Rio to host 2004 World Congress

RIO de Janeiro is the new venue for the 10th World Congress of HRM to be held from 17-20 August 2004.

It will be hosted by Brazil's HR association (ABRH) and organised in association with the WFPMA and FIDAP (the Interamerican HR Federation).

Brazil, originally scheduled to host the 2006 Congress, offered to switch dates with Singapore in the light of economic uncertainty in south east Asia, security fears affecting travel to the region and – at the time of the decision – ongoing concerns about SARS. Singapore will now host the 2006 Congress.

Brazil's own annual conference, which is now in its 30th year and will coincide with the Congress, is thought to be the largest in Latin America. Held in Sao Paulo in August this year, it was attended by 3,000 participants and – together with the associated exhibition – over 8,000 visitors.

It is hoped that, when combined with the World Congress in Rio, the event will attract an additional 500-plus international delegates.

Congress chairman Luiz Edmundo Rosa (*see above*) told *WorldLink*: "We plan to present a Congress which will be outstanding for the quality and relevance of the content to today's HR challenges. In addition, the receptiveness, enthusiasm and relaxed disposition of the Brazilian people and the culture and beautiful setting of Rio should ensure a rewarding experience for visitors."

Luiz Carlos Campos, the new president of ABRH, also sees the event as a unique opportunity for Brazilian professionals, "facilitating access to international developments and trends to people who do not travel abroad very often."

Luiz Edmundo Prestes Rosa, chairman for the 10th World Congress, is corporate director for people for hotels, travel and leisure group Accor Brasil, where he has worked for seven years. It may or may not be a coincidence that Accor has been listed in the 'Best companies to work with in Brazil' guide for the past seven years!

Before joining Accor, he spent six years in a Brazilian bank (Nacional and Unibanco), three with a construction and chemical group (Odebrecht) and before that worked for Citicorp and Senac.

He has been a personnel professional since starting work in 1972.

As a member of the organisation committee of Conarh (Brazil's national HR conference) for the past three years, he has considerable relevant experience for the World Congress chairmanship, not least as organiser of many other international events in Brazil, with speakers such as Gary Hamel, C.J.Prahalad, William Ouchi and Ed Schein.

He also participated for two years in the Phoenix Project, an international initiative based in Boston, Massachusetts, USA in which a group of companies from the US, Japan, UK and Brazil studied best practice in management change.

PHOTO: Denis Maestello

● For further information email *info@abrhnacional.org.br* or check the Congress website: *www.hr2004.com* and that of the WFPMA: *www.wfpma.com*

MAGAZINE OF THE
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Individual chartered status

Following approval from the UK's Privy Council, from 1 October 2003 individual full members of the Chartered Institute of Personnel and Development are entitled to use the title 'chartered' when they describe their membership status.

CIPD Head of Education Judy Whittaker told *WorldLink*: "The word 'chartered' has long been the hallmark used by accountants and engineers to make clear their qualifications and status. It shows an individual has met an established, up-to-date and externally verified set of professional standards, that they have the experience to apply their knowledge in the workplace and have made a lifetime commitment to their own continuing professional development.

"Recruiters can expect to see applications from Chartered MCIPD (full members), Chartered FCIPD (Fellows) or Chartered CCIPD (Companions – the highest level of membership) as appropriate," she said, but warned that members in no other CIPD grades are entitled to use any designatory letters.

● A report on the HR contribution to the success of international mergers and acquisitions and a guide to the HR role has been published by the CIPD. The report was co-sponsored by the CIPD, Mercer Human Resource Consulting and PricewaterhouseCoopers.
For more information, email: *cipd@cipd.co.uk*

So long, Joe!

In the light of the Iraq war and other recent anti-terrorist activities, Paul FitzPatrick considers the implications of the increasing mobilisation of reservists

Recent world events have shown how the armed forces are relying more and more on part-time reservists as a way of meeting their military obligations. The implications of this are far reaching, in that taking people away from their normal workplaces depletes organisations of valuable employees for, it seems, increasingly longer periods of time.

When employees are called up during peacetime, it is always for a stated duration. In war time it can be, conceivably, for an indefinite period.

In countries such as the US, the UK and Australia reservists make up a very small percentage of the population, but in many countries military service is still compulsory. In Singapore, all young men are required to complete two years military service, after which they are eligible to be called on for reservist duties up to the age of 35.

Reservists typically include medical personnel, engineering and logistics experts – key members of the economy. Traditionally, they have been used in support functions but increasingly they do front line duties as well. At Singapore's Changi Airport, you are likely to encounter a significant number of reservists within the patrols of soldiers armed with assault rifles who circle the passenger terminals – a security measure introduced since 9/11.

Employers are not normally required to pay reservists while they are away, although some do, usually for patriotic reasons. But they do receive government compensation to cover the temporary loss of the employee. A survey conducted this year by Buck consultants in the US revealed that two-thirds of employers were prepared to offer some form of pay differentiation to employees called away for military service in the Gulf, while 43 per cent were prepared to provide full medical benefits for up to a year and 23 per cent for the full duration of hostilities.

If a company is already short-staffed, possibly as a result of downsizing, the calling up of key employees can have a serious economic impact. Employers are entitled to apply to exempt a reservist from call up but, to be successful, they must establish that the absence will cause serious economic damage to the organisation.

Likewise the reservist can be granted exemption from duty on a number of grounds, such as recent family illness or bereavement, an elderly relative to care for, recent promotion, an imminent examination or training that cannot easily be deferred.

Reinstatement rights

A key concern of the reservist is likely to be that he or she has a job to return to. In all countries legislation exists to protect the rights of reservists, and in most instances the reservist is entitled to reinstatement. However, much can happen if an employee is absent for a considerable period of time and sometimes it can be deemed unreasonable to expect an employer to hold a job open.

Generally speaking, most employers in the US and Europe have a favourable attitude towards reservists. Often such employees are perceived as being more resourceful and as having greater integrity, and leadership as well as technical skills acquired can be transferable to the workplace.

According to the Australian Defence Force, whose members have recently seen active service in both Iraq and East Timor, "physically and mentally fit individuals who are self-disciplined, self-reliant and trained as team players and thinkers are of benefit to any company". Service overseas can also nurture a global perspective. Likewise, as the recent SARS outbreak in Asia demonstrated, military experience can prove useful in the event of a civil emergency.

A survey conducted by the UK's Leeds Business School this year concluded that on average a reservist received £9,000 worth of training each year, of which about half had direct workplace applicability.

There are other spin-offs. As part of its Common Defence Policy, Europe is developing an integrated, rapid response force comprising regulars and reservists from member nations. Participants from former Eastern bloc states are seen to have benefited from exposure to a different management style. Unlike the ex-Soviet states, with their reluctance to delegate or relinquish centralised control, a feature of the command structure of the armed forces of countries such as France, Germany and Britain has been the 'middle management' – the senior NCOs and junior officers. Reservist training has thus provided eastern European managers with insight into a more decentralised and participative leadership style, which is also more compatible with prevailing economic reforms in their own countries.

A reservist demonstrates a machine gun to Ken Rees, managing director of Corporate Television, one of a group of employers visiting a Territorial Army training unit in Cyprus as part of a UK government initiative to provide a better understanding of the nature and value of reservists' training

PHOTO: SaBRE

In many larger corporations, the mobilisation of reservists has become part and parcel of the organisation's culture, with others trained to take over the reservist's job in preparation for their absence. Some firms bring back retired employees temporarily or employ temporary staff to plug the gap, thus reducing administrative costs. It can also be an opportunity to give younger staff experience in a more senior role.

However, half the respondents in a survey conducted by the Pentagon in 1999 indicated that they envisaged the absence of a reservist employee for more than two weeks as causing potential problems. Small companies are more likely to be adversely affected than large ones. Not surprisingly many employers in the US and UK indicated that they thought twice before employing a reservist.

Mindful that taking employees away from the workplace is never popular with employers, Singapore has tried to make it more acceptable by focusing on the broader ideological appeal in terms of defending the nation against external threats. Attempts are made to secure greater commitment from employers by integrating the concept of reservist training with civilian employment. Employers receive updates and reports on their employees' progress and are encouraged to observe their training. A 'best employer' award has even been introduced for those seen to be the most supportive.

At the same time Singapore has tried to minimise the level of disruption caused as a result of the employee's absence. Internet facilities and, prior to these, faxes have been commonplace for some time at military camps.

Similar initiatives have been undertaken in the UK. According to Captain Simon Barnes of the Honourable Artillery Company, who is leading a British initiative to communicate with employers on the role of reservists, now that call-ups are becoming increasingly common, companies have to become more involved and to have contingency measures in place. The British Ministry of Defence is encouraging employers to visit training camps to see for themselves how employees benefit.

Until Desert Storm 12 years ago, the mass mobilisation of reservists for active service was a rarity. If they were called upon, it was usually to plug the occasional gap. The general perception tended to be that reserve forces were being kept back for the 'big one'. However, this year was the third time in a decade that reservists have been mobilised. In the post 9/11 world, putting more boots on the ground in far-away places is seen as the best means of preserving peace. At the same time it's not just about numbers. Today's military machines depend on a vast armoury of skills and, as military needs become more specialised, there will be a corresponding need to pull in reservists from civilian life to perform specific tasks.

Critical impact

A decade ago, two million working days were lost in the US as a result of employees going off on reservist duties. Today, with reservist numbers remaining approximately the same, it is estimated that about 15 million days are lost. There is also some concern that the armed forces are becoming over-dependent on reservists, not to mention that essential civilian sectors such as medicine are being deprived of vital personnel. During the 2003 Iraq war for example, it was alleged that hospital wards were closed as a direct consequence of key staff being called for duty.

As a general rule it has been recommended that reserve forces should be last in and first out whenever possible; also that they should be deployed either in large numbers for a short period or in small numbers for a prolonged period. This way disruption to the civilian sector is minimised. ○

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International e-learning and cultural differences

BY PATRICK DUNN AND ALESSANDRA MARINETTI

In spite of suffering from more than its fair share of dotcom hype, the business case for e-learning remains strong, particularly for large-scale international organisations. It remains true that e-learning can significantly cut travel, subsistence and distribution costs, but a sign of the industry's growing maturity is that we are hearing less of the lower costs argument and more about improved consistency, reach, quality and accountability. And, as large international organisations tend to have a larger mass of knowledge to work with and build on, their potential to exploit learning for commercial advantage is all the greater.

Early adopters of globalised or international e-learning tended to be technology companies, such as Adobe, Motorola and Cisco, and were mainly US-based. However, large e-learning initiatives are now fairly commonplace, with diversified companies, such Ingersoll-Rand[1] and Indian-based Aditya Birla Group[2] using e-learning across many national markets, and major corporations such as Shell, BP and Unilever using e-learning as a key part of their training mix.

A further sign of e-learning's maturity will be when it is able to accommodate the national cultural differences that exist within global organisations. We know from other forms of training, and from academic research, that culture has a significant impact both on how people learn and in what they need to learn. There is a well-established group of organisations that specialise in inter-cultural issues[3] and their practical work is well supported by the solid body of evidence about how cultures vary by researchers such as Geert Hofstede,[4] Fons Trompenaars[5] and Nancy Adler.[6]

Managing the influences

But what influence does culture have on e-learning? How do cultural influences broadly support or challenge the development of effective e-learning, and how can international organisations manage these influences?

The available evidence to help us answer these questions is patchy, and comes mainly from academia rather than global business. However, Dr Sri Sridharan, formerly Chief Architect for Knowledge Management at Intel, points out that in some cultures students will naturally congregate around a single screen to share their e-learning. In these cultures, learning and collaborating are close to synonymous, an observation that represents a challenge to many of those from individualistic western cultures.

Research available from various university environments shows predictable problems arising where pedagogical methods or content appropriate to one culture are introduced in a significantly different one. The good news is that, at least in these environments, some adaptation of learning approaches and learners can be managed successfully.[7]

But apart from occasional sessions (and gossip) at international conferences, culture doesn't seem to be a prominent issue in corporate e-learning. Of course, this may be because it is hidden amongst the many other problems of deploying technology into widely differing infrastructures. And it is likely to be an almost invisible problem in any case: unless disastrous mistakes are made, cultural incongruence will simply add to already high e-learning drop-out rates.

It may be that culturally-insensitive e-learning is acceptable, as long as the subject matter being dealt with is relatively superficial. A large proportion of e-learning currently deals with new product information, company procedures, low-level sales skills and so on. This kind of e-learning aims to convey information rather than cultivate deep understanding. Where tackling potentially more complex areas, such as people management skills, e-learning is typically only used at an introductory level. Similarly, most approaches to 'localising' e-learning are superficial: they translate, change some context and examples, and leave it at that. They do not adjust the learning approach or the content. This is all consistent with the focus of e-learning being on cost reduction and efficiency of distribution, not depth or effectiveness of learning.

But cost reduction is not where the value of pervasive, widely distributed, high quality learning lies. Getting more information to people more cheaply is a necessary but not sufficient condition for differentiating an organisation, but the ability to cultivate deep understanding of complex issues, and to support people to become better learners, may be a key competitive tool. And we know that cultivating understanding is very sensitive to cultural values.

So for high value e-learning to really deliver, it must accommodate cultural difference. The problem is, we don't yet know how. There are two reasons for this.

First, technology, and our understanding of how it supports learning, is changing so quickly that our definition of e-learning constantly evolves. What's the relationship between e-learning and knowledge management? What role do simulations play? And communities of practice, performance support, blended learning, document repositories? One leading authority on e-learning recently suggested that getting results back from a Google search could be seen as an example of e-learning, (and we agree with him).[8]

Frontier Town

E-learning is on a long journey, from a paradigm that sees learning as a fixed event in time and place to a more fluid paradigm that builds learning as a process. Currently, the e-learning industry is still in a Frontier Town phase (to use a culture-specific metaphor), so formulaic approaches to cultural adaptation are risky at best.

The second problem is that, when looking at how different countries use e-learning, purely cultural influences on how people learn are buried amongst a mass of other influences. Rather than discuss these here, we would recommend an excellent report from Scottish Enterprise.[9]

What would be helpful to global e-learning designers is a method of identifying specific cultural influences on their e-learning designs, so they can manage them proactively.

A good place to start is with one of the well-established models of cultural difference, such as that produced by Hofstede. This presents a set of dimensions that describe how cultures differ, and has a lot to say about learning and education. Many large organisations use the work of Hofstede, Trompenaars and others, as the basis for their inter-cultural communication work. But it is not particularly easy to pick out the potential influences on e-learning amongst the very wide range of issues they cover.

So, before reviewing Hofstede's data, a useful approach is to establish a set of what might be called 'universal high-level principles of effective e-learning' and then identify how these are affected by particular aspects of culture. These principles might include the following[10]

- Context – learning happens in the context where it is used
- Personal responsibility – learning is 'owned' by the learner(s)
- Exploration – learning is about exploration not absorption
- Construction – learning is about constructing knowledge
- Collaboration – learning occurs best with other people

Of course, these are ideals, and we are very aware that some present considerable challenges in some cultural contexts. Indeed this is our main point!

The table shown on page 4 takes the example of a culture which Hofstede would describe as relatively collectivist (has strong 'insider/outsider groups') and quite masculine (distinguishes roles of men and women clearly) – part of the profile of some Asian cultures, for example* – and picks out potential influences.

*For the sake of simplicity the table only includes only the two dimensions of individualism/collectivism and masculinity/femininity, although there are three more in Hofstede's model. To provide a complete cultural profile we would have to add data from the full set of dimensions.

Clearly, there are both positive and negative influences on specific aspects of learning, and some are contradictory. If we took a different example, a culture that was individualist and low 'uncertainty avoiding' (ie comfortable with managing uncertainty), we would see a very different balance of influence on particular principles of effective e-learning, one more typical of some north-west European and North American cultures, for example.

Unhelpful and untrue

Managing these influences relies on the view that culture affects not determines the direction e-learning takes. We have heard many comments such as "People in North America can't collaborate", or "Staff in South East Asia can't do role plays"; both are unhelpful and untrue.

Finally it is worth looking at some of the ways in which culture-sensitive e-learning is currently being developed, while acknowledging that things change very quickly. Here are some methods currently being discussed, tested or deployed:

- Materials distributed electronically, supported by culture-specific communities and/or tutors; this is the model used by the Cisco Networking Academy Program, which is probably the world's largest e-learning initiative
- A repository of culturally diverse learning objects from which courses are assembled, or from which the learner selects
- An electronic 'wrapper' on an unchanged course that occasionally alerts a learner to the content's cultural origins and bias
- A core course with adapted sections or modules.

The most likely medium-term outcome is that we will see a mix of these, and other methods, yet to be devised. ○

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A sample of cultural influences supporting and challenging the adoption of effective e-learning, in a collectivist, masculine culture

INFLUENCES SUPPORTING >>>	<<< INFLUENCES CHALLENGING
Willing to grasp certain aspects of online **collaboration** readily. Informal sharing is part of normal part of life; there is a sense of caring and understanding. Collaboration and competition can co-exist	Strong identification with "insider groups", so there may be problems if online **collaboration** is expected with people unknown to these groups, or with clear "outsiders", or in some way that breaks the rules and conventions of established communities.
Established communities will provide rich **context** in which people can learn.	Could be a complex challenge to cultivate **personal responsibility** as people may not wish to identify their individual needs, preferring to do what the society tells them to do.
Exploration and **construction** are supported, as this society's relative masculinity will encourage the setting of clear goals and support the drive to achieve them.	They may not wish to **explore** because failing is a disaster, and because achievement may be more important than learning.

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Is the world really your oyster?

Going global for information services

Drawing on the results of research in Europe, the Americas, Australia and Asia, Ursula Huws looks at trends and potential pitfalls in the global relocation of information-processing work

Faced with escalating costs or skill shortages, it has become almost routine in recent years to look abroad when seeking new sources of information services. Anecdotes abound about global call centres in Dublin or Delhi, software development in Bangalore or Budapest, data entry factories in Madagascar or Manila. It would seem the time has really come when any job requiring a keyboard or a phone can be located anywhere in the world where the right infrastructure is in place and workers can be found with the right skills at the right price.

But to what extent have organisations truly become virtual? And is going global really a panacea? The EMERGENCE project was set up to cut through the hype and investigate the reality of delocalised employment. Initially funded by the European Commission's Information Society Programme to carry out research in Europe, the project later attracted further funds to carry out related research in Australia, the Americas and Asia. In the process it has built up a multifaceted picture of the complex and rapidly-changing new global division of labour in information services.

The first question asked was to what extent employers are actually using the new technologies to relocate work. A survey of 7,268 establishments with 50 or more employees in the EU (15) countries plus Hungary, Poland and the Czech Republic was augmented by a comparable survey of 1031 establishments of all sizes in Australia.

The business functions covered were: creative and content-generating activities, including research and development; software development; data entry and typing; management functions (including human resource management and training as well as logistics management); financial functions; sales activities; and customer service (including the provision of advice and information to the public as well as after-sales support).

For each function, the survey looked at the extent to which it was carried out remotely using a telecommunications link (eWork), whether it was carried out in-house or outsourced and the reasons for the choice of any particular location or outsourcer.

Overall, the survey found nearly half of all larger establishments in Europe and nearly one in four in Australia practising at least one form of eWork.

Even more striking than the overall extent of eWork is the form it takes. Most literature on 'remote work', 'telecommuting', 'teleworking' or any of the other pseudonyms for eWork presupposes that the dominant form is home-based working. Yet these results show that the stereotypical eWork employee based solely at home is in fact one of the least popular forms of eWork.

Moreover, in-house eWorking is heavily outweighed by eOutsourcing as a mechanism for carrying work out remotely, with some 43 per cent of European employers and 26 per cent of Australians making use of this practice. Much eOutsourcing is carried out within the region where the employer is based (34.5 per cent) but substantial numbers (18.3 per cent) outsource to other regions within the same country, and 5.3 per cent outsource outside their national borders. These inter-regional and international (sometimes inter-continental) relocations of work provide clues to the geography of the emerging international division of labour in eServices.

Why outsource abroad?

What are the main factors propelling this move to outsource beyond national borders? The figure opposite summarises the responses given by European employers when asked this question.

Top of the list is the right technical expertise. Only when this is available do secondary factors come into play, such as reliability, reputation and low cost. It is this factor, more than anything, which explains the importance of India in the supply of eServices. With its vast population it seems to offer an almost unlimited supply of English-speaking computer science graduates. A survey of 200 FTSE1000 UK companies commissioned in 2001 by NIIT Europe, a leading Indian outsourcer, found that India was the offshore software development centre of choice for 47 per cent of managers.[1] There are already signs, however, that the Indian software market is overheating, despite the drastic drop in demand from the US. Some Indian companies have already moved into intermediary positions in the value chain and are themselves outsourcing to other destinations including Russia, Bulgaria, Hungary and the Philippines.

For lower value-added activities, such as data entry, cheaper countries including Sri Lanka, Madagascar and the Dominican Republic have already established themselves as alternative destinations to the earlier players (such as Barbados and the Philippines). Coming up on the wing is China, with an even larger population and lower costs than India, as well as a determination to acquire a leading role in the eEconomy.

As more and more companies find themselves with global options, they become ever-more picky about where to go, choosing suppliers or locations on a 'horses for courses' basis. In the process some regions (Bangalore is a classic example) develop world-wide reputations for excellence in a particular field, while others are completely bypassed. Large sections of the world, including most of sub-Saharan Africa and Central Asia, were classified by the EMERGENCE project as 'e-Losers'.

After establishing the basic features of the new global map of business service delivery, the project carried out in-depth case studies of organisations which had already taken the plunge and relocated to another region – to find out the pitfalls and the payoffs and identify the challenges faced by managers going global.

The results challenged many myths. For instance, mass media commentary suggests that for every job which goes overseas a job is lost back home. The EMERGENCE analysis found that this is only true in some cases – where relocation is part of a rationalisation process within the company. Often relocation forms part of an expansionary strategy. New jobs may appear in both locations. Even where there is no increase in jobs at the 'source' end, there is often a change in the nature of the work, involving some upskilling.

A second surprise was the amount of mobility involved. The conventional idea of the virtual enterprise is that everything is done over the internet, with human contact rendered redundant. In fact, it is clear that face-to-face communication is a crucial ingredient of the success of a remote working arrangement. It is typically necessary for managers to visit remote projects at least every six months and for much more intensive travel during the set-up period, with existing employees visiting the remote location for set-up and training or whole teams coming to the source company to learn the culture and processes.

Risk factors

Transferring work across the globe is not a simple matter of flicking a switch; there are many perils facing the unwary. The new overseas partners may turn out to be under-resourced, unable to deliver what they have promised or even outright criminals. Disgruntled staff back home who feel that their jobs are threatened may refuse to co-operate in training their overseas rivals, or may even actively sabotage any relocation plans. Data may be irretrievably lost or corrupted in the handover process. Managers who don't understand local cultures may not realise that in some countries 'yes' may mean 'maybe', 'maybe' may mean 'no', and 'of course' may mean 'I haven't a clue what you mean'.

However, most of these problems can be overcome with careful forethought, planning and training.

One common strategy for larger companies is to start with a small pilot scheme and see how it works before committing to a whole department or function. In some cases, they may try out several different outsourcers or locations and compare the results before making a definitive choice.

Smaller companies have too few eggs to distribute them amongst so many baskets. A happy accident often explains their global connections. In one case, for instance, a Belgian company had a trusted employee who was an expatriate Vietnamese. He wanted to return to his mother country and thus had a strong motivation to set up a successful remote operation there.
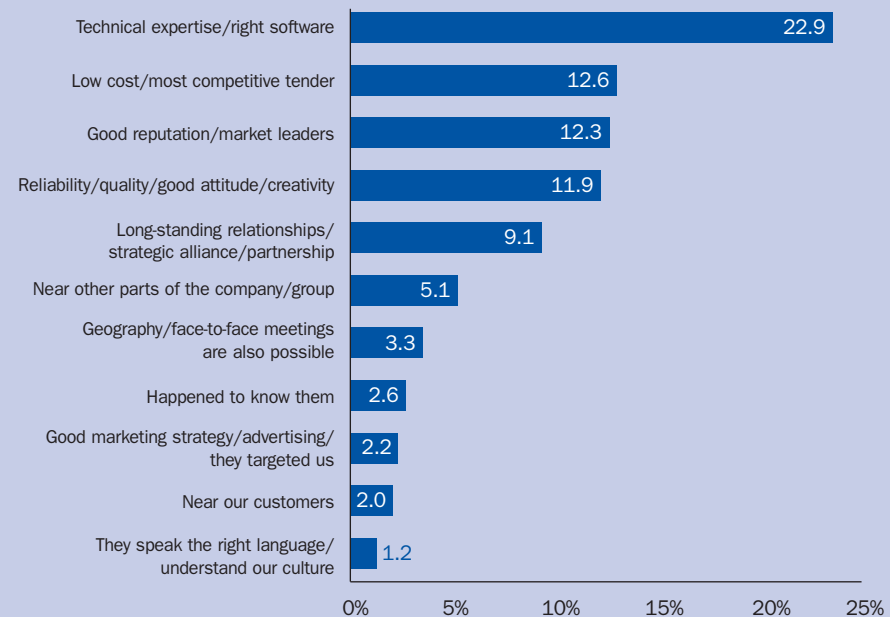
Intermediaries

Another strategy is to use one of the growing number of specialist intermediaries. Like all brokers, they take a cut, but through their knowledge of both sides of this new market they can offer a useful way to minimise the risk of an expensive mistake.

Even with intensive interaction, management and quality control present continuing challenges. At the top end of the skill spectrum, many software outsourcers have solved this problem by introducing very strict and transparent quality standards. Indian software companies figure strongly among the list of those which are certified ISO 9001-2000. At the other extreme, the EMERGENCE team found companies employing Big Brother levels of surveillance, like the Chinese data entry facility where staff were monitored in real time by video from a controlling office in Australia.

One key prerequisite for going global is having processes that are systematic and standardised and procedures which are clear and explicit. However 'obvious' a process may seem to you, if it isn't spelled out, someone, somewhere, will be sure to get it wrong. Anything involving tacit skills and knowledge is likely to be extremely difficult to transfer without a long process of acculturation. Adapting processes to make them transferable can be painful. Once achieved, however, the results are relatively easy to transfer for a second time. ○

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Reasons for choice of outsourcer for e-services: the demand-side perspective

Reason	%
Technical expertise/right software	22.9
Low cost/most competitive tender	12.6
Good reputation/market leaders	12.3
Reliability/quality/good attitude/creativity	11.9
Long-standing relationships/strategic alliance/partnership	9.1
Near other parts of the company/group	5.1
Geography/face-to-face meetings are also possible	3.3
Happened to know them	2.6
Good marketing strategy/advertising/they targeted us	2.2
Near our customers	2.0
They speak the right language/understand our culture	1.2

Source IES/NOP European EMERGENCE Survey, 2000.

Weighted figures, per cent of establishments with >50 employees.
Base: 4,154 reasons given for eOutsourcing outside own region

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November 17–18, 2003
Buenos Aires, Argentina
ADRHA National Congress
Contact: Horacio Quiros
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Email: adrha@adrha.org.ar

November 20–22, 2003
Grenoble, France
ANDCP 7th National Conference
Contact: Patricia Moillard
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August 17–20, 2004
Rio de Janeiro, Brazil
WFPMA 10th World Congress on Human Resource Management
Contact: Luiz Edmundo Rosa
Tel: +55 11 3256 0455
Fax: +55 11 3214 0858
Email: info@abrhnacional.org.br
Website: www.hr2004.com or www.conarh.com.br

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