INTRODUCTION

The Sixth Annual Policy Forum of the Caribbean Centre for Development Administration was convened with the objective of providing an opportunity for the exchange of views and experiences on managing change. In particular, discussions and debates were steered in the direction of finding ways to enhance skills, new competencies and organizational strategies to reposition private enterprise, workers organizations and the public sector for growing global competitiveness and to foster regional integration. The forum allowed for concurrent focus groups to debate and explore the neglected area of gender differences and needs in the workplace as organizations go through restructuring. The experience of a leading private sector telecommunications service provider was also drawn upon for applications to improve human resource management and development and life-long learning by all categories of the work force. Recommendations for proposals for joint follow-up action by exchanging personnel, rotating staff and especially drawing on information technologies for sharing knowledge were encouraged.

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MANAGING CHANGE THROUGH THE DEVELOPMENT OF HUMAN RESOURCES
(Issues and challenges for employers and their organizations in the Caribbean.)

The Commonwealth Caribbean is a small region with economies at different stages of growth. Many have “narrow production bases, a subsistence sector which supports the bulk of the population and a small organised sector comprised government, local units of foreign companies and banks and other financial institutions”, Jamaica, Trinidad and Guyana have the largest industrial base economy with mining and oil as important industries. Smaller though large in Caribbean terms, is the Barbados economy, which is more diversified with its tourism, offshore financial services, and sugar industry.

Globalisation
One major trend with implications for HRD is globalisation. It is fostered not only by technological change and the continually falling costs of communication and transport but also by the decisions of developing countries in the Caribbean and elsewhere to embrace market oriented development strategies and to open their countries increasingly to the world economy. The world is thus fast becoming one interdependent global market place.

Competitiveness of both nations and enterprises will be on an international basis. Worldwide competition has increased, the pace of economic change has accelerated and the process of development has become less predictable. Competitiveness will be decided on a country’s or an enterprise’s capacity to add value to global economic products, services and processes (Robert Reich 1991). A key contributor in this regard is the knowledge and skills of the workforce. In fact the education and skills of the workforce will be the key competitive weapon for the rest of the first decade of this century. (Robert Reich 1991, Lester Thurow 1994). Globalisation impacts on HRD in various ways. Thus compared to the past, enterprises will need to update much more regularly the skills mix of their employees to respond to the opportunities or threats created by globalisation and rapid technological change. Indeed intense global competition is reconfiguring the market place. Enterprises increasingly have to compete by differentiating themselves from their competitors by the quality of the human systems and processes behind their products and services (Jeanne C. Meister, 1994). The attitudes, knowledge and skills of the workforce of the enterprise and its contractors and suppliers will determine the quality of the human system and processes behind its products and services.

Economic Restructuring
Economic restructuring by countries with changing comparative advantage will be another trend. Enterprises will also restructure regularly in the increasingly competitive marketplace as they seek to secure a competitive edge over their rivals.

Cross-Border Caribbean Investments

Yet another trend is cross-border investments by Caribbean enterprises to other countries in the region and to Latin America, Europe and the United States. The Caribbean region has seen waves of investment by American, Canadian and European companies. It has also seen cross-border investments from a number of Caribbean countries including Barbados, Guyana, Jamaica, and Trinidad & Tobago, pushed by surplus labour and rising wages. These cross-border investments will also move whole or part of their operations to other Caribbean countries to take advantage of changing comparative advantage. This trend will mean that regional enterprises will need cross-border expertise to operate efficiently in countries with a different political system, language and culture. Caribbean companies will need to develop appropriate policies and procedures to select, prepare and repatriate executives (and their families) who are sent to manage overseas joint venture subsidiaries. Executives need to understand the political, social and cultural situation of the country they will be operating in. They will need skills in managing a multicultural workforce and other diversity issues.

As international alliances become a competitive necessity, executives will need to be trained to make such collaboration successful. Often the success of such international alliances require skills in managing the people related issues involved with two enterprises, each with its own culture and operating systems and procedures, coming to work together.

Changing Organisational Structures/Work Patterns

Changing organisational structures and work patterns are another trend. The company of the future, according to Charles Handy, will be a shamrock organization (Charles Handy 1990). The shamrock organisations will have the following three elements:

i. a small and essential core group of professionals, technicians and managers;
ii. a group of sub-contractors who produce goods and services which the core group needs;
iii. a growing group of temporary and part-time workers who are hired to provide specialised services or to help at peak workloads.

Companies in the industrialised countries are increasingly becoming shamrock organisations. Shamrock organisations are emerging in the Caribbean. For example evidence of this is already taking shape in Barbados and other islands. The small core of professionals, technicians and managers will need to be the focus for human resource
management. More investment in the management and training of part-time and temporary workers will also be required.

Technological changes, especially information technology and telecommunications, and competition in the fast moving competitive global marketplace have changed work organisations and working patterns. The production of goods and services has become flexible and customised instead of being mass produced in long production lines. Fixed automation involving repetitive tasks is being replaced by flexible automation. On-line quality control has replaced end-of-line checking. Instead of fragmentation of tasks, increasing use is made of teams and multiskilled workers. Decision making is being decentralised to points of production and sale. The organisational hierarchy is flatter with middle layers of management eliminated.

The gap between those in control of institutional leadership and those responsible for production and delivery of products or services is narrowed. As a result of these changes in working patterns, the role of workers has broadened with a consequent need for a wider range of skills. Thus cellular manufacturing operators (CMOs) in Motorola in the United States are expected not only to perform their own jobs but also to understand a range of additional assembly functions. This is to maximise the flexibility of the teams. Furthermore they must largely be self supervising. CMOs work together in informal teams and are responsible for planning their work, controlling quality and inventing new ways to improve work processes, reduce defects and shorten cycle time. In banking on the other hand the role a customer service representative (CSR) in First of America Bank in the United States has been widened beyond a series of repetitive tasks of approving cheques, answering routine questions and helping customers reconcile account balances. CSRs now also recommend an appropriate mix of products and services of the bank (e.g., mutual funds and annuities) to customers. Employees now need a much wider complement of skills than was the case in the previous traditional slower moving hierarchical organization with clear chains of command and “thinkers” at the top and “doers” at the bottom.

Information technology and the advances in and the falling cost of telecommunications mean that it is no longer critical to site offices or companies near the customers. The workforce has become more mobile. One impact on work patterns that is emerging is relationship organisations or virtual corporations. A virtual corporation is an organization, which uses information technology to link various independent companies, suppliers, customers and even competitors in a temporary organization to share skills and costs and access to one another’s markets. The virtual organization has a very small core with many resources supported from the outside but without a physical set up.
Virtual offices are emerging as companies are leveraging cyberspace and electronic technology to cut costs like rentals and to boost productivity. In such virtual offices workers stay out of the office but retain contact through high technology gadgets, which could be handheld devices that can receive and send e-mail and faxes. Telecommuting is one form of the virtual office where workers work from the home or just about anywhere outside the office. Richard Nolan, a professor of business administration from Harvard University predicts that the virtual office will be mainstream rather than an experiment within three years’ time (Asiaweek 1995).

The development of virtual organisations has HRD implications. Virtual corporations need workers who are highly skirted, reliable and educated, able to understand the new forms of information, adaptable and can work efficiently with others. Employees need not just technical skills but also the skill of learning how to learn to cope with continuous and radical change of virtual businesses. New forms of training, which are flexible, on demand and interactive, will have to be devised for employees of virtual enterprises. These work pattern changes are already taking place in the industrialised world. They are also increasingly affecting enterprises in the Caribbean region. Human resource development policies and programmes will have to change in response to these changes.

Rapid Knowledge Obsolescence

The exponential growth of knowledge and the rapid change of science and technology is another global trend. Knowledge is doubling every 7-10 years. The resultant relatively rapid obsolescence of knowledge and skills has implications for HRD. The Week-End Australian newspaper contacted education experts in a range of fields to estimate the shelf-life of Australian undergraduate degrees (The Week-End Australian, May 11-12 1996, p.11). The shelf-life of the degrees were estimated as follows:

- 1 year for computer science
- 2 years for electrical engineering
- 3 years for accounting and general medical practice
- 4 years for business
- 5 years for civil engineering and biotechnology
- 10 years for dentistry and surgery
- 15 years for architecture.

All the education experts contacted agreed that the undergraduate degree provided the essential “intellectual capital” on which to build future learning. The rapid rate of accumulation of new knowledge and the fast pace of technological change will mean a need for regular knowledge updating and skills upgrading. More frequent job changes will become the norm. Schools and other education and training institutions will have to
teach the ability to learn and inculcate the acceptance of life-long education and training. Continuing education and training programmes will have to be developed by not only education and training institutions but also professional bodies. No systematic study has been undertaken of the skills needed by enterprises in developing countries of the Caribbean in the 21st century. However a number of industrialised countries like the United States, United Kingdom, Australia and New Zealand have worked out the generic skills workers would need to perform well in the workplaces of the future. In the United States there is the Secretary of Labour’s Commission on Achieving Necessary Skills (SCANS) on What Work Requires of Schools: A SCANS Report for America 2000 and the American Society for Training and Development (ASTD) report on Workplace Basics: The Essential Skills Employers Want. In the case of the United Kingdom, the work on core skills was undertaken under the National Council for Vocational Qualifications (NCVQ) whilst in New Zealand it formed part of the development of the National Curriculum. In Australia the key competencies were developed under the aegis of the Australian Education Council and Ministers for Vocational Education, Employment and Training. All these reports were produced in the late 1980s or the early 1990s. While these generic skills have been developed in the context of industrialised countries, they would still be useful to the developing Caribbean countries. As they move towards the end of this century and into the 21st century, these generic skills will increasingly be applicable. It is proposed to select the ASTD’s study of the skills, which employers want for elaboration. The ASTD’s 1990 report lists seven groups of skills wanted by employers. They are:

i. Knowing How to Learn.

This is the most basic of all skills. With this skill employees can more easily acquire other skills. The skill involves the capacity to collect, analyse, organise and apply information. It covers techniques, attitudes and knowledge that facilitates processing of information. It is also the ability to use appropriate technology as well as the capability to apply it in a new context at work. This skill therefore enables workers to adapt quickly to new demands at work.

Learning is a part of working life with competitive pressures and changing technology. Furthermore the availability, amount and complexity of information have increased. Employers see the skill of knowing how to learn as the key to retraining efforts and continuing education. Most importantly the skill enables more efficient application of new knowledge to work thus greatly assisting the enterprise to meet its strategic goals and competitive challenges.
ii. Reading, Writing and Computation

For traditional jobs working often involves going through a regularised process or repetitive interaction with machines. Illiteracy and innumeracy could be hidden or ignored. But today’s workplace involves increasingly interaction with sophisticated computerised equipment, which requires good reading and computation skills. Higher mathematical skills are required with the introduction of approaches like statistical process controls. Writing is frequently the first step in communicating with customers, documenting competitive transactions or successfully moving new ideas into the workplace. Workers spend daily an average of one and one-half to two hours reading forms, charts, graphs, manuals, computer terminals etc. Writing remains the primary form of communicating policies, procedures and concepts. Computation is used daily to conduct inventories, report on production levels, measure machine parts or specifications etc. Deficiencies in these skills will result in productivity decline, increased accident rates and costly production errors. It will also be difficult to effect necessary job retraining. An employer’s ability to meet strategic goals and to be competitive will be impaired.

iii. Communication Skills: Speaking and Listening Effectively

Communication is central to the smooth operation of an enterprise. These skills are at the heart of winning and keeping customers. Pitching innovation, contributing to quality circles, resolving conflicts and providing meaningful feedback all hinge on effective communication skills. Workers spend most of their day in some form of communication. Success on the job is linked to good communication skills. In fact recent studies have shown that only job knowledge ranks above communication skills as a factor for workplace success. My guess is that deficiencies in these skills cost employers millions each year in lost productivity and errors.

iv. Adaptability Skills: Solving Problems and Thinking Creatively

Enterprises are increasingly placing a premium on a worker who is both a problem solver and a creative thinker. As decision-making is decentralised to the point of actual production or service delivery, a company’s competitive position may hinge on its workers’ ability to solve problems quickly. Competitive advantage is frequently tied to a company’s capacity to innovate quickly. This capacity rests in large part on the skills that employees have to free themselves from linear thinking in order to make the creative leap. Successful problem solving involves firstly skill in individual problem solving; secondly skill in group problem solving and thirdly practical ability in combining individual and
group skills. Cognitive skills, group interaction skills and problem-processing skills are crucial to successful problem solving.

Creative thinking is the ability to use different modes of thought, to come up with something new, to visualise, foresee or form new combinations of ideas to fulfill a need. In the workplace creative thinking is generally manifested as creative problem solving or creative innovation. Often a group activity, creative problem solving is characterised by effective teamwork, the examination of problems in a new way and the invention of new solutions to existing problems. On the other hand creative innovation is either an individual or group activity. It is the development of new activities that expand markets and improve such elements as productivity.

An enterprise’s ability to achieve its strategic objectives often depends on the problem solving and creative thinking skills of its workforce. Unresolved problems create dysfunctional relationships in the workplace, which can become impediments to dealing with strategic change in an open-ended and creative way. Creative solutions help the enterprise to move towards its strategic goals.

v. Developmental Skills: Managing Personal and Professional-Growth
Personal management skills are the building blocks for good morale, a focused work life and even organisational productivity. A strong foundation of skills self-esteem, motivation, and goal setting and employability/career development influences the behaviour, attitudes and desires of workers and ultimately contributes to an enterprise’s ability to carry out its mission and strategies.

Today workers are increasingly called upon to make decisions at the point of production or at the point of sale and to display good interpersonal skills when they work in teams or with customers. A positive sense of self worth is important to success in these areas. For an employer to succeed in the market place, employees must be motivated. They must possess the ability to set and meet reasonable goals. Individual employee’s lack of motivation or goal setting skills can produce repeated errors, absenteeism and quality problems or it can hinder change.

vi. Group Effectiveness: Interpersonal Skills, Teamwork and Negotiation Skills
At work an employee constantly interacts with other people To perform work roles effectively requires good interpersonal, teamwork and negotiation skills.
Interpersonal skills include the ability to judge and balance appropriate behaviour, cope with undesirable behaviour in others, absorb stress, deal with ambiguity, listen, inspire confidence in others, structure social interaction, share responsibility and interact easily with others. These skills are essential to successful negotiation of conflicts, which are a fact of worklife. Negotiating skills include the ability to separate people from the
problem, to focus on interests not positions, to work out compromises for mutual gain, to use objective criteria and an understanding of the approach demanded by the circumstance.

Interpersonal and negotiation skills are the cornerstone of successful teamwork. Teams, which are increasingly being used, are organised in the workplace so that appropriate talents and skills can be pooled to accomplish vital tasks and goals. This pooling of resources requires team members to have an array of skills that individual or routine jobs do not demand.

Quality teamwork results when team members know how to recognise and cope with the various and unique personalities and when each has a sense of the cultures and approaches that other team members represent. Team members also need an understanding of group dynamics, which evolve, and change as the team approaches its goals. Finally team members must be aware of the technical skills of fellow members and how these skills can be applied.

vii. Influencing Skills: Organised Effectiveness and Leadership

Enterprises are a maze of explicit and implicit structures that make up their “culture”. Good performance can only occur when employees know the culture of their workplace. Both organisational effectiveness and leadership skills are required.

Organisational effectiveness skills include the behaviours, attitudes, and knowledge an employee needs to achieve success on the job both as an individual and as a member of an enterprise. Each employee uses these skills to adapt to organisational expectations, rules and regulations including expected job performance levels. They provide guidelines for establishing appropriate and effective interrelationships.

Organisational effectiveness skills are the building blocks for leadership. Without them, leadership can be misplaced or even be counterproductive.

At its most elementary level, leadership means that a person can influence others to act in a certain way. The employee may need at times to influence his work group and to provide a vision of what the organization as a whole or the specific task at hand requires. Leadership skills are necessary at every level of the enterprise from chief executive to the line worker.

Schools and other education and training institutions will need to incorporate the teaching of these basic workplace skills in their curriculum to ensure that future labour market entrants are properly equipped for the world of work. Likewise enterprises need to teach these skills to their existing employees. Enterprises in the industrialised countries, particularly the larger ones, are undertaking such training. A study of thirty important US corporations (Jeanne C. Meister 1994) showed that they have expanded the scope and
mission of training from merely upgrading the technical skills of their professional managers to ensuring that all their employees as well as key customers and suppliers understand the company’s quality vision and develop the skills and competencies needed for success.

The study lists the following as lessons to be learnt for building a world-class workforce from the experiences of these thirty companies:

∑ Tie the goals of training to the strategic needs of the organization
Training must be tied to the enterprise’s strategic business requirements and maintain the organization’s core competencies in every field at every level.

∑ Provide all levels of employees with opportunities for lifelong learning
Continuous training and retraining are provided to all levels of employees. Learning becomes a habitual activity instead of an occasional event.

∑ Require workers to be accountable for learning new skills
These companies have developed an individual training and development plan for each employee as a way to help employees be accountable for learning new skills. These plans are reviewed regularly to ensure responsiveness to the changing needs of the workplace and the marketplace as well as appropriateness of the type and the timing of the training.

∑ Extend training beyond internal employees to key members of the customer/supply chain
Training by these companies is extended throughout the customer and supply chains. They realise it is no longer enough to have their own well trained employees. The success of the company depends on working with a core group of suppliers and customers to achieve its quality vision in the marketplace. Thus customers are not just taught how to use the company’s products or services but also how to run their business successfully. They even reach out to schools to cultivate a commitment to quality and to promote thereby a highly qualified student force.

∑ Recruit well so that training can have the greatest impact on productivity
Many skills required of workers assume they also have a broad set of human traits such as persistence and initiative. Training must be considered only as one aspect of a process, which also includes recruiting employees with the appropriate aptitude, attitudes and qualities.

∑ Consider new employee orientation as a strategic process
Many of the companies cover not just the policies and procedures for entry and exiting but also the vision, values and ‘big picture’ of the company in orientation for their new employees. Considered a gradual and strategic process than a one-time event, the orientation is designed to help ensure all new employees develop a firm foundation in the
Design a training curriculum to stress corporate citizenship, contextual framework and core.

The purpose of training in corporate citizenship is to have workers who are knowledgable about the history, culture, traditions and values of the company. The aim is to engender a strong feeling of belonging to the company.

Training in contextual framework on the other hand, is to provide a well informed understanding of the company’s ‘big picture’ and its products and services in the context of what competitors are offering and the best practices in the industry.

The core competencies employees are trained in are learning skills the 3 Rs, creative thinking and problem solving, leadership and visioning and self-development. These companies viewed them as critical to their long term success.

Experiment with ways for individual employees and teams to learn -- both inside and outside the classroom.

The traditional classroom format is being supplemented by innovative techniques of learning in these companies. Experiential learning and company specific case studies in which the trainee, not the instructor takes the principal role are two examples of such techniques.

Sustain the message of training with a system of employee recognition.

Once an employee is trained to solve problems and deliver the company’s vision, the next critical step pursued by a number of companies is to reinforce training through a systematic approach to recognition. When recognition is given consistently and regularly, the need for training can be reinforced throughout the enterprise. A company-wide system of recognition of individual and team accomplishments on the spot, monthly, quarterly and yearly supplements peer recognition of each other’s achievement.

Sharing employee success throughout the company.

Employees who have succeeded in redefining and enhancing their jobs must be encouraged to share their successes with other employees. Such sharing will improve the work of others. Simply publicising them through newsletters and magazines is not enough. Employers must actively relate and cooperate in an attempt to learn from one another.

These ten lessons underline the importance of the need to have a systems approach to the training and development of the workforce. Caribbean enterprises need to do more training. They might like to take into account the lessons learnt from the training experiences of thirty American corporations.
Strengthening Primary and Secondary Education

Primary and secondary education provides the basic skills of literacy, numeracy, communication and problem solving skills and develops the required attitudes, which are necessary for the workplace. These skills and attitudes enable the people concerned to acquire job specific knowledge and skills. They are a foundation for further education and training which has become increasingly important with fast changing technology, rapid obsolescence of knowledge and the intense competition of the globalised marketplace. Studies show that primary schooling improves the productivity of small farmers. Evidence from 13 low income countries show that 4 years of schooling were accompanied by some 8% increase in farm output. Where there were complementary investments in better roads or access to marketing facilities, fertilisers and improved crop varieties, the positive impact of 4 years of primary schooling was higher.

The introduction of “packages” of technology through agricultural extension services is important to efforts at improving farm productivity. These “packages” are essentially combinations of practices and inputs tailored to specific crops and to land, water and climate conditions. Farmers need good quality basic education to use these extension services. They need most importantly to be able to read, to write and to count. Also important is a good understanding of the scientific principles behind the use of farming technologies such as pesticides and fertilisers. Higher levels and better quality education will increase the farmers’ ability to use new agricultural extension services resulting from technological change, especially in biotechnology.

Surveys of the urban informal sector in countries like Nigeria, Columbia and Thailand have shown that primary education increases the propensity to work in the urban informal sector and that there is a positive correlation between their education and their earnings. Primary schooling or less may suffice for lower level manufacturing involving single task machines with workers performing one or a set of repetitive tasks. But secondary education will be required for medium and high level manufacturing, which Caribbean countries are aiming for. Manufacturing which involves advanced production technologies like numerically controlled machine tools and automated technologies where workers are organised in flexible production systems using multiskilled teams that produce whole products will call for high levels of education. Good quality primary and secondary education of say ten years will equip students with the required level of literacy and numeracy and the higher order skills like learning how to learn and problem solving to work in medium and high level manufacturing jobs.

Strengthening primary and secondary education is a key HRD challenge. Countries in the region have generally made good progress in primary schooling. Many have achieved
near or complete universal primary education. A few need to expand their primary school enrolment. A number of Caribbean countries have to raise their primary school completion rate. Only Barbados has more than 90% of the primary school cohort reaching grade 4. In many of our islands more can be done to improve the quality of primary school education. Crucial to the quality of schools appears to be the qualifications, experience, knowledge, level of education of teachers and more and better textbooks and materials. In this regard it is strongly recommended that degree courses be introduced for primary school teachers to upgrade their quality. We need graduate teachers in primary schools. The plan should be to have 35% of graduates in primary schools by the Year 2010. The pupil-teacher ratio should also be improved. This ratio in 1992 for industrialised countries was 18 for primary schools whereas for many of the Caribbean countries it was much higher.

Secondary school enrolment needs to be expanded for many of our islands. The average percentage of age group enrolled in secondary schools for five industrialised countries (Australia, New Zealand, France, Sweden and United Kingdom) was 88.8% in 1992. Except for a handful, most countries have less than 50% of the age group enrolled in secondary schools. Furthermore greater efforts should be made to improve the quality of secondary education. The pupil-teacher ratio should be improved. This ratio in 1992 for industrialised countries was 14 whereas for some Caribbean countries it was more than 35. There is a need to reduce the number of drop outs. The school curriculum should be revised to ensure that it not only caters for the academically less inclined but also prepares them for the world of work.

Upgrading The Basic Education of the Workforce

A sizeable proportion of the workforce of a number of countries in the Caribbean is poorly educated. “Without basic literacy and numeracy, people’s ability to adapt to changing production methods and technologies is severely constrained” (UNDP Human Development Report 1996, p. 105). This applies to agriculture, manufacturing and other industrial activity. A country’s efforts to upgrade to higher technology and more skilled-intensive products with changing comparative advantage will be made more difficult. Without it an enterprise’s ability to move to higher value added production would be hampered.

A national effort will be needed to deal with the poor education level of the workforce. Enterprises will have to work with the government and educational institutions. Basic literacy and numeracy skills should be taught to those without a sound foundation in primary schooling. The literacy and numeracy of those with primary education should be upgraded to secondary school level. Such an upgrading scheme should be opened to those
who have mastered basic literacy and numeracy skills. The rationale behind these schemes is to enable those who have completed such programmes to proceed to basic skills courses. Courses will have to be specially worked out to enable graduates of such programmes to undertake skills training.

Expanding and Improving In-Company Training
Training by companies is cost-effective and efficient. Such training, which should be structured and planned, can be on or off the job. Training in enterprises should be linked to its strategic plan and be based on a training needs analysis of the enterprise.
In-company training in many of our islands can be expanded and improved. Much of the training is done by large companies. Successful companies around the world devote about 4% of payroll on training. Caribbean countries may wish to use this as a benchmark and work towards it.

OJT in enterprises in the Caribbean can be improved. A national programme to improve and expand OJT, involving the government, enterprises and the relevant training body, is worth looking into.

Expanding Post Secondary Technical Education and Training
A number of Caribbean countries are at present involved in labour intensive lower technology manufacturing. They intend to or are already upgrading into medium technology manufacturing. Higher technology manufacturing involves fewer but more skilled workers and more technicians and engineers. In this regard, it may be of interest to note that when Singapore decided to restructure into medium technology products from labour intensive lower technology manufacturing in 1979, it expanded the training of skilled workers, technicians and engineers from 1980 onwards. An issue for developing Asian and Pacific countries, which want to move into medium technology manufacturing, is the need to expand post secondary technical education and training. Given the time lag in education and training institutions producing the needed graduates, alternatives like importing foreign manpower and working with foreign companies to train skilled workers and technicians for the economy in excess of their own requirements may be considered.

Expanding Scientific And Technological Manpower
Some Caribbean states intend to or are already upgrading into high technology and knowledge intensive industry. Foreign advanced technology is difficult to access and is costly to Caribbean countries embarking on high technology manufacturing need to develop indigenous research and development (R & D) capability. They need to expand tertiary education and more importantly to train more scientific and technological
manpower). To compete in the league of industrialised countries means to operate in sophisticated and highly competitive markets. The most successful are those enterprises, which can innovate and produce new products and services. Merely to improve the quality of goods produced or producing at a lower cost is no longer enough. Caribbean countries concerned need to move towards the innovation phase of their economic development. {According to Porter there are four distinct stages of national competitive development -- (i) factor driven; (ii) investment-driven; (iii) innovation-driven; and (iv) wealth driven. A nation’s competitive advantage is upgraded successively in the first three stages that are normally associated with progressively rising economic prosperity. The fourth stage is one of drift and ultimately decline [Porter 1990]}. The elements of plans to move to high technology and to boost indigenous R & D could include the following:

i. Increasing national R & D expenditure  
ii. Expanding the supportive role played by the government in R & D. The government should develop a national science and technology development plan in consultation with industry and tertiary education and training institutions. In the plan R & D must be industry driven. The government should then play a proactive coordinating and facilitating role in the implementation of the plan. 

iii. Supporting more R & D by the private sector and the universities (ea. through grants and financial incentives)  
iv. Assisting smaller companies to acquire the relevant technology including sourcing technology which may require creating a national repository of new and emerging foreign technology 

v. Expanding tertiary education, especially in science and engineering and developing R & D manpower and recruiting such manpower from overseas. 

vi. Greater support for and utilization of research centres/institutes, which can provide scientific and technological support to enable companies to undertake R&D and can, train R & D manpower. Their close links with industry should be promoted. 

vii. Assisting the commercialisation of R & D products and services. Successful commercialisation requires the availability of and the ability to link together complementary assets like finance, marketing and competitive manufacturing. 

A number of islands are already implementing measures to boost their indigenous science and technology capabilities. Others, which also intend to move into high technology and knowledge intensive production, have begun to implement programmes to strengthen their science and technology capabilities. More measures will need to be taken as their economies upgrade.
Upgrading Skills in the Service Sector

As developing countries in the Caribbean industrialise further, the size and contribution to output and employment of the service sector will increase. Liberalisation will also increasingly affect the service sector. The development and the productivity of the service sector will become more important. Service industries, which are not exposed to international competitiveness, tend to have lower productivity. Countries in the Caribbean will increasingly need to pay greater attention to the development of the service sector and the raising of its productivity. This may involve the development of new service industries, the rationalisation of existing service industries, where applicable, and the improvement of productivity of individual service enterprises.

There are opportunities for the development of new service industries to service national, subregional or regional markets. An example of a seized opportunity is the software industry in Trinidad, Jamaica and Barbados, which services the region and now looking to other countries. Other possibilities include medical services, legal services, logistics, lifestyle, information and communications. Various measures will have to be taken to develop these new service industries including having the appropriate policies, regulatory framework and infrastructure. Manpower will also have to be developed and overseas recruitment of trained and experienced professionals and supporting staff will be necessary.

The experiences of outstanding service companies in the world, especially the United States and Japan, indicate that the development of a quality culture is essential to higher productivity. Such a culture enables the enterprise to develop management systems to improve productivity and to motivate employees to deliver quality service. The commitment by top management to its implementation is critical.

At the same time, management systems designed to achieve higher productivity and customer satisfaction are also necessary. These include quality improvement practices; good human resource management practices; performance management systems providing for clear customer oriented performance standards in work; and technology management which involves the use of modern technology to improve customer service and to make work easier and more rewarding to employees.

The attitude, knowledge and skills of workers is a major ingredient in service quality. The upgrading of service skills is an issue for many developing countries of Asia and the Pacific. Skills standards for service jobs are generally underdeveloped. Without such standards, it would be difficult to improve performance and have career development. Training in the service sector tends to be inadequate. There is a need to set skills standards for service vocations and to certify service skills. Training programmes should
then be developed to teach these skills. To this end, industry bodies in the service sector will need to work with government bodies dealing with training and certification to develop standards and certification of skills and training programmes to teach such skills for their respective service industry.

Continuing Education and Training
Given the rapid obsolescence of knowledge and the fast change in technology, there is a need for continuing education and training on the part of all employees whether they are managers, supervisors or rank and file workers. Greater attention needs to be paid to continuing education and training in many Caribbean states. Continuing education and training will have to be looked at holistically and systematically and improved and expanded. Government training agencies, employers’ organisations, education and training institutions and trade unions should be involved in the exercise to review the existing situation in regard to continuing education and training and to map out its future development.

Greater Employers’ Involvement in Education And Training
Presently, the government invariably makes major national decisions on education and training in Caribbean countries. A major responsibility of education and training institutions is to produce trained manpower to meet the needs of industry. Employers should seek greater involvement in national education and training policy making. They should be consulted as a matter of course in the formulation of major education and training initiatives.

This should be complemented by greater exchanges between individual enterprises and schools and training institutions. The prospect of industry receiving job entrants better equipped for the world of work will be enhanced. This involves ensuring the continued relevance of courses and syllabi of tertiary educational and training institutions and accepting and ensuring the effective industrial attachment of students of tertiary institutions. At the school level, the linkage may involve increasing the awareness of students to the world of work, the relevance of vocational courses and the familiarity of vocational teachers with the industry they are preparing their students for. It could also cover more effective teaching of the basic skills needed by enterprises as outlined in part four above.

Adapting Education and Training To The Market Economy
The education and training system of countries in transition to a market economy was designed for a command economy. Under such a system basic education was of a high standard but subsequent training was too specialised. Adult education and training was neglected since workers were expected to be in one job throughout their working life.
Furthermore subjects such as economics, management science, law and psychology were ignored or underemphasised. Such a socialist education and training system was inadequate for the needs of the market economy, which is being set up. Reform of the education and training system is needed. The World Bank lists the financing, content and delivery of education as the three priority areas for education reform in countries in transition to a market economy (World Bank 1996). Much progress has been made in the reform of the education and training system in these countries as they move closer towards a market economy. However much more remains to be done.

The above is not a comprehensive list of the HRD issues/challenges confronting countries of the Commonwealth Caribbean. It is a list of the major issues/challenges from the perspective of a Human Resource Practitioner. They may not affect all the countries in the region. Nor do they necessarily affect them to the same degree when applicable. Furthermore the list does not in any way imply that no country is dealing with the issues/challenges at all. In regard to the poor education level of the workforce, Barbados is reported to be in the process of developing a national human resource strategy.

The HRD Role of Employers’ Organisation

Employers’ organisations may want to encourage individual enterprises to work with schools and other education and training institutions in programmes which improve the relevance of vocational courses, introduces the world of work to students, increases the familiarity of teachers with the industries they are preparing their students for and promotes the teaching of the basic skills required by industry. In this regard the employers’ organisation may want to establish jointly with the Ministry of Education, a committee to improve linkages between industry and education and to promote collaborative programmes between enterprises and schools. Their prime task is to ensure that the education and training system is “demand driven” and responsive to the changing needs of industry.

National targets for education and training systematically and holistically arrived allows for the setting of priorities and the identification of key-areas for improvement. They provide unambiguous quantitative goals against which to evaluate performance. They also enable a country to measure where it stands in relation to other countries, which are its competitors, and provides a basis for catching up and eventually overtaking them. Those with such goals already may want them to be reviewed at least on an annual basis. They may also wish to suggest a periodic skills audit of where their countries stand in relation to countries, which are their competitors.

Another HRD role for employers’ organisations is to undertake advisory and training services designed to improve the skills and knowledge of managers and supervisors. Thus
they can provide an advisory service in training needs analysis and the development of a training plan. As regards training, they can mount training the trainer programme or programmes to improve supervisory and management skills.

The importance of HRD cannot be overemphasised. The Chinese philosopher, Guanzi (551 - 479 BC) said that

“When planning for one year,
there’s nothing better than planting grain,
When planning for ten years,
there’s nothing better than planting trees,
When planning for a lifetime,
there’s nothing better than planting men”.

In his own words he explained that grain is something that is planted once and produces only a single harvest. Trees are planted once but may produce ten harvests. Men are things that are planted once but may produce a hundred harvests.

HRD contributes to economic development. It does not by itself make such growth possible. An organisation’s ability to successfully prepare and manage changes on an ongoing basis is dependent on the skills, knowledge, attitude, flexibility and overall ability of the people which will allow them to understand, interpret the issues and to promptly respond to changes.

Ashwell E. Thomas Ph.D.
April 16, 2002

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The Sixth Annual Public-Private Sector and Civil Society Forum on Human Resource Development and the Management of Change was held in Georgetown, Guyana, on 24 and 25 April 2002. The Forum was hosted jointly by the Government of the Republic of Guyana and the Caribbean Centre for Development Administration (CARICAD). Financing was provided by the Caribbean Development Bank under an Institutional Strengthening Grant (ISG) in support of CARICAD’s 1997-2002 Strategic Plan.

Opening ceremony

The opening ceremony was chaired by Dr. N.K. Gopaul, Head of the Public Service/Permanent Secretary, Public Service Ministry, Republic of Guyana. He welcomed the participants to Guyana and expressed his pleasure on Guyana’s hosting of the Forum, noting that it was at an opportune time in view of Guyana’s current efforts to institute a public sector reform process. (A list of participants is provided in Annex 1).

Dr. P.I. Gomes, Executive Director, CARICAD, urged that there should be a consistent commitment to human resource development and management of change as a mechanism to propel transformation of the public service. He stated that change was a reality, required to build bridges and bridge gaps. He expressed the need for the Forum to find and articulate positions of common interest on the theme of human resource development and the management of change. (See Annex 2 for the Agenda).

Dr. the Hon. Jennifer Westford, Minister of Public Service, in her address and formal opening of the Forum noted that the theme was most relevant and opportune at a time when the Government of Guyana was reformulating its human resources strategies for the public service, orienting them for new roles. This, she observed, would involve change processes through which the country would be facilitated to compete in the global economy and meet rising expectations of its citizenry.

The Minister referred to the process of globalization, noting that countries like Guyana were being required to act locally while thinking globally. She stated that the future required a new mindset and a new framework of reference to deal with emerging issues and challenges.

Dr. Westford saw the private sector as the engine of growth with government providing the enabling environment and with the energy for both being generated in great part by human resources.

The Minister described the erosion of the human resource capital through migration as a “scourge” and stressed that there was need to put in place effective mechanisms to repatriate this valuable asset to the Caribbean region. She expressed the wish for fruitful
deliberations and looked forward to the Forum formulating meaningful strategies for human resource development and the management of change.

The keynote address was given by Dr. Ashwell Thomas, Group Human Resources Director, the Goddard Group of Companies, Barbados. Dr. Thomas commended CARICAD on its role in Caribbean economic and social development. He referred to the theme of his address “Managing Change through the Development of Human Resources” as being most appropriate at this time, since it focused on an important pillar, human resource development, on which the future of the region largely rested.

He noted that as CARICOM countries embraced market-oriented strategies, their enterprises would need to update skills to respond to the effects of globalisation and rapid technological change. With the increase in cross border Caribbean investments, executives will also need to acquire skills in managing a multicultural workforce and other diversity issues emanating from this development.

He noted that technological changes were already impacting significantly on the work pattern of enterprises in the Caribbean and as a result, human resource development policies and programmes must be formulated to respond to the changing requirements. The rapid accumulation of new knowledge and the fast pace of technological change require regular knowledge updating and skills upgrading for which training, including distance learning programmes, will have to be oriented to the ability to learn and inculcate the acceptance of life-long education and training. He emphasised that this need for continuing education and training was applicable to employees at all levels.

Greater employees’ involvement in the formulation of education and training initiatives was urged in terms of producing the required manpower needs of industry.

Reference was made to the need for adapting education and training to the market economy for which the current system was not responsive.

A copy of Dr. Thomas’ address is also available on the CARICAD website - www.caricad.org.
SESSION I:
Strategic Issues on Human Resources in the
CARICOM Single Market and Economy (CSME)
Dr. Carol Mason-Bishop, Programme Manager of Human Resources Development,
CARICOM Secretariat, gave an overview of the CSME. From the perspective of its
human resource component, it was described as a single enlarged economic space
achieved in part by:
* Free movement of labour;
* Non-discriminatory access to the region’s resources and markets for CARICOM
nationals.

Human resources development was seen as the key to unlocking the region’s potential
through equipping people to contribute to and benefit from development, resulting in an
enhanced quality of life. In this respect, reference was made to the HRD strategy
outlined for the region at the 1997 Conference of CARICOM Heads of Government,
which addressed the attainment of that goal. Although the implementation of the
Strategy in general was described as not yet at optimum level, significant progress was
reported relative to those aspects pertinent to the CSME.

A re-examination of the Strategy shows a need to take account of new and emerging
challenges and indicate that effectiveness would be increased if key areas were integrated
into a holistic HRD plan.

The contours of a reformulated HRD strategy were described as consisting of:
* Core elements: - education/training - health and labour
* Cross-cutting elements: - culture and gender
* Complementary elements: - youth development, drug demand reduction, sport
development and stakeholder participation

The relevance, shortcomings and impact of these elements were described. Institutional
strengthening and capacity-building were suggested as mechanisms for bridging the gaps.

It was felt that in terms of its HRD perspective, the CSME could be effected with the
collaboration of all stakeholders through the establishment of an enabling framework
incorporating:
* Training as a key component of labour relations;
* Coordination of manpower planning and management issues;
* Development of flexible, participative frameworks between unions, enterprises and
governments;
* Addressing the issue of youth employment;
* Free movement of skills.
A major aspect of the ensuing discussions focused on people as the beneficiaries of the CSME. Reference was made to various strategic issues on human resources postulated at the creation of the CSME. These included the evolution of a regional identity and sharing of common Caribbean experiences and the free movement of skilled persons. The question was raised as to the ability of the Public Service to manage change emanating from the implementation of the CSME.

From the perspective of labour there was full support for the HRD-related components of the CSME, in particular relative to the free movement of skilled people. There was a call for all stakeholders to promote the CSME.

The issue was raised as to the relevance of the focus of the CSME specifically within the context of the Caribbean in view of other current and emerging regional and hemispheric integration frameworks.

At the plenary session, the discussions related to:

* Considerations of the effects of the human resource dimensions of the CSME on the economies of the very small Caribbean States, particularly on the ability of their social services structure to provide adequately for migrants;
* Reference was made to the fact that the public sector remained the engine of growth in many Caribbean States;
* The question of the CSME’s specific focus against the background of current and proposed regional, hemispheric and global integration frameworks. Related to this was the argument for a properly constituted CARICOM-based integration process as a pre-requisite to induction at other levels.
SESSION 2:
Repositioning and Managing Change in Workers’ Organizations in a Changing Business Environment

The subject was addressed in a presentation by
Mr Robert “Bobby” Morris, Deputy General Secretary,
Barbados Workers’ Union.

Mr Morris outlined the Barbados Workers’ Union’s (BWU) position relative to
globalization, stating that the Union had long been involved in dealing effectively with it. He referred to various issues - mobilizing of capital, workplace restructuring, the impact of information technology, the rapidly growing service sector, etc - and showed how the Union was actively involved in its own institutional restructuring and upgrading of skills to manage change emanating from the impact of globalization.

Mr Morris stated that change was inevitable and urged that analyses need to be done and policies formulated in anticipation of it. He emphasized the need for the strengthening of the partnership involving the state, the private sector and labour and for increased tripartite involvement in areas of common interest. NGOs linkages to the partnership were deemed to be essential.

The Deputy General Secretary of the BWU expressed support for the free movement of skilled people under the CSME.

Mr Morris was commended for what was described as an enlightened approach by labour on the theme of his presentation.

Mr George Jardim, a Guyanese entrepreneur and Managing Director of Industrial Engineering Ltd (IEL), spoke of the need for labour and employers to devote attention to areas of common interest to them and together with Government, to deal more effectively with the processes of change.

He pointed out that there should be more concern on the part of workers, in view of the rapidly evolving changes in the work place, for security of income leading to enhancement of the quality of life, rather than emphasis on security of employment.

Mr Jardim referred to several aspects of the Guyanese business and cultural environment and the responses needed to meet the challenges and opportunities brought about by change.

He saw the free movement of the skilled work force throughout CARICOM as inescapable but noted that there may be politically based constraints in national legislative processes which need to be addressed so as to effect it.
Mr David Abdullah of the Oilfields’ Workers Trade Union (OWTU), Trinidad and Tobago, the second discussant, expressed the view that the role of the Trade Unions should focus on independent policy formulation and visioning on the fundamental issues related to repositioning and managing change, rather than involvement in the political arena. He viewed the labour movement as a stabilizing force in society against the background of the divisiveness of partisan politics and fragmentation of the national community.

He noted that globalization was not new to CARICOM member countries in view of their historical export orientation in the global market place.

Mr Abdullah, highlighted a series of fundamental issues affecting labour as a result of the changing business environment. Among them was the need for the development of a framework for addressing cross-border entrepreneurial activities, communication to a wider and multicultural worker clientele, new workers’ value systems, etc.

Discussions at the plenary level were focused on:
- The role of trade unions relative to other NGOs in civil society;
- Perceived imbalance in gender representation in trade union leadership;
- Fragmentation in the labour movement, credibility concerns and decline in membership;
- Training and new skills requirements for the unions’ hierarchy;
- Need for more tripartite dialogue and action on areas of common interest to the state, labour and employers.
SESSION 3:
Private Sector Modernisation:
Human Resources Dimensions

Mr. Nowrang Persaud, Director, Human Resources, Demerara Distillers Ltd. (DDL), Guyana, based his presentation on the structure and operations of DDL with respect to the Session’s theme, on the premise that commonalities existed and parallels could be drawn in both respects with regard to the private sector, in general. He described how DDL had been working towards modernisation and optimising human capital in achieving continuous improvement and competitive advantage. He showed how this was being done through a range of modalities including product diversification, international marketing, the establishment of partnerships and subsidiaries, benefits from economies of scale and a series of other innovative corporate dimensions and strategies contributing to success.

The modernisation process was also facilitated and advanced through DDL’s commitment to the practice of good corporate governance, investment in Information Technology and the input of a high level of creativity.

The Company has earned the distinction of having six of its main divisions achieve accreditation to ISO 9002 International Quality Standard.

Mr. Persaud referred to the contribution of the Human Resources dimensions to DDL’s modernisation process and to its success and transformation into an internationally competitive and versatile organisation.

Areas of focus and initiatives in that respect included:

* Focus on young professionals and the next generation of managers through the recruitment of young people and the appointment of relatively inexperienced, but potentially capable people into responsible managerial positions.

* A performance-based compensation system providing motivation to workers to increase opportunities and improve earnings through their own efforts.

* Innovative approaches by Management in its industrial relations working closely with workers’ representation and the Ministry of Labour geared to facilitating change.

* Investment in training as a process of continuous learning and upgrading of skills with staff development programmes emphasising team building.

The discussants comprised Mrs. June Ramsammy, HR Manager of Banks DIH, Ltd., Guyana, Mr. Herbert Lewis, President, Jamaica Employers’ Federation and Mr. Wendell Kellman, Executive Director Barbados Small Business Association.
Significantly, there was general agreement on the importance to be given to tangible and concrete forms of recognition for employees based on performance. Suitable terms and conditions of employment are essential if high levels of productivity are to be realised. Moreover, decision-making in the workplace must be participatory for employees to have a sustained commitment to an enterprise.

In regard to Guyana, the insurmountable problem was cited as the brain-drain, particularly among qualified persons, who have more attractive opportunities overseas. The political situation was a source of great disaffection for many talented Guyanese.
SESSION 4:
ICT Applications
in Managing Change

Presenter: Mr James Corbin,
Cable and Wireless, Cayman Islands

Mr Corbin dealt with the concept and application of information and communication
technologies in managing change in government and in the private sector. Using models,
he compared Government and the private sector in terms of approaches and expected
results of change management, showing commonalities and variations. He spoke of the potential beneficial effects and wide-scope of change on Government
and the private sector arising from the rapid growth of the Internet. With reference to E-business, he showed the increasing use of technology in reducing the
costs of carrying out transactions. E-Government was considered in terms of the transformation of the public sector to a
more service orientation, including the promotion of self-service processes, through
Internet enabled operations. A model was displayed showing suggested institutional
structures and performance systems to facilitate such a shift. A major benefit of E-
Government as described, related to the potential for redeploying available information
for access among various end users, internally and externally.

Discussant: Mr David Griffith, Programme Manager, Information and
Communication, CARICOM Secretariat.

Mr Griffith expressed the hope that the application of information and communications
technology (ICT) would lead to the development of a knowledge based and well-informed society. He made various proposals for the role and gearing of governments’
developmental and operational functions towards that end. He called for a change in the traditional ways of providing services through the adoption
of ICT, noting that increased access to the personal computer would be an essential
interface. He referred to various issues which would have to be addressed and the
operational systems required for effective functioning of E-government systems.
There was a description of the CARICOM Secretariat’s initiatives and responsibilities for
promoting the application of ICT services among its member countries. In general discussions on the subject the focus was on:
- Security and confidentiality of information;
- The impact of ICT applications on employment levels;
- Raising the levels of commitment to ICT applications on the part of Governments.
Thematic Group Discussions:
POLICY AND MANAGEMENT ISSUES

Three Thematic Group Discussions on the following:
- Strategic Management for Improved Organization Performance
- Managing Change Towards Gender Equality and Sensitivity in Organizations
- Orientation and Induction for “new” entrants to the Public Sector.

Reports of the Group Discussions were presented at the Closing Session.
The main issues raised are indicated on the following pages.
Group 1:
STRATEGIC MANAGEMENT FOR IMPROVED ORGANIZATIONAL PERFORMANCE

Mr. Azad Hosein, MicroSearch Ltd., Trinidad & Tobago

The presentation was based on the premise that weaknesses in organizational structure and institutional capacity inhibit strategy implementation, resulting in constraints to effective performance in operational activities. The relationship between strategy and organization structure was addressed and a model presented for project management organization and policies for managing development personnel. The thesis of “structure following strategy” was advanced, showing that the carrying out of a new strategy within an old organizational structure was unwise. Five major types of organization structures were described, matching these structures to strategy and showing how they influenced the choice of strategy. The major phases in strategic planning and development processes were listed. It was noted that an understanding of these phases and the interrelationships and interfaces among them were critical to the realisation of these processes. It was stated that the strategies, structures and processes described were applicable to both the public and private sectors. However, their employment had to be complemented with the relevant data communications platform, project management information systems and the use of standards and procedures manuals. The meeting agreed that given the importance of Mr. Hosein’s approach and the lucid manner of his delivery, it will be desirable that an entire workshop be dedicated to his strategic management methodology. Copies of his book should be distributed as widely as possible.
Group 2:
MANAGING CHANGE TOWARDS GENDER EQUALITY AND SENSITIVITY IN ORGANISATIONS

Ms. Gemma Tang Nain, CARICOM Secretariat

Gender equality was defined as “Equal visibility, participation and power of women and men in all spheres of public and private life”.
Gender sensitivity was termed as “Understanding what is gender and being aware of its implications in all aspects of life”.
Three critical gender issues were identified as impacting on organisations:
- Gender segregation in the labour market;
- Gender differentials in employment levels, earning and wealth;
- Gender differentials in responsibility for and performance of unwaged work in the home, with implications for the time women can devote to productive work outside of the home and discrimination at the workplace because of family responsibilities.
It was suggested that managing change towards achieving gender equality in organizations should address strategic gender interests, which would impact on inequalities between women and men and practical needs which would relate to issues that will facilitate operations in the workplace without implications of gender inequality.
A number of inequalities, with examples of their application, was described for addressing strategic gender interests and practical gender needs.
Recommendations made for managing change towards gender equality and sensitivity in organizations included:
- The need for awareness of the implications of gender on the part of governments and action through the demonstration of political will and budgetary commitments for gender management.
- The formulation of policies on gender equality, including education towards changing mindsets.
- The application of efforts to limit hostility due to perceptions of male marginalization.
Group 3:
ORIENTATION AND INDUCTION FOR “NEW” ENTRANTS TO THE PUBLIC SECTOR

Mr. Earl Nesbitt, Director, Public Service Academy, Trinidad & Tobago

Changes in the concept and practice of orientation and induction to the public sector, as well as an expansion of the process beyond “new” entrants were proposed and recommendations made with regard to implementation.

It was felt that induction should not be considered and treated only as an exercise for new recruits to the public service, but should be regarded also as an ongoing process to provide orientation for staff at all levels and stages in their career, and for new areas of responsibility. It was suggested that the process be institutionalized and adapted to serve for the attraction and retention of staff within the public service.

The design of a career path for new entrants was recommended. This would include continuing learning and retraining, not only in operational matters, but also in change management to meet new and emerging issues and challenges.
Concluding Remarks

A Closing Session was chaired by Mrs. Eusalyn Lewis, Chief Establishment Officer, Government of Antigua and Barbuda.

There was general consensus on the relevance of the topics discussed and the need to emphasise the upgrading of skills, the support for competency-based HRD Strategies and creating of conducive environments for continuous improvement and life-long learning. These principles were applicable to the public and private sectors, as well as trade unions and civil society organisations.

A view that was shared by many participants was the concern to have documented case-studies on how change management initiatives are being pursued in organisations and with what effects, positive or negative, on the performance of development programmes. In this regard, the model of Mr. Azad Hosein was highly praised and deserves to be given wider exposure and application by government agencies. It was suggested that the Strategic Planning and Management Model of Mr. Hosein might be the topic for an entire Conference.

The participants congratulated CARICAD as organiser of the Policy Forum and called for a continuation of this kind of participatory dialogue by which views of the private sector and unions can be put forward for debate with public sector managers.

It was acknowledged that a critical role was being played by CARICAD in very practical ways to advance genuine social partnerships, especially as these relate to a proper understanding of the CARICOM Single Market and Economy. The implications of which will require changes in attitudes, administrative procedures and organisational structures.

Representatives of the private sector and trade unions expressed the view that more of these kinds of interactions should be promoted as a range of issues on movement of skills and establishment of enterprises across CARICOM need to be addressed if economic integration will really benefit Caribbean populations.

On the part of CARICAD, the Executive Director expressed appreciation of the support from the participants, especially presenters and discussants, whose contributions were all of a very high standard, very perceptive and conducive to honest and open debate.

The participants requested that the Government of Guyana, the local support staff, management and staff of the Georgetown Club be thanked for the hospitality and assistance extended during the Forum.
Tribute to the Late
Rabindranath Sivanand A.A.
Distinguished Public Servant of the
Republic of Guyana and the Caribbean

The Public Service Ministry, Republic of Guyana and the Caribbean Centre for Development Administration (CARICAD) hosted a function to pay tribute to the late Mr Rabindranath Sivanand A.A.

Mr Sivanand was a Distinguished Public Servant of the Republic of Guyana and Eminent Colleague of Public Sector Managers and Human Resource Practitioners of the Caribbean Community.

Mrs Leila Parris, Lead Counterpart, Public Sector Modernization Programme, chaired the event, which was attended by Mrs Pamela Sivanand, the widow and Robin and Ian, the two sons of the deceased.

Mr Sivanand was eulogised by Mrs Parris, in the remarks of Mr Norman McLean, President, Human Resource Management Practitioners Association of Guyana and of Mrs Gloria Payne-Banfield, former Cabinet Secretary, Government of Grenada and former Chairperson, CARICAD Board of Directors.

He was further lauded in an address by Dr Roger Luncheon, Head of the Presidential Secretariat, Government of Guyana.

A presentation was made to Mrs Pamela Sivanand on behalf of the Public Service Ministry, Republic of Guyana and the Caribbean Centre for Development Administration (CARICAD).

Barbados, July 2002
DAY 1: Wednesday 24 April, 2002
9:00-10:00 Opening Ceremony:
Chairperson: Dr. N.K. Gopaul, Permanent Secretary and Head of the Public Service, Guyana
Remarks: Dr. P.I. Gomes, CARICAD
Opening of Forum: Dr. the Hon. Jennifer Westford, Minister of the Public Service
KEYNOTE ADDRESS: DR. ASHWELL THOMAS, GROUP HUMAN RESOURCES DIRECTOR, THE GODDARD GROUP OF COMPANIES, BARBADOS
10:30-12:00 Chairperson: Dr. P. I. Gomes, Executive Director, CARICAD
Session 1: Strategic Issues on Human Resources in the CARICOM Single Market and Economy
Presenter: Dr. Carol Mason-Bishop,
Programme Manager of Human Resources Development, CARICOM

Discussants: • Mr. Grantley Culbard, General Secretary, CCWU, Guyana
• Mrs. Gloria Payne-Banfield, Consultant on CSME
• Mr. Aaron Moses, Cable & Wireless, Grenada

00-1:30 LUNCH
1:30-3:00 Chairperson: Mr. Grantley Culbard, Vice-President, Guyana Trade Union Congress

Session 2: Repositioning and Managing Change in Workers=

Business Environment
Presenter: Mr. Robert ABobby@ Morris, Deputy General Secretary, Barbados Workers Union

Discussants: • Mr. George Jardim, IEL Inc. Guyana
• Mr. David Abdullah, Oilfields= Workers Trade Union, Trinidad & Tobago

3.30-5.00 Thematic Group Discussions - Policy and Management Issues
Strategic Management for Improved Organizational Performance

Moderator: Ms. Andrea Watson-James, CARICOM
Facilitator: Mr. Azad Hosein, Microsearch Ltd.

Managing Change Towards Gender Equality and Sensitivity in Organisations

Moderator: Mrs. Juliet Lewis, Dominica
Facilitator: Ms. Gemma Tang-Nain, CARICOM

Orientation and Induction for Anew@ entrants to the Public Sector

Moderator: Mrs. Marian McNab, Belize
Facilitator: Mr. Earl Nesbitt, Director Public Service Learning Centre, Trinidad and Tobago

DAY 2: Thursday 25 April, 2002

9:00-10:00 Chairperson: Mr. Norman McClean, President, Guyana Manufacturer’s Association

Session 3: Private Sector Modernisation - Human Resource
Dimensions - Mr. Nowrang Persaud, Demerara Distillers, Guyana

Discussants: • Mrs. June Ramsammy, Banks DIH Ltd., Guyana • Mr. Herbert Lewis, Jamaica Employers Federation • Mr. Wendell Kellman, Barbados Small Business Association

10:30-12:00 Chairperson: Dr. P.I. Gomes, CARICAD

Session 4: ICT Applications in Managing Change

Mr. James Corbin, Cable & Wireless, Cayman Islands

Discussants: • Mr. David Griffith, Programme Manager, Information and Communication, CARICOM, Secretariat

12:00-1:30 LUNCH

1:30-3.00 Closing Session
Chairperson: Mrs. Eusalyn Lewis, CEO, Antigua and Barbuda
Report of Group Discussions
Recommendations
Priority Issues for Follow-up

5:00 pm Tribute to the late Rabindranath Sivanand A.A
Distinguished Public Servant of Guyana and the Caribbean

RECEPTION