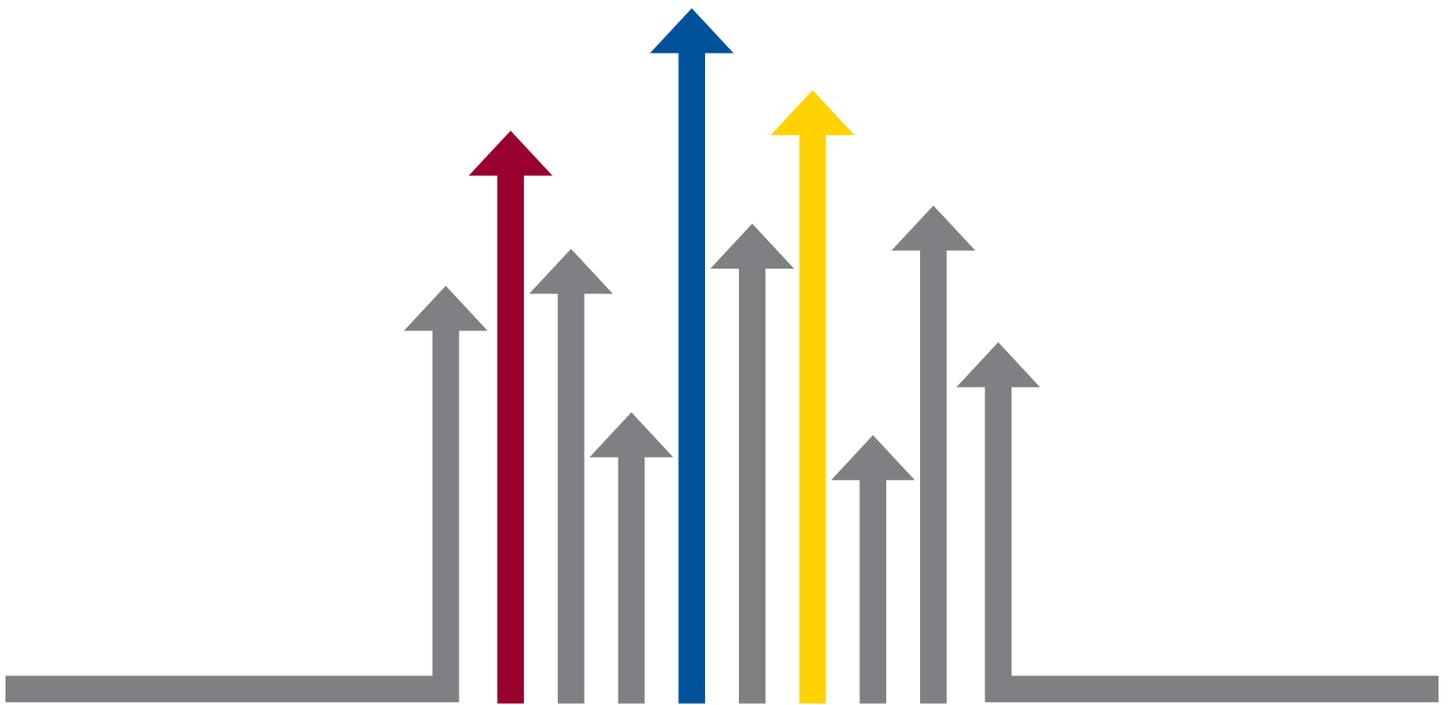


# Learning and Development Perspectives

## Fast-Growing Markets



An Inside View of **India, South Africa** and **the Gulf**

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Duke CE deeply appreciates the hard work of Judy Rosenblum and many others in the design and execution of our study and creation of this report.

Our special appreciation goes out to the 30 L&D professionals that responded to our request and provided us with their insights.

## Introduction

This study is the first installment of Duke Corporate Education's (Duke CE) look at learning and development (L&D) in fast-growing markets. The world has come to think about certain markets as "fast-growing," or "emerging," emphasizing and creating awareness of the fast speed of change influencing life and work in particular regions. In this document, we describe findings from an investigation of three regions: India, South Africa and the Gulf States. It is our intention to extend this work into China over the course of the coming year.

In our 2010 report *Focus on the Future: Learning and Development in 2011*, we zeroed in on North America and Europe to understand L&D challenges and new approaches to design, delivery and operation in light of the recession-driven landscape.

Given the diverse challenges and experiences in fast-growing markets, distinct solutions have emerged. There is much the West can learn from growth markets. We conducted 45-minute telephone or in-person interviews with 30 individuals leading learning efforts in large companies and government agencies. In these preliminary findings, sample size is limited – especially for the Gulf States – but our findings provide an initial point of view.

In this report, we begin each regional discussion with a short historical brief to provide context for the current L&D environment. The regional discussions are followed by insights gleaned from the interviews across all three fast-growing markets.

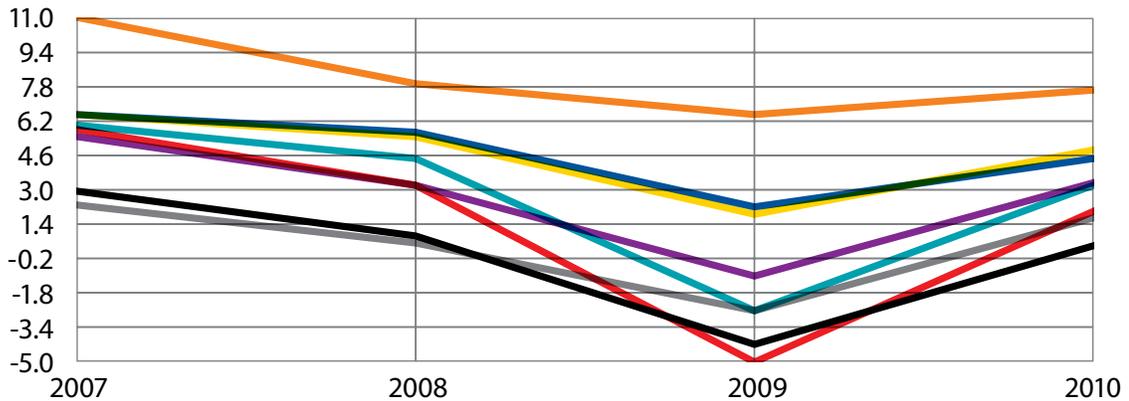
## Supporting Information

### Participants

Market	Country	Number
South Africa		13
India		11
Gulf States	United Arab Emirates	4
	Kuwait	1
	Qatar	1

### Economic Growth Trends

Real GDP Growth Rates, 2007-2010 (Percent)



- World
- Euro Area
- Middle East
- Developing Asia
- United States
- Latin America
- Africa
- Central and Eastern Europe

Source: International Monetary Fund  
World Economic Outlook  
October 2009

### Countries GDP per capita

Country	Population (in millions)	GDP per capita (PPP)
Qatar	0.8	\$145.3K
Kuwait	2.8	\$51.7K
United States	310.2	\$47.4K
United Arab Emirates	5	\$40.2K
United Kingdom	62.3	\$35.1K
South Africa	49.1	\$10.7K
India	1,173.1	\$3.4K

Figures are estimates for 2010. USA and UK are provided for contextual reference.

Source: CIA World Factbook (2010)

## Insights by Region: South Africa

### Background

The backdrop for L&D in South Africa is driven by rapid social change in its very recent history. Apartheid – a government-enforced system of legal racial segregation and minority rule by white people – just ended in 1994 following South Africa’s first universal elections. Since then, the post-apartheid government has legislated efforts to help non-whites advance. Today the Black Economic Empowerment (BEE) program sets affirmative action goals for workforce demographics, and mandates that employers provide L&D to up-skill the workforce.

South Africa gained independence from Britain in 1931, and in 1948, apartheid became an official policy. Among other things, apartheid limited economic opportunities for non-white South Africans and neglected their education. South Africa’s population of 50 million today is, in its own terminology: 79 percent black (over seven ethnic groups, the largest being Zulu), 9 percent white (Boer and British), 9 percent colored (mixed) and 3 percent Indian.

### Today’s Context for Learning and Development

The South African government defines BEE as a socio-economic process that directly contributes to the economic transformation of South Africa and brings about significant increases in the numbers of black people that manage, own and control the country’s economy, as well as significant decreases in income inequalities (DTI, 2003). The BEE strategy explains, “Much has been achieved since 1994. Unfortunately, the extent to which this growth has been shared equitably amongst all South Africans is not yet adequate for the requirements of a stable, integrated and prosperous society. Accordingly, we need to take additional collective actions in order to achieve our objectives. Further growth can only be accelerated and sustained if all South Africans are meaningfully integrated into the economy.”

Interviews with L&D leaders in South African organizations revealed that significant government regulations and scorecards are aimed at righting past wrongs stemming from apartheid’s legacy, including pay versus productivity issues, and blacks and women in leadership positions. The result is that L&D people need to work to a dual agenda: 1) their company’s strategic goals and 2) nation building via affirmative action laws.



Today the growth of the economy has created new jobs, but there is a gap in skills development. Companies face issues attracting experienced or promising people, plugging gaps in their capabilities, and retaining them.

*In 2012 we will still be pushing our boundaries acquiring and retaining talent. But moreso developing these talents not only for the organization but also for our country. [We will] create an environment to retain talent and reflect our client base. We also want to work much harder to retain our talent and are committed to have a truly South African bank.*

*Head of Talent Development, South African Bank*

Companies receive tax incentives for coordinating “learnerships” in which they are responsible for providing practical work experience for learners and transferring key occupational knowledge (Centre for Skills Development, 2008). Even with incentives, companies still find that it is a struggle to ask older whites to train or mentor younger non-white South Africans, as it engages issues of values, culture, respect and dignity.

*Our huge challenge – all of our artisans and our technical skills are largely white male over 55 years. For them to mentor younger blacks, they need to overcome the culture barrier.*

*Human Resources Executive, Transportation Company*

South African companies typically spend at least 3 percent of payroll on L&D. A multinational telecommunications company reveals that “training and development plays an important role in achieving our business targets, accounting for some 5 percent of our total payroll cost each year. This includes a comprehensive succession strategy to align resources with strategic objectives” (MTN Group, 2006).

South Africans are proud of who they are, execution-focused, with a sense of urgency. They do more with less, and they value practical approaches over theory.

*The culture or history in South Africa is an interesting and painful one. This is a land of great opportunity and [we] find ways to smartly leverage it to our advantage. [There are] committed people in South Africa as seen in the World Cup event hosted here, and we can spread this throughout the world. There is a lot of good going on for us; [we want to] make a difference and be proud of who we are and not get caught looking back instead of looking forward.*

*Head of Talent Development, South African Bank*

South African enterprises don’t look to Europe or North America for growth opportunities. They are focused on the rest of Africa, Brazil, following the trade flows to India, and—most importantly—China.

*We are in the global market, and we export talent to these markets. There has been strong focus on how we export talent in China as well. We usually replicate what we have here [in South Africa] to these markets but also try to incorporate the local culture. We export leadership and look at the operational arm to leverage technology and people.*

*CEO, South African Insurance Company*

## India

### Background

India is predicted to be the third largest economy by 2035 after the U.S. and China, and the trajectory for the country has been one of rapid growth. The key concern for learning professionals in India today is how to accelerate L&D in an increasingly competitive economic environment.

After two centuries of British rule, India gained independence in 1947. Independent India's first prime minister framed the country's economic policy on protectionism, state intervention in labor and financial markets, a large public sector and central planning. In the late 1980s, Prime Minister Rajiv Gandhi's government eased restrictions, removed price controls and reduced corporate taxes. This increased the rate of growth, but it also led to high fiscal deficits and a worsening balance of payments.

By 1990, India faced a financial crisis leading to a series of economic reforms beginning in 1991 that were collectively termed "liberalization," i.e., a shift from socialism and restrictive regulations to capitalism and more open access. The Indian liberalization, coupled with economic globalization, enabled rapid economic growth based on services and knowledge-based industries. India has a very large population of college-educated people, especially scientists, technicians, and engineers, most of whom speak English – the language of business.

### Today's Context for Learning and Development

The Indian corporate training market was expected to reach \$2.8 billion by 2010. There is high demand for sales training, followed by soft skills such as communication and managerial effectiveness. Leadership, sales and teamwork are at the forefront of the development of Indian industry (Lin, 2009).

Indian companies interviewed expressed that they are in the midst of a war for talent. Very rapid growth has increased demand for experienced professionals, and attrition is high. Companies face issues attracting good people, plugging gaps in their capabilities, and retaining them.

*In a volatile economy, we need to develop and motivate our people so our company can be resilient and focused. Human attrition is a challenge.*

*Head of Learning, Multinational Bank*

For many organizations, the challenge is to attract the best and the brightest and to accelerate the development of young talent. A senior learning leader from one company shared that the key challenge today for her organization is "to recruit experienced, talented professionals, create opportunities for them, and retain them. Grooming future leaders is also a challenge."

Unlike South Africa, in the private sector there are no laws mandating quotas for talent, so the L&D focus is not nation building as required by government. However, it is clear that companies share values centered on the broader community and the future of India. One Indian learning executive shared that his company begins with a belief that 70 percent should be given back to the community.

At the Inauguration of India Corporate Week 2010, Indian Prime Minister Manmohan Singh said, “First, increasing the employability of our population through effective skill development must be central to corporate strategy and not merely an afterthought resulting from difficulties in recruitment. This can also help integrate the weaker sections of our society into the mainstream economy even as industry is assured of ready to go well trained personnel. While the government has a vital role to play in the field of education and training, it cannot deliver alone. Corporate India has to be an active partner in our efforts.”

In India, learning is a deeply valued virtue, starting with a cultural emphasis on education and continuing in the workforce. A senior learning professional from a bank in India shares:

*One positive thing is that learning and knowledge is a virtue that India cherishes. In our organization, people who teach are seen as people who are respected. People take pride in their knowledge. People value learning.*

While most companies expressed that this provides a foundation for establishing the strategic importance for L&D in the organization, some still feel it is a challenge to align learning and strategy at a corporate level. One interviewee stated, “In corporate India, L&D is more of a support function. Not many see it as a part of corporate strategy. There is a tendency to put off L&D. Many times L&D is not informed about strategic decisions. We have to play catch up. I believe we need to know pre facto so we can make people ready for changes.”

Interviewees described Indian mindsets characterized by entrepreneurship, the ability to handle complexity and scientific or evidence-based thinking.

*Indian leaders are more sympathetic to an evidence-based approach than North American or European leaders. They're more able to handle complexity and don't ask us to boil everything down to neat sound bites.*

*Chief Learning Officer, Professional Services Company*

One learning leader noted that the “entrepreneurial and go-get attitude” also enables L&D in the organization, while a tendency to avoid process was sometimes a hindrance.

The growing economy is fueled by domestic growth as well as global companies who continue to expand in India. At the same time, Indian companies are expanding globally. L&D professionals feel these effects keenly.



*Overall our integration with the global market is happening much faster than earlier. Therefore this awareness has to be there from the beginning.*

*We need to focus on competencies. Indian managers need to work cross-functionally in the global market. There is a different need in the USA, Asia Pacific, and Europe. So there is a constant interplay between global and local competencies.*

*Head of Learning, Oil Company*

## The Gulf

### Background

The Gulf States in this study are characterized by increasing wealth, predominantly from sales of oil and gas, and small native populations. They rely heavily on expatriate labor, both skilled and semi-skilled, but strive to develop their nationals and diversify their economies beyond oil.

This context has important effects for L&D in the region. L&D people work to a dual agenda of the organization's strategic goals and nation building via preferences for employing nationals especially at middle and senior levels.

From the 18th century to 1971 the British maintained a formal sphere of influence over the area of the present-day Gulf States. Political control was in the hands of local monarchies who, in a series of treaties, yielded control of their foreign relations to Britain. Prior to commercial development of oil in the 1950s, the region was poor, and Britain's primary interest had been controlling piracy and stopping the influence of the Ottomans or others who might pose a threat to shipping in the Arabian Sea between Britain and its Indian colony. In return, local leaders were protected from their more powerful neighbors.

Pearl diving was the principal industry until the 1930s, when development of cultured pearls by the Japanese led to the industry's collapse in the Gulf. Oil is currently the primary industry and a source of great wealth.

Today, local monarchies have full, autonomous political control. The Gulf Cooperation Council was formed in 1981 and includes the Kingdom of Saudi Arabia, Qatar, Bahrain, Kuwait, Oman, and the United Arab Emirates. It provides common regulations, free movement of capital and military defense, with plans for a common currency in the future.

### Today's Context for Learning and Development

The war for talent in the Gulf is focused on nationals as opposed to expatriates; very rapid economic growth makes experienced people much in demand, and turnover is high.

Kuwait, the UAE and Qatar have very small national populations with efforts in place to train and motivate nationals to play a bigger role in the economy. Concurrently, women are encouraged to play a much more active and larger role in the economy and government, and all have active quota systems in place in the workforce to ensure that this happens.

Accordingly, formal education and business education, within the context of national aspirations and natural resources, are very important.

A recent report by the Economist Intelligence Unit (EIU) notes that with one of the youngest and fastest-growing populations in the world, the future development of the Gulf ultimately depends on the success of efforts to educate and employ the next generation (EIU, 2009).

Several organizations expressed the importance of the integration of the national workforce in the Gulf where, on average, the workforce can be as high as 80 to 90 percent expatriate.



*We have to get nationals into the workforce. The challenge is that this population is not only small but also very young. There is not a lot of depth and experience – this is a growing challenge. We have a regulatory requirement to hire nationals, and we need a fine balance for how we do this. ... The challenge is how do we transfer skills from expatriates to nationals and then move expats out. As the headcount isn't going to increase that much, this is replacement, not growth. So it is developing national talent and retaining the best of expatriate talent.*

*Vice President, Learning, IT/Telecom Company, Gulf States*

To compound the issue, companies find it difficult to attract nationals to work in the private sector versus the public sector because of longer working hours and a greater emphasis on performance. Many prefer working for the government with shorter working hours and more holidays. For this reason, some companies see L&D as a differentiator that can attract nationals to their company.

*Development attracts people to our bank. We market ourselves as a bank who develops people, [with a] comprehensive career development center; we really take care of people.*

*Head of Learning and Organization Development, Bank, The Gulf*

Given small national populations, women nationals are increasingly important to fulfilling goals for employment of nationals, and they are advancing in the workforce. Traditional attitudes toward the role of women can interfere with work relationships and L&D. One learning leader shared that their learning professionals preferred to participate in mentorship programs after hours: "A couple of times we put a man with a woman and it was an issue to have them meet after hours. Travelling in a car with a lady is still a problem. ... Over 65 percent of our workers are female and obviously there is an issue."

Nationals have a spirit of entrepreneurship, and they are able to cope with uncertainty, volatility and ambiguity. Generally they have a stronger local rather than global focus. Learning leaders characterized their people by an "eagerness to develop and learn."

## Cross-Market Insights

### Roots Matter, As Do Demographics

One size does not fit all, and that came through very clearly in our discussions across markets. Every region is different, and there are clear differences between states in the Gulf. Local culture and context are paramount in understanding L&D challenges, which are influenced not only by culture and roots but also by shifting demographics.

When asked how the culture or history of their region influences the agenda of L&D in their organizations, respondents told us:

*[You] cannot separate the two. We have a young employee population. New staff is mostly black from the previously disadvantaged group and do not have the same exposure as their [white] counterparts. This is a challenge to any company in South Africa. How do you bridge the gap? We need to help them succeed in a culture that is predominately white.*

South Africa

*The West has more independent individuals. The East is more concerned with face value and teamwork. That plays a big role. A lot of companies from the West do a form of cultural teamwork. But it doesn't work here. Look, a child in the US leaves home at 18 and becomes an independent adult. Here I can even be married and still live at home. Everything comes back to this culture of family. It gets linked into organizational culture. Most companies say they want to be like a family—but we understand family differently here.*

The Gulf

*Engineers are to Indians what rock stars are to Americans. So there are cultural blinders, but it is a pleasure to grow Asian leaders because learning is much more respected here.*

India

## This is Life in the Fast Lane and It's Only Getting Faster...



As illustrated in the brief history for each of these markets, change has occurred very quickly in government, economy and business. What is interesting about this is just how fast it is all happening, especially in comparison to the pace of change we've experienced in the West.

Respondents shared some of the impact of fast growth with us:

*Our key strategy is growth. ... The big challenge is getting the right people at the right time. In these markets there is a lack of skills. The business has grown and technology has shifted. There are new competitors. We are not competing with African players but global players.*

South Africa

*Our targets are always aggressive; we plan to add 2 million subscribers by the end of this year. We have new international content and frequently showcase the latest movie releases on our platform. The market is extremely competitive. Lots of training is needed.*

India

*Our industry is changing, technology is changing; we need to keep abreast of this. We are strong on product development and innovation – we need a new promotion every 15 days or a new product launch every month.*

The Gulf

## It is About Sustainability



Some call it nation building. Others call it competitive advantage. It's about sustainability through the development of people.

Most of these countries have emerged from under colonial rule or influence, resulting in a great deal of national pride. Populations now want to set their own context rather than live with a context set by others. This puts a particular spotlight on the development of local talent. The base of talent and regulatory demands differ in these regions, but in the

end the questions are the same: How do you educate the local population to keep up with the knowledge and service requirements of evolving industries with global competition? How do you ensure you will become and remain competitive on the world stage?

*In 2012 we will be pushing our boundaries. But more so developing these talents not only for the organization but also for our country. Growing our business and equipping people and supporting small business through our ability in the banking sector. It brings about democracy and restores dignity to people and grows the economy and creates a thriving geographical environment that can compete on the world stage.*

South Africa

*We have to sustain profitability, and it is a growing market. Unless we work around our competitive advantage we will completely vanish. Today we are leading in the market but we cannot guarantee that for tomorrow. ... If we do not have the capabilities and skills for our people, we are doomed.*

The Gulf

## Rapid Growth Has Fueled Familiar Challenges

Many of the challenges voiced by professionals in India, South Africa and the Gulf are strikingly familiar to the issues L&D professionals have grappled with for a long time in the West and currently in East Asia.

### 1. Retention

The challenge of retaining employees was raised frequently in the three markets studied, all for different reasons specific to the market demographics and sometimes to the agenda of retaining nationals.

*As a continent we are facing very limited skills and very limited professionals. This leads to a high degree of mobility in the marketplace. ... The opportunity to learn for professionals is limited because they move from one context to another one.*

South Africa

*The boss is trying to really stretch people, and because of that, some left for easier jobs. Our focal point is to retain the talent we have. Recruit, develop and retain the right people.*

The Gulf

*Human attrition is one of the challenges where we as an organization are impacted. This is an industry-wide phenomenon, and we are taking numerous steps to ring fence our key talent.*

India

## 2. Generations

Respondents voiced the very familiar struggle of enabling a new and different generation of professionals to lead, as well as preparing for younger generations to comprise a higher percentage of the workforce.



*Sixty to 70 percent of our people have been in the same position for 15-20 years. We need to find new, competent people before the old people leave or retire.*

*The Gulf*

Managing and understanding Gen Y was also an issue, in addition to integrating this new generation of professionals. While there are generational characteristics and nuances specific to the country and cultural experiences that shaped each generation as they grew up, comments shared by L&D professionals bear much similarity to those of their Western counterparts on this issue.

*[Millennials] are a new and hard bunch. The expectations and drivers are different with this group of people. We are not culturally ready to manage them. [There is] huge conflict with generation Xs and Ys. They have lunches with the CEO and challenge him and management on all topics.*

*South Africa*

## 3. Silos

Organizational boundaries and silos are a key challenge expressed in these markets, and organizations are seeking ways to break down these barriers. High growth can make alignment on the shared vision seem like a luxury.

*As the company grew we put the walls among ourselves, not only on a functional level but also on an organizational level. It is all interrelated with stress and complexity on our people.*

*The Gulf*

## 4. Stress

Fast-paced change comes at a considerable price of stress on organizations and their people in growing markets.

*[We are] building the organization, broadening services and products. ... [Our] staff has to cope with the pressures and anxiety of aggressive expansions.*

*The Gulf*

## Learning as a Strategic Lever

### Building Capability and Accelerating Real Productivity

L&D is connected to the business and focused on developing the competencies and capabilities required to survive and prosper. Over the past 10 years, Duke CE's clients needed to concentrate on *organizational capability building* rather than focusing exclusively on the matter of individual competencies. A company's strategic aspirations are grounded in what it is capable of doing as an enterprise, and its ability to execute any strategy depends on it having the right capability set in place. L&D directly touches people who in turn affect a number of the components of a capability.

### Accelerated Productivity Requires Targeting and Segmentation

Respondents told us investments in L&D would be targeted toward segments of their population directly linked to strategic capabilities required to meet the company's goals. In the West, we've seen that targeting and segmentation has been a crucial part of strategy for many companies, especially as they emerge from the recession and focus on L&D initiatives tied directly to return on investment for the organization. In these growth markets, the approach is in place to save time, respondents told us, and to focus on the individuals who really need development. Individuals are targeted according to their need to develop specific capabilities for the company, or because they are targeted as high-potential.

Respondents told us that learning *must* be connected to strategy for business to survive in fast-growing markets. Whether the region has a vast population and a limited but highly educated class, or a small population with a workforce dominated by expats, or a large previously disadvantaged population, interviewees told us that accelerating the development of less experienced talent is a competitive advantage. Formal programs, "learnerships," rotations and coaching are focused on getting people productive more quickly by preparing them for jobs in the private sector.

*We need to cut total training [budget and time] by 40 percent. At present all training is instructor-led. We don't want to substitute e-learning for instructor-led training [since] that consumes the same number of hours. We want to cut down total training hours. So we [focus] training with assessment. ... We focus on what managers don't do well. We have a management development program, but it is not for everyone—just those who need it. If you don't need it, you don't get asked to take it.*

The Gulf

*The moment someone joins the organization, we address functional training requirements. ... After some time there is a group that does better than the others. We identify them as part of a talent pool. The talent pool goes through more training across manager levels and leadership.*

India

*We have a people day in the organization. As leaders, we identify the future leaders in the company. [Current estimated potential] determines what development you get.*

South Africa

## Closing Skill Gaps in Leadership and Management

Learning leaders told us the biggest gap for their people lies in their ability to manage and lead. The reasons for this differ based on region and economic circumstances, as well as on quality of the public school systems and universities. In many cases we heard rapid growth, over-promotion and outdated educational infrastructures contribute to the gaps existing today. Where education quality varies greatly in schools, many have less than adequate preparation and lack of language skills.

In South Africa, we heard there were too few experienced people and serious gaps in managers who can link resources to the plan. One learning leader noted, "In general we lack skills in management – the end-to-end process."

Another L&D leader said, "We do not have enough black managers in management positions, and over the last decade the employment equity plans show the visibility."



*For the company to grow we need to build the leadership of tomorrow. Our CEO is stepping down, and in five years the company will look different. We are reinventing ourselves and require new leaders.*  
South Africa

In India, we heard that scientists and technical people require stronger management skills. In many cases it is a challenge to teach these skills to people who are subject matter experts. India's education system is significantly biased towards theoretical aspects with little or no practical training. As a result, most of the science and management graduates require further training before they can take their desired job (DataMonitor, 2010).

In the Gulf, rapid expansion puts pressure on developing managers. Compounding this is a lack of strong public schools in some countries. A few individuals noted that private schools were better in some Gulf States because of their emphasis on English. "The Gulf must collaborate in matching education to future labor market needs as a population boom transforms the region and its increasingly pivotal role in the global economy," opinion leaders said (alawaba.com, 2010).

On Sept. 22, 2010, 17 Arab states agreed upon the urgent need to improve the quality of education across the region and implement a system of evaluating the performance of schools, teachers and students. These steps towards the improvement of education quality are formalized through the Doha Declaration on Education Quality in the Arab world (Rivera, 2010).

And as much as Indian business leaders are proud of their education heritage, Tata Power chief Prasad Menon highlights the lack of focus on basic primary education: “We need to expand quickly, but the problem is there are not enough people with basic education. We need to spend much more on training and basic work-related education” (Durie, 2010).

In addition to management, organizations need leadership capability and strategic thinking to move forward in their own market as well as others.

In India, L&D leaders are trying to close the gap between technical know-how and management, and also trying to advance the discussion on what it takes to develop leaders from technical experts. One respondent shared that it is not always easy: “There is too much focus on technical competency, so developing leadership skills takes a back seat.”

One respondent expressed the leadership challenge from the perspective of a young organization:

*This is an organization that is yet to mature. We are faced with two critical areas to really educate and upgrade the skills of our leaders—rallying people around the future, and risk and decision-making.*

India

As in the West, leaders need to be globally competent to successfully enter new markets.

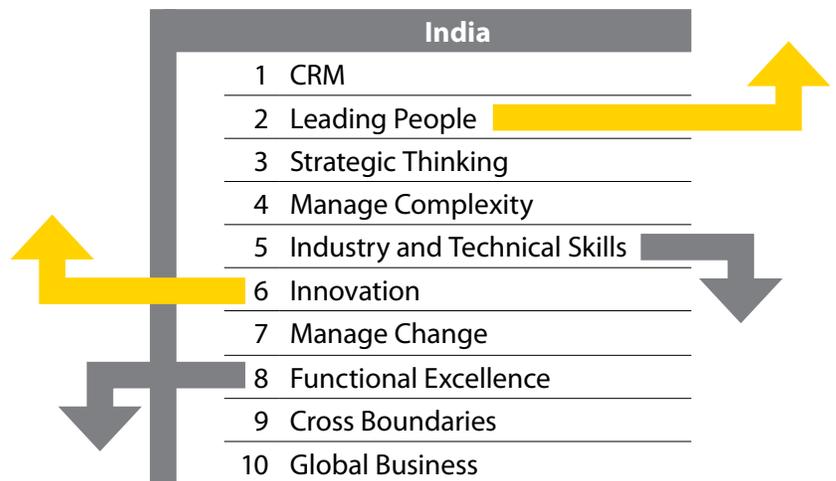
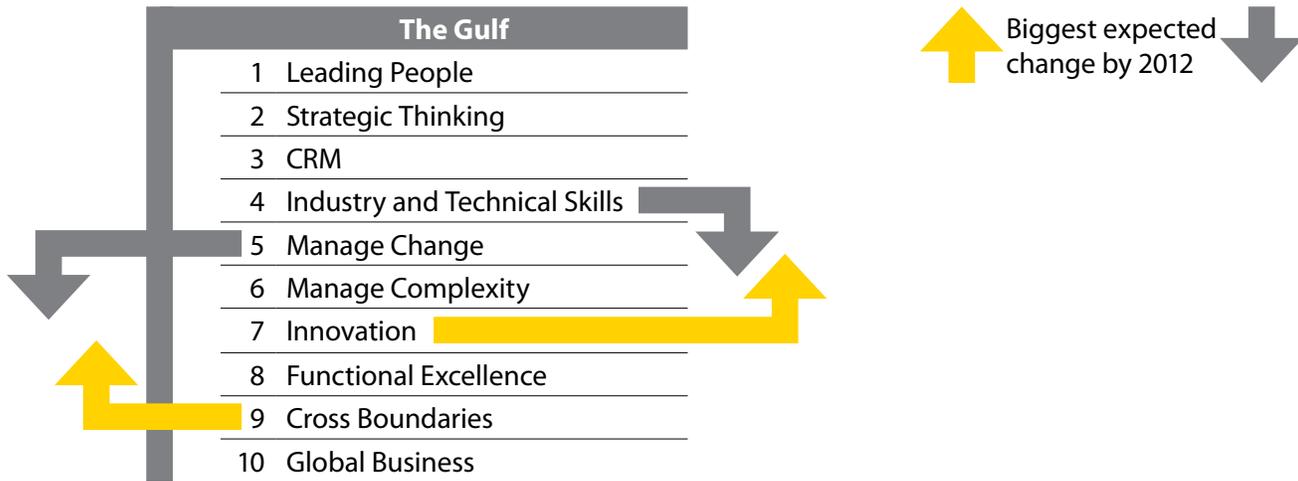
*Our greatest gap? We are looking for people who can lead and develop our business in emerging markets that we want to develop fast.*

South Africa

*Nationals don't have international experience, and this poses a problem both for dealing with expatriates and to think beyond the Gulf.*

The Gulf

## Rank of Topics and Topics of Biggest Expected Change



## Relationships are Key but Influencing and Relationship Skills are Lacking

There is a cultural inclination in each of these regions to make doing business a personal interaction, but the skills and processes to support client relationship management, cross-boundary collaboration and internal coaching are weak. Skills are lacking both in recent graduates and in older managers who have functioned in command-and-control cultures. As a result, respondents have the following focus:

- Change the interaction with customers from exchanges of labor for money to relationships of mutual benefit

*Our most pressing needs are understanding the customer experience and employee engagement — we have to enable front line people to make their own choices.*

*The Gulf*



- Lead complex multicultural organizations

*We work in diverse environments. How do we create the glue of the company as one?*

*South Africa*

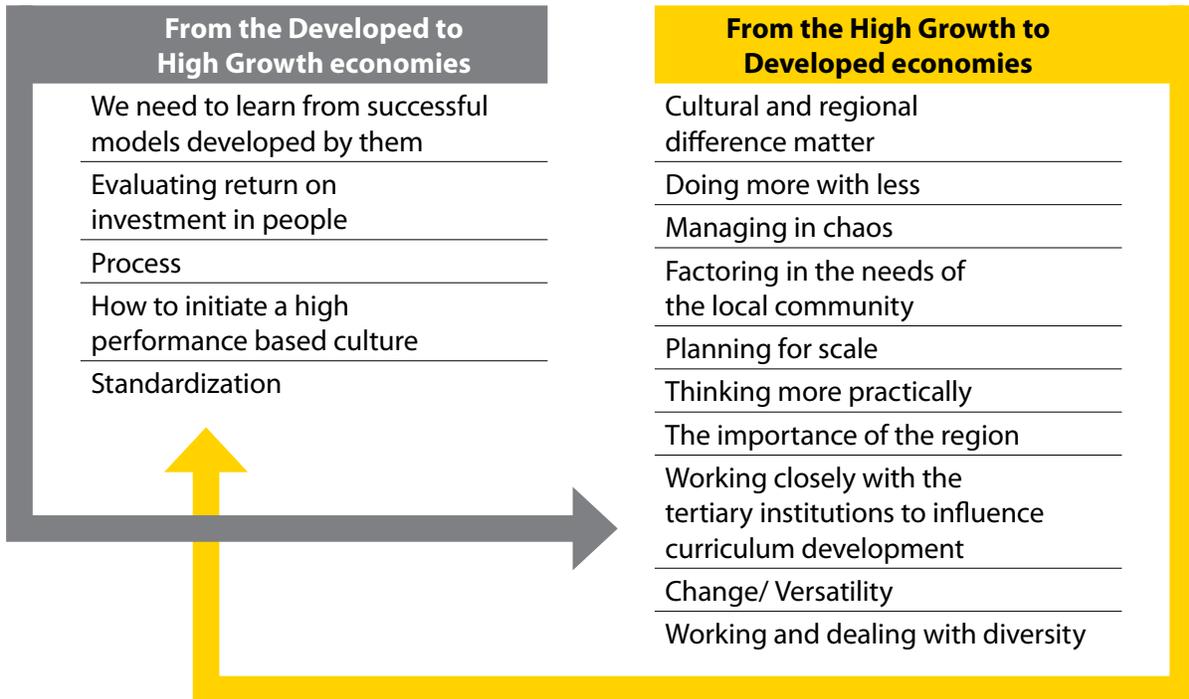
- Shift old leadership models

*We [must] have courageous conversations to address our own stereotypes and take accountability for them.*

*South Africa*

## What We Can Learn From One Another

Our respondents told us that there is still a lot to learn from the L&D approaches of the West. But Western models are clearly not the best source for all people development approaches. Respondents want to learn from markets that have experienced changes similar to their own. They want Western educators and corporations to understand that, and not believe they have all the answers. There is a lot the West can learn from growing markets.



When we asked what can be learned from one another at our recent Global Roundtable gathering of 21 senior learning professionals, attendees told us they believe the West is particularly strong in process, but companies can benefit from learning about what it really means to work and lead in a faster-paced, more volatile environment. One Roundtable attendee commented that Western companies will need to use adaptive approaches, listen, learn raw skills and adapt in new contexts. Another added that Western companies may be able to learn about innovation emerging from unique market circumstances.

In the study, several respondents explained that Western professionals can learn about managing in complexity and ambiguity, as well as dealing with diversity.

*Because we are in a constant state of flux, managers adapt and change gears well, unlike in developed economies where there is far better governance and regulation. ... Here [things] can change very quickly, so we think and execute quickly. We manage diversity well. At our organization, there is diversity in terms of 70 different nationalities, and all religions.*  
*The Gulf*

It is not surprising, then, that dealing with diversity is second nature in developing economies where it is often the norm. Dealing with diversity is also part of the fabric and history of each of these regions because colonization brought with it a diversity of culture and religion inherent in the blending of nationalities.

Several professionals interviewed noted the need for humility, including one from South Africa who referenced the distinctly African philosophy of Ubuntu: I am what I am because of who we all are.

*I have observed arrogance from Western facilitators who think they know it all. The concept of Ubuntu can be learned from Africa. Even when you know something, how that is put across goes a long way. Humility can be learned from the developing world.*  
South Africa

One way of expressing humility while giving back is for Western companies to be involved and committed to the areas in which they operate. In a June 2010 interview with McKinsey Quarterly, the CEO of Standard Bank Group, Africa's largest financial institution by assets, commented, "One has to be mindful of ensuring that you're seen to be helpful and relevant to the local economies, rather than just extracting profits by providing a service. When you're dealing with developing countries, the issue of the social relevance of your company is completely different from when you're dealing with a developed economy" (Kloss & Sagar, 2010).

N. R. Narayana Murthy, the Founder and now Chief Mentor of Infosys, and one of India's most successful businessmen, shares life lessons, one of which is self-knowledge, a cornerstone of the Indian spiritual tradition. He explains, "Indeed, the highest form of knowledge, it is said, is self-knowledge. I believe this greater awareness and knowledge of oneself is what ultimately helps develop a more grounded belief in oneself, courage, determination, and, above all, humility, all qualities which enable one to wear one's success with dignity and grace" (Murthy, 2007).



With humility and self-knowledge, leaders are poised not only to succeed but also to learn from one another. Both in this study and in our work delivering education in 62 countries around the world, Duke CE's clients have consistently demonstrated that one size does not fit all. Coupled with the desire to learn from one another, bringing this mindset to our work as L&D professionals around the world will enable progress across boundaries that span regions, markets and cultures.

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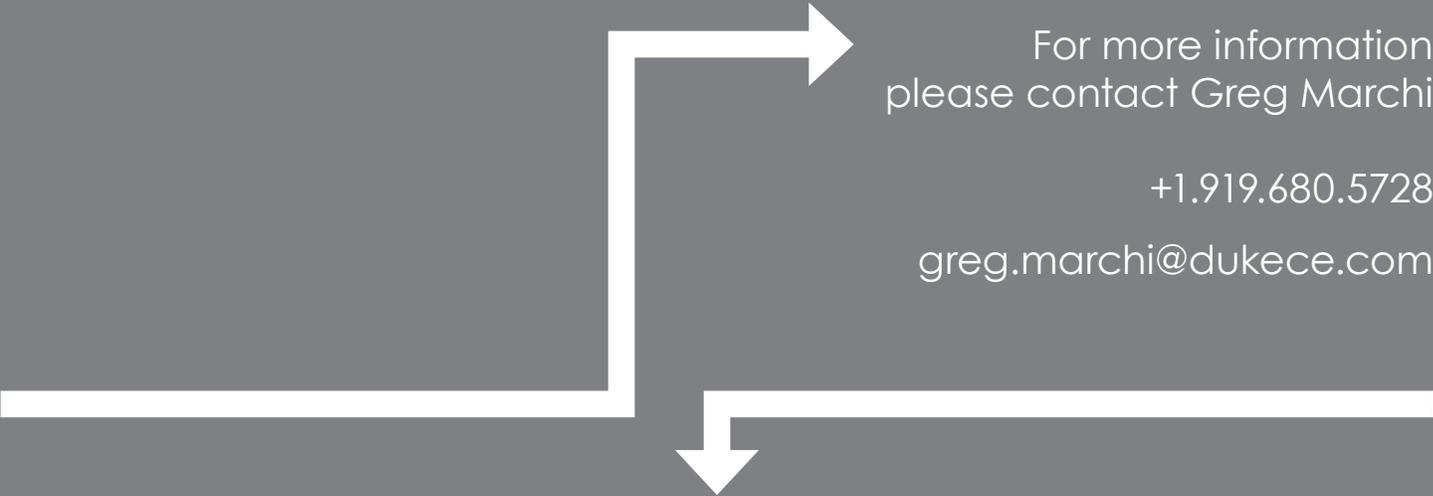
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