UFHRD HONORARIUM REPORT

CIPD'S PROFESSION FOR THE FUTURE PROJECT AND ITS IMPLICATIONS FOR THE HRD CURRICULUM IN UK UNIVERSITIES

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Contents

1. Summary

- **Purpose**: This UFHRD (University Forum for Human Resource Development) honorarium project explores the Chartered Institute of Personnel and Development's (CIPD) profession for the future project (PFF) and its implications for a new professional standards framework and HRD (human resource development) postgraduate programme provision in UK universities. Drawing on ethical perspectives, we discuss the significance of CIPD's proposed valued-based principles for HRD practitioners and the updated university curriculum within a practice field and academic discipline.

- **Research design**: Interviews and questionnaires with academic and practitioner CIPD members, student focus groups, content analysis of CIPD text books, and course web sites.

- **Findings and recommendations**: The CIPD's mission of 'championing better work and working lives' underpinned by values-based principles represents a positive strategy to drive changes in professional standards and to equip HRD practitioners for the future. Within these reforms, there is scope to forefront ethics in CIPD text books and to develop and evaluate ethical awareness, ethical analysis and ethical decision-making on university HRD programmes and in annual CPD (continuous professional development) reporting. We recommend more explicit debates and visibility about the tensions HRD professionals experience in facilitating commercial and ethical behaviours. We call for greater synergies between the CIPD, university HRD academics (including UFHRD), and HRD practitioners to highlight to a wider community how they support people and their progress for meaningful work and dignity in a context where life-long learning is critical to national competitive advantage and well-being.

- **Research limitations**: England-centric sample, excludes undergraduate provision and non CIPD member respondents working in organisations.

- **Practical and societal benefits**: Our findings contribute to debates about professionalisation, HRD scholarship, and the fitness of HRD for the future to improve the quality of work and working lives and ethical behaviours.

- **Originality and value**: No study has examined links between the CIPD's strategic repositioning and ethics-based approach to the university curriculum. This report offers a timely contribution to discussions about the contributions of HRD practitioners from an ethical perspective and the rigour and relevance of university HRD programmes.

- **Structure**: This report contextualises the drivers for the PFF project, outlines the research design, and discusses initial findings and recommendations. Finally, it discusses academic and practitioner publication plans arising from this study.

2. Background

CIPD validated programmes in UK universities for HRD practitioners will be updated by 2020 to reflect the Institute's new professional standards framework, new theoretical insights, and the changing context of work. The purpose of this UFHRD honorarium report is to understand the CIPD's draft values-based principles, previous studies on HRD and ethics, and the prevailing broader context. A CIPD (2017b: 4) report on HR professionalism suggests that social and ethical responsibility is the first core element of professionalism. HRD practitioners must act as ethical role models while coping with logics of market and ethical capitalism. Moreover, we are experiencing turbulent times of a fourth industrial revolution (Schwab, 2017), Brexit, UK stagnation in productivity and wages, precarious work, new business models, the automation of jobs (Frey and Osborne, 2013), and social inequalities. The CIPD (2017a: 10) highlights 10 major trends shaping the world of work as: economic change, demand for flexible working, changing demographics, industrial change, mobile technologies, social media, automation, social responsibility, the gig economy, and globalisation. Are the HRD profession, its representative body, and university HRD graduates and practitioners future fit?

3. Why this report matters

This report is of practical and theoretical interest because of growing concerns about the quality of working lives and the UK's position in the world, as well as advances in HRD theorising. For example, a recent Work Foundation report (2016: 4) states that in the UK 'We have a productivity paradox in business; uneven technological change and a growing inequality for many workers.' It suggests the implications for HRD practitioners are to support people in developing soft capabilities such as 'personal agility, resilience and abilities to "unlearn and relearn" and adapt to change' (ibid: 10).

Theresa May's first speech as British Prime Minister was concerned with social justice: 'If you're from an ordinary working class family...You have a job but you don't always have job security... you're working around the clock...sometimes life can be a struggle.' The Prime Minister pledged 'we will do everything we can to help anybody...to go as far as your talents will take you' (The Spectator, 2016). Subsequently in October 2016, she asked Matthew Taylor to review working lives and employment rights in the UK. Given the current landscape, this UFHRD funded report is a timely opportunity for HRD academics to reflect a decade later on Gilmore and Williams' (2007) excellent critical analysis of the CIPD's professional qualifications. They recommended less prescriptive, normative, de-contextualised, and apolitical content. Moreover, as some organisations like Accenture, Deloitte, and Eli Lily are discarding annual performance management meetings in favour of regular discussions about designing work around employees' strengths and values aligned to corporate objectives, the revamped university HRD curriculum needs to consider such organisational driven changes as well as new fields, for instance big data, neuroscience, and digital advances affecting life-long learning and HRD roles.

Specifically, we are interested in the following questions:

(1) What are the roles and impacts of HRD practitioners?
(2) What are the drivers and outputs for the CIPD's profession for the future project?
(3) What are the implications for CIPD validated university HRD postgraduate programmes in the light of previous studies and current debates?

4. What is HRD?

Stewart and Sambrook (2012: 15) provide a very helpful overview of the evolution of HRD in the UK and observe that the 'term has been, and is, more evident in the academy than in either the national policy or professional domains.' CIPD's current web site refers to the purpose of learning and development (L&D) practitioners is to 'focus on supporting, developing and accelerating learning in order to build agile and responsive organisations with the capability they need to execute their chosen strategy.' Hamlin and Stewart (2011: 213) define human resource development as 'planned activities…designed to have impact upon and enhance organisational and individual learning, to develop human potential, to improve or maximise effectiveness and performance.' In contrast, McGoldrick and Stewart (1996: 322) extend a definition of HRD as 'any process or activity that, either initially or over the long term, has the potential to develop adults' work-based knowledge, expertise, productivity and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation or, ultimately, the whole of humanity.'

More recently, Anderson et al. (2014) emphasized the ethical and social value of HRD beyond instrumental, functional, managerialist, and short-term perspectives on learning and OD. They underscore 'the courage to challenge existing assumptions about the scope and purpose of HRD...[to] enable individuals and organizations to flourish in more equitable, responsible and sustainable ways' (ibid. 498). However, McGuire et al. (2005) suggest that humanistic, uncritical HRD is incompatible with tight budgets, economic and market-based approaches. Despite, this humanistic orientation in definitions of HRD, Zachmeier et al. (2014) found that an ethics course was required in only 27% of HRD programmes in business schools in the USA. More than just a concentration on ethics, Ardichvili (2012: 881) made the case for three changes in university HRD programmes: to contribute to the triple bottom line, understand inter-relationships between the economy and society, and to encourage 'self-leadership and individual moral development.' This is endorsed by Anderson et al. (2014: 497) who argue that 'HRD is well placed to motivate and support organizations, institutions and individuals to excel socially, sustainably and morally.'

None of these definitions refers explicitly to selling HRD activities, return on investment, or return on expectations; few mention ethics directly. Importantly, Hatcher and Aragon (2000) recommended that HRD practitioners should be educated ethically as professionalism requires moral purpose and integrity. The notion of 'professional' is contested for HRD practitioners. Friedson (2001: 127) sees professionalism as 'specialised work that is grounded in a body of theoretically based, discretionary knowledge and skill that is given special status.' In an age of distrust of experts, an open profession like HRD clearly has a different status from veterinary surgeons and barristers, especially where there is a mixed economy of postgraduate HRD providers (Tosey et al., 2015). Moreover, in the UK corporate system which is dominated by accountants, Nayar's (2010) idea of *Employees First, Customers Second* might not resonate with marketers who think the customer is king. It is interesting that Ghosh et al. (2014) found topics such as leadership, performance, work attitudes, diversity, career and knowledge were increasingly frequent themes in HRD publications whereas, surprisingly, references to learning and training were on the wane.

The current CIPD postgraduate diploma in HRD comprises the following modules, none of which explicitly refers to ethical issues or social responsibility, however, assessments do include

expectations for students to discuss corporate ethics, ethics in research methods, and to reflect on their own behaviours:

- Human resource management in context
- Leading, managing and developing people
- Developing skills for business leadership
- Employment law
- Designing, delivering and evaluating learning and development provision
- Knowledge management and organisational learning
- Understanding and implementing coaching and mentoring
- Investigating a business issue from a human resource perspective

London South Bank University, does however, promote the benefits of studying for a postgraduate HRD qualification based on developing 'professional and ethical behaviour.'

5. The CIPD's profession for the future (PFF) project

The Chartered Institute of Personnel and Development, the world's oldest association for human resource management/development professionals, is currently consulting widely on its Profession for the Future Project (PFF). This strategy aims 'to define what it will take for the HR profession of the future to meet its full potential to champion better work and working lives - for the benefit of individuals, businesses, economies and society' (https://www2.cipd.co.uk/cipd-hr-profession/about-us/profession-for-future.aspx). PFF adopts a contingency, values-based approach to creating a set of principles to support HR professionals' decision-making and influencing skills in uncertain contexts. The shift from a universalistic 'best practice' approach will inevitably lead to curriculum changes within universities for CIPD approved programmes following extensive consultations. This paper explores the implications of the PFF project and its resulting professional standards framework for the teaching of HRD and how ethics can be embedded in the CIPD's membership criteria, code of conduct (in Appendix 1), annual continuous professional development (CPD) requirements, initiatives such as volunteering, and curriculum development. How can HRD practitioners and others become more ethically aware and enhance their judgements and decision analysis and decision-making skills when faced with ethical dilemmas? How can HRD practitioners be proactive in supporting ethical behaviours in the workplace and the impact of organisations in society?

In the CIPD research report *Ethical Decision Making: Eight Perspectives on Workplace Dilemmas*, Clark (2015: 6) presents an explanation for each of the eight lenses (fairness, merit, markets, democracy, well-being, rights and duties, character, handing down) that he applied to the CIPD's PFF project based on a literature review of moral philosophy. This underpins the values-based CIPD principles.

The CIPD's Code of Professional Conduct (Appendix 1) requires all its members in all sectors, specialisms and types of organisation throughout their careers to commit to upholding and maintaining the standards and behaviours ('obligations') grouped into four headings: professional competence and behaviour; ethical standards and integrity; representative of the profession;

stewardship. For the CIPD, professionalism is linked to qualifications and fitness to represent the CIPD, in contrast with amateurism, rather than a focus on narrow expertise. The intersection of ethics with professionalism is disciplinary specific as well as generic. One problem, however, is that the HR profession is being hollowed out at very junior levels with automation and at middle manager levels where activities may be outsourced or in shared services. Individuals in specialist roles may find it difficult to navigate career moves into senior generalist roles where previously exposure to a range of specialist and lower level general roles would have been encouraged.

The CIPD's drive for professionalism is happening in an age of ambiguity and increasing distrust of experts. However, professionalism and ethics in codes of conduct can be used as a mantle to safeguard individuals and provide some distance between personal and professional identities. Only by contemplating scenarios and personal experiences of being ethically aware and analysing and making decisions when faced with ethical dilemmas can HR(D) practitioners start to understand the intersectionality of professionalism, market logics, and ethical judgements in relation to their own and CIPD's values based on the specific facts at hand. The CIPD is consulting extensively on designing a professional standards framework. University faculty members need to ensure a revamped CIPD curriculum provides sufficient opportunities to discuss and assess how the student (-practitioner) continually takes their self-identity as a professional and ethical role model seriously.

Clearly, CIPD needs to sustain and grow its membership base. Universities must continue to attract HR students (with growing competition from alternative private providers). There are exciting potential synergies to re-visit the curriculum to support the HRD professional of the future. Moreover, agendas such as productivity, job creation, youth unemployment, non-traditional and older workers, corporate scandals, and social inequality require proactive professionals with effective human capital development skills.

The CIPD's HR profession map (https://www2.cipd.co.uk/cipd-hr-profession/cipd-hr-profession-map/default.html) has been enthusiastically adopted on university CIPD programmes to guide students' development, however, it excludes the public interest remit underpinning the notion of professionalism. The CIPD's push for members to undertake voluntary work is one example of how contributions to broader social values can be demonstrated.

Building on these behaviours, Table 1 lists CIPD's nine principles drafted to date to support a values-based perspective to decision-making by HR professionals as a shift from a universalistic 'best practice' approach.

Table 1. CIPD's draft professional principles for better work and working lives
(Source: Daphne Doody, CIPD, 16 January 2017, presentation at the University of Huddersfield)

People matter	Work matters	Professionalism matters For the people profession this means:
People and their careers are worthy of care and investment.	Work can and should be a force for good; for organisations, workers and the communities, societies and economies they are part of.	Being an ambassador for the profession by acting with integrity, and championing better work and working lives in all we do.
Human needs are just as important as traditional business outcomes.	Work exists to contribute to long-term individual, organisational and societal prosperity.	Being an expert on people, and using that unique expertise to put human needs at the heart of work and workplace decisions.
People deserve a meaningful voice on matters that affect them.	Work must be meaningful, inclusive, and accessible to all.	Acting beyond the interests our own organisations, for the good of wider society.

6. Research design

To address the three key research questions, data were collected from discussions on the CIPD's PFF project from the researcher's role as a member of CIPD's membership and professional development committee (MPD) where CIPD staff members have presented updates on the PFF consultation since it began two years ago. An interview was conducted with Sir Cary Cooper who is President of CIPD and Founding and current President of the British Academy of Management. He occupies a prime hybrid position as a leading academic and representative of the professional body. The CIPD's Director of People and Strategy and the Head of Assessment were interviewed to gain an understanding of the strategic drivers for the PFF project. Subsequently, a presentation was given to the members of CIPD's MPD committee who completed an online questionnaire. This was followed by a Qualtrics on-line survey (questions in Appendix 2) of UFHRD members as well as focus groups with University HR students (facilitated by the CIPD's Organisation, Effectiveness & Development Advisor and academic faculty) to critique the proposed nine CIPD values-based principles. Additionally, the principles were discussed with a full-time final year undergraduate class on an HRD module. An interview was also carried out with Prof. Simon Robinson at Leeds Business School, co-author of the McGraw Hill book *Business Ethics in Practice*. Jonathan Smith, co-author of *Ethics in Human Resource Management* (Kelechi and Smith, 2012), was also very helpful. Content analysis of CIPD text books and university web sites with details of postgraduate HRD programmes complemented qualitative data from a range of individuals. HRD job descriptions were also content analysed.

Thematic analysis revealed key themes emerging across the different data sets which will allow further analysis based on coding within the categories identified. Interviews were transcribed and key themes identified. A critique of the draft professional principles raised questions relating to whether the language is appropriate for non HRD audiences; notions of a career; professionalism and care in the workplace; if HRD practitioners really have a voice and agency to impact on local communities and societies as ambassadors; and if all work can be meaningful with 'human needs at the heart of work' during times of austerity and uncertainty.

7. Findings and discussion

Peter Cheese, the CIPD's CEO, has driven the CIPD's internationalisation strategy with the opening of centres in Dubai and Singapore since the last curriculum review. We would assume, therefore, that the new curriculum would accommodate this more international mind set. None of the current authors' affiliations for the learning and development text books listed in Table 2 is based outside the UK. However, modules (http://www2.cipd.co.uk/NR/rdonlyres/05C0FB31-6F0F-4C59-9BC0-FEBBF49B4B1D/0/Module_summaries_Advanced_level.pdf) do state the following:

> *Act ethically and professionally with a demonstrated commitment to leadership and management development and to continuous personal and professional development*.

An interesting question might be whether a similar statement is included in future/new qualification specifications.

One finding from this study is that chapters on ethics appear as a bolt-on in CIPD textbooks or not at all. This raises the question whether CIPD should develop a policy of including issues of ethics much earlier in its publications and to what extent ethical issues are mainstreamed throughout texts. The topic of ethics is given priority in Robinson and Dowson's (2012) CIPD business ethics text listed in Table 3.

Table 2. Learning and development textbooks published by CIPD

Book Title, Edition	Ethics Chapter	Authors/Editors	Publication Year
Leading, Managing and Developing People, 5th edition	Chapter 4: Professionalism and Ethics in Managing People	Gary Rees, University of Portsmouth Dr Ray French, University of Portsmouth (eds)	2016
Designing, Delivering and Evaluating L&D: Essentials for Practice	Chapter 8: Acting Professionally and Ethically	Prof. Jim Stewart, Liverpool John Moores University Peter Cureton, Liverpool John Moores University (eds)	2014
People and Organisation Development: A New Agenda for Organisational Effectiveness	None	Dr Helen Francis, Edinburgh Napier Linda Holbeche, Bedfordshire, Cass Martin Reddington, practitioner (eds)	2012
Learning and Talent Development	Chapter 11: Ethics and Professionalism in Learning and Talent Development	Prof. Jim Stewart, Liverpool John Moores University Dr Clare Rigg, University of Liverpool	2011
Learning and Development Practice in the Workplace, 3rd edition	None	Kathy Beevers, practitioner Andrew Rea, practitioner	2010
Leadership and Management Development, 5th edition	None	Prof. Jeff Gold, York St. John University Prof. Richard Thorpe, formerly Leeds University Alan Mumford, Management Developer	2010

Table 3. CIPD publication on business ethics

Title, Edition	Authors/Editors	Publication Year
Business Ethics in Practice	Prof. Simon Robinson, Leeds Beckett Paul Dowson, formerly Leeds Beckett	2012

An implication for the CIPD publishing team is how it commissions writers for books and the inclusivity and transparency of this approach, as well as issues of succession planning. Is one writer's voice or a group of writers from one institution being privileged over younger authors who might offer different international and organisational experiences and paradigms? What are the dynamics of co-authoring in terms of an apprenticeship model? Indeed, is the CIPD ethical about its selection of authors, especially given the significant impact their modes of knowledge and thought leadership influences future CIPD professionals? Even outside the HRD field, there are only very few CIPD textbooks authored by non-British based writers.

In the light of the PFF project, specific questions arise about how the CIPD's proposed principles are perceived by HRD practitioners and other key stakeholders in organisations and how they might be operationalised. In the context of changing business models, demographics, digitisation, work intensification, protectionism, and a lack of trust, as well as de-professionalisation and nomadic professionals (Petriglieri, 2012), how can the CIPD and the university HRD curriculum provide a moral compass? What are the implications for embedding the new CIPD professional standards framework into the university curriculum?

The interviews and questionnaires indicated the importance of championing the value of HRD and ethical standards in the membership body and university curriculum. MPD committee members discussed the need to embed the new principles in annual CPD reporting by members. There is also scope to highlight how the CIPD (mis)conduct panel works, especially as the CIPD web site indicates that only one individual appears to have been publicly named and expelled from the Institute for misrepresentation and fraud. Curiously, a comment was made why HR practitioners were not named in the media during corporate scandals or 'bashed' as bankers were. Indeed, if HRD professionals had a higher profile in organisations and society, perhaps they would be called to account in the media and invited to comment more. The discussions revealed that CIPD is being proactive in working with discredited organisations on their people management issues to help turn them around rather than to name and shame them. Feedback in this study from HRD academics indicated that CIPD could engage in more critical scholarship which the annual CIPD applied research conference is starting to facilitate. They also emphasized the importance of SMEs and international perspectives, as well as engagement in public affairs and government. Students felt that HRD practitioners need to speak the language of business better, especially using financial data. They need confidence to communicate their value in supporting ethical workplace cultures, particularly post Brexit and in a Trump era. Business development and negotiating skills to meet sales targets were also highlighted in the analysis of HRD job descriptions in line with codes of professional conduct. The CIPD's PFF consultations were viewed as a positive development, for example the CIPD is holding an event in the Barbican in March 2017 about the Professional Standards Framework. It was felt by some respondents that UFHRD could engage in developing theories more closely with the CIPD to enhance a more critical approach to HRD.

A review of current CIPD human resource development text books illustrates that chapters on ethics are either missing or appear towards the end. A challenge for the CIPD and university academics is to support 'fit-for-purpose' HR practitioners who are both business savvy and ethically aware with a sense of public interest. A sample of HRD job descriptions revealed few direct references to 'ethics' or 'professional codes', however, many refer to sales targets and culture change. What are the implications of the PFF project for the learning and development of HRD practitioners and HRD university faculty themselves? Regular meetings for CIPD centres partly support this.

Drawing on Stewart et al. (2015), Figure 1 highlights the key players and influences impacting on discussions about values-based decision-making within the NHRD (national HRD) profession in the UK. University faculty members set and assess standards and act as intermediaries between HRD practitioners who may be seeking a professional badge for career enhancement and/or an intellectual challenge. University HRD academics (as well as trainers) write CIPD learning materials for the Institute and deliver CIPD programmes based on their research and teaching and contact with HRD practitioners. Figure 1 also outlines key drivers for change such as artificial intelligence (AI) replacing workers (The Economist, 2016). Yet for those in work there is a need for life-long learning (LLL) (The Economist, 2017). Moreover, for 'nomadic professionals' (Petriglieri, 2012), i.e. individuals who move from one project to another with little sense of community allegiance, the CIPD is positioning itself as a constant reference point in a sea of turbulence. At a policy level, in the UK, Theresa May's review of employee rights when she first became prime minister and at a macro level, the United Nations Development Programme (UNDP) (2016) 17 sustainable development goals for 2030 provide an interesting wider context in which CIPD as a charity and HRD professionals are expected to contribute to the public interest, particularly now as we grapple with President Donald Trump's defence of 'alternative facts' (Swaine, 2017).

Figure 1. Key players and influences on HRD practitioners and the PFF project

Public Interest

Professionalism
nomadic professionals,
de-professionalisation

Government industrial
strategy, Matthew Taylor
review of workers' rights

(Social) media

Scandals
alternative facts
bad apples

Membership body
with a royal charter
CIPD (badge)
ethical principles, CPD
**Professional
Standards Framework**

Universities
CIPD approved
programmes
students,
academics

HRD Practitioners
learning cycle:
• diagnosis, • development
• delivery, • debriefing
selling programmes ethics
policy/training
contracting

CIPD Members

Mediation of learning activities: CIPD text books, cases, assessments
How are ethics taught, practised, evaluated?

Trends: changing business
models, lifelong learning, AI,
digitisation, intensification,
demographic shifts,
lack of trust, protectionism,
UN's sustainable development
goals for 2030

Organisations

Board members, CEOs, other professionals,
workers, volunteers

commercial logic v. doing good by doing well?

As Souffrant (2017: 111) highlights, the intersection of market capitalism and ethical capitalism presents a site where an understanding of moral philosophy can help employees to navigate a human path through social, political and economic considerations if 'the business of business is good business, i.e. ethical business.'

Figure 2 incorporates the HRD cycle of identifying learning needs, designing, delivering, and evaluating HRD programmes and the kinds of activities HRD practitioners are typically involved in. These may include ethics policies and practices. Figure 2 suggests that ethics should be at the heart of all of these activities. The diagram highlights some issues that may present ethical dilemmas at each stage of the cycle. This may be the case particularly when HRD practitioners are self-employed consultants looking for future work with limited resources or where in-house HRD professionals outsource or are required to generate income. At each stage, it is helpful for practitioners to reflect on how they may be challenged ethically. For instance, diagnosis of learning needs may lack rigour or fail to appreciate potential discrimination. When designing learning interventions, there may be issues of commissioning trainers who are poorly prepared or challenges of unethical procurement. At the delivery stage, HRD professionals may act unethically in showing favouritism in selecting participants, e.g. talent management, future leaders. There are issues of content plagiarism, shirking on a training schedule with long breaks, not allowing participants' voices to be heard, back biting and failing to provide constructive feedback. Unethical behaviours in the debriefing phase may

include destroying negative feedback, forging feedback, inaccurately reporting metrics about returns on investment in training, cheating on expenses, recommending unnecessary follow-up interventions, etc. Examples of cases related to HRD ethical dilemmas are given in Appendix 3.

Figure 2. The HRD cycle: Examples of ethical dilemmas for HRD practitioners
(Adapted from Carbery and Cross, 2015: 135)
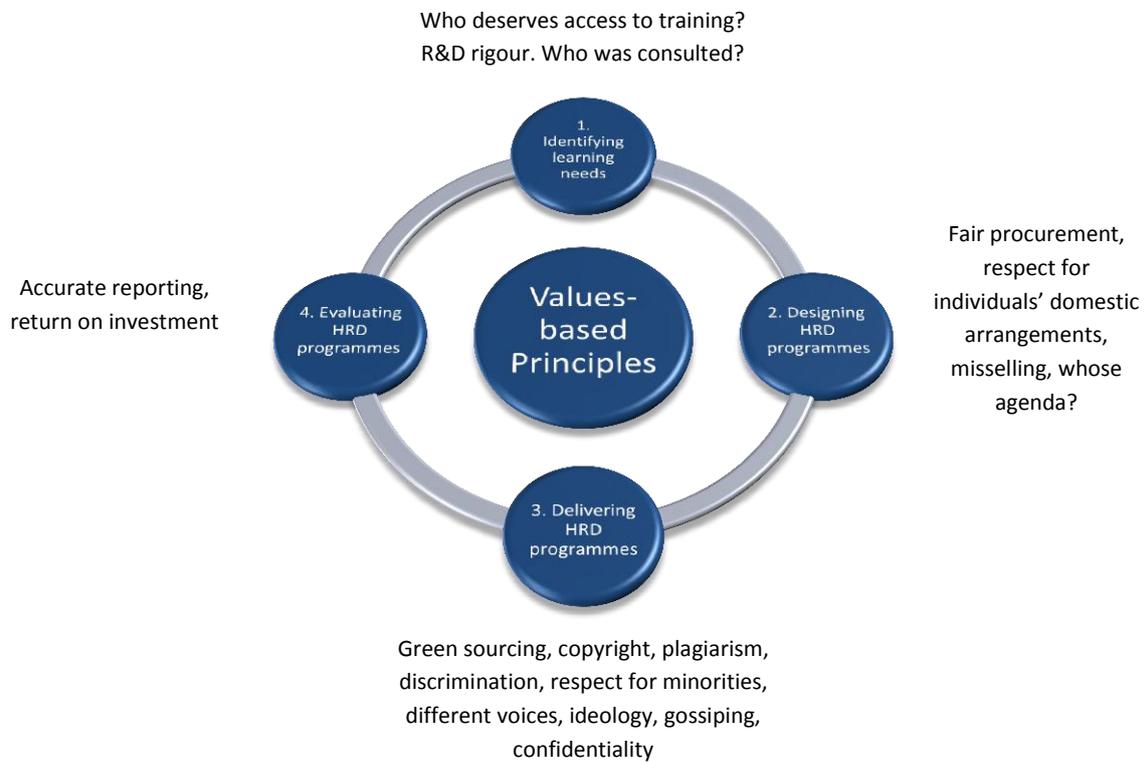
The problem is: how do busy HRD practitioners constrained by commercial and organisational pressures operationalise these abstract ethical principles? Figure 3 offers a basic theoretical framework in which to place the CIPD's approach to ethical decision-making. Hatcher and Aragon (2000) suggest that ethical HRD issues can be seen from distinct teleological-deontological perspectives – the former is about avoiding harmful consequences and the latter is based on duty in a particular role. The co-authors (ibid: 184) believe that 'The work environment of HRD professionals is ethically imperfect at best...Bringing ethics to the forefront of HRD research and practice is a fundamental element in its emergence as a profession and serves to provide guidance for the conduct of all HRD professionals.'

Figure 3. Theoretical framework of moral philosophy

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                          ┌─────────────────┐
                          │ Ethical Theories │
                          └─────────────────┘
                   ┌──────────────┴──────────────┐
              ┌─────────┐                    ┌───────────┐
              │ Conduct │                    │ Character │
              └─────────┘                    └───────────┘
           ┌──────┴───────┐                        │
  ┌─────────────────┐  ┌────────────┐              │
  │ Consequentialism │  │ Deontology │              │
  └─────────────────┘  └────────────┘              │
      ┌────┴────┐            │                      │
┌─────────┐ ┌──────────────┐ ┌──────┐   ┌──────────────────┐
│ Ethical │ │ Utilitarianism:│ │ Kant │   │ Aristotle: virtue │
│ Egoism  │ │ consequentialism│ └──────┘   └──────────────────┘
└─────────┘ └──────────────┘
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> **Deontological Ethics** (duty)
> Kant (1964): good will,
> intentions, humane treatment,
> not a means to an end,
> morality, rationality
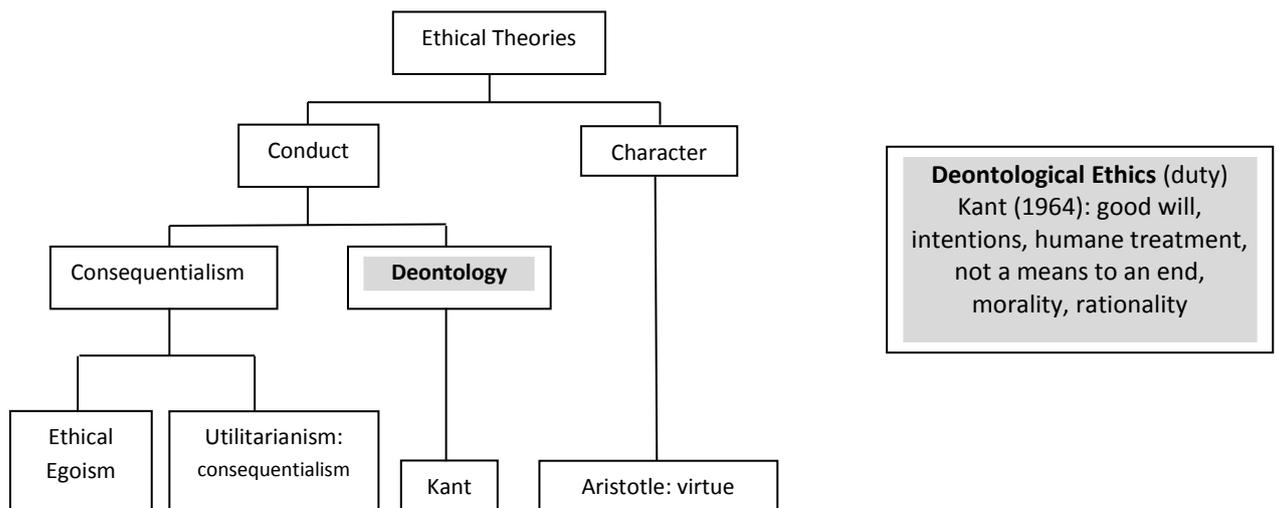
Rest's (1986) model incorporates four stages in ethical decision making outlined in Figure 4. The model appears linear and unproblematic.

Figure 4: Processes of ethical decision-making (Source: Rest, 1986)

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┌──────────────┐    ┌──────────────┐    ┌──────────────┐    ┌──────────────┐
│ Identify an  │ →  │    Moral     │ →  │ Moral intent │ →  │ Moral action │
│  issue's     │    │  judgement   │    │              │    │              │
│  morality    │    │              │    │              │    │              │
└──────────────┘    └──────────────┘    └──────────────┘    └──────────────┘
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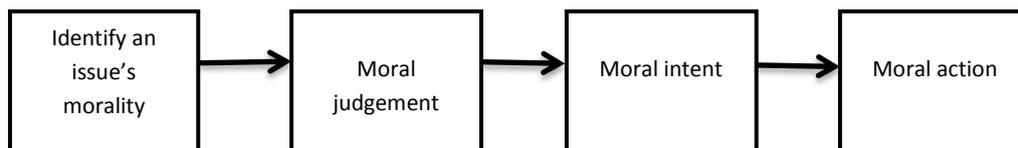
O'Fallon and Butterfield (2005: 405), however, recognise 'problems in the operationalization and measurement of ethical/unethical behavior, and a lack of consideration of interaction effects.' In their overview of empirical decision-making literature, they note the individual factors that are likely to enhance moral behaviours directly. Sankaran and Bui (2003) found non business studies students more ethical, so too are more religious people, those with a stronger inner locus of control and cognitive development. More Machiavellian individuals are less ethical (Bass et al., 1999). At the organisational level, the existence of a code of ethics, an ethical climate, ethical industry, greater moral intensity, smaller organisational size, and lack of rewards for unethical behaviours also support ethical decision-making. Social learning theory suggests that peer pressure to behave ethically is also significant, especially in a caring environment. In their report for the Chartered Management Institute (CMI), Steare et al. (2014) found that strong management ethics and cultures are linked to better corporate performance, staff recruitment, employee engagement, risk management and the ethic of care. However, senior managers typically think their organisation is more ethical than junior employees do, especially in large organisations where less democratic, visionary and coaching styles are apparent. It is interesting that managers in organisations that were growing appeared to demonstrate more ethical behaviours than in declining organisations. The CMI report recommends a focus on decisions based on professional values and not just rules. Tenbrunsel and Smith-Crow (2008) provide a useful overview of debates in general business ethics literature.

8. Conclusion and recommendations

The presumption that work is good is an optimistic claim; some might argue that it is the product of work that is good. This plays directly into concerns about automation and the re/displacement of workers and what HR professionals or society should do about them in terms of development opportunities such as retraining or volunteering. While HRD practitioners need to support values-based decision-making and ethical cultures, the complexity that some ethics policies may generate can create unnecessary burdens. Perhaps there are simpler ways to translate abstract principles into practice such as managers and employees taking more breaks and spending more time talking with each other informally. It would be interesting to research to what extent the presence of individuals such as Roger Steare, Corporate Philosopher in Residence at Cass Business School, Richard Raatzsch, Professor of Practical Philosophy at EBS (a business school in Germany), or indeed Paula White, Donald Trump's spiritual adviser, really make a difference. There is a strong distinction to be made between being aware of ethics and its role in professional behaviours and actual practices in the field.

Overall, the research for this UFHRD honorarium has endorsed Stewart's (2003: 84) observation that 'the ethics of HRD is a neglected field of study' although 'HRD is, in and of itself, an ethical endeavour.' In answer to the initial research questions, this report has highlighted that the roles and impacts of HRD practitioners need to be more visible with a stronger voice ethically and within market capitalist contexts. Drivers for the CIPD to enhance its own credibility and impact in the PFF project include the changing demographics of its membership and the number of practitioners and employers who do not seek the CIPD badge. The PFF project presents opportunities for ethics in university postgraduate HRD programmes that are validated by the CIPD to be mainstreamed and assessed more explicitly. CIPD can also innovate with interesting new theoretical developments in HRD such as big data analysis, neuroscience, and digital media. Particular skills within the new professional standards framework can balance expectations that HRD practitioners generate income while being socially responsible. This report recommends that ethics is located at the heart of the CIPD profession map and that the HRD curriculum includes more critical human resource development scholarship, e.g. Swailes' (2013) critique of talent management. Key points for protagonists in the HRD field are summarised below:

- University academics
There are clearly exciting opportunities to overhaul the CIPD approved university curriculum to be more experiential and societally engaged and to continue critical debates on PFF and principles-based decision-making in the workplace. There is potential for greater synergies to be gained by HRD scholars engaging with the CIPD nationally and internationally and with CIPD branches to debate how ethical dilemmas can be framed. This needs to incorporate critical HRD scholarship and engagement with non HR practitioners. In terms of pedagogy, there is scope for the collection and analysis of empirical data for HRD case study scenarios for students to practise ethical decision analysis and decision-making. It would be very helpful for students to be assessed on their ethical thinking in practice linked to discussions about what is a professional. HRD academics might co-publish more with CIPD and other practitioners in academic and practitioner outlets. They need to be more visible in social and other media in demonstrating the impact, voice, and integrity of HRD practitioners and the contributions of theorising in HRD as the field advances.

One useful learning tool would be an HRD practitioners' dilemmas game like Erasmus University Rotterdam's general and scientific integrity games:
https://www.eur.nl/english/eur/publications/integrity/dilemma_game/

- CIPD
The CIPD needs to ensure that it is not just operating in an echo chamber. Despite its exhortations about championing better or 'good work', clearly 'dirty work' (Ashforth and Kreiner, 1999) persists. In some contexts this might be preferable to no work at all (e.g. child labour supporting families, Khan et al., 2007), especially in societies where youth unemployment and civil unrest are closely related. The professional body needs to ensure all CIPD textbooks include a section early and references throughout on professionalism, ethics, influencing, decision-making, integrity, trust, the societal value of learning and development, and the key principles that the Institute agrees will inform its professional standards framework. The development of HRD practitioners' commercial acumen and the appreciation of the perspectives of other management functions and board members need to be emphasized. It is hoped that as a consequence of a values-based rather than best practice approach, CIPD learning materials will be less normative, apolitical, and prescriptive and more contextualised, integrative, and critical. The membership body should also consider engaging more in public debates and continue its proactive work engaging with companies with poor HRD practices to publicise turnarounds. This report also recommends that there should be a review of how CIPD's principles are embedded in annual CPD reporting by members and in supporting members who are concerned about situations when these principles are being compromised or violated. The annual CIPD applied research conference and other fora can include regular updates post the PFF project. Outreach to non HRD specialists in executive education and executives and managers with people management responsibilities can be enhanced, especially in the context of Matthew Taylor's review of employment rights in the UK (BEIS, 2016), the UK's new industrial strategy, and higher education apprenticeships. The application of the CIPD's gold standard professional framework should be dynamic and on-going to bring alive the rather idealised and abstract sentiments of the nine professional principles currently drafted by the CIPD.

- HRD professionals/students
Inevitably, there is a risk of HRD practitioners and HRD academics neglecting their own learning and development as they develop others. While many HRD job descriptions refer to sales targets, cultural change, technology, high performance, and change/transformation, few refer explicitly to ethical behaviours, influencing in the board room or socially responsible work beyond the organisation's interests. HRD practitioners can increasingly demonstrate their contributions to the life-long learning agenda (see The Economist, 2017). HRD practitioners are often in a privileged position to influence, communicate, and enact the CIPD's principles in contexts where there is head room for participants to open up and reflect on how they are upholding professional values, not just from a Western-centric perspective. We are working in fast paced commercial environments and people are being replaced by machines. Many people are living in contexts of jobless growth or shrinkage and in SMEs and start-ups where HR expertise and ethical policies may be neglected or absent. HRD professionals are, therefore, socially responsible for selling the value of human capital development, ethical infrastructures (Tenbrunsel and Smith-Crowe, 2008), and behaviours to those who are sceptical or indifferent about the contribution of HRD.

9. Publication plans

The UFHRD honorarium has enabled the researcher to draw on previous and current studies in the light of new data from a range of sources as the CIPD repositions its strategy. This is in a context when ethical corporate and experts' behaviours are under scrutiny. Publication plans include papers submitted for the British Academy of Management conference HRM SIG in September 2017 at Warwick Business School and the annual CIPD applied research conference. The intention is to submit to the *Journal of Business Ethics* and *Human Resource Development International*. For the 2018 UFHRD conference, it is planned to present a paper based on the new CIPD professional standards framework as it is revised and its implications for the university curriculum. The author regularly contributes to *The Conversation* and will pitch an article based on this study to the education or business and economy sections for wider dissemination.

10. Acknowledgements

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Appendix 1. CIPD code of professional conduct

https://www.cipd.co.uk/binaries/code-of-professional-conduct_july-2015.pdf

As the professional body for HR and people development, the CIPD is the voice of a worldwide community of more than 135,000 members committed to championing better work and working lives. We set high standards of entry for membership and require all of our members to adhere to the standards and behaviours ('obligations') set out in this Code of Professional Conduct. These obligations are grouped into principles of Professional Competence and Behaviour, Ethical Standards and Integrity, Representative of the Profession and Stewardship. They apply universally - at all stages of a CIPD member's career, regardless of size, sector or specialism, and your membership commits you to upholding and maintaining these. In order to consider allegations of misconduct, Complaint and Conduct procedures apply and these are set out in the CIPD's Regulations available on the website.

1. Professional Competence and Behaviour

Members of the CIPD shall:

1.1 maintain professional knowledge and competence

1.2 seek appropriate support if business needs require involvement in new areas of activity

1.3 ensure that they provide a professional, up to date and insightful service

1.4 accept responsibility for their own professional actions and decisions

1.5 apply professional high standards of relevance, accuracy and timeliness in the information and advice they provide to stakeholders.

2. Ethical Standards and Integrity

Members of the CIPD shall:

2.1 establish, maintain and develop business relationships based on confidence, trust and respect

2.2 exhibit and defend professional and personal integrity and honesty at all times

2.3 demonstrate sensitivity for the customs, practices, culture and personal beliefs of others

2.4 advance employment and business practices that promote equality of opportunity, diversity and inclusion and support human rights and dignity

2.5 safeguard all confidential, commercially sensitive and personal data acquired as a result of business relationships and not use it for personal advantage or the benefit or detriment of third parties.

3. Representative of the profession

Members of the CIPD shall:

3.1 always act in a way which supports and upholds the reputation of the profession

3.2 be mindful of their responsibilities as professional people towards the wider community

3.3 comply with prevailing laws and not encourage, assist or collude with others who may be engaged in unlawful conduct

3.4 exhibit personal leadership as a role model for maintaining the highest standards of ethical conduct

3.5 be mindful of the distinction between acting in a personal and professional capacity.

4. Stewardship

Members of the CIPD shall:

4.1 demonstrate and promote fair and reasonable standards in the treatment of people who are operating within their sphere of influence

4.2 challenge others if they suspect unlawful or unethical conduct or behaviour

4.3 ensure that their professional judgement is not compromised nor could be perceived as being compromised because of bias, or the undue influence of others

4.4 promote appropriate people management and development practices to influence and enable the achievement of business objectives

4.5 ensure those working for them have the appropriate level of competence, supervision and support.

Appendix 2. Survey questions

This aim of this questionnaire is to gain insights from practitioners in the HRD/L&D field into the CIPD's profession for the future project: http://www.cipd.co.uk/cipd-hr-profession/about-us/profession-for-future.aspx

I am interested in your views on how the role of HRD practitioners is evolving, ethical dilemmas you experience, and what ethical principles you adopt in dealing with difficult situations. No attributions will be made in reporting your responses. Please contact me if you have any questions. Thank you, Dr Julie Davies, j.a.davies@hud.ac.uk

1. In defining yourself as professional, number in order of priority (1 = highest) below the characteristics you believe are essential:

relevant up-to-knowledge; application of knowledge to context; communication with a range of stakeholders; adding value to the organisation; operational excellence; leadership ability; commercial acumen; qualification; contribution to society; number of years' experience; expertise from outside the professional area; being a member of a professional body/association; level of seniority.

What other characteristics would you add?

2. How have you seen the role of HRD professionals evolving to date?

3. How do you see the role evolving in future?

4. Within the bounds of confidentiality, please can you provide a few short vignettes when you or colleagues felt you had to deal with ethical dilemmas in HRD?

5. What ethical principles and values have guided you in decision making in your role?

6. List in order of priority (1 = highest) the eight lenses you tend to adopt in making decisions in the workplace:

Well-being
Rights
Merit
Fairness
Markets
Democracy
Integrity
Long-term view

7. What do you see as the key trends affecting your role?

8. What are the gaps between your ambitions as an HRD professional and current practice?

9. What are your key mantras when dealing with tricky situations in the workplace?

10. What are your key sources of support in terms of specific articles, web sites, writers that keep you informed about changes in the HRD profession?

11. What are the key words you would like clients and colleagues to use when describing your professionalism?

12. What did you learn from your university studies about ethics? How might this have been improved?

13. How well respected do you feel as an HRD specialist?

14. How helpful do you find CIPD in supporting HRD professionals?

15. Feel free to make any additional comments.

Appendix 3. Case study examples of HRD ethical dilemmas

Golden handcuffs

In Sam's NHS hospital trust where he works there is a contractual requirement that anyone who is sponsored for the part-time two-year Postgraduate Diploma in Human Resource Management to remain with the organisation for three years on graduation or if they leave they are required to repay the fees (on a sliding scale depending on time in the organisation following graduation). Sam thinks this is unfair as it makes training appear to be a reward rather than a right. Indeed, if the CIPD qualification is intrinsic to the job, then fees and annual subscriptions should be paid by the employer. Furthermore, Sam has noticed that as pay rewards are capped with tight budgets, high achievers are being rewarded with expensive development programmes and coaching support, which you consider should be spent on less high performing employees to boost their productivity. Sam's boss is now on a year's maternity leave and Sam has been asked to review the equity of the trust's learning and development policies and contracts with employees. What would you advise?

Discriminatory language

For one European office, Melissa hired two training associates from the Canada: Ron (White) and Larry (Afro-American). She thought they would be like brothers. But they hated each other after facilitating a joint training session when Ron called Larry 'coloured.' Larry was profoundly irritated by this. The conflict was massive. Ron pretended it is a good term in Montréal (which was a lie) where he grew up. The organisational partner wanted to fire Ron. Melissa advised the partner to give them one more chance but first she had a conversation with each, and then a meeting with both of them. Melissa communicated the negative information in a positive way (we needed both of them for the project). She communicated that 'we have a problem', named the problem (it's not OK to use discriminatory language) and explained why it was a problem. Thirdly, she offered a possible solution: 'you don't have to love each other lots but if you're able to both co-operate professionally, you're both still "in."' They thought they'd be fired (at least Ron thought so). Afterwards, they became friends and collaborated. Melissa commented that this incident illustrated her philosophy: (1) communicating negative information in a positive way; (2) giving someone who fails another chance as they may work miracles. What are your views on the different stakeholders' perspectives and the way this situation was managed?

Setting someone up to fail

Samir's new boss arrived and decided to ration the training budget much more tightly. There was a case in the department of a line manager being highly dissatisfied with a young member of staff who had been transferred to them. Instead of coaching this person, the line manager insisted that the employee attended a week long training programme which would make them the department's expert on a complicated topic. Working on the Peter Principle of the employee being promoted to a level of incompetence, following this training week, the line manager persecuted the member of staff for not sufficiently grasping the concepts or communicating them to his colleagues. As Samir's

remit is the implementation and monitoring of staff development policies, he protested that the approach in the organisation was to focus on the performance of the line manager and not on their ability to nurture their staff. How would you advise Samir in relation to the young employee who feels bullied since she participated in the training programme?

To promote or not to promote?

In a top university science department in London, the Head of Department announced that one professorial position was available for an internal promotion. Two candidates expressed an interest: (i) Mandy, a diligent astrophysicist and Cambridge educated divorcée with a solid research publications record in her early 30s. (ii) Mick, an Oxford graduate is in his early 50s, single, and an exuberant broadcaster and presenter with a mediocre research publication track record. After much internal deliberation, it was decided that as Mick was such an extravert and prolific communicator with the public about science (like Brian Cox), it would be helpful to boost the department's recruitment to make him a professor, after all 'it was his last chance.' On the other hand, the consensus was 'Wendy's young, she can move around the country. She'll get a professorship easily or if not, it's her turn next internally.' Your HR Business Partner is now asking you what developmental opportunities can be put in place for other heads of department and prospective professors to help them understand processes for equality and diversity in promotions and to encourage greater visibility and raise the media profiles of your top academics. Subsequently, Mandy left for a professorship on the South coast. Mick continued to be very active in the media which distracted him from publishing in top journals but meanwhile he was collecting plenty of evidence about his high impact in the public communication of science.

Procuring coaching and executive education

A new CEO insists that all members of the executive team should be coached by several professors from INSEAD. She has arranged for strategy away days to be led by several of these gurus and for all senior managers to undergo INSEAD's four week Advanced Management Programme in Singapore. As Chief Learning Officer, you have established a procurement policy for training providers and an executive coaching policy that is voluntary and allows individuals to choose from a range of providers who are excluded from other training interventions. You are now concerned that the company's executives will become 'INSEAD clones' and alienate talented individuals who are denied such opportunities as the learning and development budget is becoming biased towards existing talent at the top rather than for the leadership pipeline. You are also concerned about issues of Chinese walls. In this situation, will you remain silent or act on your concerns and, if so, what will you do?

Aiming higher

You have been told by your new Chief Learning Officer from California that you must produce ground breaking multimedia teaching materials, including cases, tutorials, apps and simulations that are innovative and intellectually rigorous to inject fresh excitement and inspiration into your staff development offering. In addition, she has prioritised your targets as Head of Training this year. She says she will measure your performance based on how you and your team improve trade negotiations, emotional intelligence, conflict management, decision making, company

demographics, and happiness in the workplace in preparation for an application to the *Sunday Times 100 best small places to work for* listing. What is your response?

Indifference

The chair of your board in a membership association has recruited two CEOs in quick succession who stayed for three years only and left as quickly as they could because they found the chair domineering. The board chair always talks exuberantly about these individuals, however, you felt that as they were from quite different sectors they never really understood the job and the chair enjoyed manipulating them while all the time saying they were doing a great job. Most of the time these CEOs were absent, politicking and travelling to boost their own international connections, and they took very little interest in the employees. The deputy chair has asked to see you for lunch to discuss your views on the job description for the head hunters to recruit yet another CEO and in the meantime you are being asked to cover this role for three months. Your interest in the organisation is waning. What development activities will you maintain in this SME during the interim three months to raise motivation levels amongst the seven employees remaining?

Misselling

To meet your short-term targets, when a new Indian graduate trainee calls to ask what you can offer in terms of a postgraduate qualification for £6,000, you sell her a one day course instead of a programme that will give her access to membership of the CIPD.

Mixed messages

Your company in Germany of 500 employees has recently closed a department and made 15 posts redundant. Your CEO and board are currently on a three-day retreat to discuss company strategy. The CEO has posted a photograph on his Facebook page of the board enjoying an expensive dinner at a top restaurant in Geneva. One of your colleagues has complained that this is inappropriate. What is your response?