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Despite the spread of automation and new supply chain management paradigms, logistics remains dependent on a rather specific set of skills and competencies, whether for managerial, administrative, or blue-collar jobs, such as trucking or warehousing. This dependence implies that the logistical performance of businesses, industries, and nation states is strongly influenced by the quantity and quality of the workforce. Insufficient resources of a competent and properly trained workforce in logistics adversely affect the quality of service, reduce productivity in sectors dependent on logistics, and ultimately reduce trade competitiveness. While other interventions that affect logistics performance—such as international infrastructures, trade corridors, regulations, and services—have already been reviewed extensively, this report is the first to cover the contributions of human resources and explore how to develop skills and improve competencies, especially in developing countries. The study proposes a framework for the skills needed according to the logistics activity (such as transportation or warehousing) or the type and level of responsibility. Based on several sources, including recent surveys carried out by the World Bank and the Kühne Logistics University, the report uncovers where the skills constraints are according to the type of job or countries. Findings include that logistics is an industry struggling to hire skilled workers, although with differences between developed countries (where trucker shortages are more acute) and developing economies (where managerial shortages are more widespread). Typically, blue-collar logistics jobs have lower status and lower pay than blue-collar jobs in other industries; they are thus less attractive for skilled workers. In developing countries with a potentially available workforce, lack of vocational preparation for careers in logistics means that less-skilled workers are not easily re-skilled. Logistics tasks at the upper end of the occupational hierarchy and those with high information technology content often require an upskilling of employees to keep pace with new technology. Yet the problem is not confined to recruitment. The surveys point to limited resources, money, and staff time allocated to training, especially in developing countries. Realizing the promise of quality jobs from the growth of logistics worldwide requires a coordinated effort by logistics companies, professional associations, training providers, and policy makers. Through a combination of facilitation, regulation, advice, financial instruments, and land use planning, governments can exert significant influence.

This set consists of three manuals entitled Measuring implementation in schools. The three manuals have the subtitles: Innovation configurations; Levels of use; and The stages of concerns questionnaire. The DVD contains interviews with three of the CBAM developers--Archie George, Gene Hall, and Shirley Hord--who describe the three dimensions of CBAM and related tools, especially the Stages of Concern Questionnaire, the Levels of Use Interview, and the Innovation Configurations Map.

Focusing on the Asia-Pacific region, which in recent years has been the engine of global economic growth , this volume surveys trends and prospects in technical and vocational education and training (TVET) with particular reference to achieving inclusive growth and the greening of economies. Underlying the increasing pressure for new models of TVET provision is the rapid pace of technological change, demand for a work force which is highly responsive to evolving needs and a transforming market place that calls for higher order skills and lifelong learning. The book proposes a re-engineered, modernized TVET system that fosters an innovative approach which enhances the employability of workers as well as the sustainability of their livelihoods. The book includes contributions from leading policy makers, researchers, and practitioners, including those in the private sector in analyzing and forecasting the most urgent priorities in skills development. The book argues for creative approaches to TVET design and delivery particularly with a view to improve job prospects , and meeting the goals of inclusion, sustainable development and social cohesion. Addressing issues such as the chronic mismatches between skills acquired and actual skills required in the work place, the volume proposes diversified approaches towards workforce development and partnerships with the private sector to improve the quality and relevance of skills development . The new imperatives created by 'greening' economies and responses required in skills development and training are addressed. Developing TVET is a high priority for governments in the Asia Pacific region as they seek to achieve long-term sustainable growth since the .continued success of their economic destinies depend on it. The volume also includes an emerging framework for skills development for inclusive and sustainable growth in the Asia and Pacific region.

This open access book analyzes the main drivers that are influencing the dramatic evolution of work in Asia and the Pacific and identifies the implications for education and training in the region. It also assesses how education and training philosophies, curricula, and pedagogy can be reshaped to produce workers with the skills required to meet the emerging demands of the Fourth Industrial Revolution. The book's 40 articles cover a wide range of topics and reflect the diverse perspectives of the eminent policy makers, practitioners, and researchers who authored them. To maximize its potential impact, this Springer-Asian Development Bank co-publication has been made available as open access.

First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

Explains how to better evaluate professional development in order to ensure that it increases student learning, providing questions for accurate measurement of professional development and showing how to demonstrate results and accountability.

This book presents an overview of the main research findings and case studies concerning education and skills for inclusive growth, green jobs and the greening of economies. Focusing on India, Indonesia, Sri Lanka and Viet Nam, it discusses government and business sector responses to these issues and how Technical and Vocational Education and Training (TVET) systems and institutions are addressing both the renewal of curricula in the context of green growth dynamics, and patterns of training and skills development to meet demands. In addition, the book examines cross-country issues, concerns and prospects regarding education and skills for inclusive growth and green jobs for the four countries. These include critical themes and issues in the selected industry sectors triggering a demand for green jobs in the region; how industry is responding to those demands; areas impeding the transition from traditional to green practices; the importance of skills development; the role of TVET in addressing industry needs; and reasons for the slow response of TVET to green skills.While other studies conducted in Asia – and internationally - on the same topic have largely relied on secondary sources, this study conducted by the Asian Development Bank and the Education University of Hong Kong (ADB-EdUHK) is unique in that the findings, conclusions and recommendations reported on are based on primary data. As part of the study, TVET providers, business enterprises, policy makers and practitioners were surveyed using questionnaires and face-to-face interviews. In addition, workshops were held in each of the four countries to ascertain the views of key stakeholders in government, nongovernment organisations, members of the international development community, TVET providers and members of the business sector.The book also provides summaries of the case studies undertaken for India, Indonesia, Sri Lanka and Viet Nam.

A research-based guide for educators to the practical methods of understanding, evaluating and facilitating the change process. Significantly revised based on student and instructor feedback, the new third edition of Implementing Change continues to examine the ways in which change processes are experienced by those "on the ground" while adding new features, new material and the most current research. Based primarily on the Concerns Based Adoption Model (CBAM), this user-friendly text focuses on introducing constructs that can be used by those engaged in facilitating change processes as well as those who are evaluating and studying change. Rather than maintaining a bird's eye view of change processes, each chapter introduces a research-based, research-verified construct about change that captures the complexity of implementing change and the diversity of reactions to it. With a stress on pedagogical aids, each chapter incorporates practical examples, sample research, case studies, reflection questions and examples of common roadblocks to change.

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