

Joint Call for Papers
on
Human Resource Development in the Era of Multilingualism:
Implications of Language Policies on Training and Development Practices
for
Special Issue of International Journal of Training and Development &
19th International Conference on Human Resource Development

Decades of internationalization and business expansion has turned the world into a global village. Before the COVID-19 pandemic, we could witness daily the great migration of people at many of the world's major entry ports, which were swamped with business travelers, tourists, migrant workers, refugees, and international students, all conversing in different languages. Businesses are propelled to embrace employees from diverse cultures in order to better serve customers who may speak different languages and to strengthen global competitiveness. This has resulted in a workforce that is increasingly multilingual (Horn, Lecomte, & Tietze, 2020).

Language is at the center of many human resource development issues (Feely & Harzing, 2003; Heikkilä & Smale, 2011; Peltokorpi, 2017; Piekkari, Vaara, Tienari, & Sääntti, 2005; Reiche, Harzing, & Pudielko, 2015). However, training and development has received somewhat scant attention in the field. At the macro level, government language policies underpin a nation's internationalization and economic development effort and have an effect on its education system, immigration, and cultural inclusion practices. For instances, the European Union recognized multilingualism as a way to improve the competitiveness of the economy, and has established linguistic diversity as its language policy in Article 22 of the Charter of Fundamental Rights of the European Union (European Commission, n.d.), which guides a number of education and development initiatives. At the micro level, appropriate uses of language in all channels of communication ensure effective transfer of knowledge from company to employees to maintain safety and productivity of the operation. This can be evidenced by the 2010 OSHA initiative (Occupational Safety and Health Administration, U.S.A.) which directed compliance officers to observe whether employers provide employees safety training in a language they understand, after an OSHA study that uncovered language barriers as a contributing factor in 25 percent of job-related accidents (Hale, 2014).

The multilingual workforce today faces a plethora of issues (Horn, et al., 2020; Spolsky, 2009). Language issues in training and development in particular has not been fully discussed. This special issue will explore the implications of language policies on training and development practices in the context of multilingualism, to raise much needed attention in this line of research (Tenzer, Terjesen, & Harzing, 2017). Going beyond the traditional HRM research of language, this special issue will focus on three specific domains related to national, organizational and career development. Discussion on the effect of Covid-19 pandemic on the relevant issues are also welcomed. Potential topics may include:

National Development

- ✧ Implications of national language policy on vocational training and assessment
- ✧ Implications of national language policy on educational institutions and accreditation
- ✧ The composition of language spoken in a nation and its relationship to human capital

development

- ✧ The effect of national language policy on the training and development of civil employees

Organizational Development

- ✧ Implications of multilingualism on employee development and organizational competence
- ✧ Implications of multilingualism on expatriate management and diversity management
- ✧ Language management strategies of international companies in training and development
- ✧ Redesign of organizational training plan to ensure compliance to language policies set by the government
- ✧ Language barriers that affect skills and knowledge acquisition in a multilingual workforce
- ✧ Language barriers for training in global organizations across countries
- ✧ Modern technologies that help overcome language barriers during knowledge transfer
- ✧ Pedagogical and cultural concerns for training program design for the multilingual workforce

Career Development

- ✧ Managerial skills and knowledge to manage a multilingual workforce
- ✧ Relationship between language capabilities and career success
- ✧ Training or certifying language capabilities of employees for career development
- ✧ Language acquisition and individual career progress in the era of multilingualism
- ✧ Impact on language skills for career development at private and public firms
- ✧ Expatriate management and common corporate language training
- ✧ Development of young high potentials through effective language training

Covid-19 pandemic

- ✧ Covid-19 pandemic impact on language policies and practices
- ✧ Training evaluation comparing courses conducted before and after Covid-19 pandemic
- ✧ Covid-19 pandemic impact for language training at firms
- ✧ Training in common corporate language after Covid-19. What changed at firms?

References:

- European Commission. (n.d.). *Education and Training – Linguistic Diversity*. Retrieved April 15, 2021, from https://ec.europa.eu/education/policies/linguistic-diversity_en
- Feely, A. J., & Harzing A. W. (2003). Language management in multinational companies. *Cross Cultural Management: An International Journal*, 10(2), 37-52.
- Hale, T. (2014, January 24). Training in native language makes workplaces safer. *SHRM*. <https://www.shrm.org/resourcesandtools/hr-topics/risk-management/pages/training-native-language-workplace-safe.aspx>
- Heikkilä, J. P., & Smale, A. (2011). The effects of 'language standardization' on the acceptance and use of e-HRM systems in foreign subsidiaries. *Journal of World Business*, 46(3), 305-313.
- Horn, S., Lecomte, P. and Tietze, S. (eds) (2020). *Understanding Multilingual Workplaces: Methodological, Empirical and Pedagogic Perspectives*, Routledge.
- Peltokorpi, V. (2017). Absorptive capacity in foreign subsidiaries: The effects of language-sensitive recruitment, language training, and interunit knowledge transfer. *International Business Review*, 26(1), 119-129.
- Piekkari, R., Vaara, E., Tienari, J., & Sääntti, R. (2005). Integration or disintegration? Human resource implications of a common corporate language decision in a cross-border

merger. *The International Journal of Human Resource Management*, 16(3), 330-344.

Reiche B. S., Harzing, A. W., Pudelko, M. (2015). Why and how does shared language affect subsidiary knowledge inflows? A social identity perspective, *Journal of International Business Studies*, 46(5), 528-551.

Spolsky, B. (2009). *Language Management*. Cambridge University Press.

Tenzer, H., Terjesen, S. & Harzing, A. W. (2017). Language in International Business: A Review and Agenda for Future Research. *Management International Review*, 57, 815–854.

Call for Papers:

The International Journal of Training and Development (IJTD) collaborates with the 19th International Conference on Human Resource Development (IHRD conference), which will be held virtually October 22-23, 2021, to publish a special issue on the theme of Human Resource Development in the Era of Multilingualism: Implications of Language Policies on Training and Development Practices. The IHRD conference organizer will select from the best papers presented in the conference for consideration of publication in this IJTD special issue (IJTD review required). The special issue is aimed for publication toward the end of 2022.

Important Dates:

Submission of full paper to IHRD Conference due: July 31, 2021
Announcement of IHRD Conference acceptance: August 31, 2021
Conference registration deadline: September 15, 2021
Conference dates: October 22-23, 2021
Announcement/notification of IJTD special issue recommendation: October 29, 2021
Submission of manuscript for review by IJTD due: December 31, 2021

Guidelines for Authors:

All submissions are subject to a double-blind review process and should follow the required format. Only full papers of original research will be accepted for review by the conference. Theoretical, empirical, and qualitative studies are all welcomed. The manuscript should be typed in 12-point font, Times New Roman, 1.5-spaced throughout and with one-inch (2.54 centimeters) margins all around. Page numbers should be provided and centered at the bottom of every page. Follow the APA 7th edition guidelines for headings, citations and references. Manuscripts should limit to 6,000 words including tables, figures and references, and submitted as a PDF file. Please make sure that the manuscript does not contain any information that identifies the authors. (Submission link: <https://easychair.org/cfp/2021IHRD>)

Conference Website:

Please refer to the following conference website for additional information.
<https://www.ihrd.ntnu.edu.tw/index.php/en/conference2021-2/>

IHRD Conference Organizer:

Graduate Institute of International Human Resource Development
National Taiwan Normal University, Taipei, Taiwan, ROC

For further information, contact Dr. C. Rosa Yeh at rosayeh@ntnu.edu.tw.