring practice.

PURPOSE and RESEARCH QUESTION

- The purpose of this study is to identify the factors driving the success or lack of reverse mentoring programs across cultures.
- Specifically, we considered the power distance dimension of culture in four countries/regions including India, Korea, USA, and UK (Europe). This cultural dimension reflects the extent to which power is distributed in a particular country or society (Hofstede & Hofstede, 2001).
- The research question guiding this study is: How do cultural preferences in regards to power distance impact the implementation of reverse mentoring in different countries?

METHODS

- We conducted in-depth interviews with consultants, human resource directors, learning directors, and employees at leadership levels who are often tasked with executing mentoring initiatives in their respective organizations.
- Total 9 professionals participated in the interview (India 1, Korea 2, USA 3, UK 1, and Netherlands 2).
- The interviews lasted from 60 to 75 minutes and were recorded for data analysis purpose.
- The interviews were mostly conducted in English except the ones from Korea, which were transcribed verbatim in English.
- The interviews started with an open ended question where participants were asked to share experiences with rolling out mentoring initiatives.
- More focused questions were asked thereafter about perceptions around acceptance of mentoring practices that entail seniors to learn from juniors like in reverse mentoring.
- We used an inductive coding approach to detect patterns or recurring themes in the interviews and placed labels (codes) to identify how cultural trends might be affecting the receptivity to reverse mentoring (Miles & Huberman, 1994).

RESULTS

- Our findings indicate that more than national culture, cultures of certain industry or profession (i.e., whether the profession is known to have a hierarchical or bureaucratic culture such as the police force) are more prone to be resistant to reverse mentoring.
- For instance, male dominated professions were reported to be less accepting of reverse mentoring where the notion of “old boy network” is still very prevalent. Interestingly, one of the participants opined that reverse mentoring might be considered a deficit model of mentoring for seniors in such professions.
- In Netherlands, due to lose hierarchy of relationships, senior leaders did not hesitate to acknowledge that there are skills which they lack and which can be learned from somebody junior. Learning could become dysfunctional if junior members are viewed as threats.
- In Korea, age does not matter when employees should learn about new services and products in a bank industry. When new services and products have recently developed for clients, learning about the services and products is required for all employees. In the majority of cases, junior members are experts in specific services and products and seniors have no reluctance to learn from juniors.
- However, the cases are not for one-to-one mentoring relationships, but for group lectures. Considering conservative organizational culture, it is a challenge to initiate and implement reverse mentoring programs. In particular, older male subordinates feel uncomfortable to learn about something from younger female branch managers. Although female managers actively share tips and methods with male subordinates to improve performance of the branch, male subordinates are more likely to feel burdened.
- To design and implement reverse mentoring, it is very important for successful reverse mentoring programs to clarify (a) why reverse mentoring is critical (b) how to join revise mentoring programs, (c) how to make and maintain mentorships between partners because it is not natural that younger people provide a guide to older people in Korea.

IMPLICATIONS

Theoretical Implications

- This study emphasizes global perspectives on reverse mentoring by comparing the practices across culture. The results of the current study could serve as evidence establishing further exploration and robustness for understanding reverse mentoring in different cultural contexts.
- This study could be illuminating in unearthing biases, stereotypes, facilitators, and inhibitors for practicing effective reverse mentoring across multinational organizations as they cross national boundaries.

Practical Implications

- Practitioners in the field could use reverse mentoring to prepare and develop knowledge and relationships for their employees. By working with different stakeholders, practitioners could use the findings of reverse mentoring from this study to incorporate reverse mentoring design into their practices to create greater outcomes.
- Reverse mentoring can be used as a tool to collect information and feedback from employees to enhance their motivation and knowledge, improve relationships with different cohorts, and reflect learning activities in their respective work contexts.
- Role modeling from the leadership of an organization is crucial for the success of reverse mentoring initiative.
- The nature of the project can also dictate the success of reverse mentoring initiative.

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The Correlation between Psychological Empowerment, Workplace Motivation, Social Capital and Job Performance of Farmers in Olancho, Honduras

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BACKGROUND and PURPOSE

- Psychological empowerment allows people to have control over their decision making, independence and gives people a belief that they can influence and have a significant impact on their work (Spreitzer, 1995). Therefore, employees with psychological empowerment, tend to perform better (Conger & Kanungo, 1988; Scott & Bruce, 1994). Work extrinsic and intrinsic motivation, a person’s inner and outer incentives in work, show a positive relationship with job performance (Sansone & Harackiewicz, 2000). Additionally, social capital, the networks, and relationships of an individual, and an employee’s productivity on the job show a positive relationship (Brooks & Nafukho, 2006).
- However, little research has been conducted to investigate human resource development factors in farmers. A need existed to develop more human resource development research to empirically understand the factors that cause farmers to perform better in their jobs.
- Therefore, the study examines the impact of psychological empowerment, workplace motivation and social capital on job performance of farmers in Honduras.
- The main research question for this study is, what is the relationship between psychological empowerment, workplace motivation and social capital on the job performance of farmers in Honduras?

THEORETICAL FRAMEWORK

- Psychological empowerment, workplace motivation, and social capital are all factors which affect job performance and play an important role in human resource development (Chiang & Hseih, 2012; Karatepe & Tekinkus, 2006; Ellinger & Ellinger & Bachrach & Wang & Elmadağ Baş, 2011).
- Self-determination theory suggests that humans have three innate needs that are essential to optimal functioning and well-being: the need for competence, relatedness, and autonomy (Ryan & Deci, 2000). The four cognitions in psychological empowerment; meaning, self-determination, impact, and competence, are closely associated with the three psychological needs in the self-determination theory (Taylor, 2013).
- Recent contributors to the framework for social capital theory, link social capital to economic development, as described by Putnam (1995), the “networks, norms and social trust,” that enable societies, organizations and individuals to operate efficiently. Social capital theory supports the idea that with more social capital, a person would have better job performance, due to the strength and value of social capital (Ellinger et al., 2011).
- Tremblay & Blanchard & Taylor & Pelletier & Villeneuve (2009) found that research guided by theories of social exchange and justice approaches and self-perspective, such as self-determination theory, have led to managerial practices that enhance individual job performance.

RESULTS

Table 1. Descriptive statistics, correlations, and reliabilities

Variables	Mean	SD	1	2	3	4
1 Perceived Job Performance	4.38	.53	-	(.81) *		
2 Psychological Empowerment	4.36	.40	.46**	-	(.80)	
3 Workplace Motivation	4.09	.42	.41**	.53**	-	(.84)
4 Social Capital	3.90	.45	.36**	.48**	.42**	-

n=383. Reliability estimates are in parentheses. ** p < .01
*Item JP5 deleted from instrument to improve reliability.

The correlation between psychological empowerment and job performance was the highest at .46, the correlation between workplace motivation and job performance was .41, and the relationship between social capital and job performance was .36.

The results showed that the relationship between the variables were significant and positively related. This study revealed that psychological empowerment, workplace motivation, and social capital play a significant role in farmer’s job performance.

IMPLICATIONS

Theoretical Implications

This is the first study to examine the relationship of job performance of farmers in relation to psychological empowerment, workplace motivation and social capital.

The results of the current study could serve as evidence for improving the job performance of farmers through socio-psychological factors in human capital interventions.

This study opens a possibility for further human resource development research in the agricultural workforce.

Practical Implications

By working farmers to foster psychological empowerment, workplace motivation and social capital, an impact on job performance can be expected.

Currently, many interventions focus on improving the job performance of farmers through technical interventions to improve access to technology or farm inputs. Practitioners, farmers and agribusiness owners should recognize the importance of psychological empowerment, workplace motivation and social capital.

The study can provide empirical evidence to international development practitioners for interventions that improve the job atmosphere and social linkages for farmers.

METHODS

- The subjects of this study were farmers in Olancho, Honduras, 18 years and older, who were currently producing products for income.
- The convenience sampling method was used to recruit study participants.
- Data were collected via a questionnaire with 62 questions.
- Variables were measured by the following: Psychological Empowerment Scale by Spreitzer (1996); Workplace Motivation Work Extrinsic and Intrinsic Motivation (WEIMS) Scale by Tremblay & Blanchard & Taylor & Pelletier & Villeneuve (2009); Social Capital Questionnaire by Onyx and Bullen (2000); In-role job performance Scale by Podsakoff and MacKenzie (1989).
- The questionnaire implemented a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree).
- A total of 383 responses were analyzed, excluding 217 incomplete responses.

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Convergent and Divergent Factors that Affect Women Leaders in Kuwait: HRD Perspectives

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BACKGROUND

- Research women's active participation in leadership and contribution to Kuwait, a small country located in the north of the Gulf Region, is a predominantly Islamic state, rich with a petroleum-based, export-oriented economy.
- Kuwait's legal system, constitution, and associated policies render women as the legal property of men as guardians.
- Kuwaiti women's destiny has been subject to the discretion of their men family members, thus limiting the utilization of valuable human resources that account for 49.9% of the population.
- The life stories of a few successful Kuwaiti women portray that, after a long struggle, only a few women have risen to prominent leadership roles, such as ambassadors, parliament ministers, and business leaders
- Despite the fact that those leaders have demonstrated their expertise and abilities to lead organizations, fewer than 15% of the women in the workforce hold leadership positions.

PURPOSE & RESEARCH QUESTION

- We explore the historical trends, current status, challenges, and opportunities that pave the way for Kuwaiti women to function as leaders.
- We also provide an analysis of historical and current practices of legislative, political, socio-cultural, economic, and institutional challenges faced by Kuwaiti women and suggest measures to overcome such obstacles to utilize the invaluable talents of women as equal contributors.

Research Questions

- What factors influence women to function at top leadership positions?
- What factors obstruct women's inclination to top leadership positions?

METHODS

- **Integrated Literature Review** by analyzing peer-reviewed and published literature from various databases such as EBSCO, ProQuest, SCOPUS, Google search, and related magazines.

Theoretical Background

- Human capital theory - Investment in people's education and training has been viewed as an investment that increases the productivity of individuals and organizations as well as national development.
- The resource-based view (RBV) emphasizes that in today's rapidly changing global business environment, an organization's competitive advantage relies on its internal resources and capabilities that are unique, valuable, inimitable, rare and efficient (Barney et al., 2001; Hitt et al., 2017).
- Dynamic capability theory posits that firms that can effectively coordinate and divert their internal and external capabilities to respond to increasing market dynamics by speedy service and product innovations can achieve sustainable competitive advantage (Beske, Land, & Seuring, 2014; Chen et al., 2004; Teece et al., 1997).

RESULTS

- *Historical, social and cultural factors that shape Kuwaiti women's leadership roles.*
- First, there is a *global layer* coming with keywords like "glass ceiling" and "glass cliff" that imply that globally women have fewer chances to reach leadership positions and to fill those positions.
- Second, there is a local GCC layer. With the advent of oil, the GCC member states became rich welfare states that care for their citizens from birth to death taking away the economic need to rise in position for paying the bills, but asking for citizens' loyalty with the state and ruling families in exchange for granted benefits.
- Third, there is a unique constellation of attitudes in Kuwait that come from the cultural, economic and historical background of the country. Male and female Kuwaitis strongly believe that women can be leaders, that they lead differently from males, but not worse than those. All three layers have an impact on the role of females and expectations toward female family members in Kuwait.
- In addition to systemic constraints, religious, social and cultural ideologies, and comfortable life styles resulting high income from oil resources act as divergent factors that hinder women's inner drive to inclined to top leadership positions.

IMPLICATIONS

Theoretical Implications:

- **New gender specific leadership theory development opportunity.**

Practical Implications:

- **Create awareness of women's unique talents and achievements.**
- **Initiate new policy and legislative effort to integrate women's leadership talents.**
- **Initiate training for women leaders.**
- **Create opportunities for integrating women's unique leadership talents.**

Limitations:

- **Limited research literature and a lack of robust data base to explore current issues in-depth.**
- **Kuwait has nearly 70% of expatriate populations but no peer reviewed research publications on expatriate women in leadership positions.**

Future Research:

- **Current and future of oil rich countries and role of women.**
- **Women's leadership capabilities, unique talents, contributions and achievements.**
- **Generate robust database of highly educated women and their positions, challenges and opportunities in Kuwait and other countries.**

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