

Talent Mobility Good Practices

Collaboration at the Core of Driving Economic Growth

Prepared in collaboration with Mercer



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Foreword

The current period of economic uncertainty and budgetary austerity is testing our ability to strengthen investment in human resources and foster high-quality human capital, without which we risk both innovation and growth.

In Europe, persistent high levels of unemployment, together with the difficulties experienced by companies trying to find the right workers with the right skills and talents, are hampering the competitiveness of our economies and threatening our social models.

Even more worrying, current demographic projections for the next 20-30 years show that the next employment crisis is likely to stem from a shortage in labour supply linked to declining birth rates and a steadily aging population. Europe's demographic challenges are particularly relevant given the increasingly fierce competition for talent that we are seeing in today's knowledge-based global economic environment.

It is in this context that qualified people represent a strategic resource; one that needs to be paid far greater attention to than ever before. The ability to encourage the development and attainment of new knowledge and skills while at the same time promoting innovation and geographical mobility will greatly influence the overall capacity of the European Union and its Member States to sustain economic growth and social progress.

It is crucial that we invest in education and in tools to better monitor and anticipate labour market demands for skills. We also need to promote more efficient job matching and improve employment services to reduce current and future skills mismatches. Indeed, the capacity of public and private actors – employment services included – to broker successful labour market transitions is of paramount importance if we are to avoid long-term structural unemployment.


However, we must also recognize that the search for the best talents is a race that takes place at the global level. Companies across the world are competing with one another to attract the brightest people, while governments are developing schemes to attract both foreign talent and provide sufficiently attractive conditions for home talent to remain in the country; Europe as a whole is developing strategies targeted at labour immigration from outside the continent. Developing win-win policy approaches to talent mobility that take into account the needs of both industrialized and developing countries is one of the key global challenges for the coming years.

Nevertheless, strengthening our efforts towards attracting talents from across the world should not imply weakening investment in our domestic workforce. Europe 2020, the EU's new strategy for smart, sustainable and inclusive growth over the coming decade, sets out a series of ambitious targets, almost all of which are linked either directly or indirectly to a strong, skilled workforce. As part of the strategy's flagship initiatives, the European Commission has proposed a range of policies to support Member States' efforts in promoting human capital.

It is in the mutual interest of our economies, businesses and citizens to share the good practices we have developed over the years to foster talent mobility. It is our duty to ensure that those talents are able to fill unfilled job vacancies wherever they are.

The Forum's report on talent mobility provides a set of good practices from business, government, academia and non-governmental organizations from around the world, and brings to the fore concrete actions that make a difference.

On behalf of the European Commission, I would like to congratulate the authors and the World Economic Forum for their effort and their persistence in addressing this crucial issue.



László Andor

Commissioner for Employment, Social Affairs and Inclusion

Executive Summary

Talent mobility drives economic growth. Talent is the fuel that drives the engine of the global economy. Talent mobility is an enabler for private companies, governments, academic institutions and NGOs to close skills gaps and remedy talent shortages while also moving more people to employability and employment. In response to particular labour market failures, talent mobility practices can effectively boost labour supply, stimulate labour demand, or better equilibrate supply and demand through changes in the cost or quantity of labour – all of which lead to growth.

There is much more to talent mobility than international assignments. The talent mobility good practices collected in this report illustrate the variety of ways that different stakeholders are using talent mobility to grow their businesses, industries and economies. Not only are they physically moving talent internationally within their organizations – they are also moving people across business units and job families; across organizations; within specific industries and regions; and across occupations and skills sets. Some stakeholders are using talent mobility practices to move people from unemployment to employment or to move jobs to people.

Talent mobility is not achieving its full potential. Our research shows that not enough is being done to harness the full promise of talent mobility for economic growth. The result is a frustrating paradox. Many countries struggle with persistent, widespread unemployment and huge untapped labour pools, while many industry sectors face talent shortages and skills gaps that dampen economic growth.

Effective talent mobility practices have the potential to help rebalance global talent markets. The perfect functioning of talent markets is impeded by four key problems: widespread unemployability, skills gaps, information gaps and private and public constraints on mobility. Talent mobility can address these issues through:

- Basic employment training and employment subsidies to reduce unemployability
- Retraining and upskilling the workforce and better career development to close skills gaps
- Increasing the information available to individuals and employers, improving workforce planning within organizations and strengthening credentialing to fill information gaps
- Easing migration, facilitating mobility within organizations and moving jobs to people to reduce constraints on mobility

Collaboration among multiple stakeholders is at the core of successful talent mobility practices. Whether on the organizational level, within an industry or region, or across multiple stakeholders worldwide, collaboration enabled stakeholders to grapple effectively with talent market challenges to significantly enhance growth. In fact, collective action may be the only way to significantly change labour market outcomes. Moreover, the broader the collaboration, the greater is its impact on global economic growth.

Collaboration requires new skills and new thinking. While its benefits are clear, collaboration itself is complex and difficult to implement. Convincing stakeholders to consider goals greater than their own immediate ones takes diplomacy and persuasion. Critical to success is the development of a “collaborative mindset” – prepared to think broadly, comfortable with complexity, and able to understand and find common ground with the goals of other stakeholders. Perhaps most importantly, the successful collaborator seeks to understand and engage the hearts and minds of the people inside and outside the workforce who are to be targeted by the practice.

Building the right “muscles” for collaboration. With the right mindset in place, successful collaboration on talent mobility practices also requires building strength and facility by:

- Developing a clear, common understanding of the problem
- Establishing aligned incentives for participation and action
- Instituting strong governance that spells out who will lead the effort and what information is to be shared among participants
- Obtaining the right data on which to base the practice
- Continuously assessing progress and results to ensure proof of concept

How individual stakeholders can advance successful collaborative talent mobility practices. Each stakeholder can be a catalyst for and significantly strengthen talent mobility practices.

We recommend that **governments**:

- Develop a talent mobility blueprint that identifies the skills needed for comparative economic advantage, assesses the availability of those skills and determines the level needed to meet future labour market needs.
- Play a leading role in creating “safe harbours” for collaboration.
- Lead cross-border collaboration with other governments.
- Share access to labour market information with other stakeholders.
- Communicate the inclusiveness of collaborative activities to blunt scepticism about government involvement in labour market activities.
- Be open to importing talent from other countries.
- Use fact-based arguments and examples to counteract public and political hostility to perceived employment threats from immigration.

We recommend that **companies**:

- Employ the traditional “business case” approach in framing potential collaborative talent mobility opportunities.
- Use modern measurement and modelling tools, combined with workforce and performance data, to estimate the business impact of talent mobility.
- Capitalize on the agility and limited political constraints of private companies to initiate collaborative activities.
- Provide fact-based arguments for talent mobility to provide government with the public rationale for cross-border initiatives.
- View competitors as potential collaborative partners.
- Recognize that, in some cases, competitive pressures may overwhelm the push to cooperate.

We recommend that **academic institutions**:

- Focus on improving basic employability to close skills gaps.
- Collaborate with the private sector and government to ensure real employment demand is fully identified and sufficiently addressed.
- Lead the way on conducting talent mobility foundational research.
- Widen potential talent mobility collaboration opportunities.
- Prepare to balance the push from some stakeholders to “rush” results against academic principles of thoroughness, careful documentation and peer review.

We recommend that **NGOs and international organizations**:

- Recognize the importance of suitable employment for sustainable and equitable economic development, and actively seek the engagement of their constituencies in economic activity.
- Develop a fact-based case for multiple stakeholder collaboration.
- Exploit their ability to bridge the public and private spheres to lead talent mobility efforts.
- Take steps to ensure that networking and collaborative activity does not become a back channel for the pursuit of partners’ private commercial interests.
- Advocate for the individuals impacted by talent mobility practices.

Do not forget it is about people. Although this report focuses on the actions that organizations can take to develop and implement talent mobility practices for economic growth, stakeholders must keep in mind the concerns and needs of talent. Any entity hoping to employ talent mobility to improve labour market outcomes must build the engagement of and commitment from those impacted. Regardless of how well other strategies and practices are deployed, the buy-in of talent is a prerequisite to bringing into the labour market those currently unable to participate and ensuring the movement of those who are participating to those locations and occupations where they are most needed.

Practising Talent Mobility for Economic Growth

Context

Talent is the fuel that drives the engine of the global economy. The physical mobility of talent within or across organizations, industries, countries or globally and the professional movement of workers across occupations or skill sets can help balance global human capital markets and stimulate economic growth in both developed and developing countries.

Understanding and harnessing talent mobility is now more critical than ever. Movements such as the Arab Spring and Occupy Wall Street are fuelled in part by anger about high youth unemployment and the mismatch between the skills that people have and those demanded by business. The new “Millennial” generation is calling for a change. At the same time, talent is landing at the top of CEOs’ agendas.

The crisis is impelled by serious imbalances in human capital markets. On one side, there are talent shortages. On the other, there is high unemployment rates and employability challenges slowing down economies and threatening future growth across the globe. The magnitude of talent risks requires concrete actions today by governments, businesses and educational institutions to enable economic growth tomorrow – in all regions of the world.

Prior Forum research points to the acceleration of the talent crisis in both mature and emerging economies. The Forum’s first report in 2010, *Stimulating Economies through Fostering Talent Mobility*, assessed the most critical talent shortfalls across countries and industries by 2020 and 2030. Last year’s report, *Global Talent Risk – Seven Responses*, highlighted responses to global talent shortages and skills gaps that can apply across multiple stakeholders.

“

The success of any national or business model for competitiveness in the future will be placed less on capital and much more on talent. We could say that the world is moving from capitalism to ‘talentism’.¹

”

Klaus Schwab
Founder and Executive Chairman, World
Economic Forum, 2011

The Need for Action

Although talent mobility can help solve the talent crisis, there is no globally recognized platform for addressing talent mobility challenges and exchanging practices and experiences among various stakeholders. In particular, businesses' perspectives are too often neglected in conversations about talent mobility challenges. This causes a frustrating disconnect between the public sector's urging for the creation of new jobs and the private sector's struggles to find the skilled employees it needs.

This year, the World Economic Forum in partnership with Mercer began to collect talent mobility good practices that can be used to identify and promote successful, multidimensional talent solutions to stimulate economic growth.

We very deliberately sought “good” practices rather than “best” practices for this report. Because our goal is to build over many years our learnings about the variety of ways that different stakeholders can solve talent challenges, we cannot limit our investigation to “best” practices, a term that connotes an absolute and inflexible standard. After all, the best practices of today may not work tomorrow – or may not be best for all constituencies in all geographies. “Good” practices, on the other hand, are flexible and adaptable – solutions from which everyone learn, borrow and build better practices.

The intention going forward is to collect additional good practices on an annual basis and present them in an annual publication along with thorough analyses of how these practices can boost economic growth. Through this process, we will create a knowledge bank of good practices that stakeholders in all sectors can draw from in designing solutions to their own talent challenges.

Methodology

In this report we have collected good practices in talent mobility and examined them for their impact on economic growth. The process for identifying and selecting these practices began by reaching out to a broad audience across diverse geographies, industries and stakeholders. The information collected was then funnelled according to selection criteria such as broad applicability, effectiveness, innovativeness, urgency and impact in order to identify appropriate good practices for this report. In this first year, selection criteria were kept deliberately broad to build a critical mass of diverse examples.

For this report, the World Economic Forum, in collaboration with Mercer, has:

- Sent more than 4,000 Talent Mobility Good Practices Questionnaires to practitioners and experts in 45 countries to collect good practices from the private and public sectors, academia and civil society
- Collected more than 200 good practices in multiple dimensions of talent mobility and regions to ensure diversity and global reach
- Supplemented data with in-depth interviews and research to gain clarity on the practices
- Selected 50 good practices for publication in this report and analysed five cases in-depth for their impact on economic growth

In future years, good practices will be selected according to increasingly rigorous criteria. The criteria will be regularly reviewed to adjust to learnings from the collaboration and to ensure the examples' relevance and quality.

In This Report

This report offers insight into how good practices in talent mobility can stimulate economic growth. In Chapter 1, we describe the four foundational issues that present barriers to equilibrating talent markets and thus contribute to talent shortages and skills gaps as well as unemployment: widespread unemployability, skills gaps, information gaps and mobility constraints. We then describe the range of talent mobility practices organizations and governments are employing to address these foundational issues and present our key research finding: collaboration is at the core of talent mobility practices capable of significant economic impact.

This collaboration may take place at one of four levels: within an organization, across organizations within a country, within an industry or region, or across multiple stakeholders on a global basis. Finally, we present a call to action to all stakeholders concerned with improving talent market outcomes, sharing recommendations for how they can build their collaboration “muscles” and also providing specific recommendations for individual stakeholders interested in improving talent mobility practices through collaboration.

In Chapter 2, we share five examples of successful efforts to address talent gaps that feature broad collaboration across the full spectrum of possible stakeholders. These examples demonstrate how talent mobility leaders in the public and private sectors can bring together diverse, and sometimes large, groups of stakeholders to address talent issues in a comprehensive, holistic manner.

Chapter 3 offers a framework for building upon the work captured in this report to continue the collaborative process of collecting, analysing and sharing good practices. Our hope is that this collection of talent mobility good practices represents just the first step in a journey towards building a community of stakeholders who use and share increasingly robust practices to solve difficult talent challenges.

Finally, Chapter 4 contains the knowledge bank of talent mobility good practices assembled for this report. A matrix has been provided at the beginning of the chapter to help the reader find practices of particular interest.

Chapter 1:

Collaborative Talent Mobility Practices – A Key Driver of Economic Growth

Talent mobility figures prominently in any contemporary discussion of global economic and social trends. As the World Economic Forum's previous research on this topic has demonstrated, greater talent mobility can help address talent shortages and close skills gaps. The impact of talent mobility can be seen in a growing number of activities across the entire economic spectrum, touching individuals, organizations – even entire countries and regions. Many of these changes are unprecedented. All have the potential to fuel economic performance while enhancing workers' lives.

We are living at the beginning of a new age of talent mobility, one that requires us to expand our definition of talent mobility. In its broadest terms, talent mobility is:

The physical movement of workers within or across organizations, industries or countries, and globally, or the professional movement of workers across occupations or skill sets. Mobility may be temporary or permanent and may also involve moving people from unemployed to employed, moving jobs to people or allowing for virtual mobility.

The good practices highlighted in this report provide evidence of how different stakeholders employ talent mobility practices to grow their businesses, their industries and their economies. They are among the most progressive and innovative approaches to meeting diverse talent challenges.

Yet our research also reveals that the mobility efforts of most private organizations remain anchored to narrow concerns around expatriate assignments and leadership development. At the same time, public sector actions often reflect parochial interests rather than a spirit of collaboration in the service of a greater good.

As evidence of the gaps between the aspirations for talent mobility and actual practices, we found that:

- Three-quarters of the organizations surveyed for this report classified their talent mobility practice as traditional leadership development programmes.² (See Organizations' talent mobility practices: key survey results in the Appendix)
- Mobility practices target executives, managers and professional/technical employees.³ More than 40% of the organizations surveyed move 5% or less of their employees each year, and 65% move 10% or less.⁴
- Fewer than half of the organizations surveyed are moving people across jobs and occupations.⁵
- Mobility in the workforce in the developed world has changed little over the past 20 years. Between 1992 and 2002, the percentage of the workforce with less than one year's tenure and the percentage with 10 or more years of tenure remained virtually unchanged across 14 European countries, the United States and Japan.⁶
- This stagnation in worker mobility stands in stark contrast to the surge in the movement of jobs to people. In 2010, an estimated 2 million jobs were created through foreign direct investment (FDI), with notable increases in information technology (IT) and manufacturing.⁷
- Fewer than half of companies surveyed said they selected international assignees well; 62% said poor candidate selection was the second most important cause of assignment failure.⁸
- The European Commission reports that six European Union (EU) member states failed to implement an EU scheme that would make it easier for highly skilled people to come to the EU for work.⁹
- The number of employment-based, permanent-residence visas issued in the United States has not changed since 1996, resulting in a wait for these visas of more than a decade.¹⁰

The result is a continuing, frustrating paradox. Many countries struggle with vast unemployment, underemployment and huge untapped labour pools beyond what can be attributed to the recent global economic slump. Yet, many industries struggle with significant talent shortages and skills gaps that are dampening economic growth.

Why are aspirations for talent mobility outpacing what is currently being done? To a large extent, progress on achieving greater talent mobility has been tempered by the complexity of the foundational labour market issues facing organizations, governments and individuals. In addition, effectively addressing these issues often requires collaboration across multiple stakeholders, an approach that has inherent complexities.

Foundational Issues Affecting Talent Markets

Our research examined hundreds of private and public sector practices worldwide and included conversations with more than 100 business, government and academic entities. A distillation of this diverse source material revealed that these mobility good practices directly address one or more of the following four key impediments.

Exhibit 1: Four foundational issues



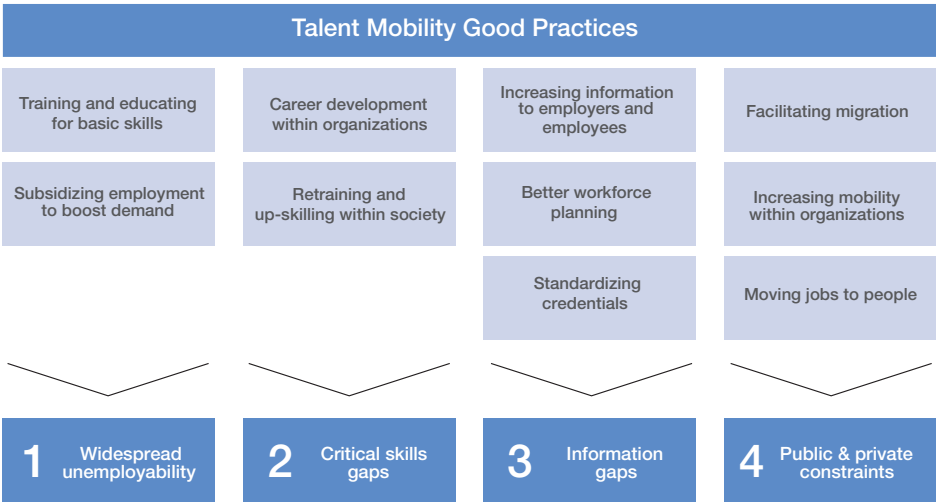
Source: Mercer analysis

1. **Widespread unemployability** exists because of the lack of basic employment skills, particularly among people in underprivileged communities. This has exceedingly negative consequences for the individuals shut out of the labour market, the societies in which large groups of people lack economic opportunities, and the businesses that need skilled people to drive growth.
2. **Critical skills gaps** exist between what employees possess and what businesses need. Because of these gaps, businesses cannot find the talent they need where they need it and individuals may find themselves ill-equipped for the jobs of the future.
3. **Information gaps** make it difficult for labour markets to match workers to jobs effectively. Workers lack information about current job openings or future skill needs, while employers seeking talent cannot perfectly observe the actual capabilities of prospective employees.
4. **Public and private constraints on mobility** impede the ability of markets to balance supply and demand by adjusting wages or the number of workers. These include common government interventions, such as imposing minimum wage laws and visa restrictions, and private ones, such as imposing union rules or professional credentialing restrictions.

How Mobility Practices Can Address Foundational Talent Market Issues

Our research found that a vanguard of organizations – both public and private – is effectively employing talent mobility practices to overcome the foundational issues described above. Their efforts underscore the exciting opportunities that mobility practices provide to organizations in all sectors and in all regions of the world. Using the collection of practices provided in this report, we believe that many more organizations will be able to identify ways to solve their own talent challenges and enhance growth.

Exhibit 2: Talent mobility practices can address foundational issues



Source: Mercer analysis

Below are examples of the types of practices that governments, academia, NGOs, international organizations and businesses are using to address foundational talent market issues. The knowledge bank of good practices in Chapter 3 includes more examples of talent mobility practices that address these four foundational issues.

1. Addressing unemployment

Organizations and governments are using a range of talent mobility practices to increase labour market participation, some of which focus on training and education. Others focus on boosting the demand for labour in order to move more people to employment. These initiatives include:

- Train and educate those lacking the basic skills necessary for employment to increase labour market participation. While investments in job training and formal education programmes are usually undertaken by governments, academic or non-profit institutions and private companies can also take the initiative to grow human capital in certain labour markets. In fact, when practices involve collaboration with employers, training can become even more tightly focused on employer needs, and trainees can benefit from the increased likelihood of employment by sponsoring organizations.
- Subsidize employment directly to make it more cost effective for employers to hire workers. The potential benefit of this approach is not only increased employment, but also the growth of skills, knowledge and work habits that make people more employable and ultimately expand the talent pool.

From The Knowledge Bank

How entities are training and educating to improve employment skills

The International Labour Organization promotes the Training for Rural Economic Empowerment programme (TREE), aiming to provide poor women and men in diverse geographical areas with the skills, development and knowledge needed to increase their own income and their communities’ economic strength. TREE builds on partnership; it involves government, local communities, and employer and worker groups. (See Chapter 4, page 77.)

Infosys and 450 engineering institutions throughout India partner in a Campus Connect programme to enhance the employability and increase the industry-readiness of pre-final and final-year engineering students transitioning into the IT industry. (See Chapter 4, page 74.)

From The Knowledge Bank

How entities are boosting labour demand

Int@j, the Information & Communications Technology Association of Jordan, in collaboration with the Jordanian government, launched a Graduates Internship programme in March 2009 that provides soft skills and a 50% subsidy on graduates’ salaries for one year. This allowed companies to hire twice as many graduates, 95% of whom were later retained by the same company and offered full-time positions. (See Chapter 4, page 73.)

2. Addressing skills gaps

Organizations and governments are addressing skills gaps directly through practices aimed at retraining and upskilling employees inside organizations and industries and throughout the labour market. Skills gaps are also being addressed through practices aimed at closing information gaps between individuals and employers. These are discussed in the next section.

- **Develop careers within organizations** through formal and informal training, mobility programmes and reimbursement for degree programmes and certifications. Actions taken within organizations can help employees gain experience and deepen and broaden their knowledge in areas vital to organizational success. Internal mobility may also be used to test employees' managerial or leadership capabilities by placing them in different contexts to see how well they fare.
- **Retrain and upskill employees within the society** through investments in workforce development to help current workers adapt to the changing needs of the business sector or to enhance skills in a particular sector to develop a sustainable competitive advantage.

From The Knowledge Bank

How entities are retraining and upskilling employees to meet new demands

Marriott grows its hotel managers by starting them in properties in less-demanding, more out-of-the-way locations and gradually advancing them to more prominent, more complex locations and their higher-end brands. This approach requires a high level of collaboration among corporate headquarters and the different locations and brands. This has proven remarkably successful in developing and retaining top managers while strengthening the quality of hotel management. (See Chapter 4, page 83.)

General Electric's Women Network fosters women's professional growth and development working at GE by providing coaching on career paths, flexibility and role models. Additionally, the network helps retain talent, particularly in the engineering and technology fields. Today, the rapidly growing Women Network has evolved into a worldwide organization of more than 150 hubs in 43 countries, helping thousands of women around the world. (See Chapter 4, page 65.)

From The Knowledge Bank

How entities are retraining and upskilling employees to meet new demands

The Polish Confederation of Private Employers Lewiatan worked with the Polish Ministry of Education, Polish universities and the private sector to conduct a gap analysis of the skills needed in the private sector compared to what the educational systems offered. They instigated reforms in the national education systems, for example, a stronger emphasis on practical application in technical programmes. (See Chapter 4, page 92.)

3. Addressing information gaps

Private and public sector organizations are employing good practices to help close the information gaps that cause mismatches between labour supply and demand. These practices include:

- **Increase the amount of information available to individuals and employers.** Both governments and private entities are engaged in a host of activities designed to bridge the information gaps that exist among labour market players. For example, some governments are making labour market information much more accessible to job seekers and employers. Others are mapping skills to multiple occupations to help individuals understand the breadth of jobs for which they may be qualified, or are even actively brokering matches between individuals and employers.
- **Conduct disciplined workforce planning** to forecast future workforce requirements. Increasingly, companies are going beyond simple headcount forecasts to anticipate shifts in the type and quality of labour they will require for future success. Nations or regions can also do the same, analysing their sources of comparative advantage and using that knowledge to attract prospective employers to their region.
- **Improving the signalling power of credentials** gives job seekers better access to the jobs they are trained for and helps employers determine which job seekers have the skills they need.

From The Knowledge Bank

How entities are improving information flow between individuals and employers

“Your first EURES job” aims to improve young people’s education and employability, to reduce high youth unemployment and to increase the youth-employment rate – in line with the wider EU target of achieving a 75% employment rate for the working-age population (20 to 64 years). (See Chapter 4, page 63.)

“mySkills, myFuture” is the first free public sector tool that leverages the US Department of Labor’s Occupational Information Network (O*NET). O*NET combines information with other employment, education, training and apprenticeship databases to create an online skill transferability tool. This tool helps job seekers, the workforce investment system, career counselors and the general public to match workers’ skills with occupations and industries where job openings exist. (See Chapter 4, page 99.)

From The Knowledge Bank

How entities are better forecasting workforce requirements

ManpowerGroup, in partnership with Shanghai labour authorities, comprehensively surveyed nearly 3,000 companies collectively employing more than 650,000 workers to quantify the future vocational skills required in Shanghai’s 19 districts. This focused the talent training policies of the Shanghai labour authorities and led them to exchange best practices for addressing similar skills shortages with other countries. (See Chapter 4, page 82.)

ABB has created a “capability planning process” to integrate its five-year business strategy with the personnel actions necessary to deliver it. Through increased collaboration between the human resources function and the business, business objectives were translated into concrete “people actions”, revisited every three to six months, to track progress and adjust programmes to fit the five-year business strategy. (See Chapter 4, page 50)

From The Knowledge Bank

How entities are improving the signalling power of credentials

The Bologna Process created the European Higher Education Area (EHEA) to improve the transferability of educational qualifications to facilitate employment. The Bologna Process facilitates greater comparability and compatibility between the diverse higher education systems and institutions across Europe. (See Chapter 4, page 49.)

4. Easing constraints on talent mobility

By encouraging the flow of talent to fill critical needs, governments and businesses can drive economic growth. Collaborative practices that can improve talent mobility include the following:

- **Facilitating migration and integration of immigrants** can be among the fastest ways to help close talent gaps for a country's employers. Possible actions include easing visa requirements or granting permission to work to international students who have completed their degrees in a host country; and implementing programmes that ease the integration of immigrants into the host country. These good practices also promote repatriation of highly skilled workers to mitigate the effects of brain drain.
- **Increasing mobility within the organization** can serve as an effective means of closing talent gaps, because the talent required to fill existing or emerging gaps is often already within the organization. Organizations need good systems for matching talent to open jobs. They also need the right inducements to persuade employees to move, which might include adjusting the value of moving by offering a salary premium to encourage relocation or by demonstrating the long-term career benefits of expatriate assignments.
- **Move jobs to people to balance** the supply and demand for labour. As companies expand they are locating in developing countries not simply to open up new markets for their goods and services, but to tap an increasing skilled talent base.

5. Addressing multiple foundational issues for maximum impact

Finally, when multiple stakeholders across the public and private sectors collaborate, they can design practices that simultaneously address unemployability, skills gaps, information gaps and mobility constraints. In Chapter 2, we detail five such practices, which illustrate the critical role of collaboration in effectively addressing talent challenges.

From The Knowledge Bank

How entities are facilitating migration and integrating immigrants

The Quebec-France Understanding on the Mutual Recognition of Professional Qualifications is a collaborative effort between France and the Province of Quebec. It facilitates the immigration and integration of skilled workers to lessen the negative economic impact of the declining and ageing Quebec workforce and to encourage greater movement of skilled francophone workers to Quebec. (See Chapter 4, page 70.)

The Hsinchu Science Park founded by Kwoh-Ting Li, former Finance Minister of Chinese Taipei, in partnership with educational institutions and businesses, was set up to use technologies and talent imported from abroad to transform domestic conventional industry and to mitigate the brain drain phenomenon associated with the exodus of recent graduates of Taiwanese universities. (See Chapter 4, page 71.)

From The Knowledge Bank

How entities are increasing mobility within the organization

Consulting firm Oliver Wyman relies heavily on a job rotations programme to get experienced talent on the ground in remote or fast-growing locations where they cannot fully staff operations with local talent. (See Chapter 4, page 88.)

Standard Chartered Bank's enterprise-wide view of mobility enables cross-fertilization of succession plans and improves bench strength by allowing access to talent in different geographies and functions/business lines. Driven by the company's global workforce needs, operating model and strengths-based philosophy, everyone from new graduates to executive committee members participate in mobility programmes. (See Chapter 4, page 94.)

From The Knowledge Bank

How entities are moving jobs to people

When deciding on the best locations for certain jobs and functions, INTTRA considered both the external factors that would determine the workforce it could recruit and the internal needs of different functions to collaborate with one another. INTTRA conducted a site selection analysis comparing locations in terms of labour and real estate costs, labour supply, business climate, proximity, and quality of life to make its location decision. (See Chapter 4, page 78.)

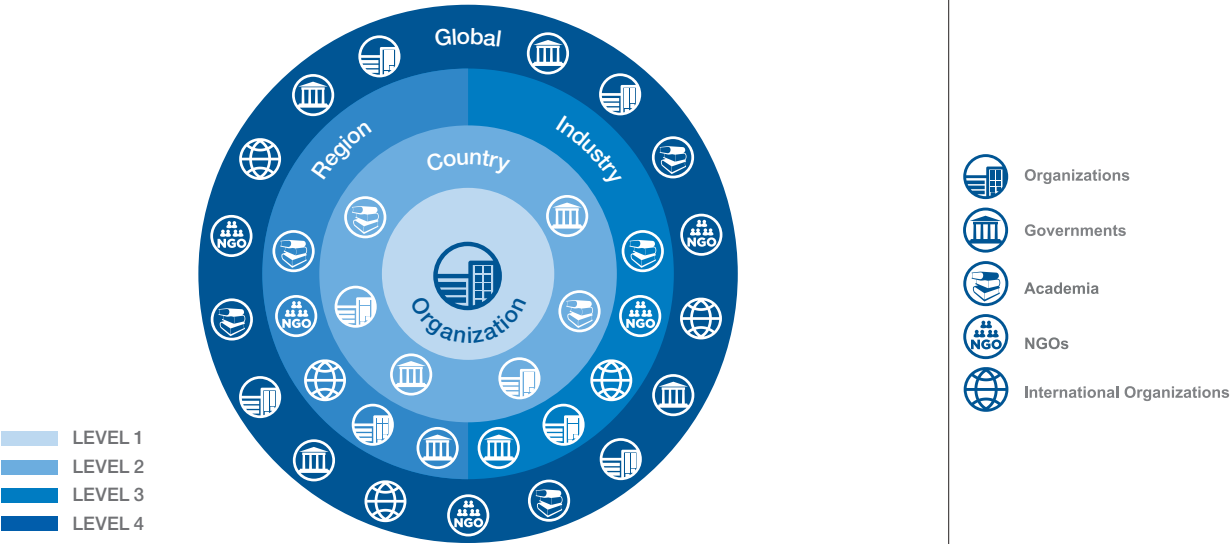
A study of the site selection decision criteria used by more than 130 companies shows that when companies evaluate locations for an investment they are no longer placing the most weight on infrastructure or local utility and transportation costs, but instead on labour availability, quality and cost. This is a distinct difference from investments just 10 years earlier. (See the Appendix, Jobs to people – Understanding the drivers of organizations' location decisions.)

Collaboration is core to practices that drive economic growth

In analysing the impact of talent mobility practices on economic growth, we found that collaboration among multiple stakeholders is at the core of successful efforts to surmount them. Whether on the organizational level, within a country, industry or region, or across multiple entities worldwide, collaboration enabled stakeholders to grapple effectively with talent market challenges to significantly enhance growth.

In fact, given the characteristics and complexities of the foundational issues – and the competitive nature of labour markets – actions to affect them by any entity acting alone are unlikely to have much effect. This means that collective action may be the only way to significantly change labour market outcomes. The broader the cooperation, the more likely interventions are to address, simultaneously, all four sources of market inefficiency or failure, which results in a much greater impact on talent issues.

Exhibit 3: Collaboration is core to driving economic growth



Source: Mercer analysis

Below are examples of the types of talent mobility practices that can be implemented at different levels of collaboration. The knowledge bank of talent mobility good practices in Chapter 3 includes examples of all of the types of practices mentioned below at all levels of collaboration.

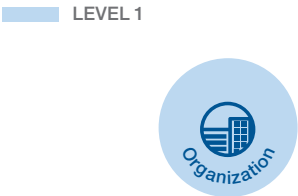
Level 1: Collaboration within the organization

Within an organization, collaboration across functions, units and geographies is often critical in designing and implementing talent mobility practices that encourage economic growth. These practices can help develop employees within the organization, close information gaps and better balance internal supply and demand.

The key practices implemented by best-in-class organizations include:

- Forecasting the supply and demand of critical talent
- Career and leadership development focusing on building critical skills
- Integrated diversity and inclusion strategy
- Global mobility philosophy aligned with talent development strategy
- Strategic succession planning
- Promoting internal mobility across business units and job functions
- Leadership accountability

Exhibit 4: Level 1 – Collaboration within the organization



Level 2: Collaboration across organizations within a country

When they cannot solve talent issues on their own, leading organizations are going beyond their own walls to collaborate with others to source and develop talent locally. On a country level, we found programmes that provide access to information on labour supply and demand, mitigate brain drain and facilitate the immigration of the highly skilled.

Collaborative good practices within a country or across several organizations within country include:

- Seconding employees to other organizations
- Partnerships between companies, governments or educators on training, developing and deploying talent
- Public sector initiatives on sharing information on labour supply and demand
- Programmes led by the public sector to mitigate brain drain and facilitate immigration

Level 3: Collaboration on an industry or regional level

On an industry or regional level, examples of good practices include public-private partnerships designed to foster talent mobility and skill development, as well as industry associations working closely with the public sector to attract and develop talent.

Collaborative good practices on an industry or regional level include:

- Strategic talent assessment, development and deployment on an industry level
- Matching supply and demand through job fairs, job portals and university visits
- Shaping academic curricula through participation on university advisory councils
- Subsidized internship programmes
- Industry specific training programmes and workshops

Level 4: Collaboration on a global or multistakeholder level

Finally, when collaboration takes place on a global/multistakeholder level, sectors, governments, international organizations and academia work closely together to solve complex talent mobility issues. Often, these include all or a number of the good practices described above, but working across multiple countries and regions. For example, private companies may develop innovative talent sourcing and development strategies by working closely with educational institutions, governments and NGOs in multiple countries. We also see international development initiatives in the area of skill development and trade agreements between countries.

Level 4 collaboration in action: preview of five case studies

Chapter 2 presents detailed analyses of these five talent mobility practices involving multistakeholder, Level 4 collaboration:

1. Walmart, in partnership with local governments, educational institutions and NGOs, develops talent in India, Brazil, China and Argentina to support its global growth strategy, thereby making a significant impact on the prosperity of the local communities and economic growth in those countries.
2. NASSCOM is working with governments and educational institutions to create an international industry standard in skills required for the IT/BPO (business process outsourcing) industry that facilitates the movement of people across geographies, occupations and organizations.
3. The ASEAN nations know their growth depends on their ability to compete with China and India for FDI. Together, they undertook a detailed assessment of the competitiveness of their workforces across multiple dimensions. These nations are using the results as a blueprint for labour market integration across the region so they can attract global employers that might otherwise choose to locate elsewhere.
4. The Toronto Financial Services Alliance (TFSA) is a successful multistakeholder collaboration mechanism created to grow and develop talent in the financial services sector in the Toronto region, promote the growth of the sector, and enhance its competitiveness as an international finance centre.
5. Saudi Aramco not only relies on frequent job moves to develop its talent and future leaders, but also places top talent in other organizations – alliance partners, joint ventures – so they can gain and share experience from other high-performing organizations and enhance critical skills.

Exhibit 5: Level 2 – Collaboration across organizations within a country

LEVEL 2

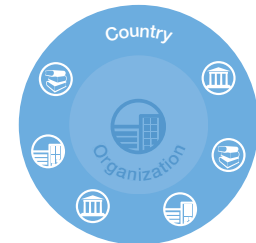


Exhibit 6: Level 3 – Collaboration on an industry or regional level

LEVEL 3

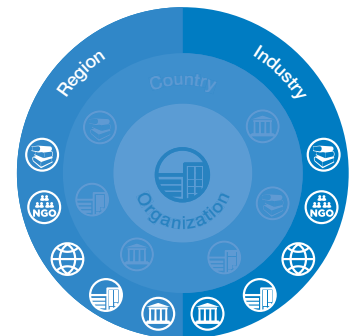


Exhibit 7: Level 4 – Collaboration on a global or multistakeholder level

LEVEL 4



Call to Action: Improving Talent Mobility Practices through Collaboration for Enhanced Growth

Businesses and industries are beginning to realize that competition for talent is not a zero-sum game. Those who continue to play it that way will have virtually no impact on rebalancing global labour markets for growth; instead, they will have to pay increasingly steep premiums to find the talent they need. But those who think more strategically about managing talent are recognizing that the key to growth is increasing collaboration beyond their own walls. As labour markets become as global as capital markets, the most successful companies will be those moving out to this frontier to collaborate with governments, academia, international institutions and NGOs to find and develop talent.

At the same time, governments are discovering that their most powerful initiatives for promoting employment and economic growth draw on the expertise and resources of educators, businesses and NGOs. With competition for investment and talent so strong, governments are often no more able to go it alone in their efforts to strengthen labour markets than are any of the other stakeholders. Permanent or temporary alliances increasingly are the avenues for getting things done.

Given the necessity of collaboration and the power of these efforts to yield significant results, why are collaborative efforts still relatively rare? The answer is that collaboration itself is extremely complex and difficult to implement. In examining the practices of those who have achieved impressive results through collaboration, we have identified two key requirements: a collaborative mindset and strong collaboration “muscles”.

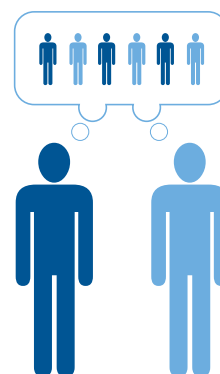
Those who have done it well – and reaped the rewards of collaboration – actually exhibit a different mindset when it comes to solving talent challenges. In order to design and implement complex, multistakeholder talent solutions for mutual gain, stakeholders must first embrace a perspective and a mode of thinking conducive to such collaboration. This collaborative mindset is a precondition for any entity seeking to create collaborative solutions to intractable talent market challenges.

Effective Collaboration: Building the Right “Muscles”

Outfitted with the right mindset for collaboration, stakeholders next must develop the “muscles” they need to practice effective collaboration. The fact is that collaboration is extremely difficult and requires a great deal of work if it is to yield the impressive results obtained by the entities profiled in Chapter 3. While not easy, stakeholders must work to:

1. **Develop a clear, common understanding of the problem** that can then be translated into a clearly defined objective supported by all stakeholders.
2. **Establish aligned incentives for participation and action.** People are far more likely to collaborate when they understand that their interests are better served by joining forces with others to take the required actions than by acting alone or opting out. Although it can be hard to motivate individual agents to act if they believe they can get a “free ride” from the actions of others, properly incentivizing the different parties involved so they all keep pulling their weight will improve the odds for success.
3. **Institute strong governance from the outset**, which spells out which stakeholder will lead the effort and what information is to be shared. Without a catalyst or driver of collaboration to keep all stakeholders connected and on task, the collaborative process tends to decay, energy and commitment wanes, and success falters. Successful collaboration also requires agreement from all parties about what information is to be shared – and what can and should be reserved as privileged information. This requires some policing mechanism to ensure that no party holds back information that the group had agreed to share.
4. **Obtain the right data** to ensure that the group’s efforts are founded on hard evidence rather than on opinion or supposition.
5. **Continuously assess progress and results to ensure proof of concept.** Keeping the collaborative effort going requires continuous feedback to stakeholders regarding the benefits of collaboration. Unless stakeholders see that they are getting a return for their efforts, they are unlikely to sustain it, preferring to redirect resources to other priorities.

Elements of the collaborative mindset



Those who are skilled at what we have identified as “enlightened collaboration”:

- Think broadly about the greater good rather than focusing only on their own objectives
- Seek to understand and engage the hearts and minds of those in the workforce
- Are comfortable with complexity
- Think outside the box to drive innovation
- Are sensitive and adaptable to different cultures
- Can handle ambiguity and uncertainty
- Are good at systems thinking
- Are open to continuous learning and new opportunities
- Take a long-term perspective, but have a sense of urgency
- Have an entrepreneurial spirit and are willing to take the initiative and be accountable

Applying the Lessons to Collaborative Good Practices: Recommendations for Individual Stakeholders

As evidenced by the good practices collected in this report, successful collaborative talent mobility practices can be and are spearheaded by stakeholders across the economic spectrum – from the private or public sectors and from academia, international organizations or NGOs. Below are specific recommendations to help each of the principal stakeholders improve the future of talent mobility practices for the betterment of individuals, businesses and societies.

Governments should:

- Develop a talent mobility blueprint that identifies skills that foster future comparative economic advantage; assesses the number of workers that currently possess these skills; and determines the level of skill growth required to meet future labour market needs.
- Play a leading role in creating “safe harbours” that ensure collaboration across multiple stakeholders.
- Lead cross-border collaboration with other governments.
- Promote collaborative activity and specific talent mobility programmes through legislation, executive action or agency rulings.
- Share access to labour market information to facilitate a clearer understanding of current conditions and provide a foundation for establishing realistic priorities and plans.
- Communicate the inclusiveness of collaborative activities to blunt potential scepticism about government involvement in labour market activities.
- Be open to importing talent from other countries.
- Use fact-based arguments and examples to counteract public and political hostility to perceived employment threats from immigration.

Companies should:

- Employ the traditional “business case” approach in framing potential collaborative talent mobility opportunities. Synthesize existing labour market and workforce data in setting goals and model potential outcomes in economic and business terms.
- Use modern measurement and modelling tools combined with proliferating workforce and performance data housed in electronic information systems to estimate the business impact of talent mobility.¹¹
- Capitalize on private companies’ agility and limited political constraints to initiate collaborative activities that will ultimately involve multiple stakeholders.
- Provide fact-based arguments for talent mobility to provide government with the public rationale for cross-border initiatives.
- View competitors as potential collaborative partners. Perhaps more than they realize, businesses depend on one another to sustain the talent pool from which they draw their employees. Deepening the talent pool through collaborative action – rather than by competing for increasingly scarce talent resources – serves both individual and collective needs.
- Recognize that in some instances competitive pressures may overwhelm the push to cooperate. In some action areas antitrust considerations must factor in, depending on the jurisdiction.

Academic institutions should:

- Focus on improving basic employability to close skills gaps. This means a country’s academic community must broaden its view of education to include a greater emphasis on offering remedial and vocational skills training to those with limited access to existing institutions.
- Collaborate with the private sector and government to ensure real employment demand is fully identified and sufficiently addressed.
- Lead the way on conducting talent mobility foundational research that involves multiple stakeholders by leveraging its deep content knowledge and long-held reputation for objectivity.
- Widen potential talent mobility collaboration opportunities by harnessing the multinational networks of many academic institutions and their long histories of exchanging information across borders. Individual institutions also offer a rich source of good practices concerning the assimilation and management of highly diverse communities.
- Prepare to balance the desire among some stakeholders to rush to results against academic principles of thoroughness, careful documentation and peer review.

NGOs and international organizations should:

- Recognize the importance of suitable employment for sustainable and equitable economic development, and actively seek the engagement of their constituencies in economic activity.
- Develop a fact-based case for multiple stakeholder collaboration by analysing the impact of current programmes and modelling the potential value of aligning with other interested parties. NGOs that can share such proof points will have an advantage in retaining and attracting donors and in the process earn the needed credibility to lead collaborative initiatives of their own.
- Exploit their ability to bridge the public and private sphere to lead talent mobility efforts. The impartiality of NGOs ideally positions them to play this facilitation role, particularly when public and private priorities and biases may undermine collaborative opportunities.
- Take steps to ensure that networking and collaborative activity do not become a back channel for the pursuit of partners’ private commercial interests.
- Advocate for the individuals impacted by talent mobility practices to ensure that practices are aligned not only with the needs of employers, but also with the needs of individuals and communities.

We hope these recommendations will guide private and non-profit organizations, government actors, and academic institutions in advancing their talent mobility practices to achieve an ever-greater impact on talent market imbalances – and bring the practice of talent mobility in line with its promise. Many stakeholders across all sectors are making great strides in talent mobility, even in the face of many challenges. Their diverse, innovative programmes and practices not only enhance economic health and greater social equality, but also lay the foundation for still greater achievements that now lay within reach.

Although we have focused on what enterprises can do to promote collaborative talent mobility good practices, it is crucial to keep in mind the concerns and needs of the other key stakeholder – the talent. Any entity hoping to employ talent mobility to improve labour market outcomes must recognize the importance of building the engagement and commitment of the talent involved for success. Regardless of how well other strategies and practices are deployed, the buy-in of talent is a prerequisite to bringing into the labour market those currently unable to participate and ensuring the movement of those who are participating to those locations and occupations where they are most needed.

Chapter 2:

High-Impact Practices Leveraging “Level 4” Collaboration

This chapter presents successful efforts to address talent gaps through more effective use of talent mobility. The hallmark of these five case examples is that they represent broad, Level 4 collaboration across the full spectrum of possible stakeholders. They show how forward-thinking, ambitious organizations and government bodies have managed to bring together diverse, and sometimes large, groups of stakeholders to address their talent issues comprehensively. These efforts are profoundly affecting not only the actual participants, but also the economies in which they play out.

The five cases included in this chapter vary by geography and by the issues addressed. Virtually all of them remain works in progress. All of them have encountered challenges in their conception and in their execution – some serious enough to make participants question whether they could be sustained. Many of their objectives have yet to be achieved. Still, in each there are clear signals of boldness and concrete achievement that make them models to follow. They embody the principles of effective collaboration discussed in Chapter 1 and the magnified and accelerated outcomes that only large-scale collaboration can achieve.

“
For a
community
to truly
thrive,
businesses
like ours
must not
only create
jobs, but
also provide
the
necessary
training to
succeed.
”

Walmart 2011
Global Responsibility
Report

Walmart: Education for Employment

Walmart has developed innovative partnerships with government, educational institutions and NGOs to develop and source talent to support its growth ambitions in emerging markets.

Context

Preparing for massive growth in India

Wal-Mart Stores, Inc., the world's largest retailer, entered the Indian market in 2009, establishing seven stores over the past three years. With a current workforce of about 8,000, the company's Indian joint venture, Bharti Walmart, expects to mushroom to 60,000 associates over the next five years.¹²

From a simple mathematical perspective, Bharti Walmart's new positions should be easy to fill. After all, India has the largest youth population in the world, according to the United Nations, with close to 200 million people between the ages of 15 and 24.¹³ Yet, significant skill deficits among this population hamper not only the employment prospects of many of these individuals, but also the economic growth prospects of the country as a whole.

“Although India has had massive growth, there is another India composed of many young people in semi-rural towns who do not have much education or high qualifications but are in need of jobs,” says Arti Singh, Senior Vice President, Corporate Affairs, Bharti Walmart. “So one of the items on the government's agenda is to promote inclusive growth – to bring the part of India that isn't well-qualified into the workforce.”

Struggling to Fill Jobs in Brazil's Fast-growing Economy

Brazil's accelerated growth over the past decade has created a large demand for talent in the retail sector. In 2010 alone, nearly 2.5 million formal positions were created.¹⁴ Walmart, Brazil's third-largest retailer with 87,000 employees, added 10,000 jobs last year and expects to add another 10,000 in 2011. Given Brazil's large pool of young adults – 18% of who are unemployed¹⁵ – it would seem that the talent exists to fill these new jobs. But, according to Paulo Mindlin, Director for Corporate Social Responsibility & Walmart Institute, Walmart Brazil, “Many of our young adults lack the education, work skills and professional, personal and social development to access the labour market.”

While Brazil's public secondary schools are largely unable to develop these young people or equip them with the skills required to qualify for many formal jobs, the country's professional education programmes meet only about a tenth of the demand for training. As a result, retailers like Walmart struggle to find the qualified employees they need, while, according to USAID, “many young people face a lifetime of low-paying jobs, often in the informal sector”.¹⁶

Walmart at a glance

- World's third largest employer, with a workforce of 2.1 million
- Operates more than 10,000 retail units under 60 different banners in 28 countries
- Serves customers and members more than 200 million times per week
- Fiscal year 2011 sales of US\$ 419 billion

Good practice: Increasing the pool of qualified talent

Bharti-Walmart Training Centres: India

Even before opening its first store in India in 2009, Bharti Walmart began discussions with the Chief Minister of the State of Punjab about partnering to train young people for jobs in retail. The state was anxious to prepare a larger cross section of its young people for productive careers in the growing retail sector. At the same time, Bharti Walmart wanted to help develop a pipeline of talent ready to step into positions in retail.

Exhibit 8: Partners in creating the Bharti Walmart Training Centres¹⁷



Out of this mutual interest, Bharti Walmart partnered with the state to open its first skills training centre in Punjab in December 2008, followed by centres in New Delhi and the state of Karnataka. The centres prepare 125 low-income high school students per month for positions as floor and sales assistants or supervisors. Because the target group generally has limited time or comes from more remote areas, the programme is designed as a two-week vocational certification course. Walmart and its operations partner, Centum Learning Systems, developed the curriculum, which teaches technical skills in retail, logistics, supply chain and support services as well as skills in communication and grooming.

The programme is free to participants, who are recruited through community groups and selected based on a short aptitude test and an assessment of their commitment to find work in the sector. Walmart funds the programme, while the state provides space for the centres within public industrial training institutes (ITIs). Students who complete the training receive certification from both Bharti Walmart and state departments of technical education.

Trained students are given help with job placement but are not required to work for Walmart. Training centre graduates have found jobs not only in retail but also in call centres, banks and restaurants.

Escola Social do Varejo (Social Retail School): Brazil

In 2010, Walmart Brazil launched Escola Social do Varejo (Social Retail School) to teach high school students the behavioural and technical skills they need to become employable in the retail sector. Similar to the programme in India, the school accepts young adults from low-income families. "In selecting students for the programme, we balance need with their potential to transform themselves," says Mindlin. "We want to make the most of our investment and ask students for their commitment to the programme."

Exhibit 9: Students at Escola Social do Varejo¹⁸



The programme, which is free for students, differs from the Indian model in its length since it consists of 500 class hours over a period of eight months. "Our focus is on preparing students not just for their first job in the retail industry, but to become future leaders in retail," says Mindlin. "We realized that to do this, and really transform students from disadvantaged families in a lasting way, we needed a longer programme."

Beyond training, the programme also offers help in obtaining and preparing for job interviews and mentoring during graduates' first four months on the job. Graduates are not required to work for Walmart, and programme staff helps place graduates with a number of other retailers and suppliers. Student progress is assessed periodically throughout the programme using a formal evaluation system approved by the State University of Ceará.

Several partners across the country, including government entities, NGOs and more, support the initiative. "We have been able to establish partnerships with state secretaries of education as a way to leverage our investment and achieve greater results," says Mindlin. In three Brazilian states – Rio Grande do Sul, Pernambuco and Ceará – the programme takes place inside public high schools. At these sites, Walmart provides the curriculum and funds part of the teachers' salaries, while the school provides classroom space and computers – as well as the free transportation and free meals the schools are required to provide to low-income students.

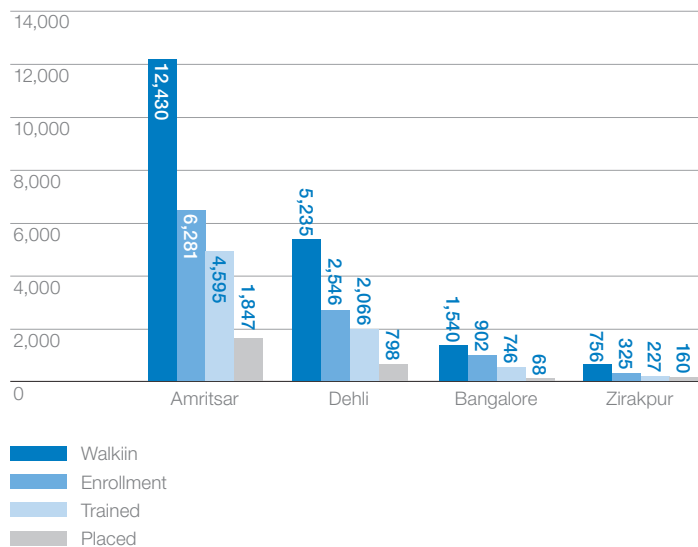
"The partnership with Walmart is very interesting as it contributes to the growth of the market," says Paulo Dutra, Secretary of Education of Pernambuco. The Ministry of Education hopes to expand the programme into 13 public schools in Recife, the state capital, and other nearby cities.

Impact

According to Adriana Rezende, a graduate from the Social Retail School in São Paulo, “Without it [the course], it would be very difficult to get a formal job. The work exists, but without qualification it is very difficult.” TodoDia (Walmart Brazil) hired Adriana right after her graduation. Source: Walmart 2011 Global Responsibility Report.

Over the past three years, nearly 8,000 students have been certified through Bharti Walmart training centres, and nearly 2,900 have been placed in formal jobs, including almost 500 in Walmart stores.¹⁹ On the other side of the world, Walmart Brazil’s Social Retail Schools trained approximately 1,000 young people in its first year, 83% of whom have been placed in jobs and 45% of who joined Walmart. Another 1,740 students are participating in the programme in 2011.²⁰

Exhibit 10: Student participation at Bharti-Walmart Training Centres since inception²¹



Over the next five years, both programmes expect to expand significantly, moving into new regions and training roughly 10,000 additional students each so they are equipped to enter the retail sector, a goal that will require new partnerships with state governments and others.

Although Walmart is still in the process of designing a system to assess the impact of the training on both attrition rates and store profitability, supervisors of programme graduates in Walmart Brazil report that these employees are more committed to their work. “Some store leaders have told us, ‘If I had only students from the Social Retail School, I could double productivity in my store,’” says Mindlin. “They clearly want to hire these professionals.”

According to Singh: “The impact on our operations in India has been tremendous. Not only has it helped us fulfil our hiring requirements, but it has also gained us a lot of goodwill in the states in which we work. By partnering with the government, we have very positively impacted our reputation and employer brand.”

State educators have also seen the value in this approach to training. “Before the programme, the percentage of students dropping out of the public schools was around 20%, but now is around 8%,” says Dutra.

After its first year of operation in partnership with public schools in Ceará, the state secretary of education decided to match Walmart’s investment in the programme, doubling the number of students who can participate. “The programme has credibility with the students, gives them the opportunity to learn and helps change their attitudes toward school and work”, says Mauricio Holanda, Sub-Secretary of Education, State of Ceará. “It changes the life prospects for many of our students.”

While both the programmes in Brazil and India have given Walmart stores greater access to skilled talent, the company is not measuring the success of the programme simply in terms of the number of graduates it hires. “This programme is important to Walmart, but that was not our only concern in constructing it,” says Mindlin. “We are targeting those young people who don’t have the opportunity to have a professional education because we understand this is critical for our country.”

Exhibit 11: Professional education for retail²²



“
My friends say that bakery
is a profession for men. I
say I’ll be the first woman
baker.”

”
Marise Santos
Social Retail School, Bahia

Key learnings

Walmart’s multistakeholder approach to sourcing and developing talent has significant advantages over a unilateral approach. Rather than simply competing with other employers in the sector for workers who already have the skills they need (thereby pushing up labour costs for all retailers), or bearing all the costs of recruiting and training talent on its own, Walmart is helping to increase the overall supply of skilled talent in the market.

Walmart’s approach has proved easy to replicate and customize in multiple markets with different needs and opportunities.

The programmes also face challenges, which include:

- **Absorbing all graduates into the job market at the same time.** In Brazil, because the programme leverages and is aligned with the public school system, all students graduate and are job hunting at the same time. Placing 1,000 students into jobs simultaneously has proven challenging for Walmart and its other retail partners. If students cannot be placed immediately, they tend to lose touch with programme staff, making it more difficult to place, mentor and track them in the future.
- **Ensuring participant commitment.** Despite Walmart’s willingness to provide 100% scholarships to students receiving training through its training centre in Punjab, the government of Punjab began requiring students to pay for the course in late 2010 after it became clear that some of the participants did not have serious ambitions to prepare for a job in retail. Now, students are required to pay a fee up front, but are refunded 90% of that fee upon the successful completion of the course. The goal is to raise the job placement rate of those who have participated in the training program from 40% to 100%.
- **Underestimating the concrete needs of the individual.** Programme success often comes down to how well providers anticipate and respond to the particular needs of participants. In working with young adults in India and Brazil, Walmart has learned that:
 - Young adults in these markets often need as much training in soft skills as they do in technical job skills. “We have learned that it is this piece of the training programme – building the students’ confidence to speak and stand up for themselves – that is really transformational for them,” says Raina.
 - Small costs can have a large impact on participation. “Sometimes those few dollars for the bus is what makes the difference between a student making it to the programme or not,” says Mindlin.
 - Managing contact with potential employers can be a challenge. “I had to tell the students in one of the classes last week that they cannot change their cell phone numbers on a weekly basis because employers must be able to reach them,” says Mindlin. “This is one small challenge, but it can determine whether a student is chosen for an interview or not.”
- **Failing to share learnings and leverage expertise within the organization.** “We could do a better job in aligning with the HR department to share our knowledge with them and vice versa,” says Mindlin. “We need better monitoring and measurement systems to track the careers of former students – both within Walmart and within the other companies for whom they go to work. We would also like to improve the amount of contact students have with professionals from different areas of the company.”

Conclusion

In bringing to together the multiple stakeholders concerned with the employability of the workforce, Walmart has launched programmes in Brazil and India that are successfully addressing two foundational talent issues – unemployability and skills gaps – to meet both its own talent needs and the very specific needs of students in these two different regions. In the words of one of the participants in Escola Social do Varejo, “I was a worker. Now I am a professional.”

NASSCOM: Expanding the Talent Supply for an Industry

The Indian information technology/business process outsourcing (IT-BPO) industry is working with governments and educational institutions to develop industry-critical skills and increase the employability of the Indian workforce.

Context: running out of talent

India has established a global leadership position in the offshoring market, providing IT and BPO services to companies around the world. By tapping into the country’s large pool of educated, English-speaking talent, the industry has grown from its infancy in the mid-1980s into a US\$ 76 billion powerhouse that comprises 6.4% of India’s GDP.²³

Yet, the very success of the industry is also posing talent challenges that threaten to undermine this success. The search for talent is pushing employers to look beyond India’s so-called Tier 1 cities and colleges – and is revealing critical skills gaps in that talent.

The National Association of Software and Service Companies (NASSCOM) is the premier trade association for the IT-BPO industry in India, which represents more than 1,200 Indian and multinational companies.²⁴

“On the IT side, employers are finding people who have their engineering degree, but lack fundamental skills in business communication and presentation,” says Sangeeta Gupta, Vice President, NASSCOM. “On the BPO side, the biggest challenge is knowledge of English.”

As a result, proactive workforce development is becoming a major requirement for the sector. “We have the people we need to provide services at the bottom of the pyramid,” says Dr Sandhya Chintala, Senior Director, Education Initiatives, NASSCOM. “But as an emerging sector, we’d like to move up the value chain into more specialization, more products and R&D and innovation, so we can capture different aspects of the world market. To do it, we found we need to do a lot more training for our individuals.”

Good practice: identifying and filling skills gaps

In cooperation with partners in the private and public sectors, NASSCOM has undertaken a number of related initiatives to help ensure that India has a pool of qualified talent large enough to serve the IT-BPO industry’s future needs. These initiatives include:

- Implementing an online skills assessment and certification programme for entry-level hires in the IT-BPO industry
- Developing innovative skills training for the industry
- Creating occupational standards for the industry
- Establishing a database of employees in the industry to streamline the hiring process
- Expanding training options

India’s IT/BPO sector at a glance

- Global trade body with over 1,200 members, of which over 250 are global companies from the United States, United Kingdom, European Union, Japan and China
- Member companies are in the business of software development, software services, software products, IT-enabled/BPO services and e-commerce
- During FY 2011, direct employment in the sector is expected to reach nearly 2.5 million, an addition of 240,000 employees, while indirect job creation is estimated at 8.3 million
- Sector revenues have grown from 1.2% of India’s GDP in FY 1998 to an estimated 6.4% in FY 2011.
- In FY 2011, export revenues (including hardware) estimated to reach US\$ 59.4 billion; domestic revenues (including hardware) of about US\$ 28.8 billion, and total industry estimated to reach US\$ 88.1 billion.

Online skills assessment and certification: NASSCOM's Assessment of Competence (NAC)

The first of these initiatives is the creation of a standard skills assessment and certification programme that can be used industry-wide, thus enabling employers to assess the skills of potential employees and streamlining the assessment process for applicants.

Exhibit 12: NAC Assessment



“The need for the programme was really driven by two things,” says Gupta. “First, each company had its own assessment test, forcing applicants to take multiple tests when applying for jobs. Second, because the tests were being administered by each company independently, the industry as a whole was gaining little insight into what skills are missing in those being rejected.”

NASSCOM brought together a core of industry players to identify the entry-level job skills to assess. Based on this guidance, NASSCOM created two assessment tests reflecting the differing needs of different job roles – the NAC for students coming out of non-engineering programmes, and NAC-Tech for those with engineering degrees. The tests assess candidates’ skills in seven areas: listening and keyboard skills, verbal ability, spoken English, comprehension and writing ability, office software usage, numerical and analytical skills, and concentration and accuracy. NAC-Tech also tests for competency in engineering fundamentals.

Candidates take the test online and receive a set of scores, certified by NASSCOM, which are broken out by skill type. Job applicants can then present these certified scores to employers. First piloted in 2008, the test has been taken by about 100,000 college graduates across the country. From 200,000 to 250,000 students per year are expected to take the test in the future. Initial funding for the testing has been provided largely by the state universities. The programme ultimately will be funded through fees collected by those seeking certification.

Developing Innovative Skills Training

Beyond making the applicant assessment and hiring process easier and more efficient for both employers and candidates, NAC is laying the groundwork for more fundamental changes in how the country prepares its talent for the job market.

“The assessment tells a student what he or she needs to do to become industry-ready,” says Chintala. “But then the next question from the student is, ‘Where do I go to get myself industry-ready?’ There has been no standard programme of learning.”

In response, NASSCOM members collaborated to turn their internal training content into two standard foundation programmes: the Global Business Foundation Skills (GBFS) programme for candidates seeking jobs in the BPO sector and the Foundation Skills in Technology (FSIT) programme for those seeking jobs in IT. The industry then took that training content out to state universities and private trainers, offering both the new curricula and also new methodologies for teaching.

Creating Occupational Standards to Improve Education and Mobility across Sectors

NASSCOM is working with the newly formed National Skills Development Corporation (NSDC), a public-private partnership, to identify the skills needed and establish minimum occupational standards for different jobs within 20 priority industries, including IT. These standards will help educators better align training to job requirements. They will also make it much easier for job candidates and employers to understand which jobs match an individual’s skills, promoting mobility across occupations and sectors.

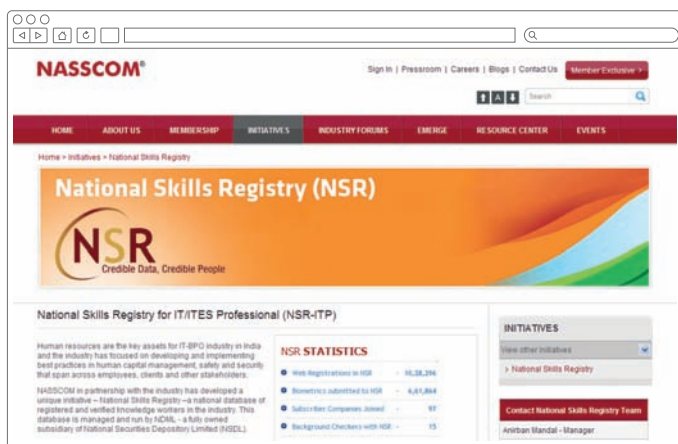
“Right now people think that if they are not an engineer, they can’t work in the IT sector,” says Gupta. “But there are jobs within the sector that even a non-engineer can do. At the same time, there are jobs in other sectors for engineers.”

Over the longer term, NASSCOM hopes to coordinate with IT sector skills councils worldwide so there is one standard, not only across India, but across the globe. “An international training and certification standard would promote international mobility, allowing our members to easily move people from one country to another,” says Chintala.

Streamlining the Vetting Process for Applicants

NASSCOM has established the National Skills Registry, a database of employees in the industry that includes their complete background information and biometrics. The registry facilitates the movement of individuals from one company to another by streamlining the vetting process for candidates. “So if I move from company A to company B, I can give my National Skills Registry information number to my potential employer and they will know who I am and what my credentials are,” says Gupta. “This will also ease the flow of talent across sectors, making it easy for companies in any industry to verify information about candidates.”

Exhibit 13: NASSCOM's National Skills Registry website



Expanding the Training Infrastructure

By clearly identifying the skills and knowledge required for specific occupations in each industry, the sector skills councils will make it possible for accredited universities and private sector trainers to get students job-ready. This mirrors an approach already implemented by NASSCOM as part of its training initiative. After piloting a two-week development programme at several universities designed to teach faculty how to better train students for the industry, NASSCOM concluded that third-party providers could, in some cases, provide the training more effectively.

“We’re hoping that by offering this parallel avenue to certification, those who seriously want to move into R&D and innovation will continue in the mainstream academic system, whereas those who want an academic qualification just to get themselves employed will find an alternate path,” says Chintala. “At present we are overloading our educational system by asking it to perform both roles.”

Impact

While it will take several more years to fully measure the impact of the industry’s approach to assessment and training on candidates’ job readiness, the initiatives are already yielding benefits to all stakeholders.

For employers, the NAC is reducing the costs of recruitment, enabling many to do away with their own internal assessments and making it easier for them to identify high-level talent. As training to industry and national occupational standards becomes more widely available and robust, employers will also be able to substantially reduce or eliminate internal training programmes that today typically run from four to 12 weeks. Ultimately, the model will shift the costs of assessment and training from the employer to the job seeker, who will have more opportunity and responsibility for becoming job-ready.

NASSCOM’s assessment and training initiatives are advancing government objectives such as preparing students for employment, generating increased employment through the increased employability of talent and, as a result, helping to generate additional foreign investment in the Indian economy.

For job seekers, the new standardized assessment is eliminating the need to go through parallel recruitment processes at different companies and is providing them concrete feedback on their individual strengths and weaknesses. The greater availability of industry-specific training, combined with the accessibility of training materials online, is giving more candidates the opportunity to improve their skills and find employment. Although currently only about 15% to 20% of those who have been assessed have found employment in the industry, that number is expected to rise as more information culled from NAC results about skills gaps is fed into the system to improve training.

Finally, NAC is helping educators to better identify the training needs of students and become more adept at preparing students for employment.

Key learnings

In developing these multistakeholder solutions to the problem of talent availability, NASSCOM had some key learnings:

- **Scores by skill type are more valuable than one aggregate score.** During the initial rollout of the NAC, the test provided candidates only one overall score. Unfortunately, this resulted in candidates with good skills in some areas but not in others receiving a low score and being turned down for employment. “After that first phase, we recognized that you don’t need one aggregate score because different companies need different skills,” says Gupta. “For example, in the BPO sector, spoken English may be important for a voice-based process. If an individual has poor spoken English skills but good analytical or technical skills, they may be valuable for intake support or data analysis or some other non-voice-based processes. So now, candidates get different scores on different components, and companies can then decide where they will fit best in the organization.”
- **A “pull” approach is not sufficient in getting students assessed and certified.** NASSCOM initially set up retail centres where students could take the NAC. But a smaller number than anticipated stepped up to take the assessment, particularly in the BPO sector. “There is a push that needs to be made by the government to increase the test uptake on the BPO side,” says Gupta. “Especially among those who feel they are employable, they see no reason to take the test.” NASSCOM is developing partnerships with state governments and with large organizations that hold job fairs to promote the test to students.
- **It takes time to get full industry buy-in.** “While most companies have worked very collaboratively with us to develop the NAC, getting every industry player to say, ‘I will hire this person only if he has a NAC score’ is a challenge,” says Gupta. “Companies need a gestation period during which they can compare their own assessment measures to the NAC to determine its efficacy. Only then will they migrate.”
- **It can be difficult to change how faculty teach within the university system.** “In rolling out new curricula and training methodologies, our first approach was to work in partnership with the universities to offer faculty development,” says Chintala. “But when we did an impact analysis, we found that this approach was not as effective as we thought it would be because it’s very difficult for somebody to suddenly turn around and teach differently after a two-week training period.”
As an alternative approach, NASSCOM has received approval from its members to pilot training through private trainers this year in two states – Tamil Nadu and Andhra Pradesh. “We offloaded our content to them and trained their master trainers, and they in turn will train more trainers and directly train students,” says Chintala.

Conclusion

By working towards the upgrading, standardization and portability of skills across the industry, NASSCOM is addressing all four foundational issues – unemployability, skills gaps, information gaps and constraints on mobility – to help position its members for continued strong growth. At the same time, its initiatives are empowering a growing number of workers by giving them greater access to employment opportunities.

ASEAN: Improving the Flow of Skilled Labour for Regional Growth

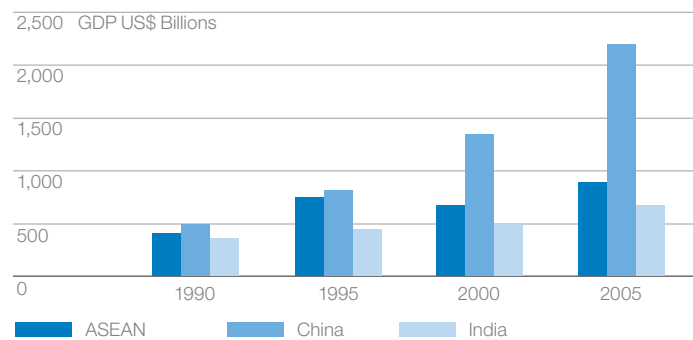
The ASEAN nations are working collectively to increase the region's economic development by adopting progressive labour practices and establishing the free flow of skilled labour across borders.

Context

Asia Pacific is one of the fastest-growing economic regions in the world. ASEAN (Association of Southeast Asian Nations), comprising 10 member countries – including Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam – is the ninth largest economy in the world and third in Asia Pacific after China and Japan. With a population of nearly 600 million, abundant natural resources and a strategic location, ASEAN nations saw FDI increase by more than 30% from US\$ 59.7 billion in 2008²⁵ to approximately US\$ 79 billion in 2010.²⁶

Despite the success of ASEAN's transformation, China's and India's growth stories have attracted more of the world's attention. Fifteen years ago, the GDP per capita in ASEAN was more than twice than that of China and India.²⁷ However, China and India had surged ahead by 2000. As China's and India's economies continue to rise, they pose a significant competitive threat to countries in Southeast Asia.

Exhibit 14: GDP of ASEAN, China and India during 1990 – 2005 (US\$ billion)²⁸



In response, leaders across the member countries declared the ASEAN Vision 2020 in 1997 to achieve the goal of a fully integrated community for increased competitiveness. The first milestone on this journey is the establishment of the ASEAN Economic Community (AEC) by 2015.

ASEAN at-a-glance

- Comprised of 10 member countries including Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam
- Population of 600 million
- The ninth largest economy in the world and third in Asia Pacific just after China and Japan
- GDP has grown from more than US\$ 600 billion to more than US\$ 1.8 trillion in the last decade.
- Inflow of FDI grew from US\$ 47 billion in 2008 to approximately US\$ 76 billion in 2010.

Good practice

Focus on priority sectors

As part of the development of AEC, members have identified 12 priority sectors to catalyse regional economic integration: agro-based, air transport, automotive, electronics, information and communications technology, fisheries, healthcare, rubber-based, textile and apparel, tourism, wood-based and logistics. By targeting selected industry sectors vital to ASEAN's future growth, the region hopes to be able to manage growth systematically. The ASEAN secretariat developed a roadmap for the integration for each priority sector. Below are two examples to highlight the significant progress made in relation to enabling talent mobility across the ASEAN region.

Healthcare

The roadmap for integrating the healthcare products sector calls for member countries to:

- **Ease travel restrictions for professionals.** Member countries agreed to develop an ASEAN Business Travel Card that will facilitate the movement of healthcare professionals. The Business Travel Card will take into account member states' domestic laws and regulations.
- **Complete Mutual Recognition Agreements (MRAs).** These agreements will facilitate the movement of industry experts, professionals and skilled labour, such as nursing professionals.
- **Facilitate travel within ASEAN.** Members are providing visa exemptions for intra-ASEAN travel by ASEAN nationals. To allay concerns about the long-term stay of temporary workers, ASEAN is issuing a special temporary visa that allows qualified professionals to stay for only a short period to fill gaps in medical services.
- **Develop human resources.** For example, the number of medical schools offering nursing degrees in the Philippines has increased dramatically. In other countries, special medical programmes have been set up to encourage the exchange of hospital staff within the ASEAN region to facilitate medical knowledge transfer.

Tourism

The ASEAN tourism industry has been growing steadily and is expected to grow a total of 25% by 2015.²⁹ To continue this growth, ASEAN nations are developing a large set of competency standards for tourism professionals, which will strengthen the sector and minimize the influx of unskilled labour. To date, ASEAN has developed detailed competency standards for 32 jobs titles involving 242 competency units in six labour divisions: food production, food and beverage services, tour operation, travel agencies, front office, and housekeeping.^{30,31} Various workshops have also been conducted to enhance capabilities, and members have held information exchanges on tourism management and development.

To strengthen talent development in the industry, ASEAN is:

- **Formulating non-restrictive arrangements** that will enable ASEAN member states to use professional tourism experts and skilled workers within the region
- **Encouraging the sharing of resources and facilities** for tourism education and training programmes
- **Upgrading tourism education curricula and skills** and formulating competency standards and certification procedures, eventually leading to mutual recognition of skills and qualifications in the ASEAN region
- **Strengthening public-private partnerships**
- **Cooperating with other countries, groups of countries and international institutions** in developing human resources for tourism

The Free Flow of Skilled Labour Is Vital to the Success of the Integration

ASEAN identified three important components essential to enable to free flow of labour for regional integration: legislation, higher education and skill development through vocational training.

Legislation is key to breaking through migration-related barriers

The first step in mobilizing talent is to knock down legal barriers to mobility. ASEAN is working to issue visas and employment passes for ASEAN professionals and skilled labour engaged in cross-border trade and investment-related activities. Adopting the Schengen-like visa scheme currently used in Europe to unify visas across all member countries is also under discussion. If adopted, it will further expedite the talent mobility process.

Second, ASEAN is implementing Mutual Recognition Arrangements (MRAs) that will allow professionals to be recognized and valued on the same basis across the region. To date, ASEAN has implemented MRAs for medical and dental practitioners, engineering services, nursing services, architectural services and surveying qualifications, and has created an MRA framework for accountancy.³²

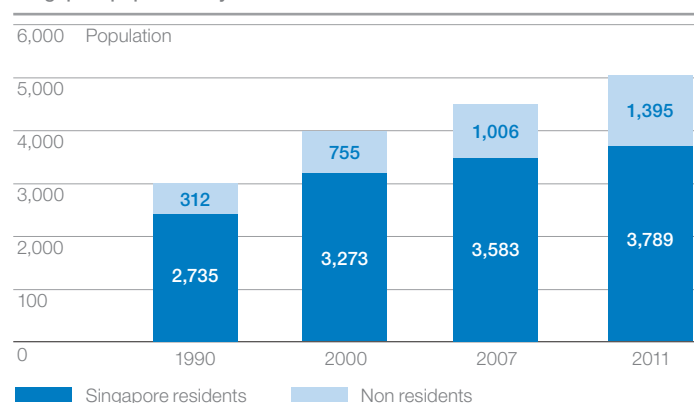
Singapore's open immigration policy drives growth

Singapore Prime Minister Lee Hsien Loong believes that his country needs to remain open to global investment and talent to sustain growth. The country instituted and enforced a merit-based immigration system that helped attract the best and brightest global talent, complementing its existing workforce and creating a resilient and vibrant economy. Foreign workers account for approximately 30% of Singapore's total workforce.

Singapore's immigration strategy includes:

- **Issuing work visas based on skill segment.** From work permits for lower-skilled labour to employment passes (P1, P2) for niche professionals with meritorious qualification and experience.
- **Establishing an overseas talent recruitment scheme.** Companies that hire employees with employment passes for professionals (P1, P2, PEP) are entitled to an annual tax incentive of up to SGD 275,000 (approximately US\$ 215,000). This policy also encourages companies to hire overseas Singaporeans and permanent residents to attract returnees.
- **Offering Entrepass.** Foreign entrepreneurs are encouraged to set up their start-ups in Singapore to nourish innovation with lucrative market potential, which in turn could create employment opportunities for local residents and lead to an increase in business spending in Singapore.
- **Contact Singapore.** A government agency was set up whose main function is to draw students, young professionals and experienced professionals from around the world to work, invest and live in Singapore. It has offices in Asia Pacific, North America and Europe. The agency serves as a one-stop centre for providing information related to Singapore. It also helps link Singapore-based employers with global talent.
- **Exhibit 15: Singapore's open immigration policy drives growth**

Singapore population by residential status



Higher education to enhance professional-related mobility

Recognizing the importance of education in talent development, ASEAN formed the ASEAN University Network (AUN) to strengthen the region's network of 26 leading universities and institutions of higher learning. To achieve its objective of driving and promoting higher education, AUN develops strategies to ensure that all programmes and activities are aligned with the goals and aspirations of ASEAN.

- **ASEAN Credit Transfer System (ACTS).** The system was set up to facilitate student mobility across the region. Students can study at any of the AUN member universities and transfer the educational credits back to their home universities and be fully recognized. The system was implemented in 2011 and will be evaluated for improvement by the AUN and AUN-ACTS steering committee in 2012.
- **ASEAN Graduate Business and Economics Programme Network (AGBEP).** The objective of the programme is to internationalize and improve the quality of graduate business programmes of institutional members. The programme will not only benefit the AUN member schools, but will also serve as a think tank for the ASEAN Economic Community (AEC) to help shape policy-making in the future. Current activities under the programme include:
 - **Annual Dean Meeting** to help institution members exchange ideas and experiences for improving study programmes to better connect to the business world and respond to the future ASEAN single market demand.
 - **Exchange programmes** to encourage student and staff mobility across the region to broaden their experiences and expand their knowledge. In 2010 alone, 283 scholarships were provided to students from AUN member universities under the AUN Student Exchange Programme.
 - **Joint research and development of journals** to increase collaboration among member universities on business and economic issues.
 - **Academic conferences** so scholars can share research findings on current economic issues.

Vocational training to build and harmonize skill standards across professions

ASEAN recognizes the importance of vocational education and training in preparing and advancing its workforce for particular industries, occupations and professions. The vocational education systems within ASEAN have yet to reach their full potential. As part of integration, ASEAN plans to coordinate and standardize all vocational education systems across the member countries to allow workers with different backgrounds and foundations to be compared on a common basis.

For example, the Thai Ministry of Education is emphasizing the development of vocational education to meet market demands. A study done by the Thailand Development Research Institute (TDRI) showed that more than 200,000 workers with vocational education would be needed, especially in science and technology, over the next five years.³³ Through strategic efforts, the Ministry of Education in Thailand hopes to increase the ratio of vocational education to general education from 23:77 to 60:40 over the next few years to ensure labour mobility and Thailand's competitiveness within the region.³⁴

Malaysia's recent effort to attract foreign talent

Malaysia has increasingly opened up its immigration policies to improve its talent pool. In April 2011, the government launched two new schemes to attract foreign talent to Malaysia and incentivize Malaysian residents abroad to return home.

- **Residence Pass.** Highly skilled foreign professionals or expatriates who want to reside in Malaysia for five to 10 years are eligible for this new employment pass. Different from the existing employment pass, this new pass is not tied to any employer and will allow the pass holder's spouse to work in Malaysia.
- **Returning Expert Programme (REP).** The revised Returning Expert Programme offers the returnees tax incentives by giving a flat Malaysian income tax rate of 15% for five years instead of the current progressive income tax system. It targets expatriate Malaysians with professional experience.

Source: Asian HR eNewsletter, 17 May 2011.

Impact

Full economic integration is scheduled to be completed by 2015. Although it will take many years to realize its full benefits, integration will expand opportunities for ASEAN in all aspects of the economy. Specifically, the free flow of skilled labour is expected to:³⁵

- Improve the overall quality of service professionals, increasing ASEAN's overall competitiveness as a region
- Increase the level of employment across the region, which will lead to the rise of a middle class and will reduce the disparity between the rich and the poor to create social stability and enhance the lives of ASEAN citizens
- Attract more foreign investment into the region by offering a larger and more diverse talent pool with a wide range of skill levels; creating larger economies of scale for businesses and industries; reducing production costs for more competitive goods in terms of both price and quality; and creating more job opportunities
- Strengthen ASEAN's connectivity as it becomes a fully integrated, inclusive, equitable, sustainable and resilient community

Key learnings

Although the blueprint for the ASEAN Economic Community 2015 has been developed and all member countries declared and agreed to abide by the plan, implementation has been challenging.³⁶ Key challenges have included:

- **Varying degrees of economic maturity.** Each member country faces a different set of challenges depending on its level of economic maturity, resulting in varying degrees of readiness to execute and implement the plan. The slowest mover often dictates the pace of implementation. This poses a serious hurdle not easily overcome.
- **Multiple and complex stakeholders.** Implementation and tracking progress against the roadmap require not only the involvement of multiple countries, but also that of various private and public entities from each member country. Implementing legislative changes is particularly challenging and requires an extremely long time frame.
- **Enforcement of the decisions at the regional and national level.** It takes strong regional and national institutions to carry out the complex plan, ensuring that each component is executed seamlessly and milestones are met in a timely manner. Although ASEAN's role is to be the authoritative party to drive change, it has yet to realize its full potential.
- **Siloed work streams.** Integration involves multiple pillars, including trade, labour-ministry, immigration and education. The organization lacks a single body to oversee and monitor the different ongoing work streams. The pillars work in isolation from one another due to their reporting structures and have limited line of sight to other pillars

Conclusion

If Southeast Asian countries do not operate as a bloc, some will be severely challenged in catching up to their peers across Asia. Even developed economies like Singapore will face challenges in competing with China and India to sustain its growth. By enabling a freer flow of talent across the region, the ASEAN member countries will be able to leverage skills where they are most needed and fill talent gaps in a timely and efficient manner.

Like NASSCOM's initiatives, ASEAN's efforts confront all four foundational issues, improving the employability of its workforce, closing skills gaps in targeted industries, ensuring that employers and individuals have the information needed to facilitate good matches, and easing the flow of talent across the region. This approach will enhance ASEAN's competitiveness and attractiveness and better position ASEAN to be the growth engine in Asia Pacific as well as globally.

Toronto Financial Services Alliance (TFSA): Engaging Stakeholders to Improve an Industry’s Global Competitiveness

TFSA collaborates with and facilitates the work of government, academia and financial services organizations to strengthen the Toronto financial services sector through economic development and advocacy, by promoting its competitiveness and by helping it secure and develop the talent the industry needs.

Context

Over the past decade and more, the financial services sector in the Toronto region of Ontario, Canada, has emerged as an engine of employment and economic growth both for the region and for the Canadian economy overall. The sector – comprised of banks, insurance companies and brokers, securities dealers, pension fund administrators, mutual funds, credit unions, and trust and loan companies, among others – directly accounts for over 14% of the GDP of the Toronto region and over 220,000 jobs.³⁷ All five of the major Canadian banks are based in Toronto, as are 80% of the foreign banks that operate in the country.³⁸ Overall, nearly 30% of those working in Canada’s financial services sector reside in Toronto.³⁹

For the Canadian economy at large, the financial services sector employs over a million people and contributes more than CAD\$ 81 billion in GDP.⁴⁰ The sector has become a magnet for foreign direct investment (FDI). In 2010, over CAD\$ 5 billion in FDI flowed to Canadian banking and insurance sectors.⁴¹

The relative strength of Canadian banks in the wake of the financial meltdown has catapulted the sector to a dominant position in the global market for financial services. This position of strength and stability in otherwise rocky financial markets affords a unique opportunity to grow the sector and make it an even more vital part of the Toronto and Canadian economy.

But there is one significant impediment that threatens to prevent Canada from seizing this opportunity – the ability to secure the talent needed to sustain, much less accelerate, growth. Many jobs in the industry require high levels of technical skill and talented employees to execute them. While the Toronto region boasts a well-educated, highly diverse and multilingual workforce, organizations risk exhausting the common pool of labour from which they draw.

To quote one prominent industry representative, “There is always a need to get more talent into the city. Strong technical skills are required, soft skills too. There are not a lot of people in our marketplace that have them relative to the need. We are all tapping into the same pool.”

TFSA at a glance

- A unique public-private partnership has been created by the City of Toronto and key members of the financial services industry, educators and professional associations in 2001.
- Membership encompasses core financial services companies – banks, brokerages, investment fund managers, insurance companies – as well as partner sectors – accounting, law, education and executive search.
- TFSA’s Financial Services Leadership Council, which provides strategic oversight, is made up of CEOs from 15 of the largest financial companies in Canada and senior leadership from all three levels of government.
- TFSA’s Centre of Excellence in Financial Services Education strengthens and broadens the pipeline of talent available for the sector.
- TFSA works closely with industry, affiliate services and government.

Good practice

Anticipating this challenge and the huge growth opportunities the sector provides, key stakeholders affected by the health of Toronto's financial services sector came together to better understand and enhance sources of competitive advantage and to address the risks that might undermine continued growth. Formed in 2001 as a small start-up alliance engineered by the city of Toronto, TFSA has emerged as a high profile public-private partnership focused on securing the economic health of the financial services industry in Toronto. The alliance, led by a former Finance Minister of Ontario, Janet Ecker, comprises leaders in all three levels of government, major financial services firms and educational institutions, professional associations and business services providers.

TFSA's goal is to grow Toronto's financial services sector to become one of the top 10 financial services hubs globally. To achieve this goal, TFSA helps public and business policy-makers further understand both the strengths and vulnerabilities of the sector and uses this learning to help forge a collective strategy for growth. One important area of focus has been to help strengthen understanding of the role of talent, both as a source of competitive advantage and enabler of growth. TFSA has also helped address the challenge posed by the risks of talent shortages.

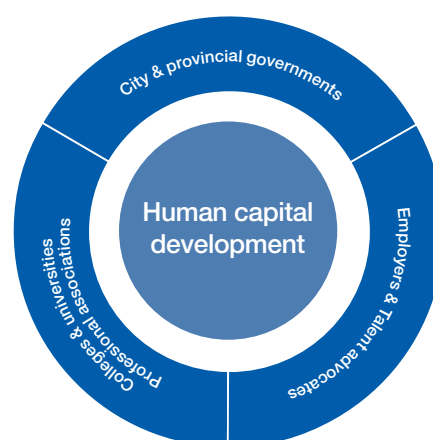
"How do we secure our future as one of the preeminent financial centres on the continent?" asks Janet Ecker, President of TFSA. "An important answer will be our talent. We have a strong base: successful businesses, a skilled and diverse workforce, excellent training and post-secondary institutions and a location that boasts an enviable quality of life. But we also have our challenges: an ageing workforce, underutilized immigrant talent and a new generation that may not have the skills the sector needs. More fundamentally, we have a recent generation that may not even want to build a career in financial services. With the globe to choose from, how do we attract young people into rewarding and successful careers in Canada?"⁴²

To address these challenges, TFSA engages in a number of activities to educate the public, government entities, and potential talent about the role and needs of the industry, research industry needs and promote the industry and the city to the firms, investors and the talent the industry seeks to attract.

On the education side, TFSA focuses on improving public awareness of the importance of the sector to the local and national economies. This effort is designed to strengthen the public's support for government commitment to the needs of the industry so it can compete effectively on a global scale.

In 2009, TFSA created the Centre of Excellence in Financial Services Education (CoE) with funding from the Ministry of Training, Colleges and Universities (MTCU) to strengthen and broaden the pipeline of talent to the sector. CoE conducts research to identify and detail the talent requirements and anticipated talent gaps in the sector and the sources and needs of talent pools. Using this information it has successfully advocated with government and academic institutions, seeking to influence immigration policies to enable freer flow of required talent and better align training and education in the colleges and universities with the skills needs of the sector.

Exhibit 16: The Centre of Excellence – An integrative approach⁴³



On the promotion side, TFSA's CoE plays a critical role in broadening the talent pool that financial services companies can access. It helps prospective talent for the industry better understand the many different kinds of jobs that are in demand by financial services firms and the competencies required to fulfil them. It promotes the sector to local talent pools as well as talent overseas, seeking to lure Canadian expats back to the country for the kind of high-paying, quality jobs the sector offers along with new immigrants who may be ideally suited to careers in the industry.

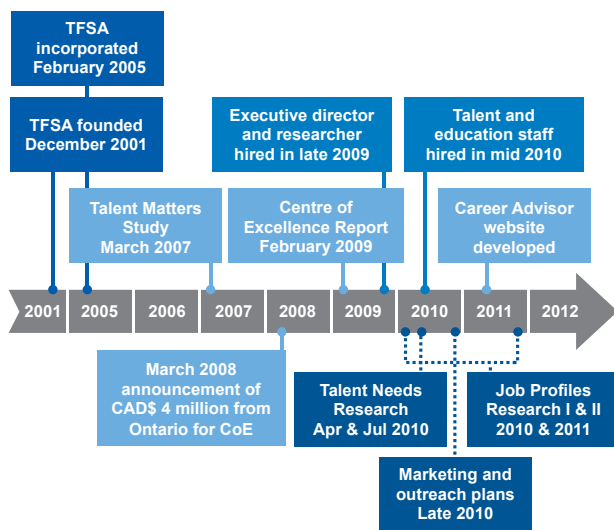
Finally, TFSA reaches out to prospective employers and international investors to help them understand the advantages of the Toronto region and the quality of its talent pool.

Impact

While it is difficult to disentangle the impact on jobs and economic growth of TFSA initiatives versus other economic developments that have strengthened the position of the Canadian financial sector, there is little doubt that TFSA has produced tangible results that contribute to the sector's ability to grow and benefit the Toronto region and the Canadian economy.

Creation of the Centre of Excellence in Financial Services Education

One of TFSA's most visible accomplishments is its creation, in 2009, of the Centre of Excellence in Financial Services Education (CoE). Founded in recognition of the importance of talent to the competitiveness of the sector and enabled with funding from MTCU, the CoE works with stakeholders across the sector to "strengthen and expand the talent pool to elevate the Toronto region's global stature as a financial services capital" by helping to improve the educational preparation of graduates. It also promotes future employment in the sector by creating more awareness among students and faculty of career opportunities in the sector.

Exhibit 17: Centre of Excellence historical overview⁴⁵

To develop clarity on the many different occupations and jobs that exist within the sector, the CoE is in the process of detailing the specific skills, knowledge and abilities required to perform ably in those jobs. It is bringing together business and academic institutions in ways that have not been seen before. The creation of this significant new institution, which promises to help narrow the skills gap in the Toronto financial services market, is a result of the active leadership and full sponsorship of TFSA.

Public standing and awareness of the sector's contribution to Toronto and Canada

TFSA has also had a major impact on the public's perception of the industry and its importance to Toronto. TFSA partners and constituents in both the public and private sectors speak of a veritable sea change in how the sector is viewed among officials at all levels of government, academics and the public. "One of the great accomplishments of the whole collective partnership with TFSA is to make it legitimate for the political class to stand up and say nice things about financial services," says Ecker. "It is a cultural shift."

A high-level representative at one of the top firms agrees: "We are finally getting more aggressive because we recognize the big opportunity we have given the current position of this industry. TFSA has had success in communicating and marketing what the industry is and what the opportunities are – both to those presently in Canada and others who might think of moving to Canada."

Promotion and marketing of the city

TFSA's impact is evident in the sheer volume of efforts, involving unparalleled collaboration across all three levels of government, to promote the city of Toronto as a financial hub and a favourable destination for firms seeking enhanced business opportunities and individuals seeking enhanced employment opportunities. The growth record of the sector and increased presence of foreign firms suggests these efforts are bearing fruit.

Clarity about the sector's talent needs

CoE's large data collection initiative across companies is helping to create standardization, for the first time, in defining jobs and job requirements within the industry. This is helping employers and job seekers secure better matches, and is helping expand supply by broadening people's perceptions of the jobs and opportunities that exist in the sector beyond the traditional roles.

Beyond the data, simply having so many players from across the sector actively working together is promoting greater understanding about the common needs and challenges they face and how their collaboration can help solve business problems. In the words of another private sector participant, "It has been useful for us to appreciate that we actually share a lot of these things in common, whereas before we may have thought that talent availability is a challenge just for our individual company."

Engagement with educational institutions

As the financial services sector in Toronto has grown, private sector participants argue that not enough of the students graduating from the city's educational institutions have the skills the industry needs. "Sector employers have indicated that the capabilities being sought for in-demand roles are not only strong technical skills, but also strong interpersonal skills," says Catherine Chandler-Crichlow, Executive Director, CoE.

TFSA's CoE has brought the industry and educational institutions together in open dialogue about shaping college and university curricula to help close this gap. While long-held values concerning academic freedom and the role of education in creating enlightened individuals rather than employment-ready clones makes this a sensitive subject, ongoing dialogue and engagement on this subject is creating conditions in which progress can be made. According to a leading business school professor and CoE academic stakeholder, "Universities now have a clearer understanding of the need to prepare students better and are more conscious of what is required in this market."

Engagement with the educational system is also yielding a better understanding among students and their teachers about career opportunities in financial services. In the past, too few students were aware of the range of occupations and jobs within the sector and how they could apply their own skills and aptitudes to enjoy successful careers in financial services. This has hampered the sector's ability to attract "the best and brightest" from Toronto's universities. But through TFSA's efforts, this seems to be changing, with growing awareness that work in the financial services sector tends to be rich in content, broad in scope and typically well paid.

Persistent and significant support by stakeholders

Finally, TFSA's impact can be measured by the level of support it has garnered from its different constituent groups. The financial services firms certainly see value in the alliance as evidenced by their continued willingness to support the effort financially and the growing involvement of their C-Suite executives.

Key learnings

A review of the history and practices of TFSA along with input from a wide range of stakeholders and constituents suggests that the following are key factors contributing to the success of the alliance.

- **Have a clear leader or catalyst to focus and drive collaboration across stakeholders.** Virtually all stakeholders agree that persistent leadership and critical support are essential to successful collaboration. There is agreement that this initiative would not have succeeded without the City of Toronto's initial leadership and its continued support. This encouraged other stakeholders to come on board and enabled TFSA to enlist the support of the federal and provincial governments as well as senior sector leaders in a partnership based on a shared vision and outcome. Leveraging current circumstances to galvanize collaboration should also not be underestimated. The global financial crisis underlined the strengths and stability of Canada's financial sector, thus lending urgency to TFSA's goals.
- **Maintain strict objectivity and focus only on issues of common cause.** The alliance is viewed as a multistakeholder group "with no particular axe to grind in one portion of the industry, or favouring one company over another", according to Ecker, an observation confirmed by many other stakeholder representatives. This contributes to mutual confidence that issues of common cause and concern are at the top of the agenda.
- **Secure the commitment from top leadership in the institutions involved.** While governance matters, most agree that TFSA is successful because it has brought together C-Suite-level people who have a passion for the cause and the will and ability to make things happen. Their commitment provides mutual assurance that all partners will live up to their end of the bargain.
- **Understand and align the incentives of the various stakeholders for participation in the collaboration.** Alliance partners are more diligent in their participation when they have some "skin in the game". TFSA has a system of contributions that vary by level of commitment in leadership roles and by the nature and size of the individual organization. This has helped raise the value of participation and encouraged alliance partners to take their commitments seriously.
- **A culture of civic mindedness.** Most agree that members' attitudes of civic-mindedness strengthen the power of TFSA and its ability to persist and succeed. Some questioned whether this would be possible if a more characteristic short-term profit orientation dominated leaders' thinking.
- **Have a strong governance structure.** In the view of TFSA leadership, this structure has been crucial in enabling the alliance to establish and carry out its mandate. "The governance structure allows us to process everybody's interests to identify clear goals that are of mutual interest and then carry them out," says Ecker.
- **Deploy participants according to their skills and interests.** In the words of one government representative, "We had marketing and communications people working on promotion. We had government relations people working on policy. We had economists working on research. Having people working in those areas where they are experts, where they could help shape and change things, made a lot of sense."

TFSA also faces challenges, the main one relating to the need to demonstrate quick wins and tangible impact on stakeholders. Collaborations are complex exercises. Getting a group to persevere is a challenge and it requires constant proof of tangible impact. Indeed, one business partner noted the difficulty of making clear how TFSA's actions relate to tangible business outcomes and suggested this remains an important area for continuous improvement.

Conclusion

Achieving success in today's global economy means understanding and capitalizing on the economic law of comparative advantage. The story of TFSA shows how stakeholders in Toronto's financial services sector acted on this idea, working together to identify and secure important sources of comparative advantage and to pre-emptively address looming risks to their global standing, one of which is related to talent. TFSA has helped public and business policy-makers appreciate the seriousness of the risk of talent shortages and the need for carefully planned, collaborative action to close the gaps.

The growing success of TFSA is a hopeful signal that such partnerships can be successfully implemented even in a sector where strong competitive forces among stakeholders could easily derail common cause.

Saudi Aramco: Developing and Deploying Talent

Saudi Aramco uses effective strategic workforce planning and development practices to maintain a steady flow of talent in the company and the Saudi economy at large through active collaboration with multiple stakeholders.

Context

Saudi Aramco is the largest oil and gas company in the world and the dominant economic power in Saudi Arabia. Managing proven reserves of 260 billion barrels of crude oil and the fourth-largest gas reserves in the world, Saudi Aramco and its affiliates operate joint ventures and subsidiaries in China, Japan, the Netherlands, the Republic of Korea, Malaysia, Singapore, the United Arab Emirates, the United Kingdom and the United States.

Saudi Aramco strives to be an influential leader in supplying energy to the world and creating sustainable talent and socio-economic opportunities in Saudi Arabia. In 2009, Khalid A. Al-Falih, President and CEO, stated: "Our vision extends to participation in human resource development for the Kingdom as a whole."

The company relies on, and plays a key role in developing, the country's technical and leadership talent. Current and projected shortages of seasoned petroleum engineers and technical experts, combined with an anticipated increase in retirements, have increased pressure on the company to optimize its use and management of talent to prepare the next generation effectively and tap into new talent markets around the world.

Saudi Aramco at a glance

- Manages the world's largest proven crude oil reserves of 260.1 billion barrels and the world's fourth-largest gas reserves, with 279 trillion cubic feet
- Headquartered in Dhahran, Saudi Arabia, with offices in North America, Europe and the Far East
- Employs 55,000 people from 70 nations; 15% of the workforce are expatriates
- Likely the world's most valuable, privately-held company, with estimates of value in 2010 ranging from US\$ 2.2 trillion to US\$ 7 trillion
- Operates one of the world's largest industrial training and human resource development programmes

Good practice

Workforce planning – the Corporate Manpower Planning Model (CMPM)

Saudi Aramco recognized its need to firmly grasp the dynamics of both its internal labour market and external markets from which it draws talent so as to respond to the uncertainties of a volatile industry. In response, Saudi Aramco developed and implemented a state-of-the-art strategic workforce planning methodology. Encompassing the company's full-time workforce of nearly 55,000, the planning model forecasts talent needs, anticipates gaps and identifies effective strategies to close those gaps. The company then uses this information to guide finely calibrated recruiting and mobility decisions.

This approach, which requires intricate collaboration across the various business functions, is helping the company secure a continuous supply of industrial and professional workers to fill specific jobs. "We take the CMPM projections seriously because they serve as a reliable guide for key workforce decisions such as recruitment targets and development investments," says Samir Al-Tubayyeb, Vice-President of Employee Relations and Training, Saudi Aramco.

Talent development

Saudi Aramco makes massive investments in training and development in excess of US\$ 10,000 per employee annually, sometimes beginning before employment and extending across an employee's career. For example, sponsoring employees and non-employees to pursue university degrees is common practice. The focus is on leading Saudi universities and top-tier education institutions in the United States, Europe, China, the Far East and Australia. Such investments help improve the quality of Saudi Aramco's workforce and help adapt their skills, knowledge and capabilities to the changing business needs of the company.

The investments support the company's participation in growing the local labour market and national economy, an important goal for this state-owned company. The company considers the value of learning not only to the firm itself, but also its impact on Saudi society at large. A vivid example is Ali Naimi, Minister of Petroleum and Minerals, a graduate of Saudi Aramco's apprentice training programme. Similarly, there are many others who currently assume key positions in the Saudi public and private sectors who are either on loan or have retired from the company.

Saudi Aramco also engages in long-term collaborative partnership with the government and key academic institutions to prepare the Saudi workforce for the competitive economy of the future. The company sponsors 11 chairs across Saudi universities. It collaborates with government institutions on vocational training covering a variety of engineering disciplines to ensure alignment between the academic curriculum of public schools and universities with Saudi Aramco's needs. It also provides subject matter experts from its own oil and gas operations to teach courses in engineering, project management and business.

Exhibit 18: Students participate in training at Saudi Aramco⁴⁶



Saudi Aramco reaches down to the primary and secondary education levels. This is done through initiatives such as its popular Summer Student programme that draws nearly 2,000 students annually. This eight-week programme provides students in the 10th and 11th grades and college students with interesting and challenging educational and work experiences to enhance their life skills and promote volunteerism and community values. The company uses these programmes to attract the best performing students to the company and to apply for other work-study programmes.

Last year, Saudi Aramco collaborated with the Research Science Institute of King Abdullah University of Science and Technology, Mawhiba, the Saudi gifted and creative education programme, and the Center for Excellence in Education (CEE) in the United States to create a six-week summer programme to nurture leadership in science and technology for academically gifted Saudi high school students. Besides its collaboration with educational institutions, the Ministry of Education and high-profile firms such as Siemens (Scientific Discovery Initiative), the company also supports professional societies including ASHRM (Arabian Society for Human Resource Management), SPE, Dhahran Geo-Science Society, IIE (Institute of Industrial Engineers), and IEEE (Institute of Electrical and Electronics Engineers).

Exhibit 19: Training for gifted students⁴⁷



Out-of-company assignments are another key tool used to develop leadership and technical skills in the Saudi workforce. The company collaborates with its alliance partners throughout the world to place Saudi employees in their firms, exposing them to world-class practices and more diverse technology. Such assignments contribute a lot to internal mobility at all career levels to broaden experience, better match people to jobs, and strengthen engagement and motivation.

In addition to sending Saudis on international assignments, Saudi Aramco relies on seasoned professionals from around the world to come to the Kingdom and help in knowledge transfer on the latest technologies and management practices. About 12% of its workforce is non-Saudi, bringing experience in critical oil and gas skills, project management, construction, healthcare, finance, IT and HR. In managing this expatriate workforce, Saudi Aramco is careful not to simply fill positions that cannot be filled by locals, but to ensure that expatriate professionals develop Saudis as well. “We make it clear to all expatriate employees that knowledge transfer is a key part of their job,” says Al-Tubayyeb. “They are encouraged regularly and recognized for adhering to this strategy.”

Evidence-based Methods for Human Capital Management

A critical element of the company’s workforce planning and development practices is its strong adherence to evidence-based methods for measuring and monitoring the impact of human capital management practices. The company deploys sophisticated workforce metrics and analytics to optimize the return on HR investments and quickly adjust them to changing business needs. The workforce planning system shows, by almost 400 job families, the number of fully qualified employees that each business line needs in each year going forward. The process allows leaders to test different alternatives for critical workforce gaps through re-deployment, reskilling, recruiting Saudis and expatriates or using contractors.

Impact

Saudi Aramco’s workforce planning process is recognized internationally as one of the most sophisticated, far-reaching and reliable workforce planning models in use anywhere. Over the years, it has become pivotal to Saudi Aramco’s staffing success. The CMPM elicits information from business lines on the level and mix of talent required to meet future needs. It also develops projections of internal and external supply. But it goes well beyond the norm in deploying sophisticated algorithms to show how the company’s internal labour market can be equilibrated through shifts of talent from areas of excess supply to areas of excess demand.

The model helped the company manage its workforce in a time of surging demand and address concerns about its talent pipeline and a prospective retirement bulge. Through pre-emptive actions made possible by more precise forecasts of what drives early retirement and turnover generally, the anticipated spike in retirements and associated shortfalls in critical areas has not materialized.

Recent analysis suggests that the company is making highly efficient investments in training and education. Young Saudis who earn college degrees at the company’s expense under the careful preparation and support of the company, and return to work, tend to perform better than other employees over time, as measured by performance rating, career and pay progress. Comparisons of future pay trajectories show that it takes eight years for an employee who completes an advanced degree on company expense to “catch up” with like employees who forgo that opportunity and remain on the job. However, payoffs from higher education accrue over time as employees start to deliver value to the organization.

This is a textbook example of best practice for managing long-term investments in higher education. Similar positive returns are found with respect to overseas assignments, though this type of mobility comes with a relatively higher risk of talent loss. Using sophisticated workforce analytics, Saudi Aramco was able to spot the risk and take action to mitigate it.

Exhibit 20: Saudi Aramco was able to assess the Impact of education and overseas assignments⁴⁸

	Master’s vs Bachelor’s	Doctorate vs Bachelor’s	Ever did overseas assignment?
Promotion	11%	55%	49%
Voluntary turnover	No influence	No influence	41%
Normal retirement	No influence	-83%	Not applicable
Performance rating	3%	No influence	6%
Pay level	5%	10%	-4%
Pay growth	No influence	No influence	0.01%

At the broader labour market level, Saudi Aramco has impacted the next generation of workers. For example, through its BLOSSM programme, about 2,000 teachers in government schools have been trained in modern math and science teaching methodologies, impacting an estimated 50,000 students in 2010 and 2011. More than 1.5 million students have benefitted from a mobile library that tours towns and villages Kingdom-wide, and nearly 700 volunteers were trained to provide services to patients through a programme run by Saudi Aramco’s healthcare organization.

Key learnings

The overall success of Saudi Aramco’s approach to workforce planning and development is attributable to several factors:

- **Engagement and buy-in of senior leaders.** Workforce planning in the company is not an “HR thing” – it is a business priority and has the commitment of business leaders in each department. There is no ambiguity about the importance of workforce planning and employee development to the company’s success. It is perhaps significant that Saudi Aramco’s CEO, Khalid A. Al-Falih, was formerly the chief HR officer of the company and has a deep understanding of the critical role of talent in driving success, even in a natural resources company.
- **Scientific orientation and holistic thinking.** The company is, at root, an engineering-based organization that embraces technical know-how, systems thinking and fact-based approaches to problem solving. This makes it easy to deploy more scientific methods across the gamut of management activities in the organization.
- **Care in measuring the impact of talent mobility decisions.** The company is careful not simply to launch new programmes but to measure and understand the real impact of its talent practices and investments.
- **Leveraging its public standing in the industry, the country, the region and the world.** Saudi Aramco appreciates that its brand not only signifies financial strength, but the propensity and ability to seek best-in-class solutions for all major business operations. Leadership actively deploys the power of its brand to secure productive partnerships with business and public institutions all over the world in ways that strengthen its own – and the country’s – workforce.

Conclusion

Saudi Aramco relies on rigorous workforce planning methods, substantial targeted investments in education and training, and expansive talent mobility programmes that give its employees exposure to the management practices and tools used by other major firms around the world. By doing so, Saudi Aramco is ensuring not only that it has the workforce it needs to sustain its business, but also that the country has a competitive talent pool that will ensure growth for the society as a whole. Each of these mobility practices involves extensive collaboration across stakeholders within and outside the company. It is telling that an organization of such high standing that is endowed with extraordinary financial and human resources nonetheless recognizes that when it comes to talent mobility, collaboration delivers far better outcomes than doing it alone.

Chapter 3:

Establishing Multistakeholder Collaboration – Progress on Implementing the Plan for Action

Business, governments and academia face the most complex human capital environment ever. High unemployment rates call for job creation. Increasing talent shortages require rethinking education for employment. Migration policies profoundly affect strategies in the war for talent. In a globalizing world, labour markets require interdisciplinary solutions and multistakeholder collaboration.

The Global Agenda Council for Skills and Talent Mobility recognized the need for a concerted, systematic process of cooperation and dialogue on talent mobility good practices among businesses, governments, academia and international institutions.

The plan for action was presented to policy-makers at the Global Redesign Summit in Doha, May 2010, brainstormed at Private Cross-Industry Meeting on Talent Mobility in Montreal, October 2010, and further developed by the Global Agenda Council for Skills and Talent Mobility at the Annual Meeting 2011 in Davos-Klosters.

In particular, this action plan would gather a group of decision-makers and experts from governments, business, academia and international organizations to:

- Collect and analyse good practices related to talent mobility in a professional and systematic manner and make them available online (Knowledge Bank). The good practices shall include examples of moving talent temporarily or permanently across geographies, industry sectors, occupations and organizations, as well as virtual mobility and moving jobs to people. The Knowledge Bank can also serve as a vehicle for collecting good practices in job creation, workforce planning, talent development and diversifying talent pools.
- Share the good practices and recommendations with governments, businesses, academia and international organizations and raise awareness about the impact and scale of the talent risks through the publication of an annual study featuring select good practices.
- In 2011, significant progress was made with regard to initiating collaboration and sharing of talent mobility good practices between multiple stakeholders.

Validating the implementation plan for action with László Andor, European Commissioner for Employment, Social Affairs and Inclusion

The World Economic Forum, the Global Agenda Council for Skills and Talent Mobility and László Andor, European Commissioner, Employment, Social Affairs and Inclusion, met in June 2011 to discuss the optimal collaboration mechanism for engaging academia, business, civil society, governments and international organizations in systematic, large-scale collection and sharing of good practices on talent mobility. The Commissioner expressed an interest in learning about good practices around the world concerning talent mobility and validated implementing the action plan. Opportunities for further dialogue and cooperation on talent mobility between the European Commission and the World Economic Forum were explored.



Briefing with László Andor, EU Commissioner for Employment, Social Affairs and Inclusion and members of the Global Agenda Council on Skills and Talent Mobility in Brussels, June 2011

Progress was also made on establishing collaboration with international institutions such as the International Labour Organization with respect to the exchange of good practices in international development initiatives and migration.

“

We have political instability, youth unemployment, and the policy-makers haven't quite come up with a solution.⁴⁹

”

Yoko Ishikura
Vice-Chair Global Agenda Council for Skills & Talent Mobility

Discussing multistakeholder collaboration and cooperation at the World Economic Forum Special Meeting on Economic Growth and Job Creation in the Arab World

The need for multistakeholder collaboration on talent issues was emphasized at the Special Meeting on Economic Growth and Job Creation in the Arab World, 21-23 October 2011, at the Dead Sea, Jordan. Partnership models that major employers could use to address the job creation imperative and youth unemployment were discussed and shared among top employers in the Arab world together with select experts, heads of international organizations and government leaders. In particular, the discussion focused on how the industry can drive the development and scaling up of skills necessary to meet the region's social and economic needs in the immediate future. Good practices were shared on how government should work with the private sector and academia to develop the right skill sets to increase the employability of the young people in the region. Participants agreed that employability, mobility and participation in the workplace are key issues in job creation.



'Sharing good practices in talent mobility addressing the job creation imperative in the Arab World in Jordan, October 2011'

“
Education must be reformed so that young people learn the skills required by the job market: problem-solving, teamwork, communication and entrepreneurship.
”

H.M. Queen Rania Al Abdullah of the Hashemite Kingdom of Jordan⁵⁰

Sharing talent mobility good practices at the cross-industry meeting on Deploying and Employing Mobile Talent in the 21st Century

At the meeting, participants examined the preliminary outcome of the large-scale collection of diverse talent mobility good practices and shared insights into programmes and policies from their own organizations. Progress was made with respect to how the plan for action can be scaled up, and the participants brainstormed on a business model for large scale, multistakeholder talent mobility collaboration, advocacy and sharing insights. The impacts of population and demographic trends on education and labour markets were explored, along with how they affect the impact of talent mobility on economic growth.



Brainstorming a business model for collaboration on talent issues at the cross-industry meeting on talent mobility in New York, October 2011.

These are the next steps that have been developed over the past year to shape the plan for further action, recognizing this is a multi-year endeavour:

- Build a dynamic online platform that facilitates sharing of good practices, attracting users to read about and contribute good practices in talent mobility
- Establish a formalized governance model for the collaboration mechanism that includes funding, legal structure, membership and participation
- Engage the broader community of policy-makers and business leaders, but also young professionals and students entering the labour markets from generations Y, Z and Millennials – the talent that we want to move, and for whom talent mobility is a way of life

With the talent mobility collaboration platform and the access it will provide to good practices, governments and businesses will gain a unique mechanism to make better-informed decisions in talent mobility-related areas. For example, governments considering easing migration policies will be equipped with successful examples of programmes that enhanced the productivity and employability of the workforce and stimulated job creation through the intensified mobility of the highly skilled.

Through a multistakeholder dialogue, decision-makers will better understand interdependencies between education, employment, diversity and migration policies as well as the interrelated needs of business, academia and civil society involved in the mobility of talent. For instance, governments can learn from academia and knowledge-intensive businesses how to better match labour supply and demand through strategic workforce planning.

Businesses can more easily address talent shortages and skills gaps through talent mobility programmes, workforce development and inclusion if they have the access to the database of effective examples. For instance, companies that have established partnerships with academia or even funded their own education programmes have much to offer firms considering how best to invest in the training of their employees.

Finally, facilitated talent mobility offers new opportunities to individuals moving across countries, industries and occupations in search of professional advancement, multicultural experience and a better life.

Chapter 4:

Knowledge Bank of Talent Mobility Good Practices

The talent mobility good practices collected in this repository provide evidence of how different stakeholders employ talent mobility practices to grow their businesses, their industries and their economies. Talent mobility good practices have been collected from multiple stakeholders, including businesses, academia, governments, international organizations and civil society, around the world. Several of them have worldwide reach and are not confined to a specific country or region.

Good practices include moving people physically within and across organizations, countries or industries, or globally and moving people professionally across occupations and skill sets. Good practices also include examples of moving people from unemployment to employment, as well as virtual mobility and moving jobs to people, two recent practices that are becoming more important in light of globalization. The practices and programmes collected are multidimensional; most include two or more types of practices. See Exhibit 21 for a list of the different types of good practices collected.

The good practices collected here are among the most progressive and innovative approaches to meeting the diverse talent challenges posed by the key foundational issues discussed in Chapter 1:

- Widespread unemployment
- Critical skills gaps
- Information gaps
- Private and public constraints on mobility

These practices have been carefully selected based on a range of criteria to ensure the highest relevance and quality of the examples displayed. See Exhibit 22 for the selection criteria applied.

In addition, they include an element of collaboration across stakeholders either on an organizational level, a country level, an industry level or a global multistakeholder level.

Fifty talent mobility good practices are presented on the following pages in a common template format that make it easy to compare and contrast. The template describes the context in which the good practice was introduced, the type of problem it addressed, the solution developed and impact generated. It also includes key learnings and recommendations. In addition, the contact information for the author and sources for further reading have been referenced in the template, giving the reader an opportunity to learn more about the good practice and possibly interact with the author directly.

The matrix below organizes the good practices in terms of the type of foundational talent market issue addressed. The type of author, type of mobility and level of collaboration employed are also provided to help with navigation.

In addition, the good practices themselves are listed in alphabetical order.

Type of Author	Type of Mobility
 Business	 Within an organization
 Government	 Across occupations
 Academia	 Across countries
 NGO	 Unemployed to employed
 International Organization	 Jobs to people
	 Virtual mobility

Level of Collaboration
1: Collaboration within an organization
2: Collaboration across companies or within a country
3: Collaboration on an industry or regional level
4: Collaboration on a global or multi-stakeholder level

Exhibit 21: Types of good practices

We collected Talent Mobility good practices in:
Education and training
Employment
Fostering knowledge/skills circulation
Inclusion and diversity
International assignment programmes
Job creation
Leadership development
Moving youth into employment
Migration and visas
Skills recognition
Workforce planning

Exhibit 22: Good practice selection criteria

Good practice selection criteria
Broad applicability
Effectiveness
Efforts/costs
Feasibility
Impact
Implementation risks
Innovativeness
Urgency/actuality
Workforce risks







Matrix of talent mobility good practices by foundational issue addressed

Foundational Issue	Title of Author	Title of Good Practice	Type of Author	Type of Mobility	Level of Collaboration	Region	Page
Widespread unemployment	Cisco	Cisco Networking Academy		 	1	Asia Pac	58
	Emma L. Bowen Foundation	Preparing minority youth for careers in the media industry		 	2	North America	61
	HCL Technologies Ltd	Campus Reach Programme			2	Asia Pac	72
	Infosys Ltd	The Infosys Connect Programme			2	Asia Pac	74
	International Labour Organization (ILO)	Entrepreneurship training for disabled women			4	Africa	76
	International Labour Organization (ILO)	Training for Rural Economic Empowerment			4	Asia Pac	77
	JA Worldwide	Student programs in entrepreneurship, financial literacy and work readiness			4	Worldwide	79
	National Skill Development Corporation (NSDC)	Skill Training Programmes			3	Asia Pac	87
	Taylor Bennett	Internship Programme			2	Europe	95
Critical skills gaps	The Boston Consulting Group	Joblinge			2	Europe	96
	Adecco Group	STEP - Short Term Exchange Programme		 	1	Worldwide	52
	Education for Employment (EFE)	Building Futures through youth employment across MENA			4	MENA	60
	General Electric Company	General Electric's Women Network		 	1	Worldwide	65
	George Washington University	Rotational Internship Program		 	1	North America	66
	GLOBIS Corporation	Self-declaration System for employee movement and development		 	1	Asia Pac	68
	ICT Association of Jordan -int@j	Jordan ICT: Partnership between Public and Private Sector			3	Middle East	73
	Japan International Cooperation Agency (JICA)	The Partnership between JOCV and Japanese Corporations		 	2	Worldwide	80
Critical skills gaps	Marriott International Inc.	Marriott International Manager and Leadership Development Programme		   	2	Worldwide	83

Matrix of talent mobility good practices by foundational issue addressed

Foundational Issue	Title of Author	Title of Good Practice	Type of Author	Type of Mobility	Level of Collaboration	Region	Page
Critical skills gaps	Polish Confederation of Private Employers Lewiatan (PKPP Lewiatan)	Qualifications adjusted to Employers' needs project			3	Europe	92
	PwC	Genesis Park			1	Worldwide	93
	Wipro Technologies	Mission 10 X			2	Asia Pac	101
	Yum! Brands	Yum! University		 	2	Worldwide	102
Information gaps	3M Western Europe	Human Capital Planning			1	Europe	48
	47 European Ministers of Higher Education	The Bologna Process: European Higher Education Area (EHEA)			4	Europe	49
	ABB Ltd	Strategic Capability Planning			1	Worldwide	50
	Chubb Group of Insurance Companies	Critical Talent Program		  	1	North America	57
	European Commission Department of Employment, Social Affairs & Inclusion	Your first EURES job		 	4	Europe	63
	German Trade Union (IG BAU); Polish Trade Union (ZZPR)	Trade Union Information for Seasonal Workers			2	Europe	67
	ManpowerGroup	Shanghai Skills Survey		 	3	Asia Pac	82
	U.S. Department of Labor	My Skills My Future		 	3	North America	99
Constraints on mobility	University of the West of England	The UWE International Talent Project		 	2	Worldwide	100
	Abbott Laboratories	Talent Deployment		 	1	Worldwide	51
	American Airlines	Rotational Programmes		  	3	Worldwide	53
	Atlas Corps	Overseas Fellowships			3	Worldwide	55
	British Colombia Hydro and Power Authority	Immigration as a business solution to Scarce Talent		 	3	North America	56
	COM DEV International	Mobility Premium Guideline			1	Worldwide	59

Matrix of talent mobility good practices by foundational issue addressed

Foundational Issue	Title of Author	Title of Good Practice	Type of Author	Type of Mobility	Level of Collaboration	Region	Page
Constraints on mobility	Federal Migration Service (Russia)	Russia Eases Immigration Controls for Highly Skilled			2	Europe	64
	Gouvernement du Québec, Québec, Canada	Quebec-France Agreement on the Mutual Recognition of Professional Qualifications		 	4	Worldwide	70
	Government of Taiwan	Hsinchu Science Park		 	3	Asia Pac	71
	INSEAD	Globalization of Faculty and Students		 	1	Asia Pac	75
	INTTRA	Location decision framework to optimizing a global workforce		  	1	Worldwide	78
	LVMH Moët Hennessy - Louis Vuitton	Promoting Cross Divisional Mobility		  	1	Worldwide	81
	Marsh Inc.	Site selection framework for moving jobs to people		  	1	North America	85
	Mercer	Partnering for Success		 	1	Worldwide	86
	Oliver Wyman	Rotation Programme		  	1	Worldwide	88
	Organisation for Economic Co-operation and Development (OECD)	Competency Management and Secondment Programme		 	3	Worldwide	90
	Philippines Government	Overseas Workers' Welfare Association (OWWA)			2	Asia Pac	91
	Standard Chartered	Holistic Approach to Talent Mobility		     	1	Worldwide	94
	The United Nations Development Programme (UNPD)	The Transfer of Knowledge Through Expatriate Nationals		  	4	Worldwide	97
	United Kingdom Border Agency	UK Immigration Points Based Tier System			1	Europe	98

3M Western Europe

Human Capital Planning

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

What type(s) of talent mobility?

- ☒ Moving people within an organization
- ☐ Moving people across occupations
- ☐ Moving people across countries
- ☐ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What type(s) of good practice?

- ☐ Education and training
- ☐ Employment
- ☐ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☒ Workforce planning
- ☐ Other

Scope of the good practice

- Location:
- Western Europe
- Number of people:
- Currently, 3M has 18,000 employees in West Europe.
 - Over the next three years, 3M expects to recruit 4,500 employees based upon growth as well as turnover.
- Occupations:
- All business, functions, and demographic groups
- Time horizon:
- 2010 to present

Economic and political context

- 3M Financials:
- Sales: US\$ 26.7 billion
 - Profits: US\$ 4.1 billion
 - Assets: US\$ 30.156 billion
 - Employees: 80,057
 - Source: 3M 2010 Annual Report

- Western Europe is demographically diverse from a cultural, political and socioeconomic perspective:
- The population of Western Europe is declining, the retirement age is increasing, and the demand for a highly skilled workforce is on the rise.
 - The unemployment rate is uneven across Western Europe:
 - 10.2% unemployment on average
 - 4.5% unemployment in the Netherlands
 - 22.6% unemployment in Spain

(Source: Eurostat October 2011.)

About the author(s)

- 3M is a diversified technology company serving customers and communities with innovative products and services.
- 3M manages its operations in six operating business segments: industrial and transportation; health care; display and graphics; consumer and office; safety, security and protection services, and electro and communications. 3M products are sold through numerous distribution channels.
- 3M EMEA has more than 19,000 employees working in offices, manufacturing sites and distribution centres in more than 30 countries throughout Europe, the Middle East and Africa.

Content

Good practice in brief

3M has implemented a comprehensive human capital planning process to support its growth strategy. 3M has identified workforce gaps and developed sustainable strategies for attracting, developing and retaining talent.

What was the problem?

- Lack of a sense of urgency at the senior leadership level around employability
- Lack of data in tracking organizational dynamics
- Hard-to-fill roles that require both technical and leadership skills
- Increased growth ambitions, as 3M expects to fill 4,500 positions in the next three years (including turnover)
- Insufficient numbers of next-generation leaders to replace retiring baby-boomers:
 - The average age of employees at 3M is 43.5 years, and by 2015 this will have grown to an average age of 46.5 years. Thus, succession management is increasingly important.

What was the solution?

- Workforce plan:
- A sense of urgency among 3M's leadership was created by the HR team.
 - HR and business leaders identified the implications of 3M's five-year business plan on workforce needs.
 - A gap analysis was performed.
 - An action plan was implemented to highlight internal company strengths and develop sustainable workforce strategies:
 - Policies were designed by the Centre of Expertise Talent Management for West Europe, country-level HRMs, Talent Solutions Managers and Business Leaders.
 - Policies were communicated on a Country/Region Board level and through Works Councils (employee forums).

What was the impact of the good practice?

- The way in which employees and business leaders approach workforce planning has been transformed.
- 3M has created the Centre of Expertise (COE) for Talent Solutions to lead the human capital planning process and enforce compliance and alignment between various countries and regions.

Why has it worked?

- Global talent strategy has been adjusted to meet regional differences and needs. This has been a step-by-step approach.
- The human capital planning strategy is high on the agenda of the Country/Region Board of Directors.
- 3M is now using hard data to track organizational dynamics.
- An Excel-based work tool supports human capital planning and 3M is moving towards an integrated technology platform for workforce planning:
 - The internal mobility rate increased from 1% to 3%.
 - The annual productivity rate increased by 4%.

What are your recommendations for others?

- Organizations must move from "one size fits all" tactics to "one size fits me" tactics. Increasing workforce diversity means human capital planning must be innovative and open to reforming the traditional business plan to build a sustainable workforce:
 - Create a vision and mission.
 - Understand and communicate your local demographics/ labour market dynamics and their potential future effects.
 - Design a process.
 - Put it on the agenda of the board of directors.
 - Change HR agenda: Move from PowerPoint stories to Excel data.
 - Get early support from the Works Councils or unions.
 - Support local organizations.
 - Link human capital planning to the health of the organization and sustainable workforce tactics.
 - Regional management teams should be flexible regarding talent mobility, leadership styles and generational differences.
 - Create an environment where all employees can grow.

47 European Ministers of Higher Education

The Bologna Process: European Higher Education Area (EHEA)

Context

Author(s)

- ☐ Business
- ☒ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☒ Government
- ☒ Academia
- ☐ NGO
- ☐ International Organization

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☒ Moving people across countries
- ☐ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What type(s) of good practice?

- ☒ Education and training
- ☐ Employment
- ☐ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☒ Skills recognition
- ☐ Workforce planning
- ☐ Other

Scope of the good practice

Location:

- Europe and surrounding regions

Number of people:

- 47 countries; variable number of participants

Occupations:

- All occupations that require university degrees

Time horizon:

- The Bologna Process began from the Bologna Declaration in 1999 and the EHEA's official formation in 2009.

Economic and political context

- 33% of 18- to 20-year-olds in the EU-27 entered higher education (2006)
- Half of the Bologna countries spend more than 1.1% of their GDP on education expenditures (2005)
- A "typical Bologna" country spent 8,300 euros per full-time student in 2005; by comparison, the United States spent nearly twice as much

About the author(s)

The Bologna Process was initiated by the education ministers of 29 European countries. This later expanded to 47. It also involved the European Commission, Council of Europe, UNESCO-CEPES, representatives of higher education institutions, students, staff, employers and quality assurance agencies.

Content

Good practice in brief

- The Bologna Process is a voluntary intergovernmental cooperation initiative that led to the creation of the European Higher Education Area (EHEA). EHEA was formed to promote mobility, increase academic recognition and attract students and staff from around the world to Europe.
- The Bologna Process facilitates greater comparability and compatibility among the diverse higher education systems and institutions across Europe.

What was the problem?

- The Bologna Process is an attempt to build an overarching European policy response to issues such as the public responsibility for higher education and research, higher education governance, and the social dimension of higher education and research as well as the values and roles of higher education and research in modern, globalized and increasingly complex societies with the most demanding qualification needs.
- Previously, there was confusion surrounding educational qualifications between European countries – this had an adverse impact on mobility for individual employment and led to skills shortages in certain economies.

What was the solution?

- Education ministers from 29 European countries signed the Bologna agreement in 1999, committing themselves to harmonizing the architecture of the European higher education system.
- In 2005, the ministers adopted an overarching framework for qualifications in the EHEA, comprising three levels (Bachelor/ Master/PhD), and they agreed to develop national qualifications that are compatible with this overarching framework. This aligns the basic higher education framework more closely with that of the North American and Japanese systems. It emphasizes practical training and intensive research projects. Credits are measured based on the achieved learning outcomes and the total student workload (both individual work and contact hours). It is recommended that evaluation methods reflect not only students' performances on exams, but also their lab experiments, presentations, hours spent on study, innovation capabilities, etc.
- The unified higher education structure was also designed to promote comparability within the European education arena to support future European multinational ventures, and to promote European study programmes to students outside of Europe.

What was the impact of the good practice?

- 47 European countries participate in the Bologna Process; the last country to join was Kazakhstan in 2010.
- Starting from a nonbinding agreement (the 1999 Bologna Declaration), the process has resulted in sweeping reforms in higher education across Europe.
- It has paved the way for increasingly innovative, cooperative, cross-border study programmes and a growing number of joint degree programmes, through which students study in at least two different geographical faculties being developed across Europe.

Why has it worked?

- It involved close cooperation among governments, higher education institutions, students, staff, employers and quality assurance agencies, supported by the relevant international organizations.
- It maintained a flexible approach towards the overall process. This can most recently be seen with the introduction of joint degree programmes.
- It includes a formal quality assurance process based on the same principles outlined in the European Standards and Guidelines for Quality Assurance in Higher Education (ESG), adopted by the EHEA ministers in 2005. By 2009, almost all Bologna countries had introduced quality assurance agencies across their education system.

What are your recommendations for others?

- Do not allow a "pick and choose" approach to implementation, or it may lead to great imbalances in the higher education systems. This is especially true if agendas such as the Bologna agenda are also used for justifying national political changes, with little connection to the core Bologna aims. Implementation should not be left to member states or it will become Balkanized.
- Do not neglect the social dimension of higher education (financial support measures, equality and access); reforms of this scope must not be taken in isolation.
- Manage expectations democratically for the countries involved to prevent damaging sentiments of national superiority in recognition and qualification systems.
- Reforms in degree structure must be matched with reforms in curricula and teaching.

ABB Ltd.

Strategic Capability Planning

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

What type(s) of talent mobility?

- ☒ Moving people within an organization
- ☐ Moving people across occupations
- ☐ Moving people across countries
- ☐ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What type(s) of good practice?

- ☐ Education and training
- ☐ Employment
- ☐ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☒ Workforce planning
- ☐ Other

Scope of the good practice

Location:

- Globally (100+ countries)

Number of people:

- All ABB employees, about 130,000

Occupations:

- All employee groups, especially key leadership, management, technical and engineering roles

Time horizon:

- Developed 2009–2011; launched 2011

Economic and political context

ABB financials:

- Sales: US\$ 35.2 billion
- Profits: US\$ 3.2 billion
- Assets: US\$ 39.9 billion
- Employees: 130,000

ABB talent strategy:

- ABB fills around 80% of management roles and almost all senior management roles internally
- Long length of service – many people have been there between 15 and 25 years
- Average turnover rate is low – estimated below 10%

About the author(s)

- ABB provides power and automation technologies designed to improve performance and lower the environmental impact for its utility and industrial customers.
- The ABB Group of companies operates in around 100 countries and employs about 130,000 people.
- Historically, ABB has generally promoted from within for critical jobs and management positions, as opposed to recruiting from the outside market

Content

Good practice in brief

- ABB has created a “capability planning” process to integrate its five-year business strategy with the people actions necessary to deliver it.
- The model provides a clear line of sight between the strategic business objectives and ABB’s Talent Management (internal talent pool), Talent Acquisition (external pool), Learning & Development, Workforce Balancing and Global Mobility functions.

What was the problem?

- ABB’s workforce capabilities were unlikely to be sufficient to deliver ABB’s strategic business objectives.
- In addition, capability gaps were not identified early enough so that talent acquisition and competence development activities could be aligned effectively with business needs.

What was the solution?

- The HR function and line management worked together to develop a capability planning process to align ABB’s talent strategy with its business strategy.
- HR business partners and business leaders conducted capability planning sessions in which they:
 - Identified five to seven core themes per business entity that were necessary to deliver on ABB’s five-year business strategy
 - Identified and compared capabilities needed to deliver strategic themes against current capabilities to determine gaps and surpluses
 - Developed a range of people actions to ensure that workforce capabilities matched business needs
 - Used Talent Acquisition, Talent Management, Learning & Development and Global Mobility HR functions to achieve business goals
- The process translated business objectives into concrete “people actions”.
- The actions developed were revisited every three to six months to “iteratively tune” the people actions and to track progress against the five-year business strategy.

What was the impact of the good practice?

- When aggregated group-wide, a small number of “capability white spots” were identified and are now addressed through targeted talent activities.
- Guided by HR business partners, business leaders have produced an effective talent pipeline – especially for key technical and specialist roles.
- A cluster of 30 to 40 core organizational capabilities have been developed to form a common language and dialogue across ABB’s very different businesses and geographies.

Why has it worked?

- Necessary capacities for action are translated into desired workforce skills and behaviours.
- A common language is used to bridge the gap between different businesses entities.
- Capabilities are continuously re-examined and upgraded to fit changes in the business strategy.
- The model creates a talent pipeline with a clear line of sight to the business strategy to avoid future capability gaps.
- Over time and with practice capability planning will become a part of the natural mind set and culture of ABB.

What are your recommendations for others?

- Keep it simple
- Avoid complex spreadsheet-based headcount models
- Retain the link to the business objectives at all times

Abbott Laboratories

Talent Deployment

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

Abbott completely updated their global mobility philosophy, policies and programme by:

- Balancing business goals with the increasing demand for cost effective policy options
- Selecting the right employees to move, supported by a Talent Management Process
- Supporting assignee performance and improving the assignee experience
- Facilitating the development of a pipeline of mobile talent while creating opportunities for local talent
- Improving the repatriation planning process supporting the retention successful assignees

What type(s) of talent mobility?

- ☒ Moving people within an organization
- ☐ Moving people across occupations
- ☒ Moving people across countries
- ☐ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- A reactive process for managing global mobility.
- Growing concerns about gaps, risks and liabilities in the management of the assignee population
- Highly administrative manual processes for managing pay delivery and tax equalization processes
- Concern in overall effectiveness of Talent Deployment's ability to be effective in acting as a proactive strategic partner with the business

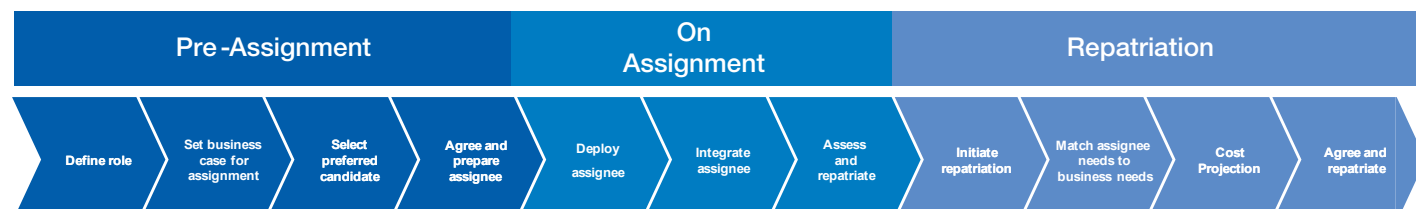
What type(s) of good practice?

- ☐ Education and training
- ☐ Employment
- ☐ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☒ International assignment programme
- ☐ Job creation
- ☒ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- The Talent Deployment team developed and implemented a more structured approach to its mobility programme that is better aligned with Abbott's strategic goals. This includes:
 - Better pre-assignment planning
 - Effective on-assignment management
 - Repatriation process including cost projections (see process diagram)
- Abbott segmented out the "one size fits all" package into four groups to direct the right level of pay to the right talent type.
- The most pressing challenge came in presenting managers and stakeholders with the appropriate data to support the change in policy.

Global Mobility Plan



Scope of the good practice

Location:

- Worldwide
- Abbott has nearly 200 home/host combinations

Number of people:

- Short term: 100
- Permanent: 150
- Long term: 450 and still growing

Occupations:

- Exempt jobs worldwide – managers are affected most
- Majority of assignments are commercial or finance

Time horizon:

- January 2011-present

What was the impact of the good practice?

- The practice was extremely successful and was measured through employee turnover rates, customer satisfaction surveys, and performance of individual assignees:
 - Abbott annual performance review
 - TMR (talent mobility review), nine box rating
 - Financial plan success
- Assignees proved to have a higher performance rating; however this performance drastically reduces after five years. This learning has led Abbott to impose a five-year cap on international assignments.

Economic and political context

Abbott Financials:

- Sales: US\$ 38.44 billion
- Profits: US\$ 4.55 billion
- Assets: US\$ 62.0 billion
- Employees: 90,000

Why has it worked?

- This is a global, seamless approach to mobility. All assignees are subject to the same assignment process and their performance was measured in the same way. For a global team there should be the same user experience no matter where an employee is in the global structure.

About the author(s)

- Abbott distributes pharmaceutical, nutritional, diagnostic and medical products in more than 130 countries worldwide. Abbott's diverse range of pharmaceutical, medical and nutritional products includes a broad range of specialized medicines; medical diagnostic instruments and tests; minimally invasive surgical devices; a spectrum of nutritional supplements for infants, children and adults; and products for veterinary care.

What are your recommendations for others?

- In approaching a sweeping change to a talent mobility programme, the most important lesson is to manage appropriate stakeholders, gather data to support change and communicate the changes effectively.
- When dealing with an established organization and senior employees, it is necessary to find a balance between tradition and the need to modernize and move forward.

Contact: Micheal Westphall, Manager, Talent Deployment, micheal.westphall@abbott.com
 Sources: www.abbott.com

Adecco Group

STEP – Short-Term Exchange Programme

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

What type(s) of talent mobility?

- ☒ Moving people within an organization
- ☐ Moving people across occupations
- ☒ Moving people across countries
- ☐ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What type(s) of good practice?

- ☐ Education and training
- ☐ Employment
- ☒ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☒ International assignment programme
- ☐ Job creation
- ☒ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

Scope of the good practice

- Location:
- Global
- Number of people:
- Target of 100 employees in the first phase
- Occupations:
- Top performers at branch level (up to and including Branch Manager)
- Time horizon:
- Launched in June 2011

Economic and political context

- Adecco financials:
- Sales: US\$ 27.3 billion
 - Profits: US\$ 618.9 million
 - Assets: US\$ 11.91 billion
 - Employees 32,000

About the author(s)

- Adecco SA is a Switzerland-based provider of human resource services, including temporary staffing, outsourcing, permanent placement, outplacement and career management, training and consulting.
- With approximately 33,000 employees and more than 5,500 branches in over 60 countries and territories around the world, Adecco connects about 750,000 associates with well over 100,000 clients every day.

Content

Good practice in brief

- Adecco's Short-Term Exchange Programme (STEP) is a programme for top performers at the branch level to gain brief, initial international work experience.
- STEP has increased employee retention and is a way of recognizing top performers.
- STEP promotes global thinking on a local level and facilitates the exchange of best practices across the company.

What was the problem?

- Adecco is a global company, but employees are often confined to their localized environments and practices.
- Cost issues and labour laws constraints made it difficult to move employees to Adecco locations around the globe. Adecco sought a cost-effective way to promote global thinking and internal know-how transfer throughout the company.

What was the solution?

- Adecco promotes global thinking through the Short-Term Exchange Programme (STEP) for top performers.
- Country managers can nominate branch employees with outstanding performance, at least one year's seniority, proficient communication skills in English, and fluency in one or more languages of potential host countries.
- For each nominee a country manager designates as an outgoing STEP participant, he/she must also provide a job opportunity in his/her country for an incoming STEP participant.
- STEP is executed in one of two ways:
 - Simultaneous exchange. Two colleagues having the same job exchange positions and move at the same time. This requires the participants to be fluent in the language spoken in the host country and also requires a careful comparison of actual job content to ensure the compatibility of the exchange. The benefit is that there are no job vacancies to fill. An incoming STEP participant covers the job of the outgoing STEP participant. Employees can therefore work longer in the host country.
 - Consecutive exchange. Two colleagues who may, but do not need to, have the same job work in each other's host country consecutively. This allows colleagues from two different countries to work together, engage in in-depth knowledge transfer, and then move to the second country to do the same. The downside is that this creates temporary vacancies in home and host countries.
- Employees returning from an exchange provide formal feedback as to what changes they would like to implement in their home country.

What was the impact of the good practice?

- The practice has been highly successful so far. Colleagues on exchange gain an understanding of different cultures and markets around the world.
- An increased awareness of international issues and local regulatory environments enable Adecco employees to network better with international clients.
- Top performers in developing markets can gauge and anticipate future growth in their home country based on their work in more mature markets.
- STEP encourages the transfer of best practices from host to home country. The changes implemented will be monitored to gauge success.

Why has it worked?

- Adecco has created an environment of acceptance essential to STEP's success. This was done at the Human Resources and Committee level, at the annual management meeting, and through other discussion forums in which colleagues from different countries have the opportunity to learn from one another.
- STEP has sound project management, executive management support, and a viable cost structure. Although exchange is costly in the short run, this investment will provide Adecco a competitive edge in the long term.
- Adecco provides extensive relocation support to ensure that the colleague on exchange is immersed and accepted into the local corporate and social culture. For example, colleagues from the host country greeted a colleague moving to Canada on exchange at the airport. These larger social aspects of STEP are well managed and essential to success.

What are your recommendations for others?

- In planning an exchange, start with younger workers first. The earlier you can expose people, the greater the advantage.
- Language barriers are coming down, cultural barriers are coming down and political boundaries are fading. For a competitive edge in this changing market place, companies must embrace a global point of view and be willing to learn from different cultures.

American Airlines

Rotational Programmes

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

What type(s) of talent mobility?

- ☒ Moving people within an organization
- ☒ Moving people across occupations
- ☒ Moving people across countries
- ☐ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What type(s) of good practice?

- ☐ Education and training
- ☐ Employment
- ☒ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☒ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

Scope of the good practice

Location:

- American Airlines operates in 40 countries

Number of people:

- 2,000 in the US market

Occupations:

- Mainly professional and operational

Time horizon:

- Rotational programmes have been in practice for 80+ years

Content

Good practice in brief

Talent mobility is essential to the business and development of leaders at American Airlines. Moves are made out of operational necessity and to serve business needs rather than for leadership development purposes. However, the leadership track has naturally evolved to align with employee moves.

What was the problem?

- American Airlines has different bench strength in different locations. They often move people around to fill talent gaps, restore order, and make improvements to various parts.
- In the United States and the United Kingdom, it is a challenge to find qualified people to fill entry-level management jobs.

What was the solution?

- American Airlines moves people and cargo around the globe. Given the nature of the business, employees themselves are often required to move to fill business needs and advance in their career.
 - For frontline jobs governed by union contracts, ability to move is based on seniority.
 - Most employees enter the business at the beginning of their careers and work their way up through the company.
 - As employees move from smaller cities to larger and more difficult markets, they gain more responsibility.
 - Many employees move from city to city until their seniority and experience lands them in their target destination.
 - High potential employees may be asked to make temporary moves to fill critical market gaps.
- Depending on the location, it can be difficult to find young American and British college graduates interested in entry-level management positions in the airline business. American Airlines moves people to fill these talent gaps.
 - In Latin America it is easier to source local talent, partially because airline positions are held in higher regard there. High potential employees in Latin America are often moved to the United States to fill open positions. Some of the best leaders in the US market came from Latin America.
- American Airlines allows employees to experience other occupations within the company through Temporary Duty Assignments (TDY). Operations employees who are considering moving to the corporate side may go on temporary assignments to test the waters. This is also done for operations employees who may have an injury that prevents them from performing their usual line of work.
- American Airlines has begun sharing talent with other companies within their industry. British Airways, American Airlines and Iberia have agreed to a joint business agreement to share revenue and reduce costs, coordinate networks and schedules and cooperate commercially on routes between the EU, Norway and Switzerland and the United States, Canada, Mexico and US territories.

What was the impact of the good practice?

- People move very rapidly within the company, across geographies, and across units. It may take years for employees to end up back in their desired geography.
- Management mobility is roughly 10 – 15% per year (domestic)
- Within management ranks half of moves are driven by senior leadership, while the other half are based on employee request. Employees will often request a move if they believe this will lead to better career opportunities.
- Temporary duty assignments have been in place for 30 years. At any given time about 100 employees are on TDY. Through temporary duty assignments employees become familiar with multiple units across the business. This is beneficial for both operations and corporate employees. Operations employees provide practical advice about improvements to be made on the front line while learning about a different side of the business.
- The talent share programme among American Airlines, British Airways and Iberia has been in place for six months. There are twelve employees who have taken part in the talent-sharing network and it has so far been a success. The collaboration will improve customer services with better connections, network, frequency and frequent flyer benefits. It will also enable the airlines to operate more efficiently, reducing costs and increasing their ability to invest in new products and services.

Context	Content
<p>Economic and political context</p> <p>Mobility is a part of the culture at American Airlines. Employees are expected and willing to move to advance their career.</p>	<p>Why has it worked?</p> <ul style="list-style-type: none"> • Although American Airlines employees move around often, they also have the benefit of free flights so they can visit home when desired. • Employees expect to be moved often, they enter the business knowing that this comes with the territory. • Employees recognize that when asked to move, they are filling a business need and contributing to the success of the company. They feel proud that their work is valued. • There is strong awareness that some locations serve as talent hubs from which to draw experienced people to solve problems or help improve operations in other locations. This gives confidence that the reservoir of capability is there and facilitates the management of mobility.
<p>About the author(s)</p> <p>American Airlines serves 250 cities in 40 countries with, on average, more than 3,400 daily flights. The combined network fleet numbers approximately 900 aircraft.</p>	<p>What are your recommendations for others?</p> <ul style="list-style-type: none"> • Mobility practices need to fit the model of company. American Airlines is in the “moving around” business, and its talent mobility practices fit the business. This model would not necessarily work or make sense in other contexts. • Maintaining talent hubs from which the most experienced talent can be drawn facilitates mobility for purposes of operational effectiveness. • Talent sharing, as practiced with BA and Iberia on transatlantic routes shows promise as a method of securing critical knowledge and know-how and aligning talent with the ever-expanding role of business alliances. • Narrow views of competitiveness or rivalry should not stand in the way of exploring such relationships when the opportunity presents itself.

Atlas Corps

Atlas Corps – Overseas Fellowships

Context

Author(s)

- ☐ Business
- ☐ Government
- ☐ Academia
- ☒ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☒ Government
- ☐ Academia
- ☒ NGO
- ☐ International Organization

Content

Good practice in brief

- Atlas Corps turns all previous international volunteerism models on their heads by reversing the flow of volunteers through a one-year fellowship programme that brings rising non-profit sector leaders from the global South (starting with India and Colombia) to volunteer at US non-profit sector organizations. Atlas Corps strives to build the capacity of the non-profit sector both in the United States and around the world through this exchange.
- Countries from around the world send rising non-profit leaders to the United States to volunteer, learn skills, share knowledge, and come home to strengthen their domestic non-profit sectors.
- Atlas Corps believes that talent is equally distributed throughout the world, but opportunity is not.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☒ Moving people across countries
- ☐ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- Atlas Corps seizes the opportunity created by a market failure – the inability of individuals from overseas to volunteer in the United States due to visa restrictions and limited resources.
- There are thousands of experienced and talented international leaders who would be happy to volunteer a year of their life in the United States, but they lack the money or the opportunity to give of their time and talent.

What type(s) of good practice?

- ☒ Education and training
- ☐ Employment
- ☒ Fostering knowledge/skills circulation
- ☒ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☒ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- Atlas Corps engages leaders committed to the non-profit sector in 12 to 18 month professional fellowships at organizations to learn best practices, build organizational capacity, and return home to create a network of global changemakers ready to address the world's most critical social issues.
- The Atlas Corps network of Fellows includes 100 individuals from 30 countries.

Scope of the good practice

Location:

- Fellow (source) countries: Argentina, Armenia, Belgium, Brazil, Colombia, Costa Rica, Ecuador, Egypt, Ethiopia, Ghana, Haiti, India, Kenya, Korea, Mexico, Moldova, Nepal, Nigeria, Pakistan, Philippines, Russia, Spain, Sudan, Tanzania, Turkey, Uganda, United States, Uzbekistan and Zimbabwe

Number of people:

- 100

Occupations:

- Participants engage in projects that intersect business, technology, and society.

Time horizon:

- Launched in 2006; ongoing.

What was the impact of the good practice?

- One-hundred Fellows; 30 countries; and 50 host organizations; including Fellows from countries such as Pakistan, Colombia, Nigeria and Zimbabwe have all received their visas and returned home, demonstrating that multilateral service is possible and effective.
- In 2011, 2,000 candidates from 150 countries applied for 50 positions.
- In less than five years, a 233% increase in the number of Fellows and a 700% increase in the number of countries were achieved.
- Fellows serving in Colombia have achieved US\$ 1.5 million in funding for their host organizations.

Economic and political context

- Atlas Corps has been referred to as a reverse Peace Corps or multinational Peace Corps. "Reverse volunteering" is the process through which people from developing nations perform volunteer work in communities throughout the United States.
- Atlas Corps arranges for professional-level volunteers from around the world (piloted with professionals from India and Colombia) to serve in US-based non-profit organizations.

Why has it worked?

- Atlas Corps creates value by leveraging the experienced efforts of skilled non-profit professionals in volunteer placements overseas.
- Rather than just place Fellows at US non-profit organizations as an expensive international exchange programme, Atlas Corps charges a cost share to US non-profit host organizations based on the AmeriCorps VISTA model.
- With AmeriCorps VISTA, it is common for host organizations to pay a cost share to the US government for each volunteer. These VISTA Members are full-time, year-long volunteers, usually right out of college.
- The Atlas Corps cost share is less than the cost of an entry-level employee (about US\$ 29,500, depending on the city), but our Fellows are easily worth well above US\$ 50,000 based on what the market would pay for the typical profile of Atlas Corps Fellows (29 years old, with five years of experience, the majority with a masters degree, bilingual with international perspectives).

About the author(s)

In 2006, Scott Beale developed the idea for Atlas Service Corps ("Atlas Corps") while working for Ashoka and the US Department of State in India and Colombia. Atlas Corps is a US non-profit organization with a mission "to address critical global issues by developing leaders, strengthening organizations and promoting innovation in the non-profit sector through building an international network of skilled professional Fellows." It was incorporated and officially recognized as a 501(c)(3) organization by the US Internal Revenue Service on October 23, 2006.

What are your recommendations for others?

- As the cost share approaches the per-fellow expenses, Atlas Corps will quickly scale to involve thousands of Fellows from countries around the world volunteering in cities all around the world.
- Eventually, Atlas Corps will achieve the systems changing impact when the "developing world" is no longer seen as a recipient for aid, but rather as a partner in development.
- The global non-profit sector must leverage the skills, talent and time from inspiring individuals around the world, no matter where they were born.
- Only through global partnerships and cooperation can non-profits tackle global challenges.

British Columbia Hydro and Power Authority

Immigration as a Business Solution to Scarce Talent

Context	Content
Author(s) <ul style="list-style-type: none"><input checked="" type="checkbox"/> Business<input type="checkbox"/> Government<input type="checkbox"/> Academia<input type="checkbox"/> NGO<input type="checkbox"/> International Organization	Stakeholder(s) <ul style="list-style-type: none"><input checked="" type="checkbox"/> Business<input type="checkbox"/> Government<input type="checkbox"/> Academia<input type="checkbox"/> NGO<input type="checkbox"/> International Organization
What type(s) of talent mobility? <ul style="list-style-type: none"><input type="checkbox"/> Moving people within an organization<input type="checkbox"/> Moving people across occupations<input checked="" type="checkbox"/> Moving people across countries<input checked="" type="checkbox"/> Moving unemployed to employed<input type="checkbox"/> Moving jobs to people<input type="checkbox"/> Virtual mobility	Good practice in brief <p>A critical job (power line technicians) at British Columbia Hydro and Power Authority (BC Hydro) was redefined to increase the pool of available candidates. Further, talent was sourced from abroad to fill the positions remaining open.</p>
What type(s) of good practice? <ul style="list-style-type: none"><input type="checkbox"/> Education and training<input checked="" type="checkbox"/> Employment<input type="checkbox"/> Fostering knowledge/skills circulation<input type="checkbox"/> Inclusion and diversity<input type="checkbox"/> International assignment programme<input checked="" type="checkbox"/> Job creation<input type="checkbox"/> Leadership development<input type="checkbox"/> Moving youth into employment<input checked="" type="checkbox"/> Migration and visas<input type="checkbox"/> Skills recognition<input type="checkbox"/> Workforce planning<input type="checkbox"/> Other	What was the problem? <ul style="list-style-type: none">Hiring for power line technicians proved difficult because of the unique nature of the work and educational requirements. The position required secondary education math and physics skills, physical strength, a desire to work outdoors and the acceptance of a certain level of occupational hazard.Although this role has always been in demand, increasing infrastructure needs and a trend for the most qualified candidates pursuing college made this demand far more acute. BC Hydro needed to hire 500 power line technicians.
Scope of the good practice <p>Location:</p> <ul style="list-style-type: none">British Columbia and the Philippines <p>Number of people:</p> <ul style="list-style-type: none">12 Filipino immigrants <p>Occupations:</p> <ul style="list-style-type: none">Power line technicians <p>Time horizon:</p> <ul style="list-style-type: none">2003–2009	What was the solution? <ul style="list-style-type: none">The role was redefined to help broaden the pool of available candidates.<ul style="list-style-type: none">An “entry level” position was created that required slightly lower levels of secondary math and physics education.Physical lifting requirements were lowered to encourage a wider range of applicants.Duties of the job that could be taken on by other roles were eliminated from the job description.Private contractors were given longer contracts of approximately five years to improve their ability to keep power line technicians employed in the long term and to encourage investments in training.The need to find the “cheapest contract” was de-emphasized to ensure that private contractors could pay their power line technicians more.Workers from Eastern Canada and Winnipeg were attracted to British Columbia. Filipino immigrants were also hired and integrated into the power line technician role to fill remaining job vacancies.
Economic and political context <p>BC Hydro financials:</p> <ul style="list-style-type: none">Sales: US\$ 40.2 billionProfits: US\$ 5.9 billionAssets: US\$ 15.6 billionEmployees: 5,805	What was the impact of the good practice? <ul style="list-style-type: none">The power line technician roles were filled by new hires from remote Canadian locations. Filipino immigrants filled the remaining positions that the Canadian labour market could not.There has been little turnover, and few difficulties with the changes were observed. Although some xenophobia was seen in more isolated locations, overall it was not prevalent issue.
About the author(s) <p>British Columbia Hydro and Power Authority, an electric utility, engages in generating, manufacturing, distributing, supplying, purchasing, and selling electricity in British Columbia, Canada.</p>	Why has it worked? <p>The nature of the job was rethought and broadened to attract a larger pool of talent.</p>
	What are your recommendations for others? <p>The selective redefining of roles and hiring of immigrants can help fill critical workforce gaps.</p>

Chubb Group of Insurance Companies

Critical Talent Program

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

Chubb implemented a Critical Talent Program to identify key workforce risks or shortages and to develop solutions to strengthen its talent pipeline.

What type(s) of talent mobility?

- ☒ Moving people within an organization
- ☒ Moving people across occupations
- ☐ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- Finding talent to fill roles that require highly specialized, technical skills (i.e., boiler and machine underwriters) that have been filled largely by the baby boomer generation is difficult.
- Young people are often not attracted to these types of jobs.

What type(s) of good practice?

- ☐ Education and training
- ☐ Employment
- ☐ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☒ Workforce planning
- ☐ Other

What was the solution?

- Chubb implemented a workforce planning model to:
 - Understand the business strategy
 - Identify the critical talent
 - Scan the internal and external environments
 - Forecast the future state
 - Analyse the gaps between current state and future state
 - Develop recommendations
- Senior management has taken ownership of the recommendations and then prioritized and implemented them.
- Lack of quality data was the biggest obstacle.
- The programme was designed by HR generalists who support the business, talent management experts and line managers.
- It was communicated through one-on-one meetings and surveys.
- As Chubb continues to try to fill specialized insurance jobs, it is looking at ways to attract young people to the business. For example, Chubb is strengthening its relationship with targeted colleges and universities to help educate students about careers in insurance.
- Chubb is also exploring ways to retrain experienced hires for careers in insurance, such as partnering with the military.

Scope of the good practice

Location:

- United States

Number of people:

- 146 total

Occupations:

- Chubb Commercial Insurance (CCI) -- roles included CCI managers, marine under-writers, boiler & machine under-writers, and life sciences underwriters

Time horizon:

- The project was conducted between May 2010 and January 2011. The recommendations are currently being implemented.

What was the impact of the good practice?

- Chubb is in the process of measuring the impact as the recommendations are currently being implemented.
- In the short term, success is measured based on the number of proposed solutions that the business has chosen to implement.
- Impact will be assessed based on the time it takes to fill critical jobs, by turnover rates, by workforce productivity and by demonstrated ability to meet business goals.

Economic and political context

Chubb is the 11th largest property and casualty insurer in the United States and has a worldwide network of some 120 offices in 27 countries staffed by over 10,000 employees. The Chubb Corporation reported US\$ 50 billion in assets and US\$ 13 billion in revenues in 2010. According to Fortune magazine, Chubb is the 185th largest US-based corporation. Forbes listed Chubb as one of America's 100 Most Trustworthy Companies.

Why has it worked?

- The process was effective because of the focus on critical roles.
- The process was also effective because of the mix of perspectives team members had, including field HR generalists, home office HR generalists, and corporate HR specialists.
- Going forward, Chubb plans to involve line managers as part of the project team, rather than bringing them in as needed after the project is launched. This will improve the efficiency of the strategy discussions and the data collection. It will also help ensure their ownership of the recommendations coming out of the workforce planning process.

About the author(s)

For nearly 130 years, the Chubb Group of Insurance Companies has been delivering property and casualty insurance products and services to businesses and individuals around the world.

What are your recommendations for others?

- In terms of workforce planning, the key is to start out small and focus on specific roles and do this well and then grow the action.
- Each workforce-planning model should fit the culture of your organization.
- Encourage managers and HR to think outside the box to fill talent gaps. Millennials do not want to be trained in the same way as baby boomers.
- Involve line managers and senior management as part of the workforce planning process from the start.
- Carefully segment the population and focus on the groups most critical to the organization's business strategy.
- Prioritize recommendations and focus on two or three that will provide the greatest return.

Context	Content
<p>Author(s)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Business <input type="checkbox"/> Government <input type="checkbox"/> Academia <input type="checkbox"/> NGO <input type="checkbox"/> International Organization <p>Stakeholder(s)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Business <input type="checkbox"/> Government <input type="checkbox"/> Academia <input type="checkbox"/> NGO <input type="checkbox"/> International Organization 	<p>Good practice in brief</p> <ul style="list-style-type: none"> Cisco Networking Academy is a global education programme that teaches students how to design, build, troubleshoot and secure computer networks for increased access to career and economic opportunities in communities around the world. Networking Academy provides online courses, interactive tools, and hands-on learning activities to help individuals prepare for ICT (information communication and technology) and networking careers in virtually every type of industry. When one of Cisco's top customers in the Philippines faced a shortage of personnel to manage its infrastructure, the Cisco Philippines team began exploring opportunities to help Cisco Networking Academy graduates develop the career skills and experience needed to fill this demand.
<p>What type(s) of talent mobility?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Moving people within an organization <input type="checkbox"/> Moving people across occupations <input type="checkbox"/> Moving people across countries <input checked="" type="checkbox"/> Moving unemployed to employed <input type="checkbox"/> Moving jobs to people <input checked="" type="checkbox"/> Virtual mobility 	<p>What was the problem?</p> <p>Liberty Broadcasting Network Inc. (LBNI), a multimillion-dollar client of Cisco, discovered that its wireless networking service provider brand, wi-tribe, needed additional network engineers.</p>
<p>What type(s) of good practice?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education and training <input type="checkbox"/> Employment <input type="checkbox"/> Fostering knowledge/skills circulation <input type="checkbox"/> Inclusion and diversity <input type="checkbox"/> International assignment programme <input type="checkbox"/> Job creation <input type="checkbox"/> Leadership development <input checked="" type="checkbox"/> Moving youth into employment <input type="checkbox"/> Migration and visas <input type="checkbox"/> Skills recognition <input type="checkbox"/> Workforce planning <input type="checkbox"/> Other 	<p>What was the solution?</p> <ul style="list-style-type: none"> The Cisco Philippines team helped Cisco Networking Academy graduates develop the career skills and experience needed to fill wi-tribe's demand for network engineers. Cisco and LBNI developed a targeted cadetship programme and invited Networking Academy graduates to submit their applications. The response was overwhelming, with more than 250 graduates submitting their resumes. Forty candidates were short-listed, and 19 participants were selected based on their communication and networking skills and their ability to work well under pressure. Although the graduates possessed many of the skills required by wi-tribe, they lacked some specialized knowledge required to excel in the position. To help ensure an ideal fit between the capabilities of the candidates and the skills needed by wi-tribe, the 19 participating graduates attended an intensive, two-month boot camp at the end of 2009.
<p>Scope of the good practice</p> <p>Location:</p> <ul style="list-style-type: none"> This success story takes place in the Philippines, but the Networking Academy programme reaches students in 165 countries. <p>Number of people:</p> <ul style="list-style-type: none"> Since 1997, Networking Academy has grown from a small-scale programme designed to help schools get the most out of their networking equipment to Cisco's largest corporate social responsibility programme, with courses taught at more than 10,000 academies in 165 countries. More than 1,000,000 students develop ICT skills through the programme each year. <p>Occupations:</p> <ul style="list-style-type: none"> Entry-level ICT positions <p>Time horizon:</p> <ul style="list-style-type: none"> 1997 – present 	<p>What was the impact of the good practice?</p> <ul style="list-style-type: none"> At the end of the CISCO boot camp, the participants helped advance wi-tribe's technological and business goals, while gaining valuable experience in wireless technologies. Fifteen were hired as shift engineers in LBNI's operations team and are performing well. Gretch Santos, Head of Human Resources at LBNI stated: "We are impressed with the quality of graduates that Cisco Networking Academy produces. We were able to employ 15 of its graduates, which shows how good their training is."
<p>Economic and political context</p> <ul style="list-style-type: none"> Networking Academy's global partners include: International Telecommunications Union, UN Development Program, UN Development Fund for Women, UN Volunteers, UNESCO, USAID, President's Emergency Plan for AIDS Relief, Panduit, SIGMAnet, and Network Development Group. Students are trained for the following industry certifications: Comp TIA A+, Cisco CCENT, Cisco CCNA, Cisco CCNP, and Cisco CCNA Security. 	<p>Why has it worked?</p> <ul style="list-style-type: none"> Networking Academy courses are delivered in multiple languages through an online learning system. Courses are supported by classroom instruction, hands-on learning activities, network simulations, and online assessments that provide personalized feedback. Networking Academy instructors receive extensive training and support to help ensure a consistently enriching and up-to-date learning experience for students around the world. This comprehensive approach helped top graduates find a fitting workplace where they get to apply the intensive training and knowledge gained from the internship program.
<p>About the author(s)</p> <ul style="list-style-type: none"> More than 85% of Fortune 500 companies use Cisco for communications services, including enterprise telephony, unified messaging, multimedia conferencing, and enterprise instant messaging. As Cisco's largest corporate social responsibility programme, Networking Academy aims to improve socioeconomic conditions in communities around the world by increasing access to education and career opportunities, supporting the development of an educated ICT workforce, and promoting the growth of the ICT industry. 	<p>What are your recommendations for others?</p> <ul style="list-style-type: none"> Private companies must collaborate to bridge the skills gap and advance the IT industry as a whole. Cisco partners with public and private institutions such as schools, universities, businesses, nonprofits, and government organizations to develop and deliver training courses. These courses can be supplemented by tightly focused training programs to fill more specific company needs. The use of online courses and interactive tools will improve the effectiveness and accessibility of training programs. This has allowed the Networking Academy to grow and extend career opportunities to students around the globe.

COM DEV International

Mobility Premium Guideline

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

COM DEV, a Canada-based designer and manufacturer of space equipment, established consistent mobility guidelines to review all of their international assignments. This was a significant change for the company, given its need to move employees around the globe to complete sensitive, highly skilled manufacturing projects.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☒ Moving people across countries
- ☐ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- Transnational mobility is essential to COM DEV's business. Given the sensitive and specialized nature of the satellite manufacturing industry, employees must travel to carry out their job functions and collaborate directly with other specialists and engineers.
- COM DEV sent employees from different corners of the company to India to work on a project. Upon arrival, the company treated employees very differently and housed them in different types of accommodations. Mobility premiums had previously been tied to the assignee's home country rather than to the host location.
- Employees sent on temporary assignments to different company offices received inconsistent support, accommodation and recognition.

What type(s) of good practice?

- ☐ Education and training
- ☐ Employment
- ☐ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☒ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- COM DEV updated its mobility policy and harmonized its approach to mobility. All international assignments are now reviewed according to these revised mobility guidelines.
- Premiums were implemented based on a survey of global mobility premiums.

Scope of the good practice

Location:

- Cambridge, Ontario (Canada), Latin America, United Kingdom and India

Number of people:

- Guidelines apply company-wide, but they have affected only 25 people since being implemented in 2010.

Occupations:

- All (highly skilled and hands on work)

Time horizon:

- 2010 – present

What was the impact of the good practice?

- Mobility premium guidelines allowed COM DEV to redirect spend—ing to get the right employees in the right place at the right time.
- COM DEV can mobilize and respond to problem programmes much more quickly.
- The failure of a single component on a COM DEV satellite can jeopardize an investment of several years and hundreds of millions of dollars. Managing mobility well leads to improved quality control and a stronger supply chain.

Economic and political context

- Employees: approximately 1,300
- Locations: Cambridge, Ontario (head office); Ottawa; Aylesbury, United Kingdom; El Segundo, California
- COM DEV has supplied equipment to leading organizations such as the Canadian Space Agency, the European Space Agency and NASA.

Why has it worked?

- Human Resources leadership held company meetings to explain the need for improved mobility guidelines. Foreign exchange was discussed and related back to talent management and offshoring. All relevant employees were included in the conversation.
- Local HR representatives ensured compliance with the guidelines.

About the author(s)

COM DEV International Ltd. is a global designer and manufacturer of space hardware. COM DEV has over 1,100 employees at facilities in Canada, the United Kingdom and the United States. COM DEV technology is used on more than 700 spacecraft, including 80% of all commercial communications satellites ever launched.

What are your recommendations for others?

Keep mobility premium guidelines simple if you are a smaller company (less than US\$ 250 million). Most peripheral issues can be handled case by case.

Education for Employment (EFE)

Building Futures through youth employment across the Middle East and North Africa

Context	Content
Author(s) <ul style="list-style-type: none"><input type="checkbox"/> Business<input type="checkbox"/> Government<input type="checkbox"/> Academia<input checked="" type="checkbox"/> NGO<input type="checkbox"/> International Organization	Stakeholder(s) <ul style="list-style-type: none"><input checked="" type="checkbox"/> Business<input checked="" type="checkbox"/> Government<input type="checkbox"/> Academia<input checked="" type="checkbox"/> NGO<input type="checkbox"/> International Organization
What type(s) of talent mobility? <ul style="list-style-type: none"><input type="checkbox"/> Moving people within an organization<input type="checkbox"/> Moving people across occupations<input type="checkbox"/> Moving people across countries<input checked="" type="checkbox"/> Moving unemployed to employed<input type="checkbox"/> Moving jobs to people<input type="checkbox"/> Virtual mobility	Good practice in brief <p>Education for Employment (EFE) is a network of locally run non-profits prepares young adults for the workforce and commits companies to hiring them. The premise is that when young people have satisfying jobs and the hope of building a future, they help lay the foundation for peaceful societies.</p>
What type(s) of good practice? <ul style="list-style-type: none"><input checked="" type="checkbox"/> Education and training<input checked="" type="checkbox"/> Employment<input type="checkbox"/> Fostering knowledge/skills circulation<input checked="" type="checkbox"/> Inclusion and diversity<input type="checkbox"/> International assignment programme<input checked="" type="checkbox"/> Job creation<input checked="" type="checkbox"/> Leadership development<input checked="" type="checkbox"/> Moving youth into employment<input type="checkbox"/> Migration and visas<input type="checkbox"/> Skills recognition<input type="checkbox"/> Workforce planning<input type="checkbox"/> Other	What was the problem? <ul style="list-style-type: none">The youth population in the Middle East and North Africa (MENA) is the largest in the world, and presents a unique opportunity for today's employers to benefit from young energy and talent.Despite the immense potential of the region's youth, 87% of CEOs in the Middle East believe that the limited supply of candidates with the right skills will present the biggest organizational challenge over the next three years, according to the Annual Global CEO Survey of 2011.Employers are having trouble filling positions due to lack of suitable talent, while 25% of youth in MENA remain unemployed – the highest percentage in the world. What was the solution? <p>EFE recruits and trains youth with skills in demand to place them in jobs using the following steps:</p> <ul style="list-style-type: none">The employer identifies hiring needs.EFE designs a training course tailored to the employer's needs.EFE recruits and screens candidates.The employer interviews and selects candidates.EFE conducts training programmes.The employer hires successful graduates.EFE provides continuing support, mentoring and networks for alumni. <p>EFE is proactive in training and placing women in jobs and aims for a 50% female participation rate in EFE programmes.</p> <p>EFE has created new partnerships to offer support to young entrepreneurs starting micro-businesses.</p>
Scope of the good practice <p>Location:</p> <ul style="list-style-type: none">Middle East and North Africa <p>Number of people:</p> <ul style="list-style-type: none">20 education organizations partner with EFE across the regionEFE has placed nearly 2,000 youth in jobs <p>Occupations:</p> <ul style="list-style-type: none">EFE's programmes include: accounting, banking, land surveying, entrepreneurship training, hospitality, textile merchandising, construction project management, workplace success and professional skills, among others. <p>Time horizon:</p> <ul style="list-style-type: none">EFE's first programme started in Jordan in 2006 and quickly expanded to Morocco, Yemen, Egypt, Gaza and the West Bank, and now Tunisia.EFE is in the process of setting up a Tunisian affiliate with support from the US Department of State Office of the Middle East Partnership Initiative (MEPI).	What was the impact of the good practice? <ul style="list-style-type: none">96% job retention rate among employers surveyed in 201173% job placement rate from inception through 2010EFE has over 700 employer partners across MENANearly all employer partners surveyed reported that EFE-trained employees met their expectations and that they would hire EFE graduates in the future.Corporate partners benefit from:<ul style="list-style-type: none">Increased recruitment capacity at reduced costTraining in 21st century skills in demand at a subsidized rateYouth with a stronger work ethic, ready to work from day one on the jobMore retainable employees with the capacity to grow at the companyOngoing investment in staff at no cost through EFE's alumni programmeVisibility in the press and business community through success storiesMembership in a network of local, regional and international companiesOpportunities to highlight corporate citizenship
Economic and political context <ul style="list-style-type: none">In the Middle East, youth unemployment averages 25% and is widely seen as a key cause of political unrest.The political change across the Middle East has provided the conditions for rapid expansion of Education for Employment.Education for Employment focuses on the two things that motivated the youth of the Arab revolution: unemployment and a determination to change their society.	Why has it worked? <ul style="list-style-type: none">Local leadership, global support: Each EFE affiliate is locally run and locally supported, ensuring sustainable operations customized to the local context. EFE affiliates leverage resources and know-how through the EFE global network.Powerful partnerships: EFE engages youth, local business leaders, corporations, educators, civil society and governments in partnerships that produce job commitments and entrepreneurship support.Market-driven: EFE creates training programmes for areas of the economy that offer strong growth potential and opportunities for new jobs backed by employer commitments but currently lack suitably qualified personnel.Job outcomes: EFE has successfully placed nearly 80% of graduates in jobs by actively encouraging employers to precommit to job placements and cosponsor our graduates.Alumni support: EFE stays in close contact with alumni, providing continued support through mentoring, civic engagement events, alumni networks and international exchanges.
About the author(s) <ul style="list-style-type: none">The mission of the EFE is to create job opportunities for unemployed youth in the Middle East and North Africa by providing world-class professional and technical training that leads directly to career-building jobs.American businessman, Ron Bruder, 63, set up the foundation. His desire to make a difference in the Middle East was sparked in part by the 9/11 terrorist attacks. Bruder was compelled to investigate the circumstances and issues that led to the attacks and explore how to rectify them.Bruder believes that stable societies can only be built if youth have economic opportunity and jobs.	What are your recommendations for others? <ul style="list-style-type: none">There is a clear link between jobs and political and social stability. Improving the employability of marginalized youth is an essential step towards a prosperous and peaceful Middle East.Employers can support EFE by:<ul style="list-style-type: none">Hiring EFE graduatesSponsoring EFE participantsEngaging employees as volunteers, guest speakers and mentors for youthPartnering with EFE affiliates to design or adapt training courses that respond to hiring needsDonating materials, equipment and other in-kind contributionsBecoming guest speakers or mentors for EFE

Contact: Jamie McAuliffe, President & CEO, Education for Employment, jmcauliffe@efefoundation.org
Sources: www.efefoundation.org

Emma L. Bowen Foundation

Preparing minority youth for careers in the media industry

Context

Author(s)

- ☐ Business
- ☐ Government
- ☐ Academia
- ☒ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☒ Academia
- ☒ NGO
- ☐ International Organization

Content

Good practice in brief

- The Emma L. Bowen Foundation offers a multi-year undergraduate internship programme focused on minority students with strong academic and leadership skills. Students usually apply before high school graduation and if accepted are part of the programme for their entire college career.
- The internship programme provides diverse youth with training resources for employment readiness – including striving for excellence, assessing corporate culture and corporate politics, group dynamics, managing up, networking, selecting mentors and maximizing their internship experience.
- The programme provides periodic group events, including annual summer conferences, awards recognizing scholarship and community service, career fairs and a formal mentoring programme.
- Students in the programme receive an hourly wage, as well as matching compensation to help pay for college tuition and expenses.
- The programme helps to build company and industry loyalty for full-time hires and provides cross training for growth, with rotations in a wide range of jobs and roles.

What type(s) of talent mobility?

- ☒ Moving people within an organization
- ☐ Moving people across occupations
- ☐ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- The main issue the foundation was created to address was the lack of diversity in the media industry. The vision of the founder was to help promote more positive portrayals of minorities in society by encouraging more diversity in the media workforce itself. Other issues included the limited growth potential for minorities without experience, mentors and networking.
- There is also a mobility issue in the US labour market: opportunities and diverse populations do not always match. In media, new entrants tend to start in smaller markets.
- Significant resources are required to attend good schools and many minority students are unable to accept unpaid internships. The Foundation's programme offers the opportunity for work experience and financial assistance for college expenses.

What type(s) of good practice?

- ☒ Education and training
- ☒ Employment
- ☐ Fostering knowledge/skills circulation
- ☒ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☒ Leadership development
- ☒ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- The Emma L. Bowen Foundation recruits locally, trains in hard and soft skills, provides mentoring and networking opportunities and cross training to ensure exposure to the full range of jobs and experience available in the sector.
- There is hands-on participation of and collaboration between leaders from media companies. The Foundation's Board of Directors represents 42 media companies.
- Ongoing support is given to students while they are in the programme and following graduation. Measuring results, whether tracking students' grades or work performance scores or tracking the career progress of graduates, is a key element of the programme.

Scope of the good practice

Location:

- The United States mostly; programme graduates occasionally have opportunities to work abroad.

Number of people:

- 450 programme graduates and 260 active students

Occupations:

- Journalism, production, technology, and business careers supporting the media industry (broadcast, cable, radio, advertising, and suppliers).

Time horizon:

- Established in 1989

What was the impact of the good practice?

- A key indicator of the programme's impact is that the media industry (e.g., broadcast and cable television) consistently supports the programme and has maintained support in spite of the downturn in the economy.
- There are strong positive reviews and endorsements from industry collaborators on the value of the programme.
- There is a clear benefit to industry sponsors that develop a pipeline of diverse talent that are highly motivated, company-trained and ready for full-time employment after graduation.
- Other key indicators of the impact are the successful careers of the programme graduates.

Economic and political context

- The partner company and Foundation staff work together to select local high schools from which to recruit students. Foundation staff discuss the programme with principals and guidance counsellors and request assistance with student recruitment. Student application forms are provided for qualified candidates. Students with a GPA of 3.0 or better are eligible. Student applications, teacher recommendations and academic records are reviewed by Foundation staff and forwarded to the partner company. The partner company makes the ultimate selection.
- The partner company pays each student an hourly wage for hours worked and provides matching funds for tuition and other college expenses. Typically, if a student works 8 to 10 weeks in the summer, the cost for wages would be approximately US\$ 2,500 plus a matching contribution of US\$ 2,500. In addition, the partner company pays an annual contribution of US\$ 10,000 per year to the Foundation with no limitation on the number of students they sponsor.

Why has it worked?

- The programme has worked mainly because of strong and unwavering industry support. There is also collaboration among industry leaders (CEOs & C-Suite) through a large and active Board of Directors. Investment and commitments from companies provide the necessary funds and network of opportunities. Top-down support is also important; it pays to have high-level executive sponsors who can make things happen.
- The hands-on, personalized commitment of staff and other stakeholders ensures positive outcomes.
- The ongoing assessment and follow-up on academic and work performance of programme participants maintains the standards that impact successful outcomes.
- A valuable network is maintained by the ongoing tracking of the graduates' career progress. Programme graduates return as mentors and panellists and create a valuable network to support new participants.
- Demand also drives the success of the programme. There is a recognized need for diverse talent.
- Regulatory oversight adds incentives - active affiliation with the Foundation helps establish company commitment to diversity with regulatory bodies.

About the author(s)

- The Emma L. Bowen Foundation was created in 1989 to prepare minority youth for careers in the media industry. Through multi-year internships with partner companies, students have an opportunity to learn many aspects of corporate operations and develop company-specific skills. Corporations have an opportunity to train and mentor students with the option of fulltime employment upon completion of their college degrees.
- The programme prepares a diverse group of talented young professionals to enter the workforce with specific job-related skills, knowledge of the corporate environment and a strong foundation for future advancement.
- The foundation is funded through financial and in-kind donations of its corporate partners, philanthropic and corporate foundation grants, and individual donations.

What are your recommendations for others?

- Multi-year, paid internships are the key to making this work. Interns have visibility with senior executives and return each summer to build on the prior year's successes. These successes help to build confidence for the student and inspire mentoring relationships essential for future success.
- Establish paid internships to encourage minority participation. Summer employment is needed to cover tuition and other expenses for many minority students.
- Cross-train because early exposure to the full range of possibilities is important to create enduring career aspirations. Many students have no idea of how many different kinds of jobs exist in the sector. At their best, internships open new vistas for students. This is perhaps the most important aspect of the programme.
- Internship programmes must be committed to excellence and success. Establish early on that the internship is not a free ride but an opportunity to learn, work hard and launch a successful career. Companies should treat similar initiatives as a talent pipeline, rather than a community outreach programme.
- A strong involvement of industry leaders and corporate partners will allow the cycle to continue identifying interested youth, developing professionals and successful career-minded leaders.

European Commission, Department of Employment, Social Affairs & Inclusion

Your first EURES job

Context

Author(s)

- ☐ Business
- ☒ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☒ Government
- ☒ Academia
- ☒ NGO
- ☐ International Organization

Content

Good practice in brief

Your first EURES job is a flagship initiative of Europe 2020, a 10-year strategy proposed by the European Commission in March 2010 for reviving the EU's economy. EURES improves young people's chances of finding a job by helping students and trainees gain work and life experience abroad. EURES also offers services to improve the quality and attractiveness of education and training in Europe.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☒ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- Four million young people under the age of 25 were unemployed in the EU in 2009. This number increased to 5 million in 2010.
- The EU's 20.4% youth unemployment rate is more than double the rate for the working population as a whole.
- Europe needs more young people who are highly skilled, knowledgeable and innovative to keep its economy competitive and reach the goals set by the Europe 2020 reform strategy.

What type(s) of good practice?

- ☐ Education and training
- ☐ Employment
- ☐ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☒ Moving youth into employment
- ☒ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

Through EURES, EU countries work closely together to coordinate policy-making and create specific programmes designed to stimulate and mobilize young people. For example:

- Job-abroad scheme for labour market mobility within the EU
- European microfinance facility to increase support for young entrepreneurs
- A website, Youth on the Move, to provide information and practical links for young people looking to study, train or work abroad

Scope of the good practice

Location:

- European Union

Number of people:

- About 100 million people under age 30 (20% of the EU's total population)

Occupations:

- All occupations, but focus on highly skilled

Time horizon:

- Initiative started in 2010

What was the impact of the good practice?

Your first EURES job aims to improve young people's education and employability, to reduce high youth unemployment and to increase the youth-employment rate – in line with the wider EU target of achieving a 75% employment rate for the working-age population (20 to 64 years).

Economic and political context

European Union:

- Population: 490 million
- Unemployment rate: 9.6%
- GDP: US\$ 16,228 billion in 2010

Why has it worked?

- Continuous monitoring of the objectives proposed by the initiative
- Measurement of the progress of implementation using clear indicators

About the author(s)

- Department of Employment, Social Affairs & Inclusion, EU Commission
- EURES supports the Europe 2020 Strategy objective that by 2020, Europe will become a smart, sustainable and inclusive economy.

What are your recommendations for others?

- Make education and training more relevant to young people's needs.
- Encourage young people to take advantage of grants to study or train in another country.
- Encourage relevant authorities to take measures simplifying the transition from education to work.

Federal Migration Service (Russia)

Russia Eases Immigration Controls for Highly Skilled Migrants

Context		Content
Author(s) <ul style="list-style-type: none"> <input type="checkbox"/> Business <input checked="" type="checkbox"/> Government <input type="checkbox"/> Academia <input type="checkbox"/> NGO <input type="checkbox"/> International Organization 		Good practice in brief <p>To help stem interethnic tension, dubbed “a threat to Russia’s national security” by President Dmitry Medvedev, the Federal Migration Service is focusing on two main policies for 2011: better integration of immigrants already living on Russian territory, and raising the level of employability of those who come in the future. The aim is for Russia’s migrants to be both highly qualified and “well-behaved”.</p>
Stakeholder(s) <ul style="list-style-type: none"> <input type="checkbox"/> Business <input checked="" type="checkbox"/> Government <input type="checkbox"/> Academia <input type="checkbox"/> NGO <input type="checkbox"/> International Organization 		
What type(s) of talent mobility? <ul style="list-style-type: none"> <input type="checkbox"/> Moving people within an organization <input type="checkbox"/> Moving people across occupations <input checked="" type="checkbox"/> Moving people across countries <input type="checkbox"/> Moving unemployed to employed <input type="checkbox"/> Moving jobs to people <input type="checkbox"/> Virtual mobility 		What was the problem? <ul style="list-style-type: none"> • Russia is suffering from a significant brain drain, with much local talent fleeing to more lucrative labour markets in the West. Nearly 1 million people have left Russia in the past decade, and around 80% were highly qualified specialists (25,000 PhD holders have left Russia in the last few decades). This puts pressure on Russia’s labour markets and results in labour shortages – particularly of highly skilled workers. • The number of workers in the most highly skilled professions and occupations is declining rapidly. For example, the number of people employed in machine-tool engineering has fallen by a startling 93% in the past 20 years. Even assuming that industry had been overstaffed in the Soviet era, a 93% reduction is insupportable. As a result, the skills of the Russian population are declining. • Reliance on imported labour is complicated by the recent surge in ethnic tension in Russia. This has forced the authorities to rethink the country’s immigration policies to balance the interests of closing talent gaps with those of maintaining social order and cohesion.
What type(s) of good practice? <ul style="list-style-type: none"> <input type="checkbox"/> Education and training <input type="checkbox"/> Employment <input type="checkbox"/> Fostering knowledge/skills circulation <input type="checkbox"/> Inclusion and diversity <input type="checkbox"/> International assignment programme <input type="checkbox"/> Job creation <input type="checkbox"/> Leadership development <input type="checkbox"/> Moving youth into employment <input checked="" type="checkbox"/> Migration and visas <input type="checkbox"/> Skills recognition <input type="checkbox"/> Workforce planning <input type="checkbox"/> Other 		What was the solution? <ul style="list-style-type: none"> • Russia has introduced a new policy of denying visas to foreigners who have broken Russian laws more than twice. Federal Migration Service Director Konstantin Romodanovsky noted: “In mid-2010, we began experimenting with denying entry into Russia for foreigners who have repeatedly violated immigration rules by, for example, engaging in illegal employment. In this case we have the right to deny entry for three years.” • Russia also introduced measures to attract highly skilled foreign workers in an effort to modernize the economy and diversify away from commodity exports. A bill signed into law in July 2010 that grants special three-year visas to “highly qualified specialists” (those who earn more than US\$ 66,000 a year) will be extended to create more favourable conditions to a wider category of high-calibre foreign workers.
Scope of the good practice <p>Location:</p> <ul style="list-style-type: none"> • Russia <p>Number of people:</p> <ul style="list-style-type: none"> • 10,000 people a month expected to be refused entry in 2011 • 50,000 foreign specialists expected to be granted entry in 2011 <p>Occupations:</p> <ul style="list-style-type: none"> • Goal is to attract highly skilled workers <p>Time horizon:</p> <ul style="list-style-type: none"> • Mid-2010 – present 		What was the impact of the good practice? <ul style="list-style-type: none"> • Denied entry to “badly behaved” migrants <ul style="list-style-type: none"> - The migration service said 30,000 people were denied entry to Russia in November and December under the new policy and around 10,000 a month were expected to be refused entry in 2011. • Attract highly skilled workers <ul style="list-style-type: none"> - This is new legislation, but experts tend to agree that the number of highly qualified foreign specialists in Russia will increase in the coming years. - Romodanovsky expects the number of foreign specialists coming to work in Russia, currently 20,000 a year, to increase to 50,000 in 2011.
Economic and political context <ul style="list-style-type: none"> • According to the Russian Federal Migration Service, there are about 15 million immigrants currently living in Russia, the majority illegally. Most of them are from former Soviet republics. • Russia is in a period of massive population decline, decreasing by 700,000 per year and in need of 1 million immigrants per year to maintain economic growth. Projections indicate that the period from 2006 to 2015 will see a decrease in the working age population by 10 million, or 1% per year. Many believe immigration is the only likely source of population growth in Russia. 		Why has it worked? <ul style="list-style-type: none"> • For specialists, the visa process will be simpler. As of last spring, foreign specialists are now eligible for three-year work visas with a possibility of extension on one condition: an employment contract with a Russian company ensuring an annual salary of at least RUB 2 million (approximately US\$ 64,000). Such a visa will also allow specialists to bring their families along. If the income under the contract is below RUB 2 million, the visa will be valid for only one year. • The deadline for migrant registration has also been pushed back. Highly qualified specialists are now granted a grace period of 90 days to choose their place of registration, which can be either a company office or a residential building.
About the author(s) <p>Russia’s new policies were enacted under President Dmitry Medvedev and Federal Migration Service Director Konstantin Romodanovsky.</p>		What are your recommendations for others? <ul style="list-style-type: none"> • Countries faced with brain drain and lacking sufficient local talent to avoid shortages of highly skilled workers must facilitate entry of imported labour by easing visa requirements and streamlining processes that deter migration. • Such efforts can be successful even as tight screening measures ensure that migration is focused on specific highly skilled jobs and impose conditions for good behaviour.

General Electric Company

General Electric's Women Network

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

General Electric's Women Network fosters the professional growth and development of women working at GE by providing coaching on career paths, flexibility and role models. Additionally, the network helps retain talent, particularly in the engineering and technology fields.

What type(s) of talent mobility?

- ☒ Moving people within an organization
- ☐ Moving people across occupations
- ☐ Moving people across countries
- ☐ Moving unemployed to employed
- ☐ Moving jobs to people
- ☒ Virtual mobility

What was the problem?

Women had no direct way to network within the organization and lacked direct programmes to help their professional development.

What type(s) of good practice?

- ☐ Education and training
- ☐ Employment
- ☐ Fostering knowledge/skills circulation
- ☒ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☒ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- GE created the network and facilitated such connections.
- Typical facets include sharing experiences, best practices, workshops, mentoring, speaking engagements and highlighting successful female role models
- The project has been particularly instrumental in the Middle East.
- In the Middle East, the network operates under several key programmes:
 - Women in Technology and Commercial, which focuses on developing women in engineering and commercial roles
 - Health Ahead, which focuses on providing education to women on healthcare
 - My Connection, which focuses on mentorship and inter-personal networking initiatives
- Under the My Connection programme, the UAE Women network recently organized Paint Fest, a team-building activity to paint murals for the Dubai Centre for Special Needs.

Scope of the good practice

Location:

- 43 countries

Number of people:

- Over 100,000 women, 150 in the Middle East

Occupations:

- Technology, services and finance

Time horizon:

- Began in 1997, introduced in 2005 to the Middle East

What was the impact of the good practice?

- Today the rapidly growing Women Network has evolved into a worldwide organization of over 150 Hubs (chapters) in 43 countries, helping thousands of women around the world.
- At a global level, GE has established a scholarship programme aimed at supporting qualified women in college. The goal is to support young women interested in technical or business careers, while building a future pipeline of candidates for GE's entry-level leadership programmes. General Electric's Women Network is proud to have raised US\$ 431,600 through 2008, and to have awarded scholarships to 108 women.

Economic and political context

General Electric (2011):

- Employees: 287,000
- Sales: US\$ 150.2 billion
- Assets: US\$ 751.2 billion
- Profit: US\$ 11.6 billion

Why has it worked?

General Electric implemented the network across different functions and countries. It used a comprehensive approach that includes networking events and community outreach.

About the author(s)

General Electric is a multinational American conglomerate that operates in technology, services, and finance.

What are your recommendations for others?

Engaging and developing women leaders ensures GE's success moving forward.

George Washington University

Student Internship Rotational Program

Context	Content
<p>Author(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Business <input type="checkbox"/> Government <input checked="" type="checkbox"/> Academia <input type="checkbox"/> NGO <input type="checkbox"/> International Organization 	<p>Stakeholder(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Business <input type="checkbox"/> Government <input checked="" type="checkbox"/> Academia <input type="checkbox"/> NGO <input type="checkbox"/> International Organization
<p>What type(s) of talent mobility?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Moving people within an organization <input checked="" type="checkbox"/> Moving people across occupations <input type="checkbox"/> Moving people across countries <input checked="" type="checkbox"/> Moving unemployed to employed <input type="checkbox"/> Moving jobs to people <input type="checkbox"/> Virtual mobility 	<p>Good practice in brief</p> <p>The Student Internship Rotational Program allows undergraduate seniors and graduate students to receive hands-on work experience within functional areas at the university while pursuing their degrees.</p>
<p>What type(s) of good practice?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education and training <input type="checkbox"/> Employment <input type="checkbox"/> Fostering knowledge/skills circulation <input type="checkbox"/> Inclusion and diversity <input type="checkbox"/> International assignment programme <input type="checkbox"/> Job creation <input checked="" type="checkbox"/> Leadership development <input type="checkbox"/> Moving youth into employment <input type="checkbox"/> Migration and visas <input type="checkbox"/> Skills recognition <input type="checkbox"/> Workforce planning <input type="checkbox"/> Other 	<p>What was the problem?</p> <ul style="list-style-type: none"> • There is a mismatch between the skills taught at university and the skilled employers look for in prospective employees. • The purpose of the Student Internship Rotational Program is to provide GW students with meaningful professional opportunities that will prepare them for their careers after graduation.
<p>Scope of the good practice</p> <p>Location:</p> <ul style="list-style-type: none"> • George Washington University, Washington, DC <p>Number of people:</p> <ul style="list-style-type: none"> • Varied <p>Occupations:</p> <ul style="list-style-type: none"> • High performing undergraduate and graduate students <p>Time horizon:</p> <ul style="list-style-type: none"> • Launched in 2010 	<p>What was the solution?</p> <ul style="list-style-type: none"> • Each student is paired with a project and or a department for 6 to 8 months that is centrally focused in one of the Executive Vice-President & Treasurer (EVP&T) functional areas: <ul style="list-style-type: none"> - Office of Finance - The Division of Operations - The Administration Division - Information Systems and Services - Division of Human Resources • Student responsibilities include assisting and managing projects with cross-functional strategic initiatives and performing general office tasks and other duties as assigned. Students commit to work a minimum of 20 hours per week. • Upon the completion of a project, students may be transitioned to another 6 to 8 month project in another participating office. Applicants who can commit to at least two rotations are preferred. • Students work on projects that are centric to one office or multiple participating offices under one project, subject to shared interest and opportunity.
<p>Economic and political context</p> <p>Responsibilities for the first rotation include:</p> <ul style="list-style-type: none"> • 20 hours per week position • 6 to 8 month rotations • Paid internship. Hourly rate is commensurate with experience and education <p>Qualifications include:</p> <ul style="list-style-type: none"> • Strong professor recommendation • Creative, innovative approach to problem solving • Excellent communication and interpersonal skills, demonstrating professionalism • Ability to conduct general research and writing, and preferred experience with developing business plans, and comfort able using technologies • Minimum 3.0 GPA • Advanced analytical skills, proficient in PowerPoint and Excel • Successful completion of a background, academic and student judicial standing check. • Pursuing a degree at GW 	<p>What was the impact of the good practice?</p> <ul style="list-style-type: none"> • Students and staff have benefited from the programme. • Student testimonials: <ul style="list-style-type: none"> - Ifechukwu Nduka, in his second rotation, working with in the Division of Information Technology Project Management Office: "My experience thus far in the programme has been professionally invigorating and intellectually stimulating. Working in tandem with my mentor, I have gained a greater insight on the strategic role of project management in driving organizational performance." - Kristen McCarthy, on her second rotation, working in the division of Human Resources: "This programme has allowed me to learn more about GW as an institution while giving me the opportunity to grow professionally and personally in a supportive environment. The experience I gained working with Staff Learning and Development has been an invaluable part of my semester and given me the confidence to pursue my professional goals."
<p>About the author(s)</p> <p>The Business Management & Analysis Group (BMAG) oversees the Student Internship Rotational Program. BMAG functions as an internal management-consulting group comprised of professionals with experience in the academic, financial, and project management professions. BMAG supports GW departments by providing business continuity and process improvement services, financial and accounting analysis, and new service development.</p>	<p>Why has it worked?</p> <ul style="list-style-type: none"> • The programme benefits both the university and participating students. • GW students gain valuable and relevant work experience through active participation with GW's administrative divisions. • This programme adds value to the division of the Executive Vice-President & Treasurer (EVP&T) through student and employee shared knowledge, experience and mentored growth. • Students offer practical experiential knowledge to the projects that they are supporting while enhancing their in-classroom education through hands-on work experience.
	<p>What are your recommendations for others?</p> <p>It is necessary to prepare students with work experience to improve their employability post graduation.</p>

German Trade Union for Building, Forestry, Agriculture and the Environment (IGBAU); Polish Trade Union of Agricultural Workers (ZZPR)

Trade union information booklet for seasonal foreign workers in Germany

Context

Author(s)

- ☐ Business
- ☐ Government
- ☐ Academia
- ☒ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☒ Government
- ☐ Academia
- ☒ NGO
- ☐ International Organization

Content

Good practice in brief

In August 2003, German and Polish trade unions organizing in the agriculture sector – IGBAU and ZZPR – continued their long-running cooperation by jointly publishing a bilingual information booklet aimed at Polish seasonal workers in German agriculture. The publication provides seasonal workers with a wide range of information on legal and trade union matters.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☒ Moving people across countries
- ☐ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

Polish seasonal workers in Germany were subject to poor working conditions and were unclear about the social benefits to which they are entitled.

What type(s) of good practice?

- ☐ Education and training
- ☐ Employment
- ☒ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☒ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

The German IGBAU trade union and Polish ZZPR trade union published a bilingual informational booklet providing assistance for Polish seasonal workers in Germany. The new trade union booklet was the first of its kind for seasonal workers in Germany. The booklet addresses the needs of Polish seasonal workers; it gives important information about legal migration, employers' obligations and the national social security system.

Scope of the good practice

Location:

- Germany, Poland

Number of people:

- 300,000 seasonal employees

Occupations:

- Seasonal workers, focus on the agriculture sectors

Time horizon:

- The booklet was first published in August 2003
- The IGBAU now has an online platform, L@ndworker, where workers can access information

What was the impact of the good practice?

The practice helps protect Polish seasonal workers' rights in Germany, including social security provisions and social benefits, with the aim of improving working conditions for these workers and contributing to the well-being of the families they leave behind.

Economic and political context

- In 2002, the Central Employment Agency (Zentralstelle für Arbeitsvermittlung, ZAV) of Germany's Federal Employment Service (Bundesanstalt für Arbeit, BA) registered about 300,000 seasonal employment contracts, of which 275,000 were in agriculture and forestry.
- Some 244,000 seasonal employment contracts in agriculture were concluded with workers from Poland (some workers may have more than one contract during a year). Seasonal employment is officially limited to 90 days per worker per year.

Why has it worked?

- The publication of this document is a broad-based and participatory approach that involves governments and trade unions from both Germany and Poland.
- The booklet gives advice on how the trade union can help its members in legal cases involving conflicts with the employer that may occur during the seasonal employment, and provides the addresses and phone numbers of regional trade union offices.
- In 2003, IGBAU also launched a new semi-annual publication, L@ndworker, which provides background information about working conditions in agriculture.

About the author(s)

Since the 1990s, when the numbers of Polish workers in agriculture increased, transnational cooperation has been established between IGBAU and ZZPR, which are both members of the European Federation of Trade Unions in Food, Agriculture, Tourism and Allied Branches (EFFAT).

What are your recommendations for others?

Migrant workers are often ignorant of their rights and entitlements in host countries and are therefore vulnerable to abuse in the workplace. Collaboration between governments and unions across countries where migration occurs can help ensure that relevant information is not only compiled but also accessed by those who most need it.

GLOBIS Corporation

Self-declaration system for employee movement and development

Context	Content
<p>Author(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Business <input type="checkbox"/> Government <input checked="" type="checkbox"/> Academia <input type="checkbox"/> NGO <input type="checkbox"/> International Organization 	<p>Stakeholder(s)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Business <input type="checkbox"/> Government <input checked="" type="checkbox"/> Academia <input type="checkbox"/> NGO <input type="checkbox"/> International Organization
<p>What type(s) of talent mobility?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moving people within an organization <input checked="" type="checkbox"/> Moving people across occupations <input type="checkbox"/> Moving people across countries <input type="checkbox"/> Moving unemployed to employed <input type="checkbox"/> Moving jobs to people <input type="checkbox"/> Virtual mobility 	<p>Good practice in brief</p> <p>GLOBIS uses a self-declaration system to encourage employee initiative and to satisfy business needs. The system provides opportunities for employees to achieve self-fulfilment based on confidence in their own potential, demonstration of an entrepreneurial spirit and the promotion of mutual encouragement.</p>
<p>What type(s) of good practice?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education and training <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Fostering knowledge/skills circulation <input type="checkbox"/> Inclusion and diversity <input type="checkbox"/> International assignment programme <input type="checkbox"/> Job creation <input checked="" type="checkbox"/> Leadership development <input type="checkbox"/> Moving youth into employment <input type="checkbox"/> Migration and visas <input type="checkbox"/> Skills recognition <input type="checkbox"/> Workforce planning <input type="checkbox"/> Other 	<p>What was the problem?</p> <p>When studying at Harvard Business School, Yoshito Hori noticed significant differences in the curriculum and corporate structure in the United States compared to his native Japan:</p> <ul style="list-style-type: none"> • Harvard used the “case method” style of teaching that appeared to be more effective than the traditional lecture style of teaching. • The corporate hierarchy in Japan was very rigid and structured around seniority. Junior employees did not have the freedom to express themselves, and there was little flexibility in terms of career development.
<p>Scope of the good practice</p> <p>Location:</p> <ul style="list-style-type: none"> • Mostly within Japan <p>Number of people:</p> <ul style="list-style-type: none"> • 20 to 30 per year of 300 employees <p>Occupations:</p> <ul style="list-style-type: none"> • All - professional career managers and regional trading partners are most affected <p>Time horizon:</p> <ul style="list-style-type: none"> • The self-declaration system has always been in place but mobility has been increasing since 2008 	<p>What was the solution?</p> <ul style="list-style-type: none"> • Entrepreneur Yoshito Hori created GLOBIS Management School and recruited high-quality instructors with MBAs and real-world business experience to teach using the case study method. Mr Hori maintained equally high standards for his employees when he established GLOBIS Organizational Learning and GLOBIS Capital Partners. • All GLOBIS lines of business employ people who are highly educated and driven by the GLOBIS Way. This GLOBIS constitution emerged from ongoing discussions among staff, and encompasses the Group’s Management Principles, Business Guidelines and Action Guidelines. • To accelerate employees to achieve their own goals, Hori has implemented a “self-declaration system” for employee movement and development. <ul style="list-style-type: none"> - All employees across GLOBIS Group use the self-declaration system. Every year, each employee submits a self-declaration of their responsibility and goals with a proposed salary and title for the coming year. - The HR committee reviews each self-declaration and makes a decision regarding that employee’s assignment for next fiscal year at GLOBIS. - The self-declaration system applies also to job openings within the company. When there is an opening to move within the organization or across a line of business, this is advertised openly through the company. - If an employee request for a move or promotion is not granted, this decision is passed down from the HR committee to management. The manager then has a discussion with their subordinates about professional developments and future actions needed to reach their career goals. - Employees may be advised that they need an advanced degree in order to move up in the organization. They then have the opportunity to earn a degree through GLOBIS University at a subsidized rate.
<p>Economic and political context</p> <p>GLOBIS has experienced incredible success using the self-declaration model:</p> <ul style="list-style-type: none"> • GLOBIS venture capital business, which started with a 540 million yen, now, manages funds totalling approximately 40 billion yen. • GLOBIS University has been ranked first among Japanese Business Schools by the Nikkei Career Magazine for two consecutive years (2008 and 2009) in terms of student satisfaction. It is currently the fastest-growing business school in Japan with an intake of approximately 350 students in 2011. • The GLOBIS corporate training business is widely praised for its practical curriculum and experienced lecturers. 	<p>What was the impact of the good practice?</p> <ul style="list-style-type: none"> • The self-declaration system forces an honest dialogue between management and junior employees around career development. The transparency surrounding development and movement of talent at GLOBIS has inspired employees to shape their own career paths and take risks in moving across lines of business. This reflects the entrepreneurial spirit of the organization. • Inter-divisional communication has increased. • Knowledge transfer has improved. • Employees are invested in regions and lines of business outside their own.
	<p>Why has it worked?</p> <ul style="list-style-type: none"> • Founder Hori is at the centre of the GLOBIS Way corporate philosophy. He acts as a role model and entrepreneurial leader. • The self-declaration system is a two-way process; both employees and HR have an impact on the outcome. HR aligns with business heads to shift willing and eager employees into new roles that business needs. As business evaluations across divisions become more aligned, employees will be able to move more easily. • A 360-degree system is used to evaluate employees. Employees are evaluated not only by their supervisor but also by other co-workers. This gives credibility to the HR committee decisions. It also supports employees’ self-evaluation, based on which employees understand how to improve their performance and behaviour. • GLOBIS is an entrepreneurial organization and this culture is embedded in the company. GLOBIS is also a tight-knit organization that invests a significant amount in employee development. <ul style="list-style-type: none"> - Each year all 250 employees get together for a retreat away from the office to workshop and bond with one another. People from every rank and line of business are able to exchange ideas and learn from each other. - Employees in their first and third years are guided by corporate trainings held by HR. - GLOBIS develops employees through executive trainings and seminars and through subsidized schooling.

About the author(s)

GLOBIS Group is a mission-oriented, entrepreneurial professional organization founded in 1992. It provides management knowledge, management resources and capital. GLOBIS Group comprises five business lines:

- Graduate School Of Management, GLOBIS University
- GLOBIS Management School
- GLOBIS Organizational Learning
- GLOBIS Publishing
- GLOBIS Capital Partners

What are your recommendations for others?

- As an entrepreneurial organization it is important to believe in the possibility and potential of employees.
- Employees work innovatively when they are not managed by strict order, but are guided by a corporate culture and set of values.
- The support of managing directors is very valuable. When expanding, place strong inside employees in new positions instead of hiring outside talent.
- When junior employees move to a new business, give them guidance and encouragement, through which they will come to understand how to accommodate their own personal missions with their business expectations.
- Tailor client needs to fit different markets and geographies. Although there is a common culture through the organization, the business needs to be flexible enough to accommodate different customer needs.

Gouvernement du Québec, Québec, Canada

Quebec-France Agreement on the Mutual Recognition of Professional Qualifications

Context	Content
Author(s) <ul style="list-style-type: none"><input type="checkbox"/> Business<input checked="" type="checkbox"/> Government<input type="checkbox"/> Academia<input type="checkbox"/> NGO<input type="checkbox"/> International Organization	Stakeholder(s) <ul style="list-style-type: none"><input checked="" type="checkbox"/> Business<input checked="" type="checkbox"/> Government<input type="checkbox"/> Academia<input type="checkbox"/> NGO<input type="checkbox"/> International Organization
What type(s) of talent mobility? <ul style="list-style-type: none"><input checked="" type="checkbox"/> Moving people within an organization<input type="checkbox"/> Moving people across occupations<input checked="" type="checkbox"/> Moving people across countries<input checked="" type="checkbox"/> Moving unemployed to employed<input type="checkbox"/> Moving jobs to people<input type="checkbox"/> Virtual mobility	Good practice in brief <ul style="list-style-type: none">The Quebec-France Agreement on Mutual Recognition of Professional Qualifications facilitates, among other things, integrating skilled workers wishing to practise their profession or trade in Quebec, thereby lessening the negative economic impact of the declining and ageing workforce and encouraging greater movement of skilled workers to the province.It is a major building block of Quebec's new economic space.It covers all individuals who obtained their education credentials, as well as their legal authorization to practise their profession or trade, in either Quebec or France.
What type(s) of good practice? <ul style="list-style-type: none"><input type="checkbox"/> Education and training<input type="checkbox"/> Employment<input type="checkbox"/> Fostering knowledge/skills circulation<input type="checkbox"/> Inclusion and diversity<input type="checkbox"/> International assignment programme<input checked="" type="checkbox"/> Job creation<input type="checkbox"/> Leadership development<input checked="" type="checkbox"/> Moving youth into employment<input checked="" type="checkbox"/> Migration and visas*<input checked="" type="checkbox"/> Skills recognition<input type="checkbox"/> Workforce planning<input type="checkbox"/> Other <p>*Note: Quebec is not responsible for delivering visas</p>	What was the problem? <ul style="list-style-type: none">A slow decline in and a rapid ageing of Quebec's population will lead to a decrease of the working-age population after 2030 if migration is not leveraged. Up to 1.4 million jobs need to be filled by 2019.Quebec has an active agenda to attract a specific profile of immigrant that would adapt well to living in Quebec and respond to workforce needs. One objective of Quebec's immigration planning for the skilled workers category is to increase the number of selected candidates who speak French. This is a challenge because of the limited number of countries where potential immigrants have a working knowledge of French. What was the solution? <ul style="list-style-type: none">A Mutual Recognition Agreement (MRA) simplifies and speeds the recognition of the individuals' professional qualifications.Mutual recognition of professional qualifications is designed to:<ul style="list-style-type: none">Remove obstacles impeding the mobility of workers practising regulated professions or tradesSimplify and speed the recognition of the individuals' professional qualificationsIncrease business competitiveness, in light of the strong global competition that exists, by facilitating and accelerating the recruitment of qualified workers as neededRespond more effectively to labour needs in both the manufacturing and service sectors in France and Quebec
Scope of the good practice <p>Location:</p> <ul style="list-style-type: none">Province of Quebec (in cooperation with France) <p>Number of people:</p> <ul style="list-style-type: none">Quebec receives about 50,000 immigrants a year from about 100 countries <p>Occupations:</p> <ul style="list-style-type: none">Over 100 professions and trades were examined by the professional and occupational regulatory authorities <p>Time horizon:</p> <ul style="list-style-type: none">Signed in October 2008, and in phased development since then.	What was the impact of the good practice? <ul style="list-style-type: none">At the end of 2010, over 100 professions and trades were examined by the professional and occupational regulatory authorities applying a common procedure, leading to, when possible, the signing of MRAs for each of them.This has enabled quicker, easier access to regulated trades and professions.
Economic and political context <ul style="list-style-type: none">Province of Quebec:<ul style="list-style-type: none">Population size: 8 millionUnemployment rate: 7.6%GDP: US\$ 265 billionMinimum wage: CAD 9.65/hourFrance:<ul style="list-style-type: none">Population size: 65 millionUnemployment rate: 9.5%GDP: US\$ 2.5 trillionMinimum wage: 9.00 euro/hour	Why has it worked? <p>By increasing the number of selected candidates who speak French and by maintaining a diversified service in offering French courses, Quebec has designed policies maintaining the "French fact" in conjunction with highly active immigration policies to support economic development.</p>
About the author(s) <p>Gouvernement du Québec, Québec, Canada</p>	What are your recommendations for others? <ul style="list-style-type: none">Perform workforce planning in partnership with labour market partners to better understand which skills are needed.Design migration policies in collaboration with employment and employment agencies.Ease the transition from temporary to permanent status for skilled workers.

Government of Taiwan

Hsinchu Science Park

Context

Author(s)

- ☐ Business
- ☒ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☒ Government
- ☒ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

Built to combat brain drain, the Hsinchu Science Park (nicknamed Taiwan's "Silicon Valley") has emerged as the major base of high-tech development in Taiwan and was the first government planned industrial park focused on IT.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☒ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- The Hsinchu Science Park was created to mitigate the brain drain associated with the exodus of recent graduates of Taiwanese universities.
- Before the project, as many as 80% of Taiwanese students who studied abroad did not return after graduation.

What type(s) of good practice?

- ☐ Education and training
- ☐ Employment
- ☒ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☒ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☒ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- Kwoh-Ting Li, former Finance Minister of Chinese Taipei, founded Hsinchu Science and Industrial Park. Inspired by Silicon Valley in the United States, he convinced expats to build companies in Taiwan just as had been done in Silicon Valley. He introduced the concept of venture capital to the country in an effort to attract funds to finance these start-ups.
- The government devised a number of policies to attract firms into the Park. These included a five-year tax holiday; a maximum income tax rate of 22%; duty-free imports of machinery, equipment, raw material and semi-finished products; and capitalization of investors' patents and know-how as equity shares. The government also directly entered into industrial production, establishing joint venture companies with private capital.
- The solution was underpinned by building bridges among R&D institutes, academic institutions and park clients (the companies).

Scope of the good practice

Location:

- Chinese Taipei

Number of people:

- Close to 450 companies employing 140,000 people (2011)

Occupations:

- Integrated circuits, computers and peripherals, telecommunications, optoelectronics, precision instruments, and biotechnology

Time horizon:

- 1980 – present

What was the impact of the good practice?

- Although most of the returning migrants were not the group of recent graduates that had left, many nationals with 10 to 15 years of work experience outside of Taiwan returned.
- More than 70% of global IT industry products are initiated from companies at the Hsinchu Science Park.
- Many high-tech products created in the Park rank first in world production and have won at awards at international competitions.

Economic and political context

- For the last five years, the Hsinchu Science Park (HSP) has generated annual revenue of US\$ 40 billion.
- The average R&D investment inside the HSP is three times that of all Taiwan manufacturing companies.
- HSP's annual per capita output is close to TWD 9.5 million (2.5 times the average of the country's overall manufacturing sector).
- Companies in the HSP generate one-tenth of the revenue of Taiwan's entire manufacturing sector.

Why has it worked?

- Many prestigious academic institutions are near the park, such as the Industrial Technology Research Institute, National Tsinghua University, and National Chiao Tung University. All provide high-quality human capital for the science park and valuable on-the-job learning opportunities for employees.
- Concentration of activity for similar types of talent and expertise allows for clearer understanding of opportunities, potential for synergies across businesses and people, and greater innovation. The park also serves as a magnet for talented people who are able to interact with each other more easily.
- Putting in place an internationally competitive environment for Taiwan's high-tech industry has helped induce an across-the-board upgrade of domestic industry and foster expansion of the national economy. In addition to stimulating R&D on the science and technology front, benefits are enjoyed in many other respects – creating clusters of industrial ventures, cultivating talent, bringing prosperity to local communities and enhancing the nation's overall cultural awareness.

About the author(s)

- Established by the government of the Republic of China (Taiwan) on December 15, 1980 with investment from the Kuomintang. It straddles Hsinchu City and Hsinchu County on the island of Taiwan.
- Kwoh-Ting Li, former Finance Minister of Republic of China, founded Hsinchu Science and Industrial Park. Inspired by Silicon Valley in the United States, Li consulted Frederick Terman, on how Taiwan could follow its example.
- The park is now run by the Government of Taiwan in association with their National Science Council and the Hsinchu Science Park Administration

What are your recommendations for others?

Government-sponsored efforts to increase the focus on innovation can help attract and retain the type of talent required to drive innovation, and in the process combat brain drain.

HCL Technologies Ltd

Campus Reach Programme

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☒ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

HCL uses a focused recruitment practice to increase the labour pool from non-traditional markets (Tier 2/Tier 3 cities in India). The objective is to increase gender diversity in the workplace and tap into the abundant talent that is available in the non-traditional markets.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☐ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- In 2012, 40% of new university graduates joining the India-based IT services company will be women – up from 28% only three years ago. A significant percentage of those women are from Tier 2 and Tier 3 cities (basically, cities smaller than India's largest cluster of cities). The culture in these smaller cities and towns often restricts a number of students, importantly girls, from moving to bigger cities to pursue their education. Accordingly, many deserving, talented, employable candidates miss out on the opportunities found in Tier 1 cities.
- The HCL programme focuses on increasing the employability in these regions and also helps capitalize on the abundant available talent.

What type(s) of good practice?

- ☐ Education and training
- ☒ Employment
- ☐ Fostering knowledge/skills circulation
- ☒ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☒ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- A successful campus reach programme uses non-traditional recruitment methods to engage with students through game-based Employees First, Customer Second (EFCS) workshops.
- The MAD (Make a Difference) initiative encourages students to float their entrepreneurship ideas with HCL.
- HCL teamed up with knowledge organizations such as Jawaharlal Nehru Knowledge Commission to hire from the pool of colleges aligned to them. This ensured that the reach to the non-traditional labour markets was effective. Several smaller institutions that lack the infrastructure to host an independent event leveraged this option, thereby giving their students opportunities to present themselves to HCL.
- HCL has created training programmes – communications, assertiveness, and life coaching – tailored to the needs of these new recruits. Such support, along with HCL's open-opportunity organizational structure, results in a sense of professional engagement and personal achievement that motivates employees to tackle difficult challenges. Professional success prompts women from these non-traditional labour pools to reach out to their social networks and encourage more women to choose careers in India's fast-growing technology industries.
- For those joining the HCL BPO division, the Aspire programme allows deserving employees working with HCL's BPO division to train on specific technology and programming skills and later move into the software services division. Last year, over 150 such employees were identified for this career move. In FY 2011–2012, HCL is aiming for 300 such moves. The Aspire programme has streamlined cross-functional movement.

Scope of the good practice

- Location:
- Focus on non-traditional labour markets in India – Tier 2 and Tier 3 cities
- Number of people:
- Over 5,000 graduates shortlisted for employment
- Occupations:
- IT jobs
- Time horizon:
- Ongoing

What was the impact of the good practice?

- Through the Make a Difference initiative, the HCL recruiting team reached out to over 100,000 students. Over 500 ideas were received, which the team winnowed to one. HCL will help the winner implement her idea.
- Just over half of the graduates recruited last year (53%) were from India's Tier 2 and Tier 3 cities; 47% of first-years who joined HCL last year were women.
- HCL has created employment options not just for women in general, but for women from non-traditional labour markets.
- In 2010, 59% of the women that HCL hired came from so-called Tier 2 and Tier 3 cities – that is, smaller cities that haven't usually served as labour markets for India's technology companies.
- The company's recruitment drive in these cities has provided opportunities for talented women who have not generally enjoyed the fruits of India's economic boom.

Economic and political context

- In February 2005, Vineet Nayar, CEO, HCL Technologies, introduced a new management philosophy approach called Employees First, Customers Second (EFCS).
- EFCS aims to create a unique employee organization, drive an inverted organizational structure, create transparency and accountability within the organization, and encourage a value-driven culture.
- Part of the EFCS philosophy is inclusion and a focus on the development of women.
- HCL has innovative methods of training and developing talent:
 - **5 methods** – computer-based training, instructor-led training, web-based training, on-the-job training, blended learning
 - **4 tracks** – in campus, refresher, ongoing, re-skill
 - **3 streams** – technical training, domain training, behavioural training
 - **2 channels** – leaders teach (an internal training programme), Talent Transformation and Intrapreneurship Development Team

Why has it worked?

- The campus reach programme:
- Created a dedicated fresher hiring and campus relationship management team
 - Targeted smaller town campuses for recruitment
 - Created engagement programmes with the campuses beyond just recruitment
 - Created training and assimilation programmes for the new recruits
 - Provides opportunities for gainful deployment and career management

About the author(s)

HCL Technologies is a global IT services company with over US\$ 2 billion in revenues.

What are your recommendations for others?

- Think beyond traditional campus recruitment activities.
- Engage with students through projects that convey how it is to work in a company.
- Partner with local educational institutions to ensure reach to non-traditional labour markets.
- Adapt your recruitment strategies to the different needs of students depending on their background (women, underprivileged youth, elderly).
- Integrate your training and development with your recruitment strategy.

Contact: Niranjan Subramanya Sarja - niranjan.ss@hcl.com

Sources: www.hcltech.com; Make A Difference initiative: www.madltd.com

ICT Association of Jordan – int@j

Bridging skills gaps in Jordan's ICT sector

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☒ Government
- ☒ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

The mission of The Information Technology Association of Jordan (int@j) is to grow Jordan's information and communication technology (ICT) sector by implementing educational initiatives and internship programmes that bridge the gap between the industry and public sector and upskill its local workforce.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☐ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- Incompatibility between universities' output and ICT industry needs
- Lack of human resources at the right quantity and quality
- Students lacking practical experience
- Students lacking soft skills (communication, presentation, leadership and time management) and project management, sales and marketing, technical writing, human resources, and management skills
- Weak English language skills
- Lack of entrepreneurial skills

What type(s) of good practice?

- ☒ Education and training
- ☐ Employment
- ☐ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☒ Job creation
- ☐ Leadership development
- ☒ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☒ Workforce planning
- ☐ Other

What was the solution?

- int@j sought to align ICT sector needs with the skill sets of graduates in ICT-related fields through bridging educational programmes and internships:
- Private-sector visits to universities to create awareness in 2008, 2009 and 2010 (most of the 29 universities visited)
 - Annual industry academia workshops in 2008, 2009 and 2010
 - Graduates Internship Programme (50% subsidy on graduates' salaries for one year and soft skills training) – launched in March 2009
 - Virtual ICT Academy (three to six months bridging programme, including soft, business and technical skills, and English language) – launched in mid-2011
 - Higher Education Portal (collaboration platform to connect students with employers) – launched in June 2011
 - Launching ICT Academy in 2012

Scope of the good practice

Location:

- Jordan

Number of people:

- More than 400 member companies

Occupations:

- Telecom, IT, outsourcing, online and mobile content, and games

Time horizon:

- 2008 to present

What was the impact of the good practice?

- int@j has promoted and increased collaboration with universities to bridge the skills gap in the ICT industry through several initiatives.
- The int@j Graduates Internship Programme put 1,200 graduates into positions at a 50% salary subsidy in 2010. After a very small dropout rate (5% to 10%), over 90% remained in full-time employment in year two.
- This allowed companies to hire twice as many graduates.

Economic and political context

Building on the nation's core asset of highly educated and skilled human resources, int@j envisages for Jordan's ICT sector to establish the position of a leading regional ICT hub and an internationally recognized exporter of ICT products and services.

ICT sector exports to more than 45 countries. Major export markets:

1. USA: US\$ 48 million (22%)
2. Saudi Arabia: US\$ 47 million (21%)
3. Iraq: US\$ 29 million (13%)
4. UAE: US\$ 16 million (7%)
5. Palestine: US\$ 9 million (4%)

Regional opportunities:

1. Saudi Arabia (more than US\$ 4 billion total IT spending in 2009), 50% of GCC spending
2. UAE (more than US\$ 1 billion IT spending projected in 2010)
3. Kuwait (more than US\$ 700 million IT spending in 2008)
4. Qatar (more than US\$ 400 million IT spending in 2009)

Why has it worked?

- int@j is a public-private partnership to support the sector, to raise its competitiveness and enhance its growth on the regional and international level.
- int@j works closely with academia to develop and upskill Jordan's local workforce and enhance its employability in the ICT sector.
- int@j's membership is open to all organizations that have a vested interest in ICT-related sectors. This diversified representation in companies and economic sectors attests to int@j's critical role as a focal point where ICT enterprises can congregate with industries that largely depend on their products and services, and vice versa.

About the author(s)

The Information Technology Association of Jordan (int@j) was founded in 1999 as an industry-support association for Jordan's ICT sector. It represents the majority of private-sector ICT employers and works with the government to grow the skill base needed in the sector. It effectively acts as an economic development agency focused on Jordan's US\$ 2 billion ICT sector.

What are your recommendations for others?

- Promote and increase cooperation between universities and the ICT industry.
- Allow ICT industry-led curricula in universities.
- Develop dynamic curricula to fit industry needs.
- Establish specialized training centres and specialized training courses in universities.
- Integrate research on ICT trends and new technologies through joint programmes between academia and private sector.
- Enhance English language (programmes should be in English) and promote TOEFL and IELTS.
- Focus on practical experience.
- Focus on academic staff quality and competency.

Infosys Ltd

The Infosys Campus Connect Programme

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☒ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

- Infosys Campus Connect Programme aims at evolving a model through which Infosys and engineering institutions can partner for competitiveness, enhancing the pool of highly capable talent for growth requirements in the information technology (IT) space.
- The programme seeks to enhance the employability and increase industry-readiness of pre-final and final-year engineering students transitioning into the IT industry.
- The programme aims to bridge the skills gap between what graduating students have and what the IT industry in India requires.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☐ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- Infosys and the IT industry face three main talent challenges:
 - An inadequate supply of talent
 - Incomplete competencies from the input talent
 - Inadequate industry orientation and application of knowledge acquired during undergraduate engineering education to succeed in the IT industry
- The problem is both qualitative and quantitative. The quality gap is between the competencies of new engineering graduates and the competencies essential for the IT industry such as technical, soft skills, process awareness and English language proficiency. The quantity gap yawns between the needs of a high-growth industry and the employable pool of graduates.

What type(s) of good practice?

- ☒ Education and training
- ☒ Employment
- ☐ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☒ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- Enter into a partnership with 450 engineering institutions across India to positively impact the stakeholders – institution, faculty, students and IT industry.
- Enter into a partnership, the institution must be innovative, willing to raise the industry orientation of their students, and be interested in having a continuous relationship with Infosys.
- The Campus Connect Programme provides seminars, competency development programmes for students and faculty, student projects, case studies, and faculty sabbaticals with Infosys.
- A Campus Connect Portal provides Infosys courseware, student projects, sabbatical projects and a discussion forum.
- With an increased interest in both industry and institutes to work together to produce competent talent, the Autonomous and Deemed Universities are keen to pursue co-designing industry-relevant topics as electives. Industry electives facilitate access to career paths for students, including enhancing employability.

Scope of the good practice

- Location:
- India
- Number of people:
- 450 engineering institutions – 6,500 faculty and 135,000 students from these institutions
- Occupations:
- IT-related disciplines
- Time horizon:
- 2004 to present

What was the impact of the good practice?

Infosys has witnessed positive, measurable results in terms of stakeholders' satisfaction. The programme has resulted in a higher employability rate in terms of talent supply and increased industry-readiness. This in turn has led to better-input quality (sound technical and behavioural competencies) and quicker transition of the new hires into the job (better absorption of knowledge and skills) and better output quality.

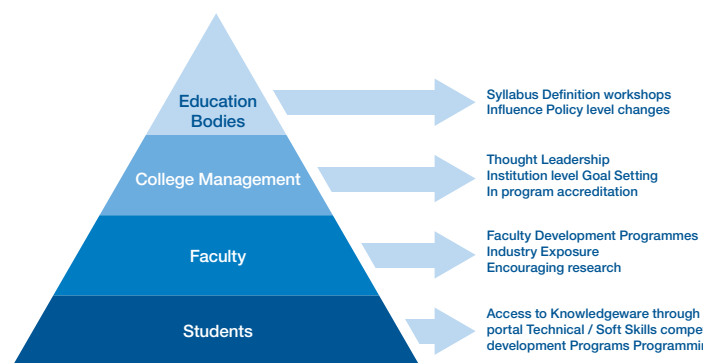
Economic and political context

- Infosys (2011):
- Employees: 130,000
 - Sales: US\$ 6.4 billion
 - Market capitalization: US\$ 37 billion
 - Profit: US\$ 1.5 billion

By 2040, India will have the largest number of working professionals in the world, presenting a great opportunity for IT growth and Infosys.

Why has it worked?

Infosys has taken a holistic approach by assessing each stakeholder's expectation and targeting programmes at each of these stakeholders.



About the author(s)

Infosys provides business consulting, technology, engineering and outsourcing services to clients in over 30 countries.

What are your recommendations for others?

- Skill mismatches are an inherent issue in many industries, but can be bridged to some extent by the affected industries. Companies can recognize this issue and directly engage with universities to improve employment opportunities for students.
- Programmes like Campus Connect must be scalable, measurable and sustainable over the long term.

INSEAD

Globalization of Faculty and Students

Context

Author(s)

- ☐ Business
- ☐ Government
- ☒ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☐ Business
- ☐ Government
- ☒ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

INSEAD has opened a full campus in Singapore to account for the global shift that is happening with the rise of Asia. This has enabled faculty, students and staff to move seamlessly across Europe and Asia. It has also increased the overall effectiveness of the programmes offered by the school and the quality of research produced by the faculty.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☒ Moving people across countries
- ☐ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

In the late 1990s, the centre of gravity of business was seen as shifting to the East with the rise of Asia. INSEAD – with its strong European roots in France – wanted to leverage this trend, and was missing the adequate development of the Asian dimension across its different stakeholder groups – faculty, staff, students, alumni and corporate supporters.

What type(s) of good practice?

- ☒ Education and training
- ☐ Employment
- ☒ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☒ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

In October 1999, INSEAD took a bold step to differentiate itself from other business schools. It opened a campus in Asia and became the first business school to have two full-fledged campuses with permanent faculty – one in Europe, the other in Asia. INSEAD's determination to make Singapore an "equal" campus has been essential to success. This is done through several key mechanisms:

- One common student-intake process – INSEAD applicants are selected in one process; once admitted, they choose either the Fontainebleau or Singapore campus to attend.
- Student mobility – as the programme structures and contents are largely the same across the two campuses, students can shift at will between the two locations.
- One process for faculty management – faculty are hired, evaluated and managed through one shared process. There is no special local faculty; all faculty members must meet the same global standards for hiring and promotion. This is essential for maintaining parity in teaching and research.
- One administration – the school maintains a unified organizational structure. There is one dean for the school, one chair for each department, one staff director for each key function, etc. Each dean and director performs with a global perspective.

Scope of the good practice

Location:

- Singapore

Number of people:

- Practice applies to all faculty and students

Occupations:

- Staff are hired for each location but are encouraged to move across campuses for short or longer durations
- Alumni and corporate supporters are managed on a global basis

Time horizon:

- 2000 to present

What was the impact of the good practice?

- The school's campus in Singapore has been very successful. It has grown rapidly in size – far faster than initial projections – and today it is almost the same size as the mother campus in France. The culture of the whole institution has changed (for the good) with an infusion of new ideas and cultural values from Asia (Singapore). The students are more global in their perspective and are highly sought after by corporate recruiters. The overall impact has been extremely positive.
- The school has some 37,000 alumni worldwide from all its programmes. They are very active, and on-campus class reunions are well attended. The networking opportunities offered by INSEAD are a major attraction for some students.

Economic and political context

- The idea in setting up the Asia Campus was for INSEAD to "create a bridge between Asia and the rest of the world".
- The school had already been providing executive education programmes in Asia for many years through its affiliate, the Euro-Asia Centre. The decision for a permanent campus was made despite the July 1997 Asian financial crisis, as INSEAD held firm in its belief in Asia. While its board and faculty continued to press ahead with the plans for a new campus, the school began operating out of temporary premises in Singapore Science Park in January 2000.

Why has it worked?

- Implementation of key structural mechanisms
- Top management leadership and commitment to the model
- Board-level mandate for success

About the author(s)

- INSEAD is one of the world's leading and largest graduate business schools, bringing together people, cultures and ideas from around the world to change lives and to transform organizations. A global perspective and cultural diversity are reflected in all aspects of INSEAD research and teaching.
- INSEAD's business education and research spans three continents. INSEAD has 141 renowned faculty members from 35 countries and more than 1,000 degree participants annually in the MBA, Executive MBA and PhD programmes. In addition, more than 6,000 executives participate in INSEAD's executive education programmes annually.

What are your recommendations for others?

The globalization of educational institutions is expensive and takes time. In the case of INSEAD, this took a good 10 years. Once this globalization is successful, the core of the organization changes for the better, however it is difficult to predict changes in advance.

International Labour Organization (ILO)

Ethiopia: Empowering Disabled Women through Entrepreneurship Training

Context	Content
Author(s) <ul style="list-style-type: none"> <input type="checkbox"/> Business <input type="checkbox"/> Government <input type="checkbox"/> Academia <input type="checkbox"/> NGO <input checked="" type="checkbox"/> International Organization 	Stakeholder(s) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Business <input checked="" type="checkbox"/> Government <input checked="" type="checkbox"/> Academia <input checked="" type="checkbox"/> NGO <input checked="" type="checkbox"/> International Organization
	Good practice in brief <ul style="list-style-type: none"> The ILO developed and honed the entrepreneurship business skills of disabled women by extending mainstream entrepreneurship activities to this disadvantaged group. The ILO gave disabled women the access to support services and systems they needed to participate in training workshops. The ILO established strategic partnerships with organizations of and for disabled persons, international and government agencies, women entrepreneurs associations (WEAs), and others on the ground in Ethiopia to ensure the programme's success.
What type(s) of talent mobility? <ul style="list-style-type: none"> <input type="checkbox"/> Moving people within an organization <input type="checkbox"/> Moving people across occupations <input type="checkbox"/> Moving people across countries <input checked="" type="checkbox"/> Moving unemployed to employed <input type="checkbox"/> Moving jobs to people <input type="checkbox"/> Virtual mobility 	What was the problem? <ul style="list-style-type: none"> The number of people with disabilities in Ethiopia is estimated at 8 million. Due to stigma and discrimination, many disabled people are excluded from their communities and live in poverty. For disabled women, apprehension and misconceptions about people with disabilities is multiplied by gender bias. Disabled women are more likely to be poor than disabled men and non-disabled women. Their poverty is linked to their very limited opportunities for education and skills development.
What type(s) of good practice? <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education and training <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Fostering knowledge/skills circulation <input checked="" type="checkbox"/> Inclusion and diversity <input type="checkbox"/> International assignment programme <input checked="" type="checkbox"/> Job creation <input type="checkbox"/> Leadership development <input type="checkbox"/> Moving youth into employment <input type="checkbox"/> Migration and visas <input type="checkbox"/> Skills recognition <input type="checkbox"/> Workforce planning <input type="checkbox"/> Other 	What was the solution? <ul style="list-style-type: none"> ILO project staff worked with grassroots organizations in Ethiopia to develop an inclusive approach to entrepreneurship training and to the provision of business development services. WEAs played a key role in delivering these training workshops and in welcoming disabled women entrepreneurs as members. At first, disabled women were hesitant to join training activities alongside non-disabled women. To solve this problem, leadership and empowerment training was provided before the larger training sessions to prepare disabled women for inclusive training. Additionally, instructors underwent disability awareness training to ensure that they were sensitive to physical and social environmental barriers that preclude the participation of disabled persons. Access to credit for disabled entrepreneurs was also an obstacle to progress. In the north of Ethiopia, the Dedebe Credit and Savings Institution (DECSI) was reluctant to provide small lines of credit to disabled veterans. At the encouragement of the ILO, the Tigray Disabled Veterans Association (TDVA) argued against this practice and presented data (taken from a study) to the DECSI to prove that disabled persons are credit-worthy clients with good repayment records.
Scope of the good practice <p>Location:</p> <ul style="list-style-type: none"> Ethiopia: The city of Addis Ababa and the Tigray region Similar practices have taken place throughout East and Southern Africa in Tanzania, Uganda and Zambia. <p>Number of people:</p> <ul style="list-style-type: none"> Under the pilot phase, 900 women entrepreneurs both disabled and non-disabled were trained and enabled to avail of business development services as well as having the opportunity to join WEAs <p>Occupations:</p> <ul style="list-style-type: none"> A wide range of sectors from construction to handicrafts to food processing <p>Time horizon:</p> <ul style="list-style-type: none"> 2005 to 2008 	What was the impact of the good practice? <p>Positive feedback from women, both disabled and non-disabled:</p> <ul style="list-style-type: none"> A disabled woman butcher from the town of Mek'ele who participated in a basic business skills training says: "Business continues to be good and is profitable. Over the years, with savings generated from my monthly revenues of ETB 15,000 [about US\$ 870], I've been able to buy a plot of land on which we built a new home with an adjacent facility for my business. I'm happy to be able to feed my family and send my four children to school." Another entrepreneur says: "It was the first time that I attended this kind of training with non-disabled women. I was timid at first and considered myself inferior. But having seen people come and shake my hand and treat me like a mother, I was filled with joy. For the first time, I felt myself equal with others. Most importantly, I now have the confidence to interact with people without being inhibited by my physical appearance.... I am transformed from a beggar to a self-employed woman." A non-disabled woman entrepreneur who participated in an inclusive training said, "This kind of [integrated] programme should be repeated and segregated provision should not recur. It makes everything harder later on. By doing this, understanding disability becomes part of our lives." Women with disabilities are now welcomed as members of WEAs and benefit from activities and training organized as a result of project sensitization. A National Women's Business Network has been initiated between a group of women entrepreneurs with and without disabilities – a real step forward.
Economic and political context <ul style="list-style-type: none"> This programme is based on a multi-year strategic partnership relationship established between the government of Ireland (Irish Aid) and the ILO to create greater opportunities for women and men to secure decent employment and income in developing countries and economies. Ethiopian implementing partners included disabled and women entrepreneurship organizations: The Federation of Ethiopian National Associations of Persons with Disabilities (FENAPD); The Tigray Disabled Veteran's Association (TDVA); Amhara Women's Entrepreneurs' Association; and the Adama Women Entrepreneurs' Association. 	Why has it worked? <ul style="list-style-type: none"> The ILO developed close partnerships with disabled-persons organizations, international and government agencies and WEAs on the ground in Ethiopia to ensure success. Disability awareness training for trainers, business development service providers and others to help build disability-related knowledge and skills on how to cater to disabled persons in mainstream programmes and services. Existing ILO training tools designed to assist in the area of small enterprise development (from start-up to formalizing and growing a business) were adjusted to meet the needs of disabled women. There was close coordination at the headquarters and in-country level between the ILO's disability programme and the programme on Women and Entrepreneurship Development and Gender Equality (WEDGE).
About the author(s) <p>The International Labour Organization (ILO) is a UN agency with tripartite representation: governments, employers and workers that jointly shape labour standards and programmes supporting decent work for all. The ILO supports skills development to improve the employability of workers, productivity of enterprises and the inclusiveness of economic growth.</p>	What are your recommendations for others? <p>Disability awareness training is a key to breaking down barriers that hinder the participation of disabled people in the world of work and in society as a whole.</p>

Contact: Jeannette Sanchez, Senior Communications Officer, sanchezj@ilo.org; Barbara Murray, Senior Disability Specialist, murrayb@ilo.org

Sources: ILO 2008: Voices of women entrepreneurs in Ethiopia, Tanzania, Uganda and Zambia. ILO 2008: Count us in! : How to make sure that women with disabilities can participate effectively in mainstream women's entrepreneur-ship development activities. ILO 2010: The price of exclusion, ILO Employment Working Paper No. 43

International Labour Organization (ILO)

Training for Rural Economic Empowerment in the Philippines and Pakistan

Context

Author(s)

- ☐ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☒ International Organization

Stakeholder(s)

- ☒ Business
- ☒ Government
- ☒ Academia
- ☒ NGO
- ☒ International Organization

Content

Good practice in brief

The Training for Rural Economic Empowerment (TREE) programme aims to provide poor women and men in diverse geographical areas with the skills, development and knowledge needed to increase their income and their communities' economic strength.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☐ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- In general, rural people are the most disadvantaged in terms of access to services, including education and skills training, and are least served by infrastructure. Rural women, young adults and people with disabilities face even greater disadvantages and are often denied general services.
- In Pakistan, nearly two-thirds of the population and 80% of the country's poor people live in rural parts of the country. The North West Frontier Province (NWFP) is one of the poorest provinces in the region. Ongoing conflict in the area has impaired efforts to tackle poverty and all its dimensions.
- A decade-old conflict in the southern island of Mindanao has led to declining economic activity, fewer employment opportunities and decreased personal income. Poverty incidence in the region has been reported at 75%.
- In both countries, rural populations have suffered from peace and security issues for decades. Jobs and foreign investment are limited, as is governmental capacity to address poverty.

What type(s) of good practice?

- ☒ Education and training
- ☐ Employment
- ☒ Fostering knowledge/skills circulation
- ☒ Inclusion and diversity
- ☐ International assignment programme
- ☒ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- The TREE programme is based on the ILO's longstanding experience in promoting community-based training worldwide. It addresses poverty and socio-economic challenges through skills development.
- TREE training has three main phases:
 1. Identifying and assessing local economic opportunities before determining training;
 2. Designing and delivering community-based skills training, including assessing and building local trainers' capacity; and
 3. Providing post-training services.
- The TREE methodology was applied in Pakistan and the Philippines and adapted to local conditions.

Scope of the good practice

Location:

- Northern Pakistan (NWFP); the Philippines (Mindanao)

Number of people:

- Total direct and indirect beneficiaries targeted – 5,098

Occupations:

- Focus on occupations contributing to local economic development: poultry vaccination, fish processing, farm tool production

Time horizon:

- 2002–2007

What was the impact of the good practice?

- In Pakistan, over 3,000 women and young men received skills and vocational training; in the Philippines, over 2,200 received skills training. For both countries, target groups were women, disenfranchised young men and disabled persons. In the Philippines, young male former combatants from Central Mindanao were a major targeted group.
- In both countries, over 90% of the trained beneficiaries became either employed or self-employed. Average monthly income increased by more than 90% in the Philippines. The majority were women who began earning cash income for the first time and learned new skills, allowing them to increase their self-confidence and elevate their social status.
- Tools continue to be used. In Pakistan, TREE has become a component of the national skills development strategy.
- Institutions and local partners continue to implement TREE; participants continue to benefit from livelihood and improved earnings.

Economic and political context

Pakistan:

- More than 12 million people joined the ranks of Pakistan's poor between 1993 and 1999, when the poverty level reached 32% nationally. In the North West Frontier Province, poverty levels had increased from 35% to 43%, but rural areas suffered more than urban ones: Provincial towns saw poverty rates rise from 25% to 29%, but in rural areas it jumped from 37% to 45%.
- Population: 187.3 million
- Unemployment: 15% (2010)
- GDP: US\$ 174.9 billion (2010)

The Philippines:

- The island of Mindanao has 14 of the 20 poorest provinces in the Philippines. These 14 provinces are found in the areas covered by Special Zone for Peace and Development, which includes Mindanao and Palawan, and has been the centre of 28 years of armed conflict.
- Population: 101,833,938 (2011)
- Unemployment: 7.3% (2010)
- GDP: US\$ 188.7 billion (2010)

Why has it worked?

- Builds on partnership: involves government, local communities, and employer and worker groups
- Empowers local community target groups
- Promotes strong ownership of the programme by beneficiaries and partners, thereby contributing to its sustainability
- Provides comprehensive capacity building for partners to learn and know the TREE methodology, for institutionalization and replicability

About the author(s)

The International Labour Organization (ILO) is a specialized agency of the United Nations with tripartite representation: governments, employers and workers that jointly shape labour standards and programmes supporting decent work for all.

What are your recommendations for others?

Community-based training to move people in rural communities into more productive work is essential for reducing poverty and promoting social and economic development in rural regions.

Context	Content
<p>Author(s)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Business <input type="checkbox"/> Government <input type="checkbox"/> Academia <input type="checkbox"/> NGO <input type="checkbox"/> International Organization 	<p>Stakeholder(s)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Business <input type="checkbox"/> Government <input type="checkbox"/> Academia <input type="checkbox"/> NGO <input type="checkbox"/> International Organization
<p>What type(s) of talent mobility?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moving people within an organization <input type="checkbox"/> Moving people across occupations <input type="checkbox"/> Moving people across countries <input type="checkbox"/> Moving unemployed to employed <input checked="" type="checkbox"/> Moving jobs to people <input type="checkbox"/> Virtual mobility 	<p>Good practice in brief</p> <ul style="list-style-type: none"> • When deciding on optimal function sites, consider both external factors that will determine the workforce you can recruit and the needs of different functions to collaborate. • Optimizing a global workforce requires creating a comprehensive decision framework, evaluating each potential labour market and specifying interdependencies between functions. • The goal was to improve productivity levels while maintaining reliability and market responsiveness.
<p>What type(s) of good practice?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Education and training <input type="checkbox"/> Employment <input type="checkbox"/> Fostering knowledge/skills circulation <input type="checkbox"/> Inclusion and diversity <input type="checkbox"/> International assignment programme <input type="checkbox"/> Job creation <input type="checkbox"/> Leadership development <input type="checkbox"/> Moving youth into employment <input type="checkbox"/> Migration and visas <input type="checkbox"/> Skills recognition <input checked="" type="checkbox"/> Workforce planning <input type="checkbox"/> Other 	<p>What was the problem?</p> <ul style="list-style-type: none"> • Amidst rapid growth, INTTRA needed to be sure it was optimizing the global deployment of its workforce – that is, minimizing labour costs without jeopardizing growth or hurting productivity by locating the right jobs in the right places around the world. • INTTRA needed a well-researched plan to bring to its board that detailed the optimal global footprint so that it did not need to “unwind” location decisions later. • To maintain its lead, it needed a well-functioning team with highly sought-after e-commerce and logistics skills while managing costs aggressively, as they functioned as an intermediary in the commodity container shipping industry. • Today’s labour markets present more opportunities to source talent than ever before. In the past, decisions on where to locate were made based upon infrastructure, tax, regulation and real estate considerations. But today, decisions to move business locations across borders depends heavily on the availability and quality of talent, as that has become the most variable element in the investment equation.
<p>Scope of the good practice</p> <p>Location:</p> <ul style="list-style-type: none"> • Global <p>Number of people:</p> <ul style="list-style-type: none"> • 275 people <p>Occupations:</p> <ul style="list-style-type: none"> • Multiple occupations, but concentrated on IT, customer service, and logistics <p>Time horizon:</p> <ul style="list-style-type: none"> • Analysis and decision reached in three months, with a year to implement 	<p>What was the solution?</p> <ul style="list-style-type: none"> • INTTRA set out to analyse virtually all non-sales jobs. While focused on offshoring, it also considers additional functions that could be outsourced. • Identifying the more favourable locations was based upon a site selection analysis comparing locations in terms of labour and real estate cost, labour supply, business climate, proximity, and quality of living. • The assessment considers financially quantifiable costs that varied significantly by location, such as one-time costs (employee hiring and replacement, severance) and ongoing costs (labour and real estate). • Decision-makers first defined a reasonable set of alternative global locations where INTTRA’s business would most likely grow; then they identified the jobs/functions that were least risky candidates for global relocation. They flagged risks through either outsourcing or offshoring positions that are central to internal work processes and pose risks to coordination, information loss, delay, etc. • Interviews and a network analysis further identified primary points of contact within and between functions. This also served to identify core competencies for the enterprise as a whole and for each respective function. Then six core competencies were synthesized and assessed whether each could be readily acquired (i.e., are developed within INTTRA). For example, “integration capability”, “managing the consortium” and “product development” are core competencies developed from within and not easily acquired. Consequently, outsourcing or offshoring jobs requiring these core competencies may carry additional risks.
<p>Economic and political context</p> <p>INTTRA was trying to support a rapidly growing global business close to the customer or business unit.</p>	<p>What was the impact of the good practice?</p> <ul style="list-style-type: none"> • Application of the decision framework reduces risks and unforeseen consequences. • Operational efficiencies and expanded capacity were achieved while lowering costs. Some functions were located closer to growth markets.
<p>About the author(s)</p> <ul style="list-style-type: none"> • As the largest multi-carrier e-commerce platform for the ocean shipping industry, INTTRA enables shippers, freight forwarders, third-party logistics providers, brokers and importers to electronically plan, process and manage their shipments. • INTTRA has 275 e-commerce professionals located in 13 countries. 	<p>Why has it worked?</p> <ul style="list-style-type: none"> • Board support was gained for the moves through the thorough site selection analysis. Risks were reduced by considering all the relevant facts, which made adopting the recommendations easier. • An experienced outside partner skilled in labour market analysis was found.
	<p>What are your recommendations for others?</p> <ul style="list-style-type: none"> • Make your decision criteria explicit up front and weight the criteria before you begin to analyse the data. • Make sure all key stakeholders are represented. • Pay attention to the implications of a new location for the company’s internal labour market – understand how it will affect careers in the organization. • Perform due diligence not only for the location, but also for the organization’s ability to manage within that environment. • Managing risk is a corporate responsibility that cannot be delegated. • Control cost by considering all labour sourcing options. • Understand your core competencies are processes and capabilities that are essential to enterprise success. Do not jeopardize them through your location strategy.

Context

Author(s)

- ☐ Business
- ☐ Government
- ☐ Academia
- ☒ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☒ Government
- ☒ Academia
- ☒ NGO
- ☐ International Organization

Content

Good practice in brief

Junior Achievement (JA) Worldwide is the world's largest organization dedicated to inspiring and preparing young people to succeed in a global economy. Through a dedicated volunteer network, Junior Achievement provides in-school and after-school programmes for students that focus on three key content areas: work readiness, entrepreneurship and financial literacy. Today, 124 individual area operations reach more than 4 million students in the United States, with an additional 5 million students served by operations in 123 other countries worldwide.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☐ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

The world is home to 1.1 billion young people between the ages of 15 and 25 – the largest group in human history. At the end of 2009, it is estimated that 81 million of those young people were unemployed. In some countries around the world, more than 70% of young people are out of school and unemployed. Young people need relevant and transformative learning experiences to help them be competitive in their local economies.

What type(s) of good practice?

- ☒ Education and training
- ☐ Employment
- ☒ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☒ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- JA's volunteer-delivered programmes help prepare young people for the real world by showing them how to generate wealth and effectively manage it, how to create jobs that make their communities more robust, and how to apply entrepreneurial thinking to the workplace.
- JA Company Program reaches 6,000 Kenyan youth annually. Currently, JA is connecting microfinanciers to JA Company Program students in places like the Nairobi slums. The students infuse the capital into their businesses and repay the loans with interest, providing a simple metric with which to measure JA's impact in addition to sales, jobs and profitability.
- JA Building Young Entrepreneurs Program teaches students in remote and impoverished areas – such as Cajamarca, Peru – about finance, economics and entrepreneurship and inspires students to pursue higher education.
- JA Careers with a Purpose Program teaches students about the realities and opportunities of work in the 21st century global marketplace. "In India, in just the last quarter of 2009, more than 2,000 students participated in JA Careers with a Purpose, and many achieved better academic performance. In a county where millions of children have no formal schooling, this demonstration of the relevancy and impact of education – the empowerment that Junior Achievement provides – can make a real difference in public perception and governmental policies for the benefit of all of our respective economic futures." – Venkat Matoory, CEO of JA India.

Scope of the good practice

Location:

- Volunteers in inner cities, suburbs and rural areas in 124 countries teach JA programmes.

Number of people:

- Junior Achievement Worldwide reaches more than 9 million students per year in more than 400,000 classrooms and after-school locations.

Occupations:

- JA Worldwide's 382,637 classroom volunteers come from all walks of life, including business people, college students, parents and retirees.

Time horizon:

- Junior Achievement was founded in 1919 and was offered to high school students on an after-school basis. In 1975, the organization entered the classroom. Over the last 30 years, JA has greatly expanded its activities.

What was the impact of the good practice?

- JA is one of a few non-profits to use independent, third-party evaluators to gauge the impact of its programmes. Since 1993, independent evaluators have conducted studies on JA's effectiveness. Findings prove that students who participate in JA demonstrate significantly higher critical thinking and problem-solving skills than their counterparts.
- Teachers (95%) and volunteers (92%) report that students who participate in JA have a better understanding of how the real world operates.
- Both teachers and volunteers agree that JA students work together better as a team and are more capable of making group responses.
- The majority of middle school students (71%) reported that JA helped them recognize the importance of education and motivated them to work harder to achieve educational and work goals.
- Middle school students understand more about personal finance, business and economic concepts after participating in JA programmes.
- The majority of students (79%) agreed that JA positively influenced their attitudes toward continuing their education.
- JA students were more likely than students in general to matriculate to college immediately after high school (77% versus 69%).

Economic and political context

- JA Worldwide meets the BBB Wise Giving Alliance Standards. More than 75% of total expenses are programme activity expenses.
- The organization reaches out to the local community through a network of members who educate and inspire young people to value free enterprise, business and economics to improve the quality of their lives.
- A member is a community-based organization that serves a specific geographic area. Each member is incorporated under the guidelines of its respective state and bylaws, which govern the actions and responsibilities of the member's Board of Directors. The headquarters office and the members join together under the terms of a signed agreement whose guiding principle is mutual support.
- Primary revenues come from corporate and private contributions, federal and private grants, material sales and fees charged to members.

Why has it worked?

- JA teaches students in kindergarten through 12th grade about business and economics and accomplishes its mission by placing volunteers in the classroom to present JA Worldwide's educational curricula and materials.
- JA modifies its programs and implementation to adapt to cultural and socio-economic factors in target countries, such as large numbers of students being out of school due to poverty.

About the author(s)

- JA Worldwide empowers young people to own their future economic success in the 21st century global marketplace. JA focuses on the impact areas of youth, education and economic development.
- Volunteer-delivered, K-12 programmes foster work-readiness, entrepreneurship and financial literacy skills, and use experiential learning to inspire kids to dream big, reach their potential, and contribute to the vitality of their local communities and the world economy.

What are your recommendations for others?

Deliver relevant, hands-on experiences that give students from kindergarten through high school knowledge and skills in financial literacy, work readiness and entrepreneurship. Programming should empower students to make a connection between what they learn in school and how it can be applied in the real world – enhancing the relevance of their classroom learning and the importance of staying in school.

Japan International Cooperation Agency (JICA)

The Partnership between Japan Overseas Cooperation Volunteers and Japanese Corporations

Context	Content
Author(s) <ul style="list-style-type: none"><input type="checkbox"/> Business<input checked="" type="checkbox"/> Government<input type="checkbox"/> Academia<input type="checkbox"/> NGO<input type="checkbox"/> International Organization	Stakeholder(s) <ul style="list-style-type: none"><input checked="" type="checkbox"/> Business<input checked="" type="checkbox"/> Government<input type="checkbox"/> Academia<input type="checkbox"/> NGO<input type="checkbox"/> International Organization
What type(s) of talent mobility? <ul style="list-style-type: none"><input type="checkbox"/> Moving people within an organization<input type="checkbox"/> Moving people across occupations<input checked="" type="checkbox"/> Moving people across countries<input checked="" type="checkbox"/> Moving unemployed to employed<input type="checkbox"/> Moving jobs to people<input type="checkbox"/> Virtual mobility	Good practice in brief <ul style="list-style-type: none">JOCV (Japan Overseas Cooperation Volunteers) is one of the programmes of the JICA aimed at providing technical assistance in developing countries. In principle, JOCVs (aged 20 to 39) spend two years involved in cooperation activities, living and working with people in the community.JICA is building a partnership with Japanese corporations that value JOCV graduate skill sets.
What type(s) of good practice? <ul style="list-style-type: none"><input checked="" type="checkbox"/> Education and training<input type="checkbox"/> Employment<input type="checkbox"/> Fostering knowledge/skills circulation<input checked="" type="checkbox"/> Inclusion and diversity<input type="checkbox"/> International assignment programme<input type="checkbox"/> Job creation<input type="checkbox"/> Leadership development<input checked="" type="checkbox"/> Moving youth into employment<input type="checkbox"/> Migration and visas<input checked="" type="checkbox"/> Skills recognition<input type="checkbox"/> Workforce planning<input type="checkbox"/> Other	What was the problem? <ul style="list-style-type: none">Volunteers who join JOCV just after graduating college or university have difficult adapting to the corporate world upon their return home.Many Japanese private companies do not see the value of the JOCV experience in the corporate world, thus it is not easy for JOCV graduates to obtain the jobs they want.Living in developing countries can make JOCV graduates change their sense of values and some feel uncomfortable adapting to Japanese corporate culture
Scope of the good practice <p>Location:</p> <ul style="list-style-type: none">JOCV – 80 countries (accumulated data) <p>Number of people:</p> <ul style="list-style-type: none">JOCV – over 33,622 staff (Accumulated data; end of November 2009) <p>Occupations:</p> <ul style="list-style-type: none">Global business <p>Technologies:</p> <ul style="list-style-type: none">Education for their activities in their website <p>Time horizon:</p> <ul style="list-style-type: none">JOCV began in 1965. Since the financial crisis in 2008, the opportunities for communication between Japanese corporation and JOCV is increasing.	What was the solution? <ul style="list-style-type: none">JICA has increased connections with Japanese corporations. In 2008, it created a new department for partnership with Japanese corporations.JICA has increased support for returned volunteers through career support services and facilitating networking sessions between JOCV graduates and private companies.As of 1 April 2010, the number of local government authorities and boards of education that had introduced special employment quotas for returned volunteers reached 31 (20 boards of education and 11 local government authorities).Japanese corporations (like Sumitomo Chemical) are now hiring JOCV graduates to develop new business opportunities in developing countries.Japanese corporations now donate new products (e.g., solar lanterns) to JOCV for their volunteer work. They then receive feedback from JOCV, which gives businesses an advantage in expanding to these new markets.
Economic and political context <p>Established in 1965, JOCV is one of the programmes of JICA aimed at providing technical assistance in developing countries. In 1966 JOCV dispatched its first batch of volunteers to the Philippines. The dispatch of JOCVs is in line with the Medium-Term Philippine Development Plan. The Philippines is one of the countries with the largest number of JOCV assignments worldwide, with 1,378 in cumulative total as of September 2009.</p>	What was the impact of the good practice? <ul style="list-style-type: none">Volunteer members can serve in developing countries without worrying that it will have a negative impact on their career trajectory.Local communities, government, educational fields and corporations in Japan have placed increasingly high expectations and value on JOCV volunteers.Over 20 JOCV graduates now work for Sumitomo Chemical (2010).Over 30 Japanese organizations support JOCV for growing global talent.
About the author(s) <p>Japan International Cooperation Agency (JICA) is a Japanese governmental organization for international cooperation. JICA aims to contribute to the promotion of international cooperation as well as the sound development of Japanese and global economy by supporting the socio-economic development, recovery or economic stability of developing regions.</p>	Why has it worked? <ul style="list-style-type: none">Since the financial crisis in 2008, Japanese corporations have been focusing more intently on business in developing economies.Japanese corporations recognize JICA as a partner for doing business abroad because JICA offers subsidies for establishing foreign subsidiaries of Japanese companies in developing countries.Japanese corporations now recognize the mutual benefit of employing JOCV graduates as a gateway to expansion in developing countries What are your recommendations for others? <p>To create a meaningful partnership, public organizations must appeal to the business needs of the private sector and align with their growth model and goals.</p>

LVMH Moët Hennessy – Louis Vuitton

Promoting Cross-Divisional Mobility for Succession Planning

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

LVMH significantly improved the succession planning of key positions in the LVMH Group through promoting internal mobility among LVMH's divisions and brands ("Maisons").

What type(s) of talent mobility?

- ☒ Moving people within an organization
- ☒ Moving people across occupations
- ☒ Moving people across countries
- ☐ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

There was a lack of successors identified to fill the key positions of the LVMH Group – only 47% of critical positions had a successor identified in 2007.

What type(s) of good practice?

- ☐ Education and training
- ☐ Employment
- ☐ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☒ Workforce planning
- ☐ Other

What was the solution?

- LVMH implemented cross-divisional talent exchange meetings at the global and regional levels.
- During these meetings, Human Resource Directors from different brands and businesses within the Group shared information regarding senior executive talent profiles to mutually enrich the succession planning for key positions in the Group.
- Every month, members of the Executive Committee spend one hour discussing the talent mobility of senior executives regarding their career development and for succession planning agreed during the annual people and organization review.
- The Group HR development team facilitated this practice.
- The Group Executive Committee, Presidents of LVMH's brands and their HR Directors are involved in this process.
- It is an annual process well implemented through the HR function, covering all the LVMH brands and affiliates worldwide, in mature markets as well as in emerging markets.
- LVMH has chosen a set of key indicators to measure the effectiveness of the practice.
- Challenges include:
 - Reluctance to share talent profiles
 - Timing to accomplish a succession plan

Scope of the good practice

Location:

- Worldwide

Number of people:

- 450 to 550

Occupations:

- Senior executives of all functions, especially general management

Time horizon:

- 2007 to present

What was the impact of the good practice?

The practice was extremely successful and was measured through:

- The succession planning rate improved from from 47% successors identified in 2007 to 79% successors identified in 2011.
- The ratio of cross-business mobility for senior executives is almost twice higher than other category of employees.
- There has been a good impact on retention. The turnover rate of senior executives is very low, even if the labour market is competitive.

Economic and political context

As of 2010, LVMH had revenues of €20.3 billion with a net income of just over €3 billion. The Group currently employs more than 83,000 people, with 30% of LVMH's staff working in France. LVMH operates over 2,400 stores worldwide.

Why has it worked?

- There has been constant dialogue between stakeholders and the support of the top management.
- Improvements were made by combining the global approach with regional focus.

About the author(s)

LVMH is a French multinational luxury goods conglomerate headquartered in Paris, France. The company was formed after the 1987 merger of fashion house Louis Vuitton with Moët Hennessy. It controls around 60 subsidiaries that each manage a small number of prestigious brands.

What are your recommendations for others?

In today's talent war, only collaboration can win. This is particularly true for the LVMH Ecosystem.

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☒ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☒ Moving people across occupations
- ☐ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What type(s) of good practice?

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- ☐ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☒ Workforce planning
- ☐ Other

Scope of the good practice

Location:

- Shanghai labour market

Number of people:

- Approximately 8 million – in elementary and vocational training

Occupations:

- The practice focused on the following sectors: construction, machine manufacturing, food processing, chemicals/fertilizers, utilities, transportation/logistics, wholesale, retail, financial and business services, education, oil and gas/energy, health, textiles, services/tourism and telecommunications.
- The focus was on blue collar and middle management.
- Managers, professional/technical employees, and hourly workers were most affected.

Time horizon:

- 2006 to 2007

Economic and political context

- ManpowerGroup joined forces with Chinese labour authorities to help governmental agencies, state-owned enterprise and foreign companies to transform the effectiveness and efficiency of their employment systems and services.
- ManpowerGroup opened its first international partnership office in Shanghai in May 2005 and entered into a cooperative agreement with Shanghai's Ministry of Labor and Social Security to support China's rapidly evolving labour market. The partnership office has implemented various initiatives to assist governmental agencies, state-owned enterprises and foreign companies present in Shanghai, transforming the effectiveness and efficiency of employment systems and services.

About the author(s)

- ManpowerGroup has been serving the Chinese market since 1964. Today, ManpowerGroup has more than 400 recruiters operating in 20 cities across the nation.
- ManpowerGroup is now partnering with the Chinese government to support the country's rapidly evolving labour market by providing professional talent assessment, career development planning, human resource consultation and international experience exchange service to governments and related organizations.

Content

Good practice in brief

- ManpowerGroup issued a survey to gain a deep understanding into how the Shanghai labour markets work and to clearly identify whether the talent pool has the right skills.
- The Shanghai government now has a knowledge base through which it can better implement improved policies and will lead to economic benefits.

What was the problem?

- This practice was designed to address the lack of understanding regarding the definition of actual skills gaps and future skills requirements in the Shanghai labour market.
- The objective of the Shanghai skills survey was to identify the shortage of skills by profession and by industry and to identify the nature of the skills shortages by profession.

What was the solution?

- ManpowerGroup engaged international labour market experts to design a questionnaire in conjunction with local stakeholders, and adjusted it for local conditions.
- ManpowerGroup quantified the future vocational skills required in the 19 districts of Shanghai by comprehensively surveying nearly 3,000 companies collectively employing over 650,000 employees.
- International labour market experts analysed the survey outcomes and used international benchmarking to compare Shanghai with other megacities.
- The main challenge was to identify the relevant industry sectors and job categories for the economy today and in the future.
- A secondary challenge was avoiding overly detailed job and skills descriptions. This was necessary to deliver statistically robust findings.

What was the impact of the good practice?

- The true measure of success in this case is the extent to which the outcome later influenced the learning activity and training policies of the Shanghai labour authorities. Today, ManpowerGroup cannot resolutely claim that policy was directly affected by this study. However, following the delivery of the results, the labour authorities did choose to undertake study tours in various European countries to learn more about how other countries are addressing and meeting their needs related to skills shortages. A primary objective of these tours was to deliver the opportunity for the learning of international best practices and exchange of ideas in relation to skills shortages.
- The learning and policy processes commenced approximately one year after the results were delivered and covered a period of around two years. Following this, there was a period of internal policy discussions in Shanghai.

Why has it worked?

- The skills shortages survey is a primary example of how an activity can meet the needs on a number of levels of two very different stakeholders. The initiative delivered results in two separate ways that were mutually beneficial for both the Shanghai government and for ManpowerGroup.
- For ManpowerGroup, the results of the survey deliver a deep understanding into how the Shanghai labour markets work and a clear identification of whether the talent pool has the right skills.
- For the Shanghai government, it was an activity that demonstrated how information was sourced, digested and then acted upon. The municipal government is, of course, accountable within its own legislative construct and can now be credited with having the knowledge base within which to better implement improved policies, which in turn can lead to economic benefits.

What are your recommendations for others?

- Resist the temptation to allow the survey questions and categories to become too detailed. Too much data across too many categories does not deliver statistically robust findings.
- Recognize that in countries that are inherently dependent on exports, it is quite difficult to single out the export relevance of skills.
- Structure forecasting questions so that they encourage the respondent to focus on a more strategic response relating directly to a business plan, rather than allowing for a more personal response that is then difficult to categorize. Implications for talent and HR can then confidently be deduced from the information obtained.

Marriott International Inc.

Marriott International Manager and Leadership Development Programmes

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

- Marriott systematically uses internal mobility to develop its general managers and to develop leadership talent, while ensuring that leaders are optimally matched to positions.
- Within a global region, mobility occurs both across functions within properties and across properties.
- Between-region global mobility occurs most frequently for general managers and other executive-level personnel, although some global mobility is supported and encouraged for non-executive personnel.
- Marriott collaborates with educational institutions around the globe to support successful talent mobility.
- Marriott International also collaborates with the Marriott Foundation – an independent entity – to facilitate the movement of people with disabilities into the workforce.

What type(s) of talent mobility?

- ☒ Moving people within an organization
- ☒ Moving people across occupations
- ☒ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- The quality of general managers running hotels and leading functions at Marriott is central to the company's profitability and brand reputation.
- Developing and retaining the best talent, especially for property operations, is a key continuous challenge.
- Developing leadership talent often requires exposing managers to the breadth of work and functions within a hotel as well as elevating capabilities by progressing individuals to increasingly challenging managerial assignments, as are found in larger, more complex properties.
- Mobility into the workforce is enabled through collaboration with an independent entity that prepares and supports people with disabilities for productive roles in the workforce.

What type(s) of good practice?

- ☒ Education and training
- ☒ Employment
- ☐ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☒ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☒ Workforce planning
- ☐ Other

What was the solution?

- Marriott exploits its enormous scale to develop breadth of experience in its managers and leaders by strategically managing the scope and sequence of roles and responsibilities they assume.
- Marriott organizes its management development programmes around two types of moves:
 - Within-property moves from one function to another, to broaden the nature of work performed
 - Out-of-property moves from one location to another, typically from smaller, less complex to larger, more complex properties.
- Marriott posts job openings internally for all employees to see – including positions outside employees' current country of residence – thus communicating opportunities for internal mobility.
- Internal training programmes (e.g., for language skills and for cultural awareness) support global mobility for non-executive employees.
- Executive-level global mobility is more centrally coordinated.
- The opportunity to advance to management roles in high profile, complex and top brand properties motivates ambitious managers to perform well.
- Recognizing the need to tailor manager development to the realities of each regional marketplace, Marriott focuses more on cross training of managers within properties outside the United States. Often, this is where there are fewer brands, but each property may involve more extensive and more complex management functions. Greater within-property variance outside the United States creates an even stronger need to produce more generalists within the management ranks.
- Disciplined management of this development process, backed by constant measurement and tracking of results, are key to programme effectiveness.

Scope of the good practice

Location:

- Globally (72 countries)

Number of people:

- All employees

Occupations:

- General managers primarily, but also other functional leaders (e.g., CFO, legal)

Time horizon:

- From company inception to present, with a significantly increased emphasis on global mobility in the past few years.

What was the impact of the good practice?

- Marriott has experienced strong positive outcomes from its mobility programme.
- Statistical modelling of the workforce impact of mobility shows that this approach to development helps the company retain its good and higher-performing general managers and accelerates their advancement through the organization.
 - Specifically, retention rises with the number of jobs performed.
 - Those who have made an out-of-property move in the last year are more likely to stay as well.
- Analysis of the impact on property performance shows that this higher retention is not achieved at the expense of performance. There are no productivity losses attendant to the planned movement of a general manager out of a property or a similar movement of a new general manager into a new property.

Economic and political context

Marriott International financials (2010):

- Sales: US\$ 11.7 billion
- Profits: US\$ 458 million
- Assets: US\$ 9.0 billion
- Employees: 130,000

Why has it worked?

- The programme involves “sponsored mobility” – that is, it is focused mainly on identified high potentials and top performers and managed deliberately to build experience and capability within this cadre of employees.
- The sheer scale and reach of the Marriott organization in terms of roles, functions, complexity of operations and geographic footprint affords a substantial opportunity to broaden the experience of managers and future leaders and to undertake extensive cross training.
- The approach is adapted to the realities on the ground, recognizing differences across geographies.
- State-of-the-art measurement and modelling methods are used to ensure leadership can track the actual workforce and business impact of their mobility practices and, thereby, can make course corrections.
- The best managers know that their success is measured not only by how they perform in their role, but how well they manage transitions to new management when they leave for new assignments. Good managers leave in place good operations and tend to issues of succession.

About the author(s)

Marriott International Inc. is a worldwide operator and franchisor of hotels and related lodging facilities.

What are your recommendations for others?

- When planned properly and executed with discipline, internal mobility can be an excellent way to develop managers and business leaders because it broadens experience and knowledge and provides a good way to test the abilities of managers to be effective under varied conditions.
- But mobility only works if organizations avoid the common tendency of mobility to become “churn” and other unintended consequences of mobility.
- “Sponsored mobility,” focused on identified high potentials and top performers and executed with careful sequencing of opportunities, can help avoid the common hazards of churn.
- Careful planning of mobility based on hard measurement of its drivers and consequences enhances the prospects of achieving intended outcomes.
- Tailoring of mobility and related career development programmes to the business and cultural realities of different locations is critical for achieving success.

Marsh Inc.

Site Selection Framework for Moving Jobs to People

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

Marsh uses a comprehensive site selection decision framework for making investment decisions on where to locate work, particularly when the location is not determined by either customer or natural resource location.

What type(s) of talent mobility?

- ☒ Moving people within an organization
- ☐ Moving people across occupations
- ☒ Moving people across countries
- ☐ Moving unemployed to employed
- ☒ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- Marsh conducted back-office operations throughout its 44 North American offices. This decentralized structure inflated claims processing costs by an estimated 40% over competitors. Consolidating back-office operations in low-cost areas became necessary to remain competitive.
- Two locations needed to be identified for the administrative services centre that would supply an adequate number and right quality level of job candidates.
- Marsh could not afford to be surprised by local conditions once a decision was made on the service centre.

What type(s) of good practice?

- ☐ Education and training
- ☐ Employment
- ☐ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☒ Workforce planning
- ☐ Other

What was the solution?

- Marsh conducted an extensive site review beginning with 269 metropolitan areas, while simultaneously reengineering its claims process.
- Using External Labor Market (ELM) analysis®, site selection criteria were developed and data collected to evaluate 269 metropolitan areas in North America for their suitability.
- Each location was catalogued based on similarities in labour market conditions such as overall labour costs, labour availability and demographic conditions. Labour markets characterized by lower costs and other favourable characteristics were short-listed for a more detailed review.
- Other criteria such as natural disaster risks, real estate conditions, crime rates and purchasing power measures were then incorporated into the analysis.
- The final candidates identified through the site selection process were characterized by low labour costs, favourable long-term conditions and ample available labour, and did not compromise factors such as natural disaster risks, community characteristics and available office space.
- Narrowing down the list of the remaining locations required gathering additional information about competitive employers and recent layoffs, as well as forecasting the available labour pool, demographic conditions and expected wage increases during an economic expansion.

Scope of the good practice

Location:

- North America

Number of people:

- Impacting approximately 500 of 25,000 employees

Occupations:

- Multiple occupations, but concentrated on customer service, claims processing, accounting and audit jobs

Time horizon:

- Decision in four months, full implementation in little over a year

What was the impact of the good practice?

- It resulted in optimal site location being selected. Having the locations facts and clear decision criteria made selecting the sites a quick and uncontentious process.
- With large variations in local economic conditions among the locations, the wrong decision could have unnecessarily increased costs by 29% per employee, or US\$ 4 million per year.
- Substantial additional gains were achieved by reengineering the claims processes after consolidation.
- Major investments in new locations delivered operational efficiencies, expanded capacity and lowered costs.

Economic and political context

- Marsh operates in a highly competitive business environment with shrinking margins, but a premium on operational efficiency.
- Because labour costs represent about 80% of total operating costs, the dominant concern was finding a favourable labour market.
- The ideal location would have workers available immediately so that operations could be up and running quickly. Because the centre was expected to grow four-fold over the next five years, it also needed to have a growing labour supply.
- These staffing demands required a location in an area with a qualified workforce, favourable long-term demographic characteristics and stable wage levels.

Why has it worked?

- The analysis recommendations won credibility with all senior executives and ensured that the site selection process would not fall victim to internal politicking; a location ranked in the top tier by the ELM analysis was selected.
- With the labour market knowledge gained from the ELM analysis, Marsh was able to reduce costs and, because of a thorough assessment of long-term labour market conditions, minimize the risks of future labour shortages and rising labour costs.

About the author(s)

Marsh is the world's leading insurance broker and risk adviser with over 25,000 employees. It provides advice and transactional capabilities to clients in over 100 countries. Marsh is a unit of Marsh & McLennan Companies.

What are your recommendations for others?

- Have your decision criteria spelled out up-front.
- While a qualified supply of labour factors is needed in almost all decisions, there is no "fixed set" of criteria.
- Avoid basing decisions entirely on cost – be conservative about projected cost savings and stick to a short time horizon.
- Do not simply look at the location factors, but decide which processes travel well and which need to be redesigned.

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

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- ☐ Moving youth into employment
- ☐ Migration and visas
- ☒ Skills recognition
- ☒ Workforce planning
- ☒ Other

Scope of the good practice

- Location:
- Global (40 countries)
- Number of people:
- The entire professional workforce, now numbering 20,000
- Occupations:
- Consultants, staff functions
- Time horizon:
- Early 2000s until now, with continual evaluation and fine tuning

Economic and political context

Mercer has 20,000 employees serving clients in more than 180 cities and 40 countries and territories.

About the author(s)

Mercer is a global leader for trusted HR and related financial advice, products and services. Mercer enhances the financial and retirement security, health, productivity and employment relationships of the global workforce.

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 Sources : www.mercer.com

Content

Good practice in brief

Mercer designed and implemented an extensive new career development and performance management programme, entitled Partnering for Success (PFS). The programme was implemented as part of an overall approach to strengthen the career component of the firm's talent strategy, which was found to be insufficient, and to ensure greater stringency in performance management.

What was the problem?

- As a professional services firm and industry leader, Mercer depends on its ability to attract, develop, motivate and retain top talent at all levels. Mercer also depends on leveraging its global footprint and on delivering comprehensive workforce solutions rather than narrow product offerings. So the ability to move talent successfully across both geographies and business segments was essential.
- Mercer has long deployed robust workforce analytics to track the effectiveness of its workforce strategies and talent practices. Diagnostics conducted in the early 2000s revealed some disturbing patterns that challenged the company's ability to secure and develop the right talent and use mobility effectively. Significant change was needed in how careers are developed and managed and in how performance is assessed.
- For example, Mercer found that then-current promotion did not improve retention. In fact, in some business lines, recently promoted employees were more likely to leave. In contrast, pay and bonus payouts had strong retention effects, signalling that employees were increasingly focused on the here and now rather than on longer-term growth opportunities.

What was the solution?

- The PFS programme was designed to bring greater clarity to both employees and supervisors on what it takes for employees to advance to higher career levels.
- It was also meant to help translate these requirements into specific yearly development and performance goals and to help employees understand how various performance components across a balanced scorecard would be evaluated.
- The programme involved goal setting, mid-year and year-end reviews, multi-source feedback on both performance and development, and detailed planning on how specific development needs would be addressed.
- To support this programme, the firm expanded training and learning opportunities for professionals. It also brought greater discipline to how mobility was managed across geographies and businesses, to try and align opportunities to move with employees' development needs.
- Finally, guidelines on ratings distributions were instituted to address the perceived problem of "ratings creep" in year-end evaluations and ensure that top performers received the most significant rewards.

What was the impact of the good practice?

Mercer has experienced demonstrable, substantial progress in the areas addressed by PFS:

- Promotion and pay growth now dominate pay levels and bonus as drivers of retention, suggesting a shift back to career orientation among employees.
 - There is better retention of top performers.
 - Better calibration of pay changes and promotions maintain strong and increasing value of promotion across the career hierarchy.
 - Far greater commonality of workforce responses now exist across business segments: "One Mercer" seems to have taken hold
 - There is more mobility, supported by an improvement in the perceived value of working across business segments
- Two remaining challenges:
- While mobility levels have increased, moves still tend to be focused on late-career consultants, perhaps serving as a reward, rather than as a development practice. So Mercer is managing international mobility even more deliberately – supported by explicit business cases.
 - Forced distributions can undermine mobility if newcomers are less likely to earn high ratings. Mercer is changing from forced distributions to emphasizing managers' responsibilities in performance differentiation in 2012.

Why has it worked?

- Mercer has pursued a holistic approach to workforce management. Practices are developed and introduced as part of a larger, internally coherent system aligned with business needs.
- Mercer's HR function is closely aligned with the businesses it supports; the company's business-partner model ensures a focus on the workforce practices' business implications.
- The HR function comprises experienced, highly valued, capable professionals with continuity over a significant period.
- Using workforce analytics, the HR team built a strong business case for change based on hard evidence rather than appeals to simple benchmarks, best practices, intuition, anecdotes or leader bias.
- Mercer is in the talent business; leadership knows it must practice what it preaches.

What are your recommendations for others?

- Always start with the business case; understand that talent management is a key element of business management.
- Take a holistic approach and align all talent systems.
- Focus on alignment more than best practice – if you want productive mobility, you need to value those who make such moves productively.
- Someone needs to own the mobile workforce. Do not let expats fall through the cracks. Get the best results for them by carefully monitoring and supporting their progress.
- Measure everything, and do not be afraid to make changes based on hard facts – especially when they expose and challenge organizational myths.

National Skill Development Corporation (NSDC)

Skill Training Programmes

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☒ Government
- ☐ Academia
- ☒ NGO
- ☐ International Organization

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☐ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

Content

Good practice in brief

The National Skill Development Corporation India (NSDC) is a unique, public-private partnership in India. It aims to promote skill development by catalysing creation of large, quality, for-profit vocational institutions. NSDC facilitates skill development by providing capital for start-ups that will set up skill development facilities and skill training programmes.

What was the problem?

- India has many unemployed persons who have the basic education but lack sufficient skills to get jobs.
- A growing economy like India's requires a large, skilled workforce. But the lack of quality trainers and training institutes has choked growth. A skill shortage is evident in every sector of the economy. NSDC seeks to fill the gap between the growing demand for and scarce supply of skilled personnel across sectors by funding training programmes.
- The skill development industry has not received focus in India. Only 5% of total school and college graduates opt for vocational training compared to other developed countries, where it is 50%. Such a biased approach has led to low employability of youth and lack of skilled workers.

What type(s) of good practice?

- ☒ Education and training
- ☐ Employment
- ☒ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☒ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- NSDC acts as a catalyst in skill development by providing viability gap funding to enterprises, companies and organizations that provide skills training.
- NSDC has a phased, detailed due diligence process to select proposals for viability gap funding for vocational training.
- Detailed evaluation is done across six sets of criteria:
 - Employer view of demand for the specific skills
 - Alignment with NSDC's mission
 - Robustness of overall plan and operating model
 - Ability to leverage partnerships
 - Ability to leverage financial requirements
 - Ability to leverage management capability
- After the funding is granted, NSDC continuously monitors the use of funds, the progress of the project and the impact on skill development.
- In addition, NSDC is developing an enabling ecosystem to foster the growth of sustainable skill development entities. NSDC is setting up Sector Skill Councils that are employee and entrepreneur bodies responsible for defining the requirements of the country for competency standards for various job and functional roles. This attempts to address the demand side requirements and also quality. These are being created as per the National Skills Policy.

Scope of the good practice

Location:

- India – 153 districts

Number of people:

- The goal is to train 150 million people by 2022.

Occupations:

- 20 priority industry and service sectors

Time horizon:

- The NSDC was created in 2008.

What was the impact of the good practice?

- Most firms have identified manufacturing and services sectors as key areas of growth. The emphasis is on creating blue-collar professionals. They aim to create talent pools from small towns and rural hinterlands. Hence, most training institutes will be situated in those geographies. While companies invest large sums on on-the-job training for blue- and grey-collar workers, they are beginning to realize that employing skilled workers saves both time and money.
- NSDC partners have trained 20,000 people in over 165 districts (as of 31 March 2011).
- In the first full year of operation, NSDC partnered with 25 organizations and three Sector Skill Councils. When these organizations are fully operational three years from now, NSDC will have an annual skills training capacity of over 8 million. These skill centres should be capable of training close to 45 million people in a diverse range of skills over a 10-year span.
- NSDC has so far approved 39 proposals, including six proposals for setting up Sector Skill Councils, involving a total financial commitment of INR 1,020 crore (approximately US\$ 209 million). Out of these, NSDC has so far funded 21 proposals, involving a total financial commitment of INR 550 crore (US\$ 112 million). NSDC has disbursed INR 115 crore (US\$ 23.6 million) so far.

Economic and political context

- NSDC is a not-for-profit company set up by the Ministry of Finance. It has an equity base of INR 10 crore (US\$ 2 million), of which the private sector holds 51%, while the Government of India controls 49%. This makes NSDC a unique public-private partnership in education in India.
- The corporation has a tiered structure – a 12-member board and the National Skill Development Fund, a 100% government-owned trust that work together to fulfil NSDC's strategic objectives.

Why has it worked?

- NSDC requires a structure and governance model that provides it with autonomy, stature and continuity. The organization has a tiered decision-making structure comprising the board of directors, board subcommittees, an executive council, and the National Skill Development Fund.
- NSDC has a robust monitoring framework comprising internal and external monitors to ensure that the training imparted is relevant and in sync with industry requirements.
- NSDC conducts detailed reviews of training facilities to ensure quality.

About the author(s)

NSDC is a first-of-its-kind public-private partnership in India set up to facilitate the development and upgrading of the skills of the growing Indian workforce through training programmes. Most of its efforts are directed at the private sector and toward developing the skills in India's non-unionized sector.

What are your recommendations for others?

- Public-private partnerships are the key to closing the skills gap.
- The biggest issue is student mobilization. The emphasis on skilled jobs must begin right from schools.
- "The culture and the thought process of the society have to change towards such skilled jobs. People consider blue-collars as failures in the mainstream," says Tahsin Zahid, director and CEO of GRAS Academy, which plans to start 250 training centres and 75 mini-ITIs in the provinces of Uttar Pradesh, Uttarakhand and Punjab.
- NSDC has planned pan-India communication campaigns to help people take pride in being a skilled worker. It is engaging with advertising and communications professionals to develop a campaign that will focus on how a skilled workforce is critical for India and can leverage its demographic advantage.

Oliver Wyman

Rotation Programme

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

Oliver Wyman asked high potential consultants to apply to a two-year rotation programme to help train and develop employees in new and remote offices and to fill talent gaps that were difficult to fill locally.

What type(s) of talent mobility?

- ☒ Moving people within an organization
- ☐ Moving people across occupations
- ☒ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

There is difficulty in building consulting talent fast enough to meet demand in rapidly growing small, often remote, offices.

- Lack of brand recognition makes it difficult to recruit top talent in new and unfamiliar markets, such as Beijing and Brazil.
- It is often hard to staff the full organization pyramid locally to the extent required for effective operations.
- There is a need to ensure that remote offices operate, grow, and develop through a common culture.
- Experimental hiring in new and remote markets, such as Dubai, presents a risk.

As a global firm, reliant on top specialist expertise, Oliver Wyman uses a global staffing model that gets the right expertise where it is needed, irrespective of where that talent resides. Staffing of new and remote regions needs to accommodate to that model and allow early career professionals to get exposed to these environments both to grow professionally and to deliver needed capability.

What type(s) of good practice?

- ☒ Education and training
- ☐ Employment
- ☐ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☒ International assignment programme
- ☐ Job creation
- ☒ Leadership development
- ☒ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

Oliver Wyman uses the rotation programme in conjunction with its global staffing model to get talent where it is needed and create strong networks and relationships between staff in remote and major offices.

- Talent shortage (Beijing). In building a new market in Beijing, Oliver Wyman first moved a select group of experienced partners to the region, but had difficulty staffing middle and entry-level employees. HR opened up a rotation programme to China to jump-start the new office. The application process was highly publicized and open to all staff. The best candidates were sent to China to help build the company brand and spread a common culture.
- Talent overage (Dubai). In the aftermath of the economic downturn, Oliver Wyman's North American offices were looking to cut their budgets; however, job offers had already been extended to a group of promising new consultants. At the same time, the Dubai office was looking to expand and recruit new talent. Oliver Wyman initiated a rotation programme from the United States to Dubai to solve this talent overage. Ten of 12 interested new hires were sent to Dubai on rotation with the option of staying one to two years.
- Competitive talent market (Brazil): Brazil has a very competitive talent market. To develop its Brazil offices, Oliver Wyman has expanded recruiting strategies to "recruit from the world for the world". Brazilian and Portuguese talent who are recruited to North America, Spain, and the United Kingdom can then be placed on rotation to help developing markets in their home country. At the other end, Brazilian employees who are home grown and home hired can rotate to company offices outside the country if they so desire.

Scope of the good practice

Location:

- Used various places
- Primary examples – Dubai and Beijing

Number of people:

- Varied each time – maximum 12 people per rotation

Occupations:

- Consultants, new and experienced

Time horizon:

- Used for a one to three year period to kick start the office

What was the impact of the good practice?

The rotational programmes have been a huge success and have earned credibility as a positive way to develop and retain talent and to serve business needs. Those involved in the programmes report favourably on their experience.

- Beijing: The talent shortage in Beijing was filled and consultants on rotation were able to grow the brand and build a cultural link to home offices.
- Dubai: The Dubai office saved money on recruitment and gained immediate access to high potential talent. The new consultants experienced great success in Dubai. In the words of one young professional:
 - "I never could have anticipated all of the the exciting, engaging and educational aspects of my job in Dubai, and am thrilled that I was able to work there. It was a truly global experience: I worked on 12 projects in 7 countries on 4 continents, with consultants from every Oliver Wyman GMC office in the world."
- When these young professionals returned from rotation they brought an energy and excitement to their home offices. Two consultants even chose to remain in Dubai and develop their careers there.
- Brazil: The flexibility of rotational programmes keeps Brazilian employees happy and engaged and improves talent retention in this competitive market.

Economic and political context

- Oliver Wyman has a global staffing model to satisfy talent needs across 25 countries around the world. Global staffing is done to even out supply and demand and to bring in needed capabilities and skills to different regions.
- There is a great amount of flexibility and fluidity of talent mobility at Oliver Wyman. This improves employee satisfaction and leads to higher retention rates.
- An estimated 10% of staff have lived and worked in more than one office, in multiple countries, across multiple regions of the world.
- Over half of staff has worked on assignments in countries other than their home country.

Why has it worked?

- The original seed ideas for the rotation programmes came from human capital; however, the policy was not developed in a vacuum. The HR leadership made a point to incorporate partners and consulting staff in the discussion. Incorporating the interests of all stakeholders involved has been key to success.
- Oliver Wyman has thought through the employee rotation experience from beginning to end. Candidates are screened for maturity and potential and, once selected, they undergo cultural training. Upon arrival, employees are welcomed by colleagues in their host office and are introduced to an advisor and talent manager. The same thing is done one or two years later to ease re-entry back to the home country.
- The employee review and global staffing process allows consultants to remain on a steady career trajectory upon returning home. Employees are reviewed every six months through transparent case reviews that are seen by partners throughout the company. The partners trust these performance reviews and are equally loyal to new or returning employees.
- Oliver Wyman employees are resilient to mobility because this is the nature of business consulting. Employees work with different case teams from assignment to assignment so they are comfortable working colleagues from different offices as well.
- The acceptance of movement between company offices is embedded in the culture at Oliver Wyman. Talent managers are trusted to make decisions that will benefit the company.

About the author(s)

With offices in 50+ cities across 25 countries, Oliver Wyman is a leading global management consulting firm that combines deep industry knowledge with specialized expertise in strategy, operations, risk management, organizational transformation, and leadership development. The firm's 3,000 professionals help clients optimize their businesses, improve their operations and risk profile, and accelerate their organizational performance to seize the most attractive opportunities.

What are your recommendations for others?

- When returning employees to their home country, be sensitive to the effect this will have on the host country. In Dubai, partners and staff were very disappointed about losing consultants.
- Declare victories to the organization at large to build understanding, momentum, pride and appreciation.
- Pick people carefully: placing Westerners in a different environment does not work for everyone. This requires maturity, genuine interest in other cultures, tolerance and curiosity.
- Invite people to express interest versus quietly tapping them on the shoulder. Transparency during the selection process builds trust and enables you to find the best-suited talent. It also builds excitement and support in the organization.

Organisation for Economic Co-operation and Development (OECD)

Competency Management and Secondment Programme

Context		Content
Author(s) <ul style="list-style-type: none"> <input type="checkbox"/> Business <input type="checkbox"/> Government <input type="checkbox"/> Academia <input type="checkbox"/> NGO <input checked="" type="checkbox"/> International Organization 		Good practice in brief <p>OECD created new programmes to increase inter-departmental mobility to better support project requirements. The goals of the programmes are to broaden the capabilities, experience and thinking of professional staff, develop future leaders, and retain top talent. Mobility at OECD starts not from a people driven viewpoint, but from a business standpoint.</p>
Stakeholder(s) <ul style="list-style-type: none"> <input type="checkbox"/> Business <input type="checkbox"/> Government <input type="checkbox"/> Academia <input type="checkbox"/> NGO <input checked="" type="checkbox"/> International Organization 		
What type(s) of talent mobility? <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moving people within an organization <input type="checkbox"/> Moving people across occupations <input checked="" type="checkbox"/> Moving people across countries <input type="checkbox"/> Moving unemployed to employed <input type="checkbox"/> Moving jobs to people <input type="checkbox"/> Virtual mobility 		What was the problem? <ul style="list-style-type: none"> • There was a shift from more stable cash flow to voluntary contributions (project based). • More projects “horizontal” in nature required collaboration across multiple units, skills sets, constituencies. • Projects needed to become more flexible, because they were more unpredictable in nature. • Silo mentalities, lack of managerial skills in expert groups impaired ability to effectively collaborate in delivering projects. • Sometimes there was a lack of clarity on who “owns” talent.
What type(s) of good practice? <ul style="list-style-type: none"> <input type="checkbox"/> Education and training <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Fostering knowledge/skills circulation <input type="checkbox"/> Inclusion and diversity <input type="checkbox"/> International assignment programme <input type="checkbox"/> Job creation <input checked="" type="checkbox"/> Leadership development <input type="checkbox"/> Moving youth into employment <input type="checkbox"/> Migration and visas <input type="checkbox"/> Skills recognition <input type="checkbox"/> Workforce planning <input type="checkbox"/> Other 		What was the solution? <ul style="list-style-type: none"> • The HR strategy unit and senior management through consultation, working groups and official internal communication, design talent mobility programmes. • OECD recruits from all 34-member countries so it is recruiting a mobile workforce. However, not all regions are equally represented. The OECD is working to recruit a more balanced representation from all member countries. • Coordinating HR strategy with the business strategy was challenging at times. HR leaders had to convince business leaders to implement certain promotions, transfers, and contract conversions. • At OECD, moves usually involve two or more people because any shifts in the budget require approval from the council. From a workforce planning perspective, high-potential employees (HIPOs) and people that are able to move early on must be identified.
Scope of the good practice <p>Location:</p> <ul style="list-style-type: none"> • Headquarters: Paris, France <p>Number of people:</p> <ul style="list-style-type: none"> • Secretariat staff: 2,500 • Membership: 34 countries <p>Occupations:</p> <ul style="list-style-type: none"> • Varied <p>Time horizon:</p> <ul style="list-style-type: none"> • Mobility began to increase significantly in 2006 		What was the impact of the good practice? <ul style="list-style-type: none"> • Mobility is increasing, driven by promotions, transfers, and contract conversions. • Promotions increased by 43% from 2006 to 2010; transfers increased by 57%. • It is still difficult to promote because it takes two to move due to budget constraints. Only the office of the secretary general can make a one-way transfer. • Statistical modelling of workforce dynamics shows that moves across Directorates have the strongest retention effect of any human capital factor and also contribute significantly to the likelihood of promotion. • Some resistance to mobility remains – some believe technical depth requires people staying in place. • To develop employees, OECD has begun using two-way secondments with other international organizations, for example, a two-way exchange programme with the International Monetary Fund (IMF). • OECD only has 2,500 people and 20 departments, so moving outside the organization allows employees to gain a deeper understanding of their field of expertise in an outside environment. The goal is to eventually integrate this kind of exchange programme into the staff development function. • There are currently 10 to 20 people on exchange/secondment and this number will grow in the future.
Economic and political context <ul style="list-style-type: none"> • Member countries fund OECD. National contributions are based on a formula that takes account of the size of each member’s economy. The OECD budget for 2011 is €342 million. The largest contributor is the United States, which provides nearly 24% of the budget, followed by Japan. Countries may also make voluntary contributions to financially support outputs in the OECD work programme. • The size of OECD’s budget and its work programme are determined on a two-year basis by member countries. OECD’s planning, budgeting and management are all organized on a results-based system. • A Supreme Audit Institution of an OECD member country, appointed by the Council, performs independent external auditing of OECD’s accounts and financial management. 		Why has it worked? <ul style="list-style-type: none"> • Mobility is business driven, and not simply a reflection of HR goals. • Because so much is now project based, mobility that does occur can better align capabilities and tap complementarities in capabilities of those involved. • Mobility programmes are effective in that they create close and equal relationships with management groups. • The primary benefit of collaboration is for one of the stakeholders to gain something new from the experience. People of comparable quality get to learn from each other’s organizations. There are slight differences in strengths between OECD and IMF for example, so secondment gives both organizations an opportunity to tap into each other’s expertise. • Silo mentalities are starting to diminish – but it takes time.
About the author(s) <ul style="list-style-type: none"> • OECD is an international economic organization of 34 countries founded in 1961 to stimulate economic progress and world trade. • OECD defines itself as a forum of countries committed to democracy and the market economy, providing a setting to compare policy experiences, seek answers to common problems, identify good practices, and coordinate domestic and international policies. Its mandate covers economic, environmental, and social issues. OECD cooperates with businesses, trade unions and other representatives of civil society. 		What are your recommendations for others? <ul style="list-style-type: none"> • International organizations need to move towards collaboration that goes beyond just an exchanging of information. • HR needs to build alliances and equal relationships with business owners within in their organizations. • Do not be afraid of not knowing all the answers – indeed prepare for it. It is useful to get hard numbers to support your case, but you cannot be too rigid. • Agencies need to lessen their territorial mentality in order to promote growth within the industry. • International organizations are increasingly dependent on each other, including in the realm of talent. Offering opportunities for secondments and assignments in other agencies is critical to developing and retaining talent, as well as succeeding in their respective missions.

Philippines Government

Overseas Workers' Welfare Association (OWWA)

Context

Author(s)

- ☐ Business
- ☒ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☒ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

The Overseas Workers Welfare Administration (OWWA) is the lead government agency focused on the welfare of Overseas Filipino Workers (OFWs) and their dependents. The OWWA is attached to the Department of Labor and Employment (DOLE).

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☒ Moving people across countries
- ☐ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- OWWA was created because of the constitutional mandate to guarantee the protection of the rights of OFWs and the promotion of their interests and well-being.
- An organization was needed to raise money and distribute welfare and benefits to OFWs, who often had little protection or resources available in their host country.
- OFWs require protection and help with repatriation, which can be a very difficult process both economically and socially.

What type(s) of good practice?

- ☐ Education and training
- ☐ Employment
- ☒ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☒ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- The OWWA has provided benefits and services to duly registered members to promote the welfare and well-being of overseas Filipino workers (OFWs) and their families.
- The wide range of benefits and services are subject to qualification requirements and availability of the agency's funds. For a US\$ 25 membership contribution, a member and/or his family is entitled to medical, education, training, disability and death benefits.
- The agency also offers scholarships programmes for the qualified OFWs and their beneficiaries/dependents. A maximum of PHP 14,500 per course is given for a short-term (up to two years) vocational or technician's course under the Skills-for-Employment Scholarship Program.
- Under the Education for Development Scholarship Program (EDSP), there are 150 college scholarships awarded to OFWs dependents to pursue four to five year baccalaureate courses. PHP 60,000 a year shall also be provided to OFW beneficiaries. Under the OFW Dependents Scholarship Program, OWWA gives financial assistance of PHP 20,000 a year to poor but deserving dependents if an OFW is earning not more than US\$ 400 a month.
- Qualifiers are entitled to a baccalaureate or associate's degree in a state college or university.
- Other services of OWWA include on-site assistance and services, social services and family welfare assistance.

Scope of the good practice

Location:

- Philippines

Number of people:

- 8.5 to 11 million OFWs

Occupations:

- Varied (seafarers, household service workers, etc.)

Time horizon:

- 1980 to present

What was the impact of the good practice?

- Due to previous programmes, interest among returning OFWs for entrepreneurship has grown. To meet this demand, the president launched the 2 billion pesos (US\$ 47.4 million) reintegration programme during Migrant Workers Day on 7 June 2011. This programme is a joint venture of the DOLE, OWWA, Land Bank of the Philippines (LBP) and the Development Bank of Philippines (DBP). Much of the funding will go to small business loans.
- The recession triggered a significant loss of jobs for OFWs. This prompted the Philippine government to provide Filipino domestic helpers government-sponsored training for the OFWs to become call-centre agents. The programme, funded by the OWWA, is part of the government's vocational scholarship programme of OWWA and reintegration for OFWs.

Economic and political context

Philippines:

- Population: 94.3 million (2010 EST.)
- Unemployment rate: 7.3% (2010 EST.)
- GDP: US\$ 351.4 billion (2010 EST.)

Remittances sent by OFWs to the Philippines contribute to the country's economy, with a value of more than US\$ 10 billion in 2005. OFW remittances represent 13.5% of the country's GDP. In 2008, overseas Filipinos sent US\$ 15.9 billion worth of remittances to the Philippines, up from the US\$ 14.4 billion in 2007, and US\$ 13 billion in 2006. In 2009, despite the global recession, OFWs sent about US\$ 17.3 billion in remittances to the Philippines.

Why has it worked?

- OWWA provides a comprehensive support network and services. This preparation even includes pre-departure orientation and education programmes. Thus, the organization is so proactive that it deals with the issues of Filipino expats before they become expats.
- The OWWA uses recognition awards to promote sharing of best practice ideas around optimizing the gains of migration and generation of employment opportunities.
- It is highly accessible, with a flat-rate membership fee, and membership is encouraged through all Filipino consulates and embassies overseas.

About the author(s)

The Overseas Workers Welfare Administration or OWWA is an attached agency of the Department of Labor & Employment (DOLE). It is the lead membership welfare institution that serves the interest and welfare of member-overseas Filipino workers (OFWs).

What are your recommendations for others?

Levels and types of migration are affected by ease of repatriation. In effect, it is always easier to get people to move for employment purposes if they know they know they can easily return and find their way back into the economic and social life of their country. This happens not just at a company level, but also for countries at large. Recognizing this in advance can help create an environment that supports freer flow of labour across national boundaries.

Polish Confederation of Private Employers Lewiatan (PKPP Lewiatan)

Qualifications Adjusted to Employers' Needs Project

Context		Content
Author(s) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Business <input type="checkbox"/> Government <input type="checkbox"/> Academia <input type="checkbox"/> NGO <input type="checkbox"/> International Organization 		Stakeholder(s) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Business <input checked="" type="checkbox"/> Government <input checked="" type="checkbox"/> Academia <input type="checkbox"/> NGO <input type="checkbox"/> International Organization
What type(s) of talent mobility? <ul style="list-style-type: none"> <input type="checkbox"/> Moving people within an organization <input type="checkbox"/> Moving people across occupations <input type="checkbox"/> Moving people across countries <input checked="" type="checkbox"/> Moving unemployed to employed <input type="checkbox"/> Moving jobs to people <input type="checkbox"/> Virtual mobility 		Good practice in brief <p>The Qualifications Adjusted to Employers' Needs Project promotes cooperation between the business and education sectors. The project is co-funded by the European Union under the European Social Fund, and aims to match, strengthen and develop education programmes in response to labour market changes and employer needs.</p>
What type(s) of good practice? <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education and training <input type="checkbox"/> Employment <input type="checkbox"/> Fostering knowledge/skills circulation <input type="checkbox"/> Inclusion and diversity <input type="checkbox"/> International assignment programme <input type="checkbox"/> Job creation <input type="checkbox"/> Leadership development <input checked="" type="checkbox"/> Moving youth into employment <input type="checkbox"/> Migration and visas <input checked="" type="checkbox"/> Skills recognition <input type="checkbox"/> Workforce planning <input type="checkbox"/> Other 		What was the problem? <ul style="list-style-type: none"> • Participants of the conference Education and Science in 21st Century – the Business Perspective, organized by PKPP Lewiatan, concluded that notwithstanding the high unemployment rate, companies have great difficulties in finding the right employees. This is due to the fact that job seekers, the unemployed and graduates from schools and universities are insufficiently qualified. • Financial solutions are needed to cover costs of expensive vocational and specialized education taking place in companies, schools, at universities and in other educational institutions.
Scope of the good practice <p>Location:</p> <ul style="list-style-type: none"> • Poland <p>Number of people:</p> <ul style="list-style-type: none"> • About 100 members of Lewiatan and 50 educational institutions <p>Occupations:</p> <ul style="list-style-type: none"> • Mostly targets the technology sector <p>Time horizon:</p> <ul style="list-style-type: none"> • Implemented in 2009, with closing date of 2011 		What was the solution? <ul style="list-style-type: none"> • PKPP Lewiatan promotes educational courses that are in line with employers' needs with special consideration to vocational education. • The project formally defined the nature of the skills gap and the pressing need for collaborative solutions. PKPP Lewiatan performed a gap analysis of skills needed in the private sector compared to those offered in the education system. The Labour Market Council helped to define and track the skills gap. • The project encouraged businesses to be transparent about their workforce needs. PKPP Lewiatan surveyed employers to create a desired skills list for prospective employees and then shared this information with educational institutions. PKPP Lewiatan also conducted meetings with the Polish Ministry of Education and the private sector to raise awareness of the skills gap issue.
Economic and political context <ul style="list-style-type: none"> • Each association within the Confederation is an autonomous organization that has its own individual enterprise, statute, and management. • PKPP Lewiatan runs its own office and employs professionals experienced in a wide range of issues such as: labour relations, macroeconomics, small- and medium-sized enterprises, and the European Union. The Confederation participates in Social Dialogue and takes part in the Tripartite Commission for social and economic issues. 		What was the impact of the good practice? <ul style="list-style-type: none"> • The Confederation inspired reforms in the national education system. There is now a stronger emphasis on practical application in technical programmes. There is equal weight placed on theory and practical learning as opposed to the previous 70/30 split. • Companies are now actively engaged in dialogue with educational institutions. Companies have created internships for students and opened up opportunities for students to conduct joint research. • Companies are now more aware of benefits that result from planned and purposeful improvement of employees' qualifications. They are looking for collaborative solutions and will continue to propose changes to the current system.
About the author(s) <p>The Polish Confederation of Private Employers Lewiatan (PKPP Lewiatan) was established in January 1999 as a nation-wide representation of employers to the state and trade unions. Today it is an organization of 59 sector and regional associations of private employers and 25 individual members. In total there are about 3,500 companies employing over 650,000 workers.</p>		Why has it worked? <ul style="list-style-type: none"> • The private sector is responsible for 70% of Poland's GDP, which means that private employers are present in the most cutting-edge sectors of the Polish economy. Members of Lewiatan enjoy a dominant position in a wide range of policy discussions. • The project exposed a common theme amongst Polish entrepreneurs – a serious lack of desirable skills among their workers. It showed a real need for core educational organizations to cooperate with market representatives to create new skills programmes. PKPP Lewiatan inspired a dialogue and mutual understanding amongst educational institutions and private employers.
		What are your recommendations for others? <p>PKPP Lewiatan suggests that the following actions are essential to improving employability:</p> <ul style="list-style-type: none"> • There should be systematic monitoring of graduates' progress, the quality of formal and informal education, and labour demand and supply. School and university funding should be conditional on these measured results. • Business should be involved in shaping curricula. Sector profession development councils to improve education should include experts from public and private educational institutions, persons from formal and informal educational institutions, business people and representatives of departments of Education, Science and Higher Education, and Labour and Social Policy. • Increase the importance of practical knowledge in vocational education, both in secondary schools and universities; provide financing for the involvement of business representatives into practical education in schools. • Improve the quality of teachers' education by requiring teachers to constantly update their vocational knowledge and didactic skills. Assess teachers' work and remunerating on the basis of results achieved by their students and according to percentages of passed exams that confirm students' skills and general and vocational knowledge. • Development of a coherent legal system and financial solutions that would stimulate workers (particularly 50+ workers and those working in professions unadjusted to the needs of the labour market) to learn through their lifetime and motivate employers towards constant investment.

PwC

Genesis Park Leadership Programme

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

- Genesis Park is PwC's global leadership development programme. PwC takes the top 2% to 5% of early senior managers and accelerates their development into resilient, responsible and authentic leaders.
- The PwC approach uses blended learning and social networking and culminates in an intensive 10-week residential programme. Participants focus on their personal development; explore the world through the eyes of existing network, industry and community leaders; and work on real business issues. Dynamic and intensive coaching supports the entire experience.

What type(s) of talent mobility?

- ☒ Moving people within an organization
- ☐ Moving people across occupations
- ☐ Moving people across countries
- ☐ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- PwC needed a better way to build a pipeline of leaders able to thrive in an uncertain future and help fulfil potential for growth.
- PwC wanted to revamp the Genesis Park experience to increase its effectiveness.

What type(s) of good practice?

- ☒ Education and training
- ☐ Employment
- ☒ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☒ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- A team of innovative experts, recognized for their achievements in leadership development, were brought together to revamp the Genesis Park by:
 - Bringing forward the best of the previous Genesis Park programme (running since 2001)
 - Drawing from successful approaches in other PwC programmes and those of other organizations
 - Identifying where the existing content and approaches did not meet the business needs
- As a result of this review, a 12 month design plan was put in place and additional specialist expertise brought in around the design team to build out the three major sections of the programme: pre-work, the residential program and post-work.
- Within these three sections there were elements that clearly needed to run through the entire programme: (1) elements that build the whole person; (2) elements that build the leader as resilient, authentic, responsible; and (3) elements that build the individual leadership capabilities around the roles of strategic advisor, global integrator, team catalyst, etc.
- All of these culminated in the strategic projects – the opportunity to create business impact by working on issues of real significance to PwC, at the same time having the opportunity to experiment in a safe environment.
- The new and improved Genesis programme involves this careful crafting of elements that are consistently delivered irrespective of location. It has bespoke design and real time adjustments to ensure that the programme is in tune with the local culture and takes advantage of what is happening in the moment in the local host office (e.g., connecting with visiting partner, leaders and clients).

Scope of the good practice

Location:

- The programme focuses on the top 2% to 5% of top talent senior managers/directors, who are drawn from the 161 territories within the PwC network.
- The programme includes a 10-week residential component in three key markets each year. In 2011 it was in Singapore, Boston and Warsaw.

Number of people:

- 137 people in 2011

Occupations:

- Senior Managers and early Directors, from all business lines and all industry sectors participated.

Time horizon:

- Genesis Park has been operating since 2001, but the programme was reviewed and substantially redesigned for 2011. The programme will be run again in 2012.

What was the impact of the good practice?

- PwC measures the participant response to the programme and that of their partner coach in their home firm through a series of evaluations and surveys.
- Qualitatively, PwC looks at the participants' readiness to become a partner and the assignments and opportunities that alumni get as a result of having been part of the programme. This is achieved through an analysis of the leadership stories of Genesis Park participants – both at the end of the residential programme and then nine months later when they have transitioned back to their home practices.
- There has been immediate positive impact on participants of the 2011 programme in terms of their response to the experience of Genesis Park (through formal and informal evaluation). The longer-term impact of their leadership transformation and career development will be assessed going forward.

Economic and political context

PwC (2011):

- 169,000 employees
- Gross revenues of US\$ 29.2 billion
- Net revenues of US\$ 27.5 billion

Why has it worked?

- Global leadership sponsorship and support
- A high-performing team of leadership development experts
- Strong territory and host site engagement and support
- The three programmes were run with staggered start dates, which allowed for the lessons from programme one to be passed on to programmes two and three.

About the author(s)

- PwC is a professional services network delivering assurance, tax and advisory services to clients.
- PwC has firms in 158 countries with close to 169,000 employees.

What are your recommendations for others?

- The continuous improvement approach meant that there were no major issues that did not work – due to the iterative nature of the programme PwC was able to constantly correct, adjust and improve. Each programme showed significant improvement in the quality of outputs.
- Key lessons include: reduce pre-work and make the pre-work more focused; increase the initial up-front context setting for the overall programme, and increase the experiential elements of the residential programme.

Standard Chartered

Holistic Approach to Talent Mobility

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

Mobility is embedded in the corporate DNA of Standard Chartered Bank (SCB). Rather than one approach, SCB has an on-going enterprise approach to talent mobility.

What type(s) of talent mobility?

- ☒ Moving people within an organization
- ☒ Moving people across occupations
- ☒ Moving people across countries
- ☒ Moving unemployed to employed
- ☒ Moving jobs to people
- ☒ Virtual mobility

What was the problem?

- The financial industry is changing rapidly. Increasingly, clients and customers have transnational banking needs, and non-banking organizations have started to play in the finance space (e.g., Apple has secured a banking licence). To remain competitive, SCB must be creative about how it develops its people.
- SCB aims to respond also to ageing populations, differently skilled workforces, and other demographic trends.

What type(s) of good practice?

- ☒ Education and training
- ☐ Employment
- ☒ Fostering knowledge/skills circulation
- ☒ Inclusion and diversity
- ☒ International assignment programme
- ☐ Job creation
- ☒ Leadership development
- ☐ Moving youth into employment
- ☒ Migration and visas
- ☒ Skills recognition
- ☒ Workforce planning
- ☐ Other

What was the solution?

Talent process:

- All SCB employees are assigned a talent classification, irrespective of their grade. All HIPOs (high potentials) have a talent profile that details their career and performance history, their strengths and aspirations, and other personal/performance data. Business and HR leadership teams have access to each individual's talent profile and commit to moving those people recognized as HIPOs, especially when they have been in their role for two or more years.

Succession planning:

- SCB runs a global process for succession at the senior level. Each of the business/function specific Heads of HR meet to review names and calibrate views across the enterprise. This single view enables cross-fertilization of succession plans and improves bench strength by allowing SCB to access talent in different geographies and functions/business lines to have the right people in the right role at the right time.

Strategic people agenda:

- SCB runs an annual process called the Strategic People Agenda during which the Group CEO reviews the people agenda of each business/function, which enables cross-bank moves.

Resourcing calls:

- The global senior HR team run fortnightly "clearing house" style calls to help deploy cross-bank moves of talented individuals, identifying people who want to experience different businesses to ensure the supply meets the business demand. Using this process, SCB recently deployed some experienced wholesale bankers into consumer banking.

Mobility policies:

- SCB has globally consistent and globally governed policies. SCB managers can move an individual in several ways – short-term vs. long-term moves, permanent vs. international assignment. These are globally governed, and managers cannot amend them. This ensures complete fairness.

Scope of the good practice

Location:

- Worldwide (over 70 countries)

Number of people:

- More than 80,000 employees

Occupations:

- Financial services – all occupations

Time horizon:

- SCB has an ongoing enterprise approach to talent mobility

What was the impact of the good practice?

- SCB is an international organization with an international business strategy. This is inherent in its culture and workforce and is a competitive advantage in the industry.
- SCB considers innate talent rather than previous experience.
- SCB believes that moving people into jobs is also part of the social purpose of the organization. SCB hires visually impaired people to work in contact centres as part of its brand promise of "here for good".

Economic and political context

- 85% of business comes from outside the United Kingdom.
- SCB is over 150 years old and never started with a strategy that was home country focused.
- The SCB client base consists of many nationalities, and the goal is to have the employees represent the client and customer base.
- SCB has a network of over 1,700 branches and outlets and 5,600 ATMs in more than 70 countries and territories across the globe.
- At SCB, 125 nationalities are represented among over 80,000 employees, nearly half of who are women.
- 70 nationalities are represented among SCB senior management.

Why has it worked?

- Mobility is at the heart of the SCB business – whether it is moving between teams, moving to a different role, or changing location either across town or internationally.
- The biggest drivers of this culture of mobility are the SCB footprint, operating model and strengths-based philosophy. From graduates to Group Management Committee members, there is a consistent story SCB has to tell around mobility: it is a way of life, not an occasional practice.

About the author(s)

Standard Chartered PLC is a multinational financial services company headquartered in London, United Kingdom, with operations in more than 70 countries.

What are your recommendations for others?

Given the increasingly complex and international nature of banking, it is vital to develop leaders with a breadth of understanding and to operate under a broad definition of mobility.

Taylor Bennett

The Taylor Bennett Internship Programme

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☒ Academia
- ☒ NGO
- ☐ International Organization

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☐ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What type(s) of good practice?

- ☒ Education and training
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- ☐ Fostering knowledge/skills circulation
- ☒ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☒ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

Scope of the good practice

Location:

- Operating mainly in London with a smaller amount of activity in the north of England
- Number of people:
- 50 graduates since 2008, with another 32 scheduled for 2012.

Occupations:

- Entry-level jobs in the PR and communications industry (investor relations, employee communications, media relations, digital communications, government communications, etc.)

Time horizon:

- The first internship programme started in 2008 with six participants. Since then the number of programmes per year has increased steadily: 2009 – one programme (six students); 2010 – two programmes (12 students); 2011 – three programmes (18 students).
- In 2012, Taylor Bennett aims to increase the number of graduates in each programme from six to eight. Taylor Bennett will also increase the number of programmes run each year to four.

Economic and political context

The British PR industry lacks ethnic diversity. Taylor Bennett partnered with the University of East London to ensure access to a diverse student population.

About the author(s)

- Taylor Bennett is a corporate communications firm based in the UK. Taylor Bennett operates across Europe, the Middle East and Asia-Pacific. In the US, Taylor Bennett works jointly with Heyman Associates.
- The Taylor Bennett Foundation is being established as an independent registered charity to ensure the expansion and continuity of the programme, and to enable its work to have a wider profile.

Content

Good practice in brief

The Taylor Bennett Foundation PR training and internship programme is a 10-week full-time training course in public relations, designed to equip participants with relevant skills to work in the PR and corporate communications industry. Participants receive formal training, meet leading practitioners from the communications industry and participate in practical PR-related projects. They also receive extensive career coaching.

What was the problem?

The talent pool in the PR and communications industry does not reflect the ethnic diversity of the UK population. This is because of lack of access to the industry at entry level, because of cultural issues (immigrant parents prefer children to become doctors, accountants, etc.) and because of lack of understanding and social mobility issues (many immigrant communities are disadvantaged).

What was the solution?

- The training scheme was originally promoted to students through the employability unit of the university in London with the highest ethnic minority population, the University of East London. Taylor Bennett also wrote personal letters to the entire senior faculty, asking them to refer the programme to their most promising students.
- To encourage applications, Taylor Bennett has reached out to other universities with high ethnic minority populations and also runs a promotional campaign via its website and print media.
- Taylor Bennett has also engaged the industry's leading trade publication, PR Week, in appealing for mentors to support the programme. The United Kingdom's top 100 PR agencies have been individually approached for support.

What was the impact of the good practice?

- The Foundation's primary objective is to equip graduates with the skills and knowledge necessary to enable them forge successful careers in PR.
- To date, 70% of the participants have gone on to secure further work experience in the PR industry.
- Alumni of the programme have gone on to secure work experience, contracts and permanent positions at: Brunswick, Cantos, Cision, Clareville Communications, CNN, Cut Communications, Edelman, Financial Dynamics, Freud, Garden Court Chambers, Glue Isobar, Grayling, House PR, Ketchum, Lansons, Lewis PR, Macbeth Media Relations, Mumsnet, MS&L, Newham Council, Octopus Communications, Pepsico, Racepoint Group, RX Mosaic, Save The Children, Talk PR, Thames London Gateway, Top Shop, The Discovery Channel, The Observer, The Olympic Legacy Company, Unity PR and Weber Shandwick.

Why has it worked?

- Taylor Bennett provides relevant, useful and practical training and experience to prepare students for work in the PR industry. Taylor Bennett worked with external partners to ensure that the right mix of training was delivered. They also emphasized interpersonal skills training for students, for example, the importance of eye contact and a firm handshake during an interview.
- Commitment from staff at Taylor Bennett and at the lead sponsoring PR agencies was vital, as was support from the wider PR and media industries. The media, communications departments and other PR agencies are aware of the lack of ethnic diversity in the industry and have supported the Taylor Bennett Foundation in combating this inequality.

What are your recommendations for others?

- Selecting the right partner to ensure interest in the training programme was essential. Effective recruitment practices guaranteed that strong students would enter and graduate from the programme.
- Overall, the course content and design has proven very effective in mobilizing talent from ethnic minority graduates.

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☒ Government
- ☐ Academia
- ☒ NGO
- ☐ International Organization

Content

Good practice in brief

- JOBLINGE is a six-month programme targeting challenged youth who have left high school and are having difficulty securing a full-time job.
- The programme rests on two key pillars: practical, applicable real-world experience and one-on-one mentoring.
- The goal of the programme is to make a measurable contribution to the sustainable reduction of youth unemployment in Germany.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☐ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- Each year, a growing percentage of Germany's graduates leave high school with limited prospects for securing full-time employment – and no clear means of turning their situation around.
- The problem translates into a range of challenges and costs, including a widening socioeconomic gap and a high demand for public assistance.
- To combat this problem, the country's federal employment office spends approximately 6 billion euros (approximately US\$ 8.3 billion) each year on support programmes targeting the transitional period between high school and employment. By most measures, however, this spending has had limited impact. Currently, an estimated 600,000 disadvantaged German youths lack the qualifications to hold a full-time job.

What type(s) of good practice?

- ☒ Education and training
- ☐ Employment
- ☐ Fostering knowledge/skills circulation
- ☒ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☒ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- The JOBLINGE programme gives disadvantaged youth the chance to prove themselves in practice and places them directly in vocational training or in jobs at partnering companies.
- JOBLINGE builds on several key success factors within the programme.
 - Participants are selected through an initial invitation to do charitable work. This is to test their motivation and ensure their commitment. Frustration and passivity can be overcome by the feeling of having worked hard to enter the programme.
 - The strong need for individual mentoring support can be met only by professionally leveraging civic engagement (volunteer mentors).
 - The focus is on learning on the job and gaining relevant social and professional skills at partnering companies, rather than on further educating school-weary adolescents.
 - There is a targeted one-on-one placement of adolescents to qualifying internships that lead to coveted vocational training spots or employment in partnering companies to ensure the programme's sustainable success.

Scope of the good practice

- Location:
- JOBLINGE is currently in four locations: Bavarian Forest, Munich, Berlin, Frankfurt
 - Two more locations in Cologne and Leipzig will open in January 2012
- Number of people:
- 500 adolescents in the programme as of 2012
- Occupations:
- Varied
- Time horizon:
- Launched in 2008, still underway
 - Plans to place more than 6,000 adolescents in apprenticeship positions by 2020

What was the impact of the good practice?

- So far, as many as 500 companies and around 300 dedicated individuals have been involved as mentors in the project.
- Funding comes from businesses and the government, mostly at the city level. The ratio of private sector funding ranges from 20% to 50% for each operation.
- There is a 60% placement rate for jobs or apprenticeship positions and a 90% sustainability rate after 12 months.

Economic and political context

- 650,000 youths in Germany do not find jobs or apprenticeships after secondary school. Of these 350,000 are continuously enrolled in transition programmes to help them find jobs.
- One in six German adolescents face long-time unemployment. This means a lasting dependence on the welfare state and little hope for a self-determined life.
- The JOBLINGE target group (school-weary, but motivated to work) has little to no chance of finding employment, as they lack the required grades and often the necessary social skills. JOBLINGE gives them the chance to prove themselves in practice and places them directly in vocational training or in jobs at partnering companies.

Source: Statistics of the Federal Employment Agency; Bertelsmann Stiftung

Why has it worked?

- A diverse set of partners is working together to improve job opportunities for young people.
- The programme consists of four primary elements, all leading to positive outcomes:
 - Leverage. Intensive individualized support is provided through one-on-one mentoring and qualification for young people by volunteers and pro bono partners throughout the process.
 - Professional platform for civic engagement. Non-profit JOBLINGE offers a professional platform for a network of all relevant stakeholders in society (public financiers, pro bono partners, businesses, and volunteers).
 - Scalability. Broad impact is achieved by applying social franchising to ensure scalability – instead of locally isolated initiatives.
 - Win-win situation. Internships create value for both the youth and businesses. The young people receive on-the-job learning and internships to provide access to the job market. Partner businesses get access to qualified, motivated potential apprentices or employees.

About the author(s)

The Boston Consulting Group (BCG) is a global management consulting firm with offices in 42 countries. BCG partners with clients from the private, public, and not-for-profit sectors in all regions to identify their highest-value opportunities, address their most critical challenges, and transform their enterprises.

What are your recommendations for others?

- Conventional commercial training and employment agencies face challenges when trying to meet the needs of all stakeholders in the current system, and they are generally driven by political, educational, or business interests.
- JOBLINGE creates a platform for all groups and systematically engages the community to help youth effectively.
- A collaborative public-private partnership offers potential for success.

The United Nations Development Programme (UNDP)

TOKEN (Transfer of Knowledge Through Expatriate Nationals) Programme: Sudan

Context

Author(s)

- ☐ Business
- ☒ Government
- ☐ Academia
- ☐ NGO
- ☒ International Organization

Stakeholder(s)

- ☒ Business
- ☒ Government
- ☐ Academia
- ☐ NGO
- ☒ International Organization

Content

Good practice in brief

TOKEN Sudan was launched in 2006 to increase the participation of the Sudanese diaspora in the ongoing recovery and reconstruction efforts in Sudan, especially in war-affected areas. TOTKEN is a special volunteer programme that calls on expatriate nationals to volunteer in their country of origin for a short period of time. TOKEN volunteers merge their acquired learning with their familiarity of local culture and language to effectively transfer their knowledge and skills.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☒ Moving people across occupations
- ☒ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

Following the signing of the Comprehensive Peace Agreement (CPA), the overall social and political environment has changed and opened an unprecedented window of opportunity to turn the devastation of years of war, displacement and under-development into a new era of peace and prosperity in Sudan. However, a large number of the qualified and experienced human resources of Sudan who could contribute to the recovery and development process in Sudan live outside the country. Studies conducted by different agencies on the expatriate Sudanese nationals living abroad have indicated that a large number of highly talented and experienced expatriate nationals are willing to contribute to the reconstruction and peace-building initiatives in their home country.

What type(s) of good practice?

- ☒ Education and training
- ☐ Employment
- ☒ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☒ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

The main objective of the TOKEN project in Sudan is to support the national capacity building of Sudanese institutions in various development sectors through the transfer of knowledge from professional Sudanese in the diasporas. The approach of TOKEN project can be summarized as follows:

- Demand-driven with institution focus. This means institutions make requests for TOKEN consultants after clearly identifying their capacity development needs.
- First-come, first-serve. To avoid the tendency for regional allocation of services the project would handle requests as they are received. Being mindful of regional differentials, the project intensifies its advocacy in those regions lagging behind with the view of making them more proactive.
- Knowledge transfer, not gap filling. TOKEN consultants do not cover for staff shortage, as that would be an inappropriate use of their highly technical talents. Indeed having staff on the job is an essential condition for deploying a TOKEN consultant to an institution.
- Neither a return nor a resettlement programme. The project is well aware of the agencies working in the field of return and resettlement. As a result, it is not a TOKEN comparative advantage to engage in return or resettlement.

Scope of the good practice

Location:

- TOKEN has expanded to more than 30 countries since its development in 1977.
- TOKEN was launched in Sudan in 2006.

Number of people:

- 3,175 personnel were trained in Sudan

Occupations:

- The trainings covered the following areas: governance and rule of law; HIV/AIDS, Prevention of Mother To Child Transmission (PMTCT); leishmaniasis (Calazara); study of reservoirs and area of inhabitants in Eastern Sudan; food security; Eco-Health Risk Assessment & Management; education; public administration and governance; sustainable environmental conservation; economic development; microfinance development; geographic information system; media professional training; and project management.

Time horizon:

- In January 2006, building on the favourable policy situation and the increasing political stability in Sudan, UNDP launched TOKEN Sudan.

What was the impact of the good practice?

- Through October 2011, the programme recruited 73 volunteers to provide institutional capacity building support for more than 100 government institutions, universities and private sectors in Northern and Southern Sudan.
- The programme supported more than 60 national and state government institutions, universities and research institutions, private sector organizations and NGOs in Northern and Southern Sudan.
- The project trained and built the capacity of 3,175 personnel from national and state government institutions, universities and research institutions, private sector organizations, and NGOs across Sudan.
- A database was developed that includes over 370 professional Sudanese expatriates who are willing to join TOKEN through a mission in Sudan.

Economic and political context

- The United Nations Development Assistance Framework for Sudan (UNDAF) 2009–2012 identified four interlinked development priorities and four corresponding strategic objectives for the country, which are in line with priorities identified by the Government of National Unity in its National Strategic Plan 2007–2011, Government of South Sudan three-year rolling Sector Plans and addressing the Comprehensive Peace Agreement precedence. These development priorities are: Peace-Building, Governance and Rule of Law, Livelihood and Productive Sectors, and Basic Services.
- In accordance with the UNDAF development priorities and outcomes, the UNDP developed its Country Programme Action Plan for 2009–2012 in partnership with the government, CSOs, NGOs and other stakeholders.
- Upon recognition by the government that TOKEN is strategic to Sudan human resource development, the project has been included in the new Country Programme Action Plan for 2009–2012.

Why has it worked?

- TOKEN has seen a recent spike in interest as country offices in post-conflict programme countries increasingly turn to this model. Successful TOKEN programmes are currently at various stages of operation in Afghanistan, Vietnam and Sudan.
- The volunteers' knowledge of the country frequently results in the identification of special needs that might otherwise have been ignored, and their cultural and linguistic skills facilitate the transfer of technology and pave the way for more permanent relationships.

About the author(s)

The United Nations Development Programme (UNDP) introduced TOKEN in 1977 to help reduce adverse effects of the brain drain phenomena or "reverse transfer of technology" in many developing countries.

What are your recommendations for others?

The Government of National Unity and the Government of Southern Sudan are encouraging Sudanese expatriates to volunteer their professional experience to national and state institutions. Governments must have human resources capacity-building policies that encourage the involvement of displaced nationals in recovery and development efforts.

United Kingdom Border Agency

UK Immigration Points Based Tier System

Context

Author(s)

- ☐ Business
- ☒ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☐ Business
- ☒ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

In 2008, the United Kingdom overhauled its immigration law and implemented a points based system for non-European Union migrants wishing to come to the United Kingdom to work, study and train.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☒ Moving people across countries
- ☐ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

The UK's old immigration system was convoluted and consisted of 80 different routes. The new method is divided into only five tiers, making it comparatively much simpler.

What type(s) of good practice?

- ☐ Education and training
- ☐ Employment
- ☐ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☐ Moving youth into employment
- ☒ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- The new immigration system is broken into a five tiers that replaced the previous 80 or so routes that existed. Each tier has different conditions, entitlements, and entry requirements for migrants wishing to work in the UK:
 - Tier 1: highly skilled migrants, entrepreneurs, investors and graduate students
 - Tier 2: skilled workers with job offers
 - Tier 3: limited numbers of lower skilled workers to fill temporary labour shortages
 - Tier 4: students, excluding graduate students
 - Tier 5: youth mobility and temporary workers, such as those coming under Working Holiday agreements with other countries
- Each tier must score a certain number of points to extend stay in the United Kingdom. Each tier is based on a different points system but all involve compliance with immigration requirements.
- In Tiers 1 and 2, points are awarded for criteria such as age, previous salary or prospective salary and qualifications.
- All migrants applying under Tiers 2 to 5 are required to have sponsorship from a licensed sponsor (an employer or educational institution). The certificate of sponsorship assures that the migrant is able to perform the particular job or course of study. Highly skilled Tier 1 migrants do not require a job offer and thus do not require sponsorship.

Scope of the good practice

- Location:
- United Kingdom
- Number of people:
- Approximate net immigration in 2009 was 196,000
- Occupations:
- Varied
- Time horizon:
- Tier 1 (most skilled) became effective in 2008

What was the impact of the good practice?

The United Kingdom now has a far more straightforward immigration system. Prospective immigrants can easily determine which tier to apply for and what is expected of them under their tier's points system. In the long run this new system should attract and facilitate the immigration of highly skilled immigrants, which should in turn improve the UK's economic future.

Economic and political context

- United Kingdom:
- Population: UK: 61,838,154 (2009)
 - Unemployment rates: UK: 7.7% (2009)
 - GDP: UK – US\$ 2,174,529,808,278 (2009)

Why has it worked?

The system is simple and well documented on its government website and clearly designed to address the country's talent needs. The process should be much more encouraging and accessible for future immigrants as well as their employers.

About the author(s)

- The UK Border Agency is a global organization with 23,500 staff – including more than 9,000 warranted officers – operating in local communities, at our borders and in about 130 countries worldwide.
- Foreign nationals can apply for visas at more than 250 visa application centres worldwide.

What are your recommendations for others?

Create a simplified immigration system that both government employees and immigrants understand.

U.S. Department of Labor

My Skills My Future

Context

Author(s)

- ☐ Business
- ☒ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☒ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

The mySkills myFuture website is an electronic tool that enables previously employed job seekers to match their occupational skills and experiences with the skills needed in other occupations, in order to enhance their career mobility and economic prospects.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☒ Moving people across occupations
- ☐ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- Worker dislocation affects millions of workers in the United States. In July 2010, 6.5 million unemployed persons were on permanent layoff, according to the U.S. Bureau of Labor Statistics.
- The U.S. Department of Labor's (DOL) Office of Unemployment Insurance estimates that 3.5 million individuals exhausted their unemployment insurance during 2010. Given the slow pace of economic recovery and foreign trade and technological developments, laid-off workers must search for work in other occupations. Job seekers can search more efficiently if they understand how their current skills match the skill needs in demand within different occupations and industries.

What type(s) of good practice?

- ☐ Education and training
- ☒ Employment
- ☐ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☒ Job creation
- ☐ Leadership development
- ☒ Moving youth into employment
- ☐ Migration and visas
- ☒ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- Information about the tasks individuals carry out at work and the knowledge, skills and abilities needed to perform on the job is already available through the Occupational Information Network (O*NET) system supported by the DOL's Employment and Training Administration. The mySkills myFuture site is the first free public-sector tool that leverages O*NET information with other employment, education, training and apprenticeship databases to create an online skill transferability tool. This tool helps job seekers, the workforce investment system, career counsellors and the general public to match workers' skills with occupations and industries where job openings exist.
- mySkills myFuture lets users:
 - Use previous employment experience to identify similar occupations they may be qualified for
 - Identify the skills they need but lack to qualify for a specific job
 - Identify education, training and apprenticeship institutions where they can get these skills
 - Find links to relevant job opportunities in state and national job banks

Scope of the good practice

Location:

- United States

Number of people:

- 40 million each year for mySkills myFuture and related websites

Occupations:

- Varied

Time horizon:

- Launched 6 September 2010

What was the impact of the good practice?

- The website launched with great success and was publicly praised and promoted by the Minnesota Department of Employment and Economic Development, several members of Congress, and the U.S. Department of Labor's Employment and Training Administration, including Secretary of Labor, Hilda L. Solis.
- Job seekers have access to a far more advanced view of their occupation and related occupations. They can research their field's expected growth and new qualifications required, thus facilitating informed career changes

Economic and political context

United States:

- Population: 309.7 million (2010)
- Unemployment rate: 9.3% (2009)
- GDP: US\$ 14,582.4 million (2010)

Why has it worked?

- Workers in the United States have easy access to up-to-date career information enabling well-informed job moves. mySkills myFuture includes the following helpful features:
 - A step-by-step guide
 - Examples of how the tool can be used to address various questions and situations
 - An online instructional video
- The mySkills myFuture site is continually evolving in response to user feedback and suggestions. Scheduled new features include:
 - Locate employers. This new feature will let users locate local businesses, non-profit organizations, government agencies and other potential employers for the occupation they have selected.
 - Select work preferences. This feature will let users filter their career matches based on several work preferences. Users will be able to exclude careers that often require irregular work hours, frequent sitting, standing, good vision, good hearing and several other work characteristics.

About the author(s)

mySkills myFuture is part of CareerOneStop – a suite of web-based products funded and developed by the U.S. Department of Labor. CareerOneStop includes America's Career InfoNet and America's Service Locator. Each product offers unique solutions for the increasing demands of today's labour market to meet the specialized needs of job seekers, employers and the workforce and education communities.

What are your recommendations for others?

- Access to information helps the fluidity and quality of labour market decisions. Providing economic context and resources can help yield positive results for any country's workforce.
- Employment opportunity can be strengthened by moving beyond the confines of "jobs" to a broader mix of human capital assets that employees "own" and may have value to potential employers.
- Other countries should be able to exploit the enhanced knowledge and information of the human capital prerequisites of many different kinds of employment to increase opportunities for matching employers and employees in labour markets.

University of the West of England

The UWE International Talent Scheme

Context

Author(s)

- ☐ Business
- ☐ Government
- ☒ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☒ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

The UWE International Talent Project brings together international students and local businesses to offer work experience to overseas students studying in the United Kingdom and to provide companies with an international business asset.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☒ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- Local businesses in the United Kingdom face obstacles when attempting to expand into new overseas markets, such as language barriers and insufficient awareness of cultural business practices.
- International students want to gain experience in the UK job market.

What type(s) of good practice?

- ☒ Education and training
- ☐ Employment
- ☒ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☒ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- The University of the West of England has created a platform for local businesses to recruit international students who wish to gain work experience while in the United Kingdom.
- Through the Talent Project, businesses enjoy a cost-effective way of using the high-level specialist and international skills offered by the international students at UWE.
- International students help with translation and interpreting services; research new markets; liaise with key suppliers, clients and customers in a specific overseas market; and develop international contacts by phone or on line.
- The university becomes the agent for efficiently matching employers and employees in a market that might not otherwise materialize.

Scope of the good practice

Location:

- UK businesses/international UWE students

Number of people:

- A pool of over 2,000 students from more than 50 countries
- The project placed 25 students in 2010 and 51 students to date in 2011.

Occupations:

- Subject areas include IT, engineering, mathematical modelling, statistics and business, and many more.

Time horizon:

- The project began in 2010 and is still underway.

What was the impact of the good practice?

- There has been consistent positive feedback from employers who found the combination of the students' language skills, cultural knowledge and academic qualifications a significant asset to their business. Examples:
 - A graphic design student from China has produced illustrations for an RFP.
 - A marketing student from France has developed an export strategy for a UK company expanding into France.
 - Two African business post-graduates are helping a local forum events company research and develop key areas for future roundtable events across Africa.
- The majority of the employers are subject-matter experts who are otherwise unable to secure such resources due to cost restrictions and limited access to a foreign talent pool.

Economic and political context

United Kingdom:

- Population: 62.2 million (2010)
- Unemployment rate: 7.8% (2010 est.)
- GDP: US\$ 2.25 trillion (2010)

Why has it worked?

- A clear convergence of interest that makes such collaboration possible. All parties have their specific needs met and gain from the UWE's brokering of this market and effective provision of screening services.
- UWE provides employers with the most suitable students through support with CV selection, and the interview process.
- UWE helps with planning the timing and schedule for student work experience to optimize the work-study balance.
- Quality personnel are available at a low cost.

About the author(s)

- With around 30,000 students and 3,500 staff, UWE Bristol is the largest provider of higher education in England's southwest region.
- UWE is home to 2,636 international students.

What are your recommendations for others?

- Universities may be uniquely positioned to facilitate matching of prospective employees from an untapped labour pool to prospective employers in need of highly motivated talent with specialized skills, using, in part the opportunity to gain experience, as the currency of exchange. Because of their proximity to this labour pool and their deep expertise in selection of talent, they can perform this matching function more efficiently than other institutions.
- Universities should take a hands-on approach to bringing local businesses and international students together.

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☒ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

- Wipro Technologies has united with the academic world to set up Mission10X, a non-profit initiative to improve the employability skills of Indian graduate engineers.
- Mission10X facilitates systemic changes to existing teaching-learning patterns through capability building workshops and interventions for engineering faculty that have been rolled out across India in a phased manner.

What type(s) of talent mobility?

- ☐ Moving people within an organization
- ☐ Moving people across occupations
- ☐ Moving people across countries
- ☒ Moving unemployed to employed
- ☐ Moving jobs to people
- ☐ Virtual mobility

What was the problem?

- Low employability of Indian engineering graduates
- When introducing the programme in 2007, Wipro Limited Chairman Azim Premji stated, "The challenge is not supply of talent but that of talent that meets the needs of the corporate world. It's not about having a good curriculum or good faculty. What then is the employability enigma? If students augment their skills in a few areas desired by industry, employability in the country can be significantly enhanced."

What type(s) of good practice?

- ☒ Education and training
- ☐ Employment
- ☒ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☐ Leadership development
- ☒ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- Mission10X encourages the modernization of engineering education through workshops. Mission10X certificate programmes offer a unique opportunity to faculty members of engineering colleges to go beyond their conventional teaching practices and experiment with innovative learning techniques that focus on helping the students to:
 - Absorb higher levels of understanding of various engineering subjects
 - Effectively apply the concepts learned to varying practical situations
 - Develop key behavioural skills required for employment
- The workshops also provide an opportunity for the faculty members to acquire multiple certifications. Mission10X continues the engagement with the community members in their transformation journey and helps faculty members in implementing innovations in their classrooms to benefit their students.
- The Mission10X Portal (www.mission10x.com) is a unique engineering faculty community portal providing a forum for information sharing and learning within the community. It has a large repository of innovative techniques practiced by faculty members across engineering disciplines.
- As part of its phase 2, September 2010 to September 2013, Mission10X envisages reaching out to 25,000 faculty members deploying 2,500 Unified Learning Kits to reduce the gap in laboratory practices in line with industry demands, and developing 250 academic leaders.
- The group has collaborated with many international and national educational and industry bodies, such as the University of Cambridge, Dale Carnegie Training, International Federation of Engineering Education Societies, and NASSCOM (an Indian IT Industry Association).

Scope of the good practice

Location:

- 25 states across India

Number of people:

- Mission10X has reached out to 25 states and Union Territories in India covering over 1,000 engineering colleges and empowering more than 17,800 faculty members as of October 2011.

Occupations:

- Engineers and educators

Time horizon:

- Wipro initiated Mission10X on Teachers' Day in 2007. Teachers' Day is celebrated in India on 5 September every year.

What was the impact of the good practice?

- The initial goal of Mission10X was to train 10,000 faculty members. This goal was achieved in September 2010. Mission10X now intends to train more than 25,000 additional teachers by September 2013. Typically, an IT services company spends about 2% of its revenues in training its new hires for months before they can be put to work. The Mission10X initiative facilitates enhancement of student's employable skills through faculty members.
- Mission10X has recently partnered with Harvard Business School Publishing to launch an Advanced Academic Leadership workshop, exclusively for principals and directors of Engineering Colleges, for professional development. The programme is designed as three progressive levels of workshops, and includes instructor-led training as well as eLearning.

Economic and political context

India:

- Population: 1.2 billion (July 2011 estimate)
- Unemployment: 10.8% (2010 estimate)
- GDP (current): US\$ 4.06 trillion (2010 estimate)
- Source: World Factbook – CIA, September 2011

WIT financials:

- Sales: US\$ 7.2 billion
- Profits: US\$ 1.2 billion
- Assets: US\$ 8.3 billion
- Employees: 120,000

Why has it worked?

- Mission10X identifies the skill areas desired by the engineering industry and facilitates building sustainable model through empower faculty members who in turn help students enhance employability skills.
- Mission10X has harnessed the support and encouragement of universities across India. Teachers have a strong incentive to participate in the training, not only to enhance student learning, but also as an opportunity to network and advance their own careers. Mission10X has created a powerful professional community where faculty come together to work and exchange ideas.

About the author(s)

Wipro is a leading global IT company that has pioneered many innovations in the IT services, BPO and R&D services space. It is headquartered in Bangalore, India.

What are your recommendations for others?

As a non-profit that incorporates both the interests of businesses and academia, collaboration is essential and others must ensure that the interests of all stakeholders are addressed for success to be achieved.

Context

Author(s)

- ☒ Business
- ☐ Government
- ☐ Academia
- ☐ NGO
- ☐ International Organization

Stakeholder(s)

- ☒ Business
- ☐ Government
- ☒ Academia
- ☐ NGO
- ☐ International Organization

Content

Good practice in brief

Yum! Brands organize and implement training programmes across its global system to transform entry-level employees into restaurant management leaders.

What type(s) of talent mobility?

- ☒ Moving people within an organization
- ☐ Moving people across occupations
- ☐ Moving people across countries
- ☐ Moving unemployed to employed
- ☐ Moving jobs to people
- ☒ Virtual mobility

What was the problem?

The job market for college graduates is more competitive than in previous decades. A skills gap exists in the marketplace in finding individuals with the basic skills needed to be successful at running a restaurant. Many of the employees sourced across Yum!'s system lack university experience or degree completion.

What type(s) of good practice?

- ☒ Education and training
- ☐ Employment
- ☐ Fostering knowledge/skills circulation
- ☐ Inclusion and diversity
- ☐ International assignment programme
- ☐ Job creation
- ☒ Leadership development
- ☐ Moving youth into employment
- ☐ Migration and visas
- ☐ Skills recognition
- ☐ Workforce planning
- ☐ Other

What was the solution?

- Yum! University (YU) and division training teams offer courses and workshops delivered in various formats and designed to teach the skills and behaviours that continue to build the capability of above-restaurant leaders around the world.
- Yum!'s traditional and virtual classrooms are forums where employees can build new skills, share best practices, develop relationships, and learn together in a "one system" manner across all brands and geographies.

Scope of the good practice

Location:

- 110 countries and territories

Number of people:

- Large scale (over 1 million globally) but variable by country.
- Example: More than 300,000 employees in China

Occupations:

- Food service industry

Time horizon:

- Varied, different depending on the components

What was the impact of the good practice?

- Across the globe there is notable investment in training programmes in its divisions as well as Yum! University.
- 70% of management positions are filled internally using entry-level employees who then complete training programmes. These programmes range from scholarship support to internal training initiatives, leveraging both the classroom and technology-based methods.
- More than 6 million online courses have been completed between 1 January 2011 and 31 October 2011.
- In China, 98% of Yum!'s more than 3,300 associates in the Restaurant Support Center participated in Yum! Internal training program in 2007. In total, 3,230 associates received 26,300 hours of corporate training, an average of eight hours per associate.
- In Australia, the internal training program qualifies Yum! as a Registered Training Organization, falling under the government's TAFE (Technical and Further Education College) standards. Associates who participate are awarded with TAFE Certificates and Diplomas.
- In the United States, salaried associates are provided with tuition reimbursement (at a maximum of US\$ 4,000 per annum) for qualified undergraduate and graduate courses taken toward a job-related degree. Additionally, US\$ 500,000 is awarded annually through the Andy Pearson Scholarship Program. Since implementing the programme in 2003, nearly 1,500 scholarships have been awarded to associates and their dependants. In 2009, 39% of the scholarships were given to students of colour and 56% percent to female students.
- In Mexico, associates participate in 65 to 130 hours of training per year, depending on their roles and positions.
- In France, team members receive 24 hours per year in training, while managers participate in 150 hours of training per year.

Economic and political context

Yum! Brands (2011):

- System Employees: 1,000,000+
- Sales: \$11.665 Billion
- Assets: \$8.207 Billion
- Profit: \$1.211 Billion

Why has it worked?

- Yum! University focuses on three key areas:
 - Leadership Excellence: Each associate strives for breakthrough results in their piece of Yum!, and coaches and develops themselves and their teams. The courses, offered along with supporting tools, help build capability across all levels of the organization.
 - Cultural Excellence: Driving a recognition-based, global culture that focuses on growth and breakthrough performance is essential for continual success. Yum! University's courses and tools help to maintain a winning mindset everyday.
 - Functional Excellence: Yum! University's courses teach critical skills and processes, provide supporting tools, and reinforcing mindsets that span the functional areas of the business.
- Yum!'s division training teams are focused on building operational capability within the restaurants to ensure an optimal customer experience.

About the author(s)

Yum Brands, Inc. develops, operates, franchises and licenses a worldwide system of restaurants that prepare, package and sell a menu of competitively priced food items. Well known franchises include: KFC, Taco Bell, Pizza Hut, Long John Silvers and A&W.

What are your recommendations for others?

Yum! University (YU) helps associates across the globe understand the key concepts needed for success in any experience. By promoting internally and investing in the development of entry-level employees you can build a reliable workforce that builds a better business.

Appendix

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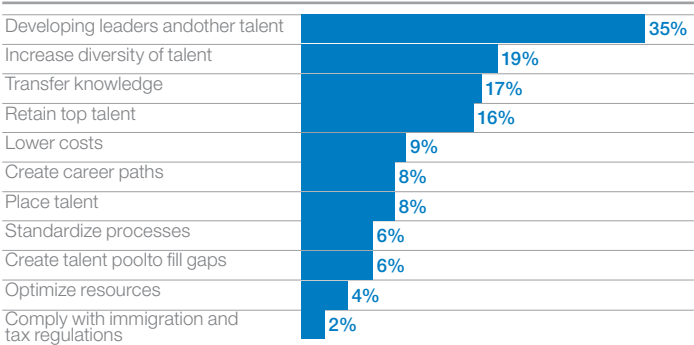
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Organizations’ Talent Mobility Practices – Key Survey Results

In developing this report, Mercer surveyed the talent mobility practices of over 500 organizations in 45 countries. It found that companies overwhelmingly are concerned with problems of talent attraction and development and see talent mobility as a way to:

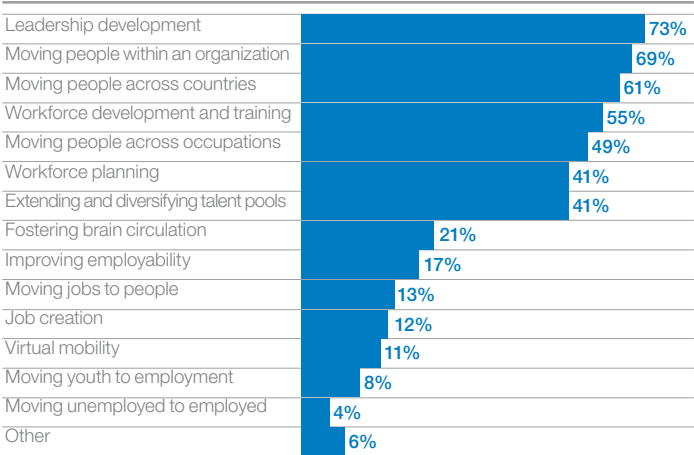
- Develop leaders and other talent
- Increase the diversity of talent
- Transfer knowledge
- Retain top talent

Exhibit 23: What were the specific objectives of the practice?⁵¹



The programmes companies implemented to address these concerns were predominantly classic company programmes in the areas of leadership and career development as well as international assignments. Companies were much less likely to implement initiatives on virtual mobility or moving youth to employment (see Exhibit 24). Moreover, moving people across organizational departments or units turns out to be more prevalent among respondents than moving people across borders (see Exhibit 25).

Exhibit 24: What type of talent mobility is your practice about?⁵²

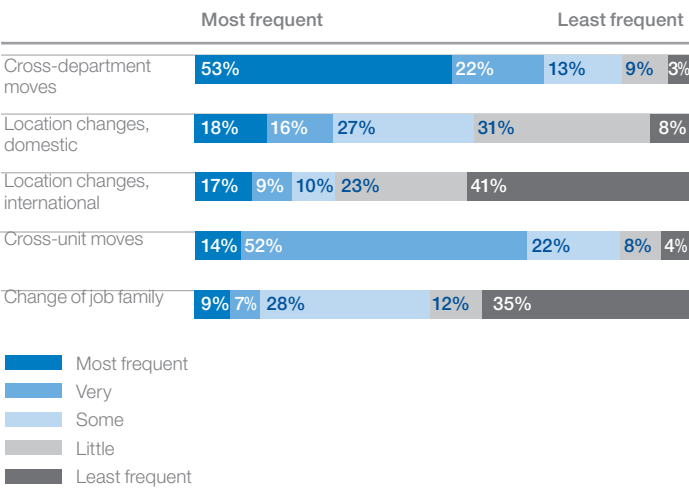


Survey participants

More than 500 organizations participated in the survey, which was conducted in the fall of 2011. These participants:

- Reflect a broad spectrum of industries including Manufacturing (15%); Financial Services (12%); Technology (10%) and Public Sector/NGO (3%)
- Almost 60% report over US\$ 1 billion in revenue
- Based predominantly in Asia Pacific (44%) and North America (31%)
- Work for organizations headquartered in North America (44%), Asia Pacific (27%) and Europe (24%)

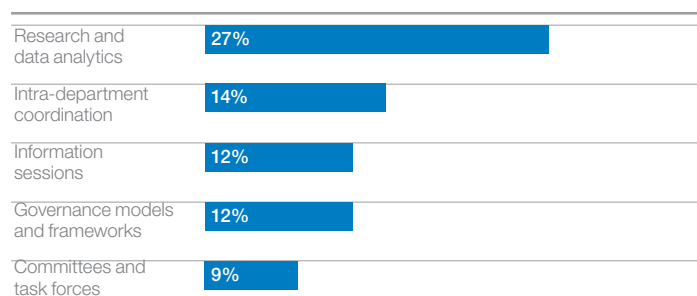
Exhibit 25: Which of the following types of moves are most prevalent in your organization?⁵³



Developing and Implementing Practices

Almost half of companies rely on research, information sessions and intra-department coordination to design and implement their talent mobility practices (see Exhibit 26). But stakeholder support is a significant obstacle, cited by a quarter of respondents, as are many of the elements necessary to successful expatriate programmes such as designing attractive pay packages, finding people willing to work abroad, finding replacements, and visa, tax and social issues. Developing systematic processes and communications strategies are also key challenges.

Exhibit 26: The process used for design and implementation of practice⁵⁴



Development, Attraction and Retention Seen as Prime Benefits of Talent Mobility

While the research found that a small number of respondents are using talent mobility practices to affect the external labour market, the organizations surveyed clearly favour those practices that affect their existing workforce. In fact, study participants said talent mobility practices are much more beneficial when used to attract, develop, motivate and retain their own talent rather than when used to address broader talent market challenges such as talent shortages, unemployment or a lack of employability (see Exhibit 27).

Exhibit 27: Benefits of talent mobility⁵⁵

Very large extent	<ul style="list-style-type: none"> Helps to develop leaders/leadership skills Helps to retain top talent and those with critical skills Motivates performance through better career opportunity and development
Large extent	<ul style="list-style-type: none"> Improves knowledge development and transfer within our workforce Helps to attract top talent and those with critical skills Smooths operations by ensuring people are in place to do the job
Some extent	<ul style="list-style-type: none"> Helps to address talent shortages by better matching labour supply and demand Grows our workforce skills and develops its experience Strengthens our competitive and/or comparative advantage
Modest extent	<ul style="list-style-type: none"> Helps to maintain a common culture across our organization Increases workforce diversity Increases overall employment and/or employability
Minor extent	<ul style="list-style-type: none"> Accommodates values and aspirations of GenYs and Millennials Increases workforce productivity/lowers labour cost

The Costs of Talent Mobility

While almost all survey participants believe the benefits of talent mobility outweigh the costs, organizations have cost concerns and see the direct and administrative costs of talent mobility practices as the most significant. Organizations also worry that talent mobility disrupts talent and leadership development, the development of specialist knowledge, customer-client relationships, and the smooth functioning of teams. In addition, they believe that talent mobility practices can be demotivating to those who are not mobile, can raise unrealistic career expectations for those who are, and can reduce opportunities for women or others within the organization.

The Success of Talent Mobility Practices

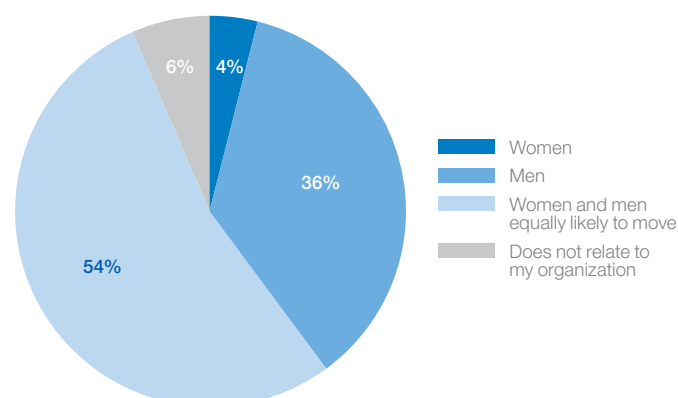
Despite the challenges, half of organizations' talent mobility practices proved largely successful in meeting their objectives as measured by mobility rates, retention and participant feedback; only 10% rate their practices only modestly or not at all successful. Surprisingly, the impact of a full fifth of the practices was not measured in any way, and only 13% was measured in terms of economic impact. While one-fifth of respondents say they could have done nothing differently to improve effectiveness, another one-fifth thought that better communication or more and better training would have helped.

Who is moving?

The people participating in mobility programmes are usually:

- **Early in their careers.** One-third of respondents said moves most often come during the first five years of an employee's career, while another one-third said a move is most likely when an employee has been with the organization for five to 10 years. Only a small percentage said that employees are most likely to move after 10 years with the company, although roughly one-quarter said moves could happen at any time in a person's career.
- **Men and women,** although a little over one-third said that men are more likely than women to experience a move (see Exhibit 28).
- **Executives, managers and professional/technical employees.** These were virtually the only talent targeted by respondents' talent mobility practices.
- **Between 0% and 20% of the workforce in any one year.** While over 40% of respondents move 5% or less of their people in a year, one-quarter move 6% to 10% and another one-quarter move 11% to 20% of their workforce annually.

Exhibit 28: Overall, who do you believe is more likely to experience a move?



Source: Talent Mobility Good Practices Questionnaire September 2011 and Mercer analysis

^{54, 55} Ibid.

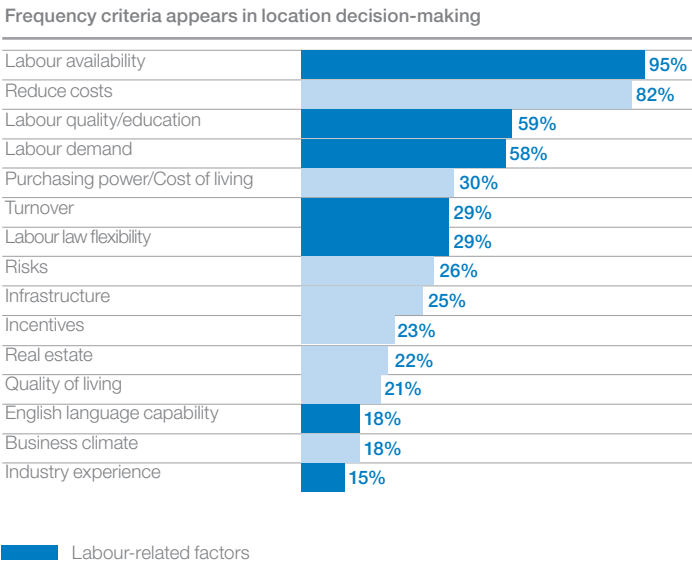
Jobs to People – Understanding the Drivers of Organizations’ Location Decisions

One form of mobility that has grown enormously over the past 15 years has to do with moving jobs to people rather than the reverse. Formerly driven by tax, regulation and real estate considerations, decisions to expand or move business locations across borders today depend heavily on the availability and quality of talent.

A Mercer study of the location choice criteria used by multinational companies to make 130 separate site selection decisions found that:

- Among the 41 factors that organizations used to make actual site selection decisions, **talent availability** was the only factor important in virtually all cases (over 95% of decisions).
- After talent availability, **talent costs**, **talent quality** and the **competition for talent** were the next most often used criteria in making site selection decisions.
- Not only was **talent availability** factored into more site selection decisions (over 95% of decisions) than **cost considerations** (82% of decisions), but availability of a qualified labour pool was weighted more heavily in the decision criteria (31% on average versus 28% for all cost considerations).
- The importance of **talent availability**, **cost competitiveness** and **talent quality** to site selection decisions showed the widest variation among all factors, indicating that companies often trade off among these key talent factors when making location decisions.
- While **talent availability** factors into almost all location decisions, there is no “standard” weighting of criteria employed by every organization. Instead, decision criteria reflect those issues that are essential to the business success of the individual organization.

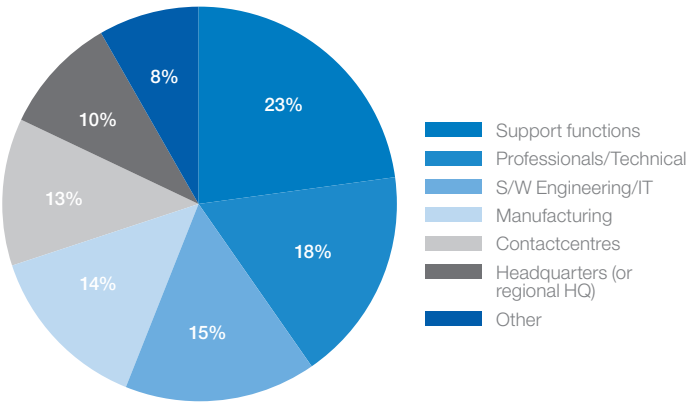
Exhibit 29: Labour availability is the most common criterion in this sample of site selection decisions⁵⁶



Taken from 130 different site selection decisions across industries and geographies

The research revealed that companies are making site selection decisions for a wide range of functions, most commonly for support functions and professional/technical functions, but also for software engineering/IT, contact centres, manufacturing and headquarter locations.

Exhibit 30: Functions and jobs considered in location investment choice⁵⁷



While the importance of talent considerations to these decisions varied somewhat by function or type of job, talent-related factors dominated companies’ decisions. For example:

- For software engineering/IT, cost concerns receded slightly while workforce stability (turnover) became a bigger factor.
- Talent cost and talent availability were paramount in siting contact centres.
- Talent quality and education became very important when considering the location of professional and technical functions.
- Flexible labour laws and strong multilingual skills (often English language) were important when locating support functions.
- While economic incentives and real estate became far more important for manufacturing, talent factors still dominated location decisions.

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Endnotes

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